

Н.Мира, Р.Ариунаа, Б.Батчимэг

ENGLISH IX

Ерөнхий боловсролын 12 жилийн
сургуулийн 9 дүгээр ангийн сурах бичиг

Боловсрол, Соёл, Шинжлэх Ухаан, Спортын Яамны
зөвшөөрлөөр хэвлэв.

Гурав дахь хэвлэл

СУРГУУЛИЙН НОМЫН САНД ОЛГОВ.
БОРЛУУЛАХЫГ ХОРИГЛОНО.

Улаанбаатар хот
2019 он

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A-618

English IX: Ерөнхий боловсролын 12 жилийн сургуулийн 9 дүгээр ангийн сурах бичиг. Мира Н. ба бусад/ Ред. Болормаа Б., Баярмаа Б. - УБ. 2015. - 168х.

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 Ухааны Яамнаас бичгээр авсан зөвшөөрлөөс бусад тохиолдолд цахим болон хэвлэмэл хэлбэрээр бүтнээр эсхүл хэсэгчлэн хувилах, хэвлэх, аливаа хэлбэрээр мэдээллийн санд оруулахыг хориглоно.

Сурах бичгийн талаарх аливаа санал, хүсэлтээ textbook@mecs.gov.mn хаягаар ирүүлнэ үү.

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ISBN 978-99962-74-44-2

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MODULE 1 My world (Pages 8-49)		
Units	Listening	Speaking
Unit 1. All about me	Listening to how people got their name Listening to descriptions of people	Talking about oneself / relatives / preferences / habits Talking about things you've done / haven't done
Unit 2. At school	Listening about a school day Listening about schools in the past	Talking about different school places Talking about lessons, after school activities Talking about habits / states in the past
Unit 3. Sports and fitness	Listening to a sportsperson talking about a daily regime	Talking about using sports equipment Talking about different types of exercise Reporting a pulse rate results to the whole class
MODULE 2 Past and present (Pages 50-97)		
Units	Listening	Speaking
Unit 4. Clothes	Listening to the shopping dialogues	Talking about different clothes and accessories Talking about a fashion through the ages
Unit 5. Time and special days	Listening about the Roman calendar Listening and noting down events and dates on the calendar Listening about wedding days in two different countries	Reading and problem-solving tasks around a calendar
Unit 6. Inventions	Listening about great inventions in the 20th century Listening to descriptions of inventions that didn't work, didn't catch on	Talking about the 20th century inventions Talking about gadgets / technology Describing devices and gadgets

Reading	Writing	Use of English
Reading about names in different cultures	Writing a paragraph about different names Writing a description	Adjectives for describing people and their appearance Present perfect forms to express recent, indefinite and unfinished past Structure: <i>how far, how many times, what + noun</i> <i>Used to</i> for past habits
Reading about a day in the life of a US school Reading school signs and notices	Writing an e-mail to the headmaster about a class / extra lesson you would like	Comparative adjectives Common prepositional verbs Modal forms: <i>would</i> and <i>could</i> for polite request, <i>needn't</i> for a lack of necessity, <i>ought to</i> for obligation <i>Used to</i> for past habits
Reading about the life of an athlete Reading about the benefits of doing exercises Reading instructions on how to conduct a pulse rate experiment	Writing a series of questions to ask a sportsman for a radio interview Writing a fitness action plan	Compound nouns for sports Reporting simple statements and commands
Reading	Writing	Use of English
Reading about clothing and a fashion in different historical times	Writing a lost property notice Writing an advertisement for an item to sell	Order of adjectives before nouns Simple passive forms <i>is made of, can be made from</i> <i>Used to</i> for past habits Prepositional verbs used for talking about clothes
Reading simple 'clock / time' problems, working out answers Reading about a summer fair from history	Writing a paragraph about a special day	Prepositional time phrases with <i>in / at / on</i> and <i>early / late</i> Conjunctions <i>while, until, as soon as</i> in relating narratives Past continuous forms
Reading about communication devices existed before the phone and about the invention of the telephone	Writing an imaginary dialogue of the Bell's first phone conversation	Passive forms and <i>by + agent</i> Comparative adverbs

MODULE 3 **Different people** (Pages 98-125)

Units	Listening	Speaking
Unit 7. Survivor's tales	Listening to the safety announcer Listening to an interview with survivors	Talking about different things you have for safety in different situations Talking about natural disasters
Unit 8. People and jobs	Listening to people describing their jobs Listening to people describing the qualities they need to do their jobs Listening to the short conversations	Talking about what will happen if people disobey the signs

MODULE 4 **Making decisions** (Pages 126-153)

Units	Listening	Speaking
Unit 9. Calculating	Listening: 'I think of a number' Listening: Line up accordingly Listening to a quick thinking palindrome quiz	Talking about numbers and the things / operations you do with them Discussing personal comparisons with other students
Unit 10. Making plans	Listening to different people talking about how they plan things	Talking about the kinds of things you use for planning

Reading	Writing	Use of English
<p>Reading about a survival tip</p> <p>Reading about natural disasters</p>	<p>Writing a short desert island diary entry</p>	<p><i>If / unless</i> - conditional 1</p> <p>Direct and reported statements</p> <p>Direct and indirect objects</p>
<p>Reading about people who love what they do</p> <p>Reading signs instructing people to do / not do things</p>	<p>Write an e-mail to a friend responding to his / her news.</p> <p>Punctuating a piece of writing</p>	<p>Prepositions after the adjectives: <i>good at, keen on, good with, kind / polite to</i></p> <p>Defining and non-defining relative clauses with <i>which / who</i></p> <p><i>Looks / talks / sounds like</i></p>
Reading	Writing	Use of English
<p>Reading to calculate 'money' word problems</p> <p>Reading simple logic problems</p> <p>Reading about palindromes</p> <p>Reading about school fair money-raising stall ideas</p>	<p>Writing an e-mail to a teacher explaining calculations on a fund raising event</p>	<p>Fractions and percentages</p> <p>Questions including <i>how far, how many times, what + noun</i></p> <p>Comparative adverbs</p> <p>Zero conditionals</p>
<p>Reading about different ideas for school charity fund-raising projects</p> <p>Reading weekend TV schedules</p>	<p>Writing an e-mail to a teacher about a holiday plan</p> <p>Punctuating written work</p> <p>Writing an e-mail exchange to a friend</p>	<p><i>'be going to'</i> to talk about decisions</p> <p><i>'will'</i> for a spot decision</p> <p>Simple present and present continuous in talking about arrangements, timetables and schedules</p>

Unit 1. ALL ABOUT ME

**LEARNING OBJECTIVES****LISTENING**

- L1 – Understand sequence of class ‘bonding’ instructions
- L2 – Understand questions which ask for personal information about names
- L4 – Understand the main points of different people’s talk explaining how they got their name
- L5 – Understand specific information and detail in different descriptions of people
- L6 – Deduce meaning from conversations where people experience things for the first-time.

SPEAKING

- S1 - Provide detailed information about themselves and others about names, habits, relatives
- S2 – Ask questions to clarify meaning of the names
- S6 – Link comments to relate statements with partner makes to themselves

READING

- R1 – Recognise, identify and sound a growing range of language at text level independently
- R4 – Understand the main points of texts about names in different cultures
- R5 – Understand specific information and detail in short text about the life of young Mozart
- R6 – Recognise the difference between fact and opinion in reading about the things Mozart could do/did at different ages

WRITING

- W1 – Plan, write, edit and proofread 10 to 12 pieces of information about themselves to include in a poem e.g. your shoe size, something about your name
- W5 – Link sentences into description of your hero /idol for a young person’s magazine when writing independently

USE OF ENGLISH

- UE3 – Use participle adjectives to describe people and their appearances
- UE5 – Use questions including how far, how many times, what + noun to ask about someone
- UE7 – Use simple perfect forms to express recent, indefinite and unfinished past

1. Work in pairs. Talk about your hobbies, likes, dislikes, preferences and habits.

Example:

What's the first thing you do in the morning?

2a. Mingle and ask each other to complete the chart "Find someone who ...".

Example:

*A: What do you find annoying?
B: A traffic jam.*

Activities	Names
does exercises every morning	
doesn't like telling a lie	
dislikes smell of cigarettes	
watches foreign movies in English	
spends a lot of time hanging with friends	
prefers quiet places	
relaxes doing his / her hobby	

2b. Report the findings to the class.

3. Match beginnings to their endings to make the questions.

1. How far

2. How many times

3. What kind

4. How often

5. How much

6. What colour

7. What size

a. would you choose to describe yourself?

b. time do you spend outdoors?

c. is your shoe?

d. have you ever been from your town?

e. have you taken part in any sport competitions?

f. do you visit your relatives?

g. of movies do you prefer?

4. Work in pairs. Ask each other the questions in activity 3 and answer.

Example:

*A: How far have you ever been from your town?
B: I've been to Darkhan and Erdenet.*



5. Work in groups of 3. Listen to the instructions and follow them. Then report to the class.

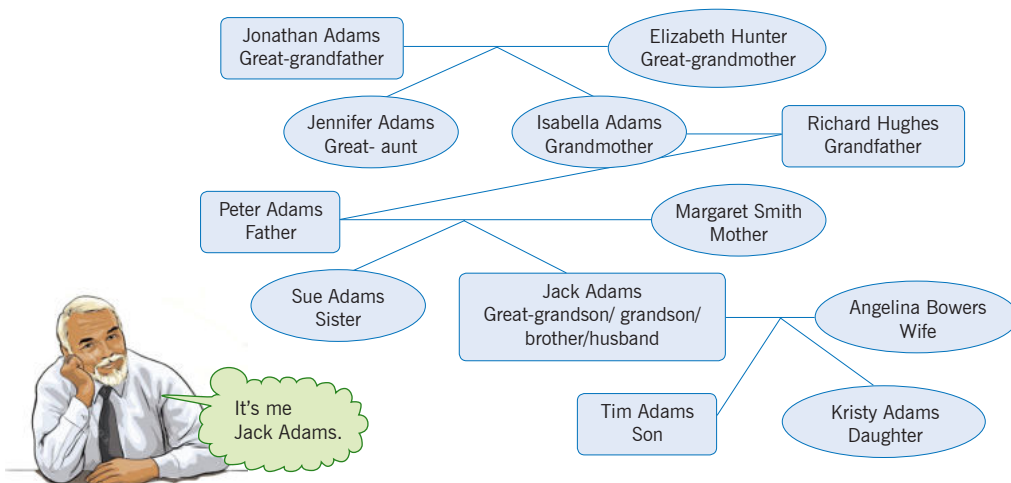
Example:

Oyun's fingers are longer than mine. Gerlee's fingers are the longest.

6. Read the sentences and tell each other what relatives they are.

1. My grandfather's father is my great grandfather.
2. My mother is my grandmother's daughter-in-law.
3. My grandmother is my mother's mother-in-law.
4. My father's sister is my aunt.
5. My aunt's son is my cousin.
6. My sister's daughter is my niece.
7. My mother's brother is my uncle.
8. I'm my grandparents' grandson.
9. My uncle's son is my cousin.

7. Look at Jack Adams's family tree and underline the correct relatives.



1. Jonathan Adams is Isabella Adams's *father / grandfather*.
2. Richard Hughes is Jonathan Adams's *son-in-law / grandson*.
3. Margaret Smith is Isabella Adams's *granddaughter / daughter-in-law*.
4. Jennifer Adams is Peter Adams's *uncle / aunt*.
5. Jack Adams is Jonathan Adams's *grandson / great grandson*.
6. Sue Adams is Isabella Adams's *granddaughter / niece*.
7. Sue Adams is Tim Adams's *aunt / uncle*.
8. Kristy Adams is Sue Adams's *nephew / niece*.
9. Margaret Smith is Jennifer Adams's *sister / sister-in-law*.
10. Angelina Bowers is Jack Adams's *sister / wife*.

8. Draw your family tree. Follow the model in activity 7.

9. Work in pairs. Look at each other's family tree. Ask and answer about the family relatives.

Example:

Who is the youngest in your family?
When was he or she born? How old is he / she?

10. Describe yourself using letters in your name. Use adjectives.

Example:

B	r	a	v	e						
I	d	l	e							
L	o	y	a	l						
E	n	e	r	g	e	t	i	c		
G	e	n	e	r	o	u	s			
T	i	m	i	d						



11. Work in pairs. Share your description with your partner's.

Example:

I think that's true. You are brave.

12. Read the article and choose the best title.

a. Naming patterns

b. Naming practice

c. Names in different countries

Have you ever wondered about people's names? Where do they come from? What do they mean?

An understanding of naming patterns is not helpful in tracing ones ancestry. People's first names are chosen by their parents. Some parents give their ancestor's name, others choose the name of a well-known person. A boy could be named George Washington or Chinggis.

Some people give their children names that mean good things. Clara means "bright"; Beatrice means "the one who gives happiness"; Leonard means "as brave as a lion". The earliest names or surnames were taken from place names. Someone who was called *Longstreet* probably lived on a long, paved road. *The Greenwood* family lived in or near a forest.

Other early surnames came from people's occupations. The most common example is *Smith*, which means a person, who makes things with iron and other metals. In the past, the smiths were a very important job. Occupational surnames are easy to understand: Barber, Plumber, Baker, etc. The ancestors of the Baker family probably baked bread for their neighbours. Sometimes people were known for the colour of their skin or hair, or special abilities. When there were several Johns in the same place, the John with the gray hair, probably became John Gray.

Some family names were made by adding something to the father's name. English speaking people added *-s* or *-son*. The Johnsons are descendants of John: the Roberts family's ancestor was Robert. The Swedish surname *Johansson* indicates the "son of *Johann*." Surname endings can even indicate the country of origin.

In Scotland and Ireland "*Mac*" or "*Mc*" means "son of". The Irish "*O*", as in *O'Brien*, means the grandson of *Brien*.

13. Read again and answer Yes, No and Doesn't say (DS).

1. An understanding of naming patterns is helpful in tracing one's ancestry.
2. The first-born son was named after the paternal grandfather and the first daughter after the maternal grandmother.
3. Some people give their children names that mean good things.
4. Some last names are based on the person's job or trade in Germany and England.
5. Occupational surnames are difficult to understand.
6. *Johansson* means the "son of *Johann*."
7. "*Mac*" or "*Mc*" means "son of" in England.
8. "*O*" means a grandson in Ireland.

14. Listen and complete the chart.

Names	Reason to give the names	Meaning of the names
Quy Nguyen	<i>Father's name begins with Q.</i>	
Kafia Ibrahim		
Beatrice Walker		

15. Work in pairs. Share information about your names. Discuss the following questions. Who gave your name? What does your name mean?

16. Write the adjectives under the headings.

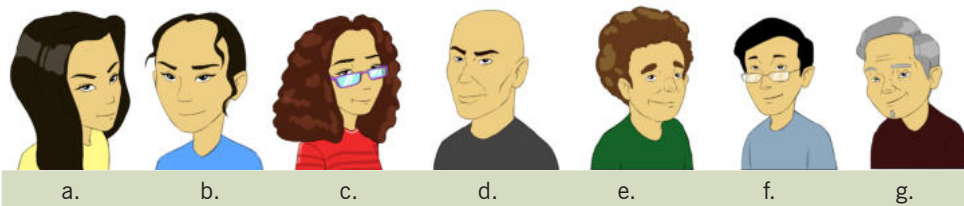
long, plump, skinny, oval, slender, overweight, round, blonde, pale, medium height, tall, dark, bald, chubby, wavy, short, straight, medium length, brown, square, fair

Hair	Face	Height	Build
...	<i>overweight</i>

17. Match the adjectives to their opposites.

- | | |
|------------|-------------|
| 1. long | a. square |
| 2. wavy | b. fair |
| 3. slender | c. short |
| 4. round | d. straight |
| 5. dark | e. plump |
| 6. tall | f. short |

18. Look at the pictures and describe the people.



Example:

The woman in picture A has long and straight dark hair. She has a round, fair face.

19a. Listen and answer. What are they mainly talking about?



19b. Listen again and fill in the chart with missing information about the children.

	Height	Hair	Build
Mariam		<i>short</i>	
Jimmy	<i>tallest</i>		
Andrew	...		
Daniel			skinny

20. Describe someone in your class without telling the name and get others to guess who he or she is.

21. Work in pairs. Ask and answer the questions.

1. Have you ever been abroad?
2. Have you ever won a competition?
3. Have you ridden a camel?
4. Have you seen your hero?

22. Match the past participle form to their base forms of verbs.

flown written bought eaten brought planted spoken looked
done given taught grown thought write look
do teach buy give grow fly plant think eat bring speak

23. Study the sentences and answer the questions *Yes* or *No*.

1. This is the longest time; I have ever waited for someone.
 - a. Am I waiting now?
 - b. Did I do it before?
 - c. Have I experienced waiting for someone for a long time before?
2. She has written three articles.
 - a. Did she write three articles?
 - b. When did she do it? Is the time definite?
 - c. Did she finish writing before?
3. I have lost the key to my room recently.
 - a. Did it happen in the past?
 - b. Do I have a key now?
 - c. Is the result of the action obvious?
4. We haven't done our work yet.
 - a. Did you begin your work in the past?
 - b. Are you still working?
 - c. Did you finish your work?



24. Listen to the short dialogues and join beginnings and endings.

1. *I have never seen*
2. *Have you ever been*
3. *I have never flown*
4. *Have you ever received*
5. *Yes. I have eaten*

- a. *an unexpected present from your husband?*
- b. *a grasshopper in eastern Asia.*
- c. *white-water rafting?*
- d. *such a beautiful scenery before.*
- e. *by a plane before.*

25a. Make a list of things you have / haven't done this week.

MONDAY
11
SEPTEMBER
<i>I have done ...</i>
1.
2.
3.

TUESDAY
12
SEPTEMBER
<i>I haven't done ...</i>
1.
2.
3.

25b. Work in pairs. Ask and answer each other using information in activity 26a.

Example:

A: *What have you done this week?*

B: *I've written all my writing tasks. What haven't you done today?*

A: *I haven't cleaned my home yet. How about you?*

26. Write a short paragraph about your most memorable experience.

Write: what, when and where it happened, how you felt, why you think it is memorable.

Example:

In my life I have never been experienced to be alone more than 3 days.



SELF-CHECK



VOCABULARY

1. Fill in the correct family members.

1. My mother's sister is my ...
2. My daughter's brother is my ...
3. My father's daughter is my ...
4. My mum and dad are my ...
5. My sister's son is my ...
6. My aunt's son or daughter is my ...
7. My father's brother is my ...
8. My mother's father is my ...
9. My daughter's son is my ...
10. My brother's daughter is my ...

2. Unjumble the words in bold.

1. What does she look like? - She is tall and **lism**.
2. How tall is she? - She is 1 **remet** 75 centimetres.
3. How much does he weigh? - He is a little **gotvweierh**.
4. He is only 50 kilos. He is a **kinsyn**.
5. He has not any hair. He is **lbda**.
6. What colour are his hair? - It's **ledobn**.



LISTENING



3. Listen and answer. Whose experience are they talking about? Tulga's or Andrew's?



4. Listen again. Answer true (T) or false (F).

- | | | |
|---|---|---|
| 1. Andrew is asking Tulga difficult questions. | T | F |
| 2. Tulga has won the second place in a competition. | T | F |
| 3. Tulga joined a demonstration. | T | F |
| 4. Tulga went to lake Huvsgul two years ago. | T | F |
| 5. Tuvshinbayar was a hardworking man. | T | F |
| 6. Tulga has ridden a camel. | T | F |





SPEAKING

5a. Work in pairs. Use the prompts and make questions using present perfect forms, as in the example. Then ask and answer the questions.



Example:

A: Have you seen Tuya?

B: Yes, I've seen her this morning.

1. You / ever / have a headache / that lasted all day? - No.
2. You / tell a lie? - Yes.
3. You / get into a fight? - No.
4. You / win a prize? - Yes.
5. You / play a joke / on your friend? - No.
6. You / see / your teacher / today? - Yes.

5b. Mingle in the class and ask others about their experience.



USE OF ENGLISH

6. Complete the sentences with the correct form of *used to* and using the verbs in brackets.

Example:

*I ... (not watch) sumo wrestling, but now I watch it every month.
I didn't use to watch (not watch) sumo wrestling, but now
I watch it every month.*

1. Women in the past ... (wear) long dresses every day, now they prefer different clothing.
2. We ... (live) in a flat, but we live in a big house now.
3. Julia and me ... (not / like) each other, but now we're good friends.
4. ... you ... (play) hide-and-seek when you were little?
5. ... people ... (surf) the Internet thirty years ago?
6. Few tourists ... (travel) by bike before.

7. Work in pairs. Ask and answer questions using the prompts below as in the example.

Dan hasn't seen Kevin for a long time. He wants to know what Kevin has done since they met last.

Example:

Dan: Have you found a new job?

Kevin: Yes, I have. Or No, I haven't.



Buy / a car?



Move / a house?



Play / at a tennis competition



Visit / grandparents



Hold / a meeting



8. Find the mistakes and correct them.

1. My friend bought a fancy dress this month.
2. We attended the last season fashion show.
3. My father has went camping.
4. We have eaten lunch at one o'clock.
5. Sonny have done her reading.
6. We have never hear about such a strange animal.
7. How many countries did he travel since last year?
8. Has she written her poem yesterday?



READING

9a. Read and answer the question. What is the author talking about?

Grown-ups are often surprised by how well they remember something they learned as children but have never practised ever since. A man who has not had a chance to go swimming for years can still swim as well as ever when he gets back in the water. He can get on a bicycle after many years and still ride away. He can play, catch and hit a ball as well as his son. A mother can teach her daughter the common childhood poem and story as "Twinkle, twinkle little star", Cinderella and Goldilocks, which she hasn't practised ever since when she was a little girl.

One explanation is the law of overlearning, which means once we have learned something, additional learning trials increase the length of time we will remember it.

In childhood, we usually continue to practise such skills as swimming, riding a bicycle, and playing basketball long after we have learned them. We continue to listen to and remind ourselves of the words such as "Twinkle, twinkle little star" and childhood tales such as Cinderella and Goldilocks. We not only learn, we overlearn.

The multiplication tables are an exception to the general rule that we forget rather quickly the things that we learn in school, because *they* are another of the things we overlearn in childhood.

The law of overlearning explains why *cramming* for an examination, though it may result in a passing grade, is not a satisfactory way to learn a college course. By cramming, a student may learn the subject well enough to get by on the examination, but he is likely soon to forget almost everything he learned. A little overlearning, on the other hand, is necessary for one's future development.

9b. Read again and choose the correct answer.

1. What's the main idea of paragraph 1?
 - a. People remember well what they learned in childhood.
 - b. Children have a better memory than grown-ups do.
 - c. Poem reading is a good way to learn words.
 - d. Stories for children are easy to remember.
2. The author explains the law of overlearning by ...
 - a. presenting research findings
 - b. setting down general rules
 - c. making a comparison
 - d. using examples
3. According to the author, being able to use multiplication tables is ...
 - a. a result of overlearning
 - b. a special case of cramming
 - c. a skill to deal with math problems
 - d. a basic step towards advanced studies

4. What does the word *they* in paragraph 4 refer to?
 - a. a commonly accepted rule
 - b. the multiplication tables
 - c. things easily forgotten
 - d. school subjects

5. *Cramming* means ... in the article.
 - a. telling a lie
 - b. being nervous
 - c. answering at an exam
 - d. information hastily memorised

6. What is the author's opinion on cramming?
 - a. It leads to failure in college exams.
 - b. It's helpful only in a limited way.
 - c. It's possible to result in poor memory.
 - d. It increases students' learning interest.



WRITING

10. Write a short description of your hero for a teenager's magazine. Follow the outline:

- Who is your hero?
- What does he / she do?
- Describe his / her appearance
- What's he / she well-known for?
- Why do you like him / her best?

Start the description like: *Meet ... (name of a person). If you don't know him/her check him / her out reading this description.*

How well can you do these things? Tick (✓) the columns.

I can ...	Very well	Well	Not well
listen and read for understanding the main and detailed information			
name family relations and adjectives for description			
describe appearances			
talk about my preferences			
use the present perfect to express experience			
use <i>used to</i> for past habits			

Unit 2. AT SCHOOL

LEARNING OBJECTIVES**LISTENING**

- L1 - Understand longer sequences of classroom instructions
- L4 - Understand the main points in students' talking about different problems at school
- L5 - Understand specific and detail information about a day in the life of a rural school
- L6 - Deduce meaning from different schools around the world and school activities

SPEAKING

- S1 - provide detailed information about themselves and others
- S2 - Ask questions to clarify meaning of the names of different places around a school
- S5 - Summarise what others have said about the objects
- S6 - Link comments to what others say about what kind of behaviour causes problems at school

READING

- R4 - Understand the main points of a range of short, simple texts about school signs and notices
- R5 - Understand specific information and detail in short, simple texts about Victorian children

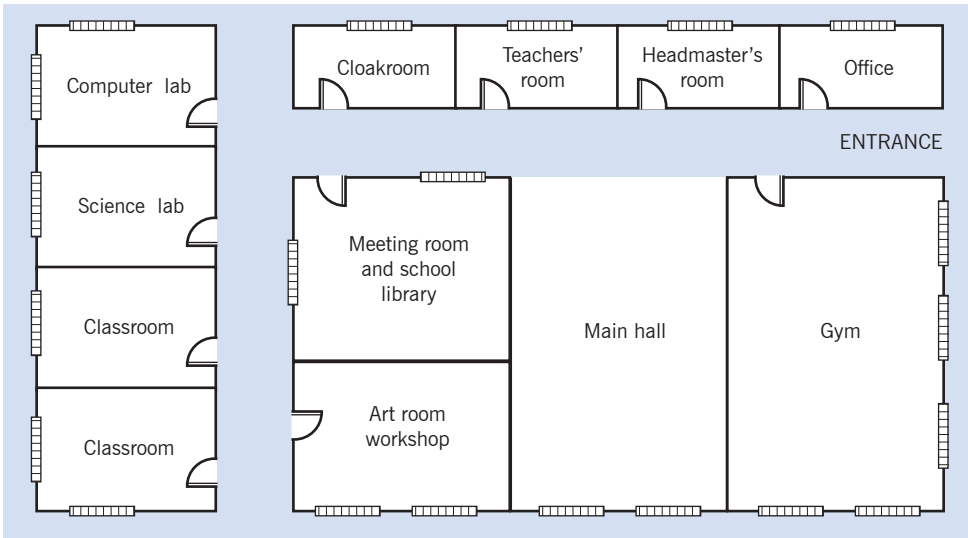
WRITING

- W2 - Write diary entry as a Victorian working child
- W7 - Spell most high-frequency vocabulary accurately when making a poster A Happy School
- W6 - Use an e-mail to the headmaster about a class / extra lesson you'd like independently

USE OF ENGLISH

- UE3 - Use participle adjectives and a adjectives in the correct order in front of nouns
- UE9 - Use used to/didn't use to for past habits/states
- UE11 - Use pre-verbal, post-verbal and end-position adverbs
- UE12 - Use conjunctions when, where, before, after, then, first to link parts of sentences in talking about routines/ habits.
- UE13 - Use a growing range of modal forms including would [polite requests] could [polite requests] needn't [lack of necessity] should, ought to [obligation]
- UE14 - Use dependent prepositions following adjectives
- UE17 - Use if/unless in zero and first conditional clauses when talking about behaviour and rules

1. Look at the school plan and tick (✓) and cross (x) the rooms you have or don't have in your school.



2. Use the verbs in the box to complete the expressions. Then write sentences.

attend take organise do prepare for have play participate

... classes, ... project work, ... exams, ... meetings, ... school activities,
... in competitions, ... sports, ... a test

3a. Read about US schoolchildren and answer the question. What are the students talking about?

A typical American child spends six hours a day, five days a week, and 180 days a year in school. Schools provide children with much more than academic education. More than 80 percent of all students participate in extracurricular activities, such as sports, student newspapers, drama clubs, debate teams, choral groups and bands. There are some schoolchildren talking about a day at school.

Calum: My mum usually drives me to school. We start off with French. At break time we play football in the playground. I like writing stories, so English is one of my favourite subjects along with Math and Physical Education. I usually bring a packed lunch with me, so I don't have to go to the school canteen. Therefore at lunchtime, I attend a school choir, and sometimes play table tennis. In the afternoon, I have Chemistry, Geography and Math. I get home about 5pm, and after tea, I start on doing my homework. I prepare for a test or write a poem for English. I watch a bit of TV with my family, and then I get my things together for tomorrow before a bedtime.

Danny: I take a bus to school each morning. After I arrive at school, I take the opportunity to catch up with any homework that I need to finish off. I have six classes a day. I use my two free periods today for practical work for the Physics course, which is my favourite subject – I'm doing some project work on lenses. I usually have lunch at the school canteen. After school, I have rugby training until 5.30pm. I usually spend a couple of hours on doing homework.

Emily: Each morning I catch the school bus at 8:20, and I arrive at 8:45. I usually have 6-7 classes a day. Our first job each morning is to write down our homework for that night, and I copy

it down before the first class starts. Our first lesson today is French and we'll work on our winter stories. I like French. We have been doing mind maps to help us plan our ideas. My story is about an elf that wants to be one of Santa's helpers. After a lunchtime, I do some History revision, for a test tomorrow. After school, I go to have meeting with the Chess Club members. When I get home, I do my homework.

Rachel: I usually walk to school. I have an Art class first. I'm working on an abstract clay building. Working with clay is fun. We take an exam in the end of each term. We need to prepare for them. We have more lessons before lunch. This afternoon we have PE class, so we play sports on the sports field. My school organises different school activities among students. I like to participate in Art competitions.

3b. Read again and complete the chart with necessary information.

	Way to get to school	School activity	After school activity
Calum	The mother drives him to school.		
Danny			
Emily			
Rachel			

4. Work in pairs. Tell each other:

- how you get to school
- how many classes you have a day
- what your favourite classes are
- where and what you have for lunch.

Example:

My home is near to school. It takes only 10 minutes to get there...

5a. Work in groups. Compare the US and Mongolian student's typical day.

	In US	In Mongolia
Way to get to school		
Lunch time		
After school activity		
The time to spend at school		

5b. Report your ideas to the class.

Example:

In Mongolia, primary school children are provided with free lunch at school from the government budget.



6a. Listen to a volunteer and students. Then choose a title a or b.

- Rural life in India
- Rural schools in India



6b. Listen again and answer the questions.

1. How many schools are in rural areas in India?
2. How do the students get to school?
3. What do families do in rural areas?
4. Do they have lunch at school?
5. How many classes do they have a day?
6. What do they do after school?

7. Write the comparative and superlative forms of the following adjectives.

Simple forms	Comparatives	Superlatives
good	better	
hardworking		the most hardworking
poor	poorer	
difficult	more difficult	
interesting		the most interesting
fast	faster	
little		the least

8. Work in pairs. Fill in the chart comparing schools. Use the information in 3a and 6a.

	Ways to get to school	School subjects	School time	Lunch time	After school activity
School in US	By a school bus, parents' cars, or walk				
Rural school in India				No lunch time	

9. Look at the sentences and choose the correct form.

- Students in US, get to school (*faster - fast*) than Indian rural students.
- Life in a rural area is (*the most difficult - more difficult*) than in the urban place.
- A computer class is (*more interesting - the most interesting*) for Indian students.
- Students in rural area have (*little - less*) free time to study.
- Conditions in rural area are getting (*better - good*) than before.
- Farmers' children are (*hardworking - more hardworking*) than urban children.

10. Look at the signs and notices. Match them to the explanations.

- It's only for school children.
- You mustn't smoke here.
- Please keep silence.
- Here you can't stop your car.
- You can't skate, cycle, roll and scoot ride.
- It's the place to stop a school bus.
- You mustn't bully a weaker one.
- Be careful. Children are playing.



11a. Match the prepositional verbs to their definitions.

- | | |
|-----------------------|---|
| 1. face toward | a. to warn |
| 2. jump on | b. to leap or spring over |
| 3. carry on | c. to enter, insert |
| 4. stay up | d. to reach |
| 5. place into | e. to take or support from one place to another |
| 6. warn against | f. to confront directly |
| 7. set up | g. to understand, recognise |
| 8. catch up | h. to remain awake past one's usual bedtime |
| 9. make out | i. to build, formulate |

11b. Use the prepositional verbs in the correct form to complete these sentences.

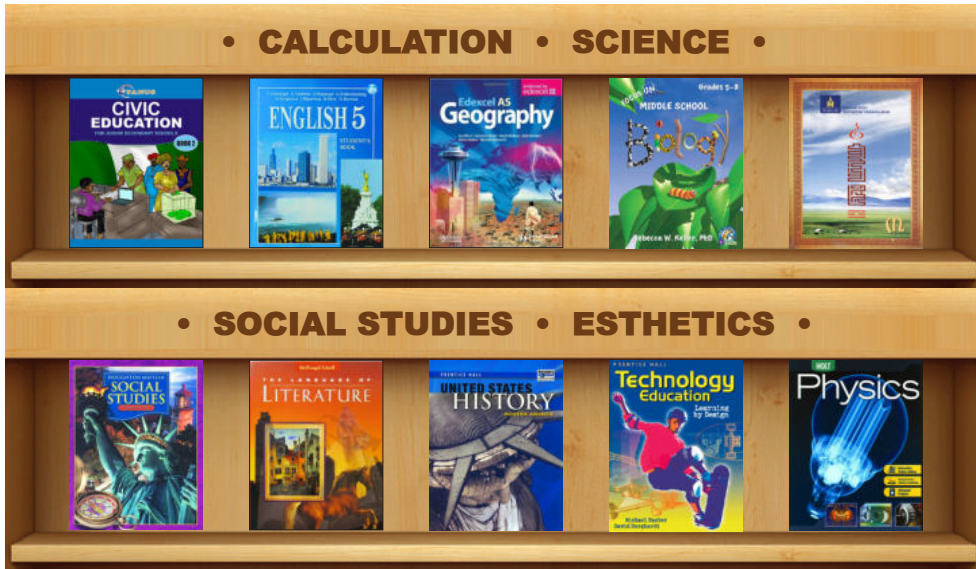
face towards jump on carry on place into warn against set up
turn up catch up make out

Example:

When the car honked its horn, I jumped on to the roadside and almost fell down.

- When the car honked its horn, I ... to the roadside and almost fell down.
- Although it was muddy, the car was ... heading forward.
- I went to bed late last night and ... later than usual.
- I can't ... what you have written. It's illegible.
- He usually overcomes when he ... challenges.
- Alex started running faster to ... the runners in front of him.
- Look at the sign. It ... from being unsafe.
- You'd better ... your group rules.
- The person is ... groceries ... the shopping bag.

12. Write the subjects under the headings.



- | | |
|-----------------------|---------------------------|
| 1. Mongolian language | 9. Biology |
| 2. Mathematics | 10. Social Studies |
| 3. English | 11. ICT |
| 4. History | 12. Physical Education |
| 5. Geography | 13. Design and Technology |
| 6. Physics | 14. Literature |
| 7. Chemistry | 15. Art |
| 8. Civic education | 16. Music |

13. Work in pairs. Fill in the weekly schedule chart. Then ask each other.

Example:

*What class do you have for the 1st period on Monday?
I have Biology from 8:00 to 8:40 am.*

Days	Monday	Tuesday	Wednesday	Thursday	Friday
1st period					
2nd period					
3rd period					
4th period					
5th period					
6th period					
School activities					

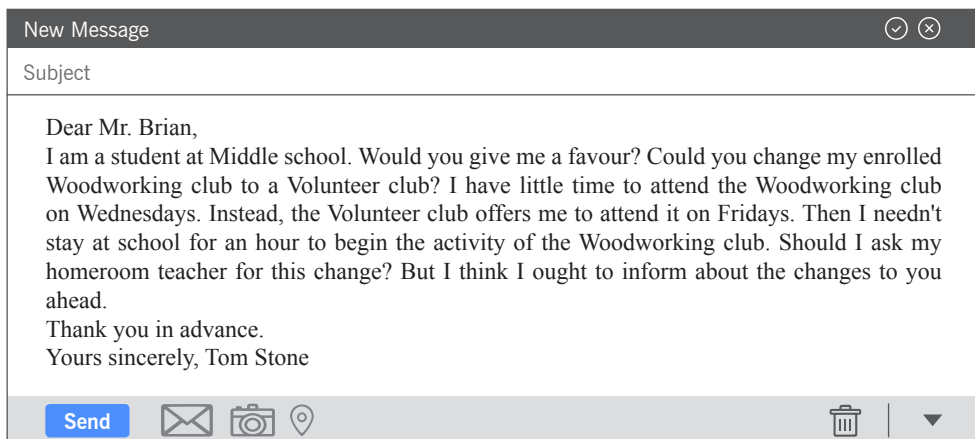
14. Tick the school activities you would like to attend. Then put them on your schedule above and compare with your partner's.

- Book Fair week
- Kite Club
- Board Games
- Debate
- Open Gym Basketball
- Volunteer Club
- Chess Club
- Dance Club
- Woodworking Club
- Cooking / Baking
- Jewellery Making
- Outdoor Activities
- Tae Kwon Do Club
- Eco Club

15. Study the sentences and choose the correct answer.

1. *Would you open the window?*
a. It's a normal request. b. It's a polite request.
2. *Could you give me a direction how to get to the bank?*
a. It's a polite request b. It's a normal request
3. *You needn't do it again. It's completely done.*
a. It's not good. b. It's not necessary.
4. *You should think carefully before you make important decisions.*
a. It's a permission. b. It's a strong necessity.
5. *You ought to speak English at English class.*
a. It's an obligation. You have to do it. b. It's advice. You can follow it.

16. Read the e-mail and complete the chart.



Modals	Purposes
<i>Would you give me a favour?</i>	A polite request
...	...

17. Write an e-mail to your school headmaster. Use the e-mail in activity 16 as a model.

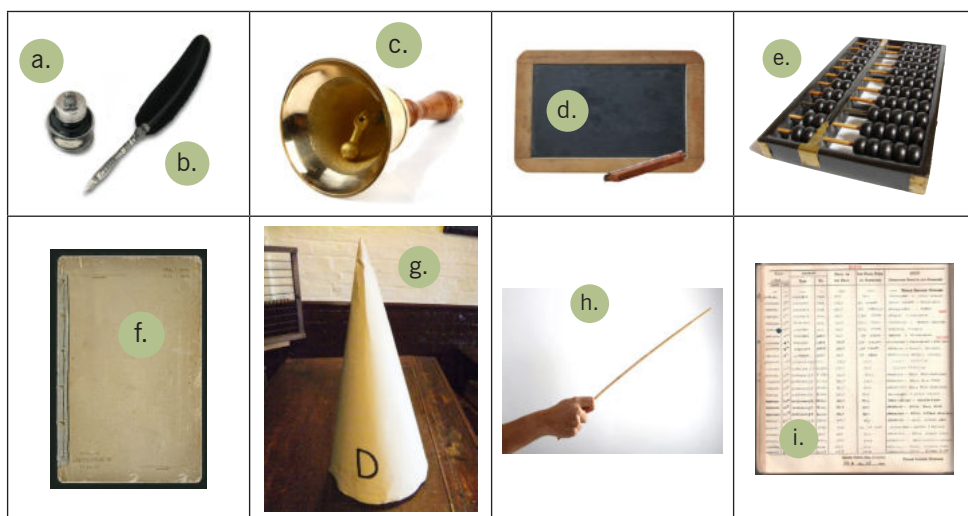
New Message

In your e-mail, write a request to enroll in a class or extra lesson you would like. Follow the outline below. Your e-mail has three parts.

1. Greeting words (*Dear...*)
2. Main messages (Use modals for polite requests)
3. Closing words (*Yours sincerely*, your full name, e-mail address, and phone number)

18a. Match the words to the pictures.

- | | | |
|----------------|---------------|------------------|
| 1. a quill pen | 2. an inkwell | 3. an abacus |
| 4. a copybook | 5. a slate | 6. a bell |
| 7. a cane | 8. a logbook | 9. a dunce's cap |




18b. Listen and check. Then repeat.

19. Listen and complete the sentences with the words above.

- This is a In it the teacher would write all that happened in a day.
- This is a Children used them to write.
- This is an Children used these to help them to do their maths work.
- This is a Children used to practise writing correctly over and over again.
- This is a Children wrote on these before there were paper and pencils.
- This is a The teacher made you wear this if you were being silly.
- This is a The teacher would ring the bell at the start and end of school.
- This is a Teachers used this as a punishment when a child did something wrong.

20. Work in pairs. Ask and answer the questions.

	1. What were schools like in the past?
	2. Can you calculate on the abacus?
	3. What is a dunce's cap for?
	4. What do you think is it right to punish students?

21. Study the sentences and answer *Yes* or *No* after the explanations.

*Before, teachers **used to use** a cane to punish children, when they did something wrong.*

*Before, children **didn't use to write** with a ballpoint pen.*

***Did schools in the past use to punish** students?*

- | | | |
|--|-----|----|
| a. <i>Used to + infinitive</i> tells something that happened in the past many times. | Yes | No |
| b. <i>Used to + infinitive</i> tells something that happens still now. | Yes | No |
| c. When we ask questions, we use <i>used to</i> form after a question word. | Yes | No |
| d. When we ask questions, we use <i>use to</i> form after a question word. | Yes | No |

22. Complete the sentences using the verbs in brackets. Put *used to* into the correct form.

- In the past, people ... (write) a letter to each other. Now they send e-mails to each other.
- In the past, children ... (do) sums with an abacus. Now they use a calculator.
- ... people in the past ... (write) with a ball-point pen? Now we use it a lot.
- Before, children ... (not ride) a school bus to go to school. Now they go by bus.
- In the past, villages ... (not have) schools. Now most of villages have schools.
- Students ... (erase and blow) eraser fragments away when they wrote. Now they don't do it anymore.

23. Work in pairs. Make a list of changes people used to do before. Compare them.

<i>In the past</i>	<i>longer working hours</i>	<i>no electricity</i>	<i>dunce's caps at school</i>	<i>handwriting</i>
now	8 hours	electricity	no punishment	typing on a computer
...

24. Work in groups. Discuss changes in Mongolian schools. Then report to the class.

Example:

In the past, schoolchildren used to study in a ger.



SELF-CHECK



VOCABULARY

1. Choose the correct answer for each sentence.

1. Each child should ... school.
a. organise b. attend c. participate
2. If you don't ... for a test, you'll fail in it.
a. cheat b. have c. prepare
3. Tulga usually ... in debates.
a. meets b. participates c. plays
4. ... is the study of matter, its properties, and substances.
a. Chemistry b. Biology c. Physics
5. The professor is interested in ... education and supports human rights.
a. Physical b. Civics c. Art
6. We organise a lot of ... activities like, hiking, climbing, football and skiing.
a. indoor b. outdoor c. inside
7. Children in the past used to write in ...
a. a quill pen b. an abacus c. a cane
8. Many of the US schoolchildren are involved in a (an) ... to help take care of the elderly, or help clean up the environment.
a. debate b. outdoor activity c. volunteer club



LISTENING



2a. Listen to Margaret and her grandmother and answer. What are they talking about?



2b. Listen again and tick (✓).

Activities	Grandma used to ...	Grandma didn't use to ...
play sports		✓
play in the street		
wear a uniform		
watch TV		
have pocket money		



help at home

have a computer



USE OF ENGLISH

3. Complete the sentences with the correct form of the adjectives in brackets.

1. This is a nice cat. It's much ... (nice) than my friend's cat.
2. Here is Emily. She's six years old. Her brother is nine, so he is ... (old).
3. This is a difficult exercise. However, the exercise with an asterisk (*) is the ... (difficult) one on the worksheet.
4. He has an interesting hobby, but my sister has ... (interesting) hobby in the world.
5. In the last holidays, I read a good book, but father gave me an even ... (good) one last weekend.
6. School is boring, but homework is ... (boring) than school.
7. Skateboarding is a dangerous hobby. Bungee jumping is ... (dangerous) than skateboarding.
8. This magazine is cheap, but that one is ... (cheap).
9. We live in a small house, but my grandparents' house is even ... (small) than ours.
10. Yesterday John told me a funny joke. This joke was ... (funny) joke I've ever heard.

4. Complete the following sentences using the correct degree of the adjective given in brackets.

Example:

My brother's handwriting is ... (bad) mine.

My brother's handwriting is worse than mine.

1. My brother's handwriting is ... mine. (bad)
2. Health is ... wealth. (important)
3. Blood is ... water. (thick)
4. Everest is ... peak in the world. (high)
5. This is ... play I have ever heard on the radio. (interesting)
6. Susie is ... of all the four sisters. (beautiful)
7. The planet Mars is ... from the earth than the satellite Moon. (far)
8. The elephant is ... animal in the world. (large)
9. An ocean is certainly ... a sea. (big)
10. I am ... in cricket than in football. (interested)

5. Rewrite the sentences using either *would* or *could* for politeness.

1. Can you bring your library books back today?
2. Will you join us on Saturday? Tom's back from England and we're having a barbecue.
3. Do you want to join us on Saturday? We're having a barbecue in the back garden.
4. Do you mind locking the door when you leave? - No, not at all!
5. Can I possibly have another cup of coffee? - I don't think you should. You won't sleep tonight if you do.

6. Choose the correct form.

1. He used to *be / being* fat but now he's thin.
2. Did you *use to / used to* write poems when you were young?
3. Steve *used / used to* be a teacher before he became a famous singer.
4. My mother didn't *use to / used to* drink much coffee. But now she has become addicted to it.
5. There *used to be / used be* a lot of trees in this court yard. They all have been cut down.
6. Where did you *use to / used to go* on school holidays?
7. *Were you use / Did you use* to believe in magic when you were little?



SPEAKING

7. Match the problems to the causes.

- | | | |
|-------------------------|----------------------|------------------------|
| 1. smoking | 2. cheating on exams | 3. disrupting in class |
| 4. skipping the classes | 5. bullying | 6. not doing homework |

- a. If students can't catch up the lessons and lose interest in school they can be absent from school.
- b. If students don't understand the lesson or have learning difficulties, they don't want to challenge themselves to work independently.
- c. Someone who doesn't have a good social behavior threatens weaker ones.
- d. Someone who lacks self-esteem imitates others to show up themselves.
- e. Children with lack of attention usually make troubles during a class.
- f. Children who don't attend classes and don't show accuracy at school work want to deal with challenges with tricking.

8. Work in pairs. Make a list of 3-4 problems in your class and discuss what would be possible solutions to them. Then share your ideas with other pairs.

Problems	Possible solutions
Cheating on exams	Setting a strict rule, exclude them from a class
...	...

9. Work in groups of 3. Discuss the situations and search for the ways to stop bad behaviours. Then report to the class and share your ideas.

- This student always skips the class and he is reluctant to go to school. He never talks to his parents about school.
- This student bullies weaker ones and says swears to his teens and teachers. Also, he smokes and sometimes appears drunk at school.

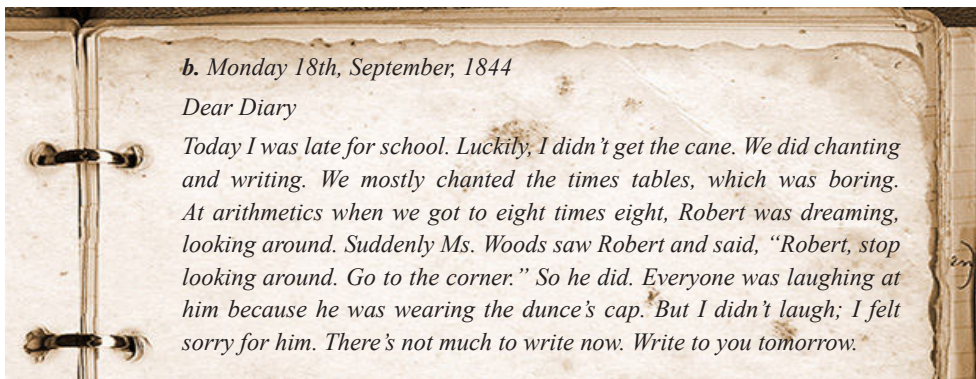
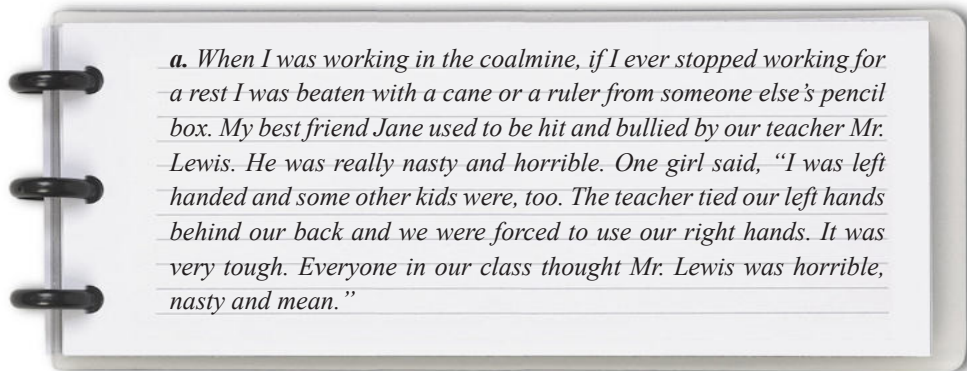
Example:

*We have talked about bullying.
It causes a problem at school because ...*



READING

10a. Read the diary entries and answer. What are they mainly about?



c. Today I started the work at 5:00 in the morning and worked all day until 9:00 at night. That's 16 hours! The tunnels are narrow and very wet where I work. My clothes are wet through almost all day long. We are not allowed to talk, sit or look out of the window whilst we work. We stopped about an hour at noon to eat my dinner: I have bread and butter for dinner; I get no drink. I'm exhausted to death.

10b. Study the diary entries and answer the questions Yes or No.

- | | | |
|---|-----|----|
| a. Did they write a date? | Yes | No |
| b. Did they use the first person such as <i>I, We, Us, We're, I'm</i> ? | Yes | No |
| c. Did they write something they are not interested in? | Yes | No |
| d. Did they give a detailed description? | Yes | No |
| e. Did they describe all events from morning to evening? | Yes | No |
| f. Did they write about familiar events? | Yes | No |
| g. Did they write their feelings and emotions? | Yes | No |
| h. Did they explain why they felt happy or sad? | Yes | No |



WRITING

11. Write a diary entry about your one day at school. Follow the guideline.

- Write in a chronological order.
- Give the detailed information about places, objects, people and events.
- Include a familiar event talking about events that involved you.
- Conclude your diary. Explain why ...
- Write about your feelings and emotions.

How well can you do these things? Tick (✓) the columns.

I can ...	Very well	Well	Not well
compare things			
use <i>used to</i> to talk about past habits			
understand school signs			
talk about school problems and give my opinion			
follow e-mail and diary entry outline in writing			

Unit 3. SPORTS AND FITNESS

LEARNING OBJECTIVES**LISTENING**

- L2 – Understand more complex unsupported questions which ask for personal information
- L5 – Understand specific information and detail in talk of sportsman about their daily regime
- L8 – Recognize opinion of the partners in both short talk about sports equipment

SPEAKING

- S1 - Provide detailed information about themselves and others about sports and fitness
- S2 - Ask questions to clarify meaning on a range of general and curricular topics
- S3 – Give an opinion when talking about what's good for what
- S4 – Respond at sentence to unexpected comments when completing a pulse rate experiment and reporting results to whole class
- S5 - Summarise what others have said on experiment and report

READING

- R2 – Read and follow instructions on how to conduct a pulse rate experiment
- R4 - Understand the main points of a texts by using contextual clues
- R5 - Understand specific information and detail in a personal ten-point fitness action plan [resolutions]
- R6 – Recognise about the benefits of doing exercise
- R7 – Recognise opinion of the students plan and write a series of questions to ask this or another famous sports star for a radio interview ... which students then act out for class

WRITING

- W1 – Plan, write, edit and proofread at making a list of sports equipment to do project
- W4 – Use joined-up handwriting in writing a fitness action plan with appropriate speed and fluency
- W5 – Link sentences into summarising previous sports star interview

USE OF ENGLISH

- UE1 – Use abstract nouns and compound nouns for sports
- UE11 – Use simple forms of reported speech to report statements and commands

1. Match the words and expressions to the pictures.

1. doing athletics 2. playing football 3. motor racing 4. boxing
5. cycling 6. ice skating 7. skiing 8. running 9. judo wrestling 10. sailing



2. Work in pairs. Tell what sport you play and why you like it.

Example:

A: What sport do you play?

B: I attend a young athletes club. I go short distance running.
How about you?

3a. Match the words to make compound nouns related to the sports.

1. a tennis
2. a running
3. a football
4. a mouth
5. a shin
6. a hockey
7. an ice
8. a slam
9. a swimming
10. a penalty

- a. kick
- b. stick
- c. rink
- d. pad
- e. protector
- f. track
- g. boots
- h. costume
- i. dunk
- j. racquet



3b. Listen and check. Then repeat.

4. Write the compound nouns for the pictures. Use the words in activity 3a.



5. Work in pairs. Write sentences with the compound nouns.

Example:

A mouth protector is a protective device for mouth, teeth and gums.

6a. Make a list of sports and activities using the chart. Then make 4-5 sentences.

Example:

At the weekends, my father goes skiing.

Go	Do	Play
riding	aerobics	badminton
jogging	gymnastics	table-tennis
skating	taekwondo	football
fishing	judo	basketball
sailing	karate	chess
skiing	ballet	board games
snowboarding	exercise	snooker
swimming	yoga	hockey
cycling	a crossword puzzle	volleyball
running	archery	squash

6b. Complete the sentences with *play / do / go* in the correct form.

1. He used to ... jogging every morning when he was a boy.
2. Where is Mary? - She is... aerobics now. Don't bother her.
3. Have you ever ...snowboarding? - No, I haven't. It is too difficult for me.
4. My grandmother is 80 but she still ... exercises every morning.
5. Steven and his son ...hiking in woods every summer.
6. When he was a child, he wanted to ... football for his country.
7. Last Saturday, my uncle and I ... fishing and caught three big fish.
8. I don't have much free time but when I find some time I ... soccer with my friends.
9. Tell me, where are you going to ... skiing this winter?
10. Can your sister swim? - Yes, she can. She ... swimming every Sunday.
11. I go fishing on Saturdays and I ... yoga on Sundays.

**7a. Listen and answer. Who is Cristiano Ronaldo?****7b. Listen again and choose the correct answer.**

1. Cristiano Ronaldo is playing for

a. a Portuguese professional football team

b. Manchester United

c. Real Madrid

2. His day starts at

a. 6:30 am

b. 5:30 am

c. 7:30 am

3. He practises

a. 25 - 30 minutes per day

b. 3 to 4 hours per day

c. 3 to 4 hours per week

4. He follows

a. football tactical exercises

b. a strict diet plan.

c. technical drills

5. He does football tactical exercises to

a. enhance skills

b. improve understanding with teammates

c. to develop body strength

6. To set training routines is

a. important

b. tactical

c. following

8. Work in groups. Take turns asking and answering the questions.

- Who uses an alarm clock?
- Who gets up late?
- Who exercises in the morning?
- Who does sports?
- Who takes part in sports competitions?
- Who has any sport equipment at home?

9a. Mingle and find someone who

uses boxing gloves	has a basketball	has a tennis net
has running shoes	has a football	uses a hockey puck and stick
has tennis racquets	uses an arrow	has skates
has a helmet	has skis	has a judo uniform
has a swimming suit	rides a bike	has gymnastic rings

9b. Report your findings to the class.

Example:

Anu has skis.

10. Read the text and answer Yes, No and Doesn't say (DS).



TUVSHINBAYAR NAIDAN



Tuvshinbayar Naidan, the judoka and winner of the gold medal for Men's Judo at the Beijing Olympics 2008, won silver in London Olympics 2012. With his victory in Beijing to win the first gold medal for the country, Tuvshinbayar became a symbol of peace and unity for all Mongolians. That was a proud moment for the country as it was the first time ever that Mongolia received a gold medal at the Olympics. "The first thing I thought of was my parents and my coach," Tuvshinbayar said after the victory at the Beijing Olympics 2008.

People encouraged him while posting "Congratulations! You have made your country proud. We are proud of you!" on social media when he decided to fight despite a serious injury in the semi-final at the London Olympics 2012. He fulfilled the will of people, however, brought a silver medal at home.

Mongolia is a country where almost "every man is born a natural wrestler" and the traditional nomadic lifestyle ensures that every boy becomes a well-trained horseman - which requires a lot of ability, strength and balance. For Mongolians the words "horse" and "wrestler" denote national pride.

- | | | | |
|---|-----|----|----|
| 1. Tuvshinbayar is a judo wrestler. | Yes | No | DS |
| 2. He has two Olympic medals. | Yes | No | DS |
| 3. He has won the first gold medal at London Olympics 2012. | Yes | No | DS |
| 4. All Mongolians cheered when Tuvshinbayar won a gold medal. | Yes | No | DS |
| 5. People are not proud of Tuvshinbayar that he wrestled despite being injured. | Yes | No | DS |
| 6. He is a courageous and determined man. | Yes | No | DS |
| 7. Every boy becomes a herdsman. | Yes | No | DS |
| 8. For Mongolians the words “horse” and “wrestler” are national pride. | Yes | No | DS |

11a. Work in groups. Write a series of questions for a radio interview with one of your favourite sports people. Follow the outline.

Example:

Why are you interested in this sport?

- Discuss how the person being interviewed might feel.
- Record the benefits to the person you will interview.
- Brainstorm about the questions you want to include in an interview.

11b. Report the interview questions to the class and share your ideas about the questions.

Example:

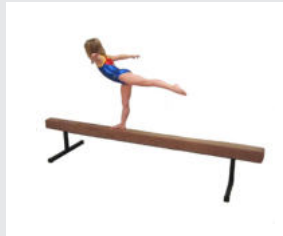
We wouldn't ask too personal questions like “How much money do you earn?” We would ask questions about hobbies and interests, workouts and achievements. They are ...

12. Act out a radio interview using the questions.

Example:

Interviewer: What do you think your best quality is? How would you describe yourself? What's the proudest moment for you?

13a. Work in groups and do a project. Make a list of sports equipments. Use a dictionary or other resources.



Example:

Women's gymnastics - the balance beam, uneven bars, floor exercise and vault.

13b. Share your findings with other groups and compare.

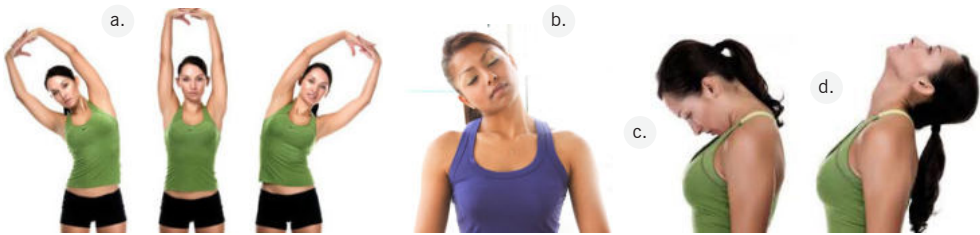
Example:

*For motor race athletes wear a helmet.
They use it to protect their head from injury.*

14. Run a competition in a class. Who knows names of sports' stars best? Then talk about the stars.

15. Match the exercises to the pictures.

- | | |
|------------------|--------------------|
| 1. Chin to Chest | 2. Eyes to Sky |
| 3. Side to Side | 4. Ear to Shoulder |



16. Read the instructions and write the name of each exercise above. Then do the exercises following the instructions.

a.

1. Gently bend your head backward so that your eyes are looking up.
2. Stop when a stretch is felt in the front of your neck.
3. Hold position for 20 seconds.
4. Return to the starting position.
5. Repeat this 4 more times.

b.

1. Gently turn your head to the left, looking over your left shoulder.
2. Stop when a stretch is felt in the right side of your neck.
3. Hold the position for 20 seconds.
4. Return to the starting position.
5. Repeat above stretch 4 times.

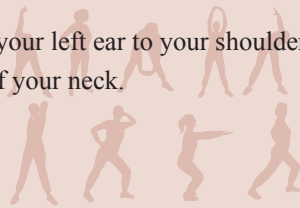
c.

1. Stop when a stretch is felt in the back of your neck.
2. Hold the position for 20 seconds.
3. Return to the starting position.
4. Repeat this 4 more times.



d.

1. Gently bend your neck in attempts to touch your left ear to your shoulder.
2. Stop when a stretch is felt in the right side of your neck.
3. Hold the position for 20 seconds.
4. Return to the starting position.
5. Repeat above stretch 4 more times.



17a. Study the sentences and choose *a* or *b* in the explanations.

1. *John said, "I love this town."*
John said that he loved that town.
 - a. We use the present simple to report simple statements.
 - b. We use the past simple to report simple statements.
2. *Karen said, "Don't play football in the garden!"*
Karen told me not to play football in the garden.
 - a. We use *don't + verb* for reporting negative commands.
 - b. We use *not to + infinitive* for reporting negative commands.
3. *Sabine said, "Meet Sandy at the station!"*
Sabine told me to meet Sandy at the station.
 - a. We use *to + infinitive* for reported commands.
 - b. We use a base form of a verb to give commands.

17b. Complete the sentences using the reported speech.

- | | |
|--|------------------------------|
| 1. "I live in Ulaanbaatar." | The man said |
| 2. "He works in a bank." | He told me |
| 3. "Julie doesn't like swimming." | He said |
| 4. "I don't have a computer." | She said |
| 5. "They never arrive on time." | The father said |
| 6. "We often meet friends in London at the weekend". | He told me |
| 7. "Get up early tomorrow morning." | The mother told me |
| 8. "Repeat this stretch 5 more times." | The instructor told me |
| 9. "Don't walk too slowly." | They told me |

18. Work in pairs. Play a game. Give each other commands. Then report them to other pairs.

Example:

A: "Don't forget to do your homework."

B: Tuya said to me not to forget to do my homework.

19. Match the words to their synonyms.

- | | | |
|------------------|---|----------------------|
| 1. a flexibility | → | a. a position |
| 2. endurance | | b. elasticity |
| 3. a capability | | c. currency |
| 4. a balance | | d. springing |
| 5. a posture | | e. patience |
| 6. rebounding | | f. stability |
| 7. a circulation | | g. an ability |

20. Read the article and match paragraphs to the titles.

- | | |
|-------------------------------|---------------------------|
| a. A cardio-vascular exercise | c. A strength exercise |
| b. A balance exercise | d. A flexibility exercise |

There are four different types of exercise that each helps the body in a different way. The exercises help to improve muscle and bone strength, joint and muscle flexibility, and endurance, enhances balance and coordination. Let's take a look at these types of physical exercises and what they do for your body and level of physical fitness.



1.

These exercises improve the capability of your muscles and bones. Every physical movement that we do uses muscles and muscle groups. Our entire body depends on our muscles and bones, the skeletal structure, as a strong frame. If your lower back has ever been achy, when carrying heavy objects around or walking any distance, the main cause is weak muscles. An excellent activity is hand / wrist weights. Some of the common activities of these exercises are sit-ups, pull-ups and push-ups.

2.



This exercise improves the range of motion of joints and muscles. Stretching improves flexibility. Stretching and bending are the common ways of flexibility training and enhance the movements of muscles and joints. This exercise helps us to prevent from muscle stiffness, a joint pain while improving the blood circulation, posture and breathing capacity.

3.



It uses oxygen by improving the ability of your lungs, heart and blood circulation to deliver it to all the cells in your body. Aerobics is good to be used as a “cardiovascular exercise.” There are many aerobic exercise types such as running, jogging, cycling, swimming and dancing. It is the most effective form of exercise for losing weight. So what does “cardiovascular” mean? “Cardio” refers to the heart and “vascular” refers to the blood vessels.

4.



Engaging in the other three types of exercise has a beneficial effect on balance. Walking and a cardiovascular exercise improve a balance. Springing or rebounding gives you strength. Cardiovascular and flexibility benefits all in one simple activity.

21. Read again and answer Yes, No and Doesn't say (DS).

- | | | | |
|---|-----|----|----|
| 1. There are many types of exercises. | Yes | No | DS |
| 2. Weight lifting is a strength exercise. | Yes | No | DS |
| 3. Stretching and bending are the common ways of strength exercise. | Yes | No | DS |
| 4. Flexibility exercises improve motion of joints and muscles. | Yes | No | DS |
| 5. You need to do all these exercises. | Yes | No | DS |
| 6. "Cardio" means a vessel. | Yes | No | DS |
| 7. Aerobics is a type of flexibility exercise. | Yes | No | DS |
| 8. A cardiovascular exercise is good for lungs. | Yes | No | DS |
| 9. A balance exercise is less beneficial. | Yes | No | DS |

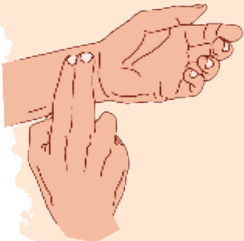
22. Work in groups and write a fitness action plan. Then present to the class.

Example: *We are going to do 10 push-ups on Sundays.*

Days	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Fitness goals	10 push ups	15 minute aerobic walks					
Steps	I do it in the morning						
Results					
Comments					

23. Work in pairs. Number the instructions in the correct order on how to conduct a pulse rate experiment. Then compare with other partners.

Way 1



- Gently place 2 fingers of your other hand on this artery.
- Check your pulse on the inside of your wrist, below your thumb.
- Count the beats for 30 seconds, and then double the results to get the number of beats per minute.
- Do not use your thumb, because it has its own pulse.

Way 2



- Count the beats. Use a clock or watch with a second hand, time yourself counting the pulsating beats for 15 seconds.
- Locate your pulse in the carotid artery. This is located in your neck, on either side of your windpipe.
- Calculate the pulse rate. Multiply the pulses you counted in 15 seconds by 4 to get the pulse rate.
- Gently place 2 fingers of your other hand on this artery.

24a. Work in groups. Do the experiment and check your pulse. Follow the guideline.



- Choose either of two ways to check your pulse rate.
- One student in the group will use the stopwatch. The other will be the experimenter. The third student will record the results.
- Complete the entire experiment with one student, and then switch roles. While at rest, the experimenter will count the number of heartbeats in 30 seconds.
- Multiply the number of beats by 2 and record this data in data table as beats / minute.
- Compare your pulse rate to other students in your group and class.

24b. Report the results to the class.

	Names	Beats / min
1.		
2.		
3.		
4.		
5.		



SELF-CHECK



VOCABULARY

1. Complete the chart with the names of sports and activities in each column.

Play	Do	Go
...	...	<i>motor racing</i>
...
...

2. Circle the correct answer.

- The boxer has worn ... before he comes to the ring.
a. a shin pad b. a mouth protector c. running shoes
- A ... is given against the defending team.
a. penalty corner b. hockey stick c. running track
- ... are equipment used for gymnastics.
a. Uneven bars b. Hooks c. Squashes
- Athletes wear a helmet when they ...
a. do gymnastics b. go skiing c. go motor racing
- ... helps us to improve blood circulation, posture, and breathing capacity.
a. Running b. Aerobics c. Stretching
- The quality of bending or modifying easily is ...
a. balance b. flexibility c. posture
- The ability to withstand a difficult process or situation without giving a way is ...
a. rebounding b. capability c. endurance



USE OF ENGLISH

3. Complete the following sentences using appropriate forms of *do*, *go* or *play* in the correct form if needed.

- Did you dancing yesterday?
- It is dangerous to skating on that lake.
- He likes to a good game of chess from time to time.

4. I ... swimming in the river last weekend.
5. This summer we are going to ... swimming every day.
6. He has been ... aerobics for several years now.
7. He has ... cricket at the national level several times.
8. My daughter always needs someone to ... with her.
9. He ... football for a local club every weekend.
10. He ... sailing every week.

4. Rewrite the commands into the reported speech.

1. A mother said, "Do your homework!"
2. A teacher warned, "Don't be late!"
3. The instructor said, "Bounce the ball!"
4. The doctor told, "Breathe properly."
5. The lecturer claimed, "Improve your flexibility and posture."
6. Peter asked us, "Help me!"

5. Finish the sentences using the reported speech.

1. John: "Mary is at home."	John said that ...
2. Steve: "My sister always reads a book."	Steve told me that ...
3. Helen: "I love doing push-ups."	Helen told that ...
4. Gerlee: "You look nice."	Gerlee said that ...
5. Anne: "I don't need a break."	Anne told me that ...
6. Mandy: "I don't like Pete anymore."	Mandy told me that ...



LISTENING



6a. Listen and tell. What are the children talking about?



6b. Listen again and answer.

1. Which sport uses gloves?
2. Which sport uses knee pads and helmets?
3. Which sports person uses uniform, gloves, helmets and sneakers?

**SPEAKING****7. Work in pairs, answer the questions.**

- Are you into sport?
- Do you prefer a team sport or an individual sport? Why?
- What sport or exercise do you do? Where? How often? Who with?
- Do you need any special equipment to do it?
- Is it difficult to learn?
- Is it suitable for everybody?
- Does it have any disadvantages?
- Do you think, everybody should do sports? Why?
- John Wooden said: "Sports do not build a character. They reveal it." Do you agree?

**READING****8. Work in pairs. Ask and answer the questions. What do you know about basketball? Have you ever thought how basketball was originated?****9a. Read the text and answer. Is it an article or news?****BASKETBALL**

Organised basketball involves two teams of five players in each. The players score points by throwing a large round ball into a raised goal called a basket. One basket is at each end of the playing area, or court. Players may move the ball toward the basket only by bouncing it on the floor or passing it to another team member. Each team also tries to prevent the other team from scoring. The team that scores the most points is the winner.

Basketball has existed for less time than some of the world's major sports have. The number of people who play basketball regularly is at least 300 million according to most estimates.

It was invented in the early 1890s by a Canadian physical education teacher James Naismith working at a college in Springfield, Massachusetts in the US. He wanted to create a team sport that could be played indoors during the winter. He had the idea of two teams of players trying to throw a ball into a basket that was above their heads and invented the game of basketball. Some changes have been made to early basketball, but one thing has not changed is the height of the baskets: 3.05 metres off the floor.





People immediately enjoyed basketball’s excitement and fast action. It became so popular that people started paying money to watch basketball games. In just a few years, both men and women were playing basketball at schools and sports centres throughout North America. In 1936, basketball became part of the competition at the Olympic Games. About the same time, college basketball was becoming a major national sport in the United

States. The best college players went on to play for professional teams.

The biggest international TV audiences in modern basketball are the games in the National Basketball Association (NBA) in the North America, a league of 30 teams (29 from the US and one from Canada), including famous names such as the Chicago Bulls and Los Angeles Lakers.

9b. Read again and answer. Fact (F) or Opinion (O)?

1. Basketball involves two teams of five players each.
2. The team that scores the most points is the winner.
3. James Naismith invented the game of basketball.
4. Basketball is a very popular sport.
5. People immediately enjoyed basketball’s excitement and fast action.
6. In 1936, basketball became part of the competition at the Olympic Games.
7. NBA is watched by millions of TV viewers.
8. A league consists of 30 teams.



WRITING

10. Write a short history of your favourite sport. Follow the outline:

• Origins of the game
• A short rule of the game
• How popular the game is
• A reason you like it
• Famous players of the game

How well can you do these things? Tick (✓) the columns.

I can ...	Very well	Well	Not well
name sports equipments			
use reported statements			
use a fact and opinion strategy			
conduct a pulse rate experiment			
write a fitness action plan			

Unit 4. CLOTHES

**LEARNING OBJECTIVES****LISTENING**

- L1 - Understand classroom instructions acting out dialogue in the shopping mall
- L5 - Understand specific information and detail in shopping dialogue and answer
- L7 - Understand narratives in shopping mall

SPEAKING

- S3 - Give an opinion at ranking preferences for the accessories
- S5 - Summarise what others have said about fashion tastes to rest of class
- S7 - Interact in longer exchanges about fashion through the ages

READING

- R3 - Read about this year's must have fashion accessories for boys and girls with confidence and enjoyment independently
- R4 - Understand the main points of short advertisements for different clothing and items of uniform
- R5 - Understand specific and detail information from text about clothing and fashion in different historical times
- R6 - Recognise and tell the difference between fact and opinion and why

WRITING

- W2 - Write a notice about lost property.
- W6 - Use appropriate layout for advertisement of an item to sell and

USE OF ENGLISH

















- UE3 - Use a adjectives in the correct order in front of nouns
- UE9 - Use passive simple present and past forms and used to/didn't use to for past habits/ states on a when talking clothes and accessories

1. Work in pairs. Talk about what different materials are clothes and accessories made of.

Example:

A: What do you think what material is your bag made of?
B: I think it's made of leather.

2. Write the clothes and accessories. Use the words in the box.

 1.	 2.	 3.	 4.
 5.	 6.	 7.	 8.
 9.	 10.	 11.	 12.
 13.	 14.	 15.	 16.

a wristband

a bracelet

a jacket

a hairclip

a hair slide

mittens

earrings

a suit

a belt

boots

a scarf

a shirt

a jersey

gloves

a charm

a hat

3a. Read and tell the difference between *made of* and *made from*.

Made of is used when the material the subject consists of doesn't change during the process of making the subject. Chairs are made of wood. Here, wood is still wood. It doesn't transform into something else. On the other hand, *made from* is used when the material changed its nature. For example, Paper is made from wood. Now, wood disappeared - it was transformed into paper. Look at the examples.

- The house is made of bricks. [They are still bricks.]
- Wine is made from grapes. [Grapes turn into wine.]

Clothes are made from lots of different materials. Some materials, like leather, are made from animal skins. Cotton and linen are made from plants. Other materials, such as polyester, are called 'man-made materials'. This is because they are not made from animal skins or plants.

Deel usually is made of silk and cotton. My grandmother usually wears a silk deel on special occasions. Lately my mother has been interested in wearing a dress made of cashmere. Mongolian herdsmen wear boots made of felt to survive in the cold winter.

3b. Make inference and choose the best answer.

1. Which item do you think is made from wool?
a. a pullover b. a raincoat c. high-heels
2. Which item do you think is waterproof?
a. a jacket b. a raincoat c. felt boots
3. Which item do you think can be made from cotton?
a. a T-shirt b. a fur coat c. a wristband
4. Which item do you think can be made from plastic?
a. a hair pin b. a dress c. a skirt
5. Which item do you think is made from animal skins?
a. a coat b. a bag c. a fur coat

4. Read the sentences and put the adjectives in the correct order.

Example:

*She's bought a lovely, small, German, leather purse.
Nancy is wearing a beautiful, white, cotton T-shirt.*

opinion	size	shape	colour	origin	material
lovely					
beautiful					

5. Shuffle the words to make a sentence.

is | he | wearing | excellent | an | Japanese | oval | tiny | watch |
 likes | rubber | my | ball | bright-coloured | sister | big | a |
 you | seen | my | red | have | dress | long-sleeved | nylon? |
 is | whose | dress | pink | lovely | this | woollen? |

6. Create own sentences using adjectives in the correct order. Describe 1-2 of your items.

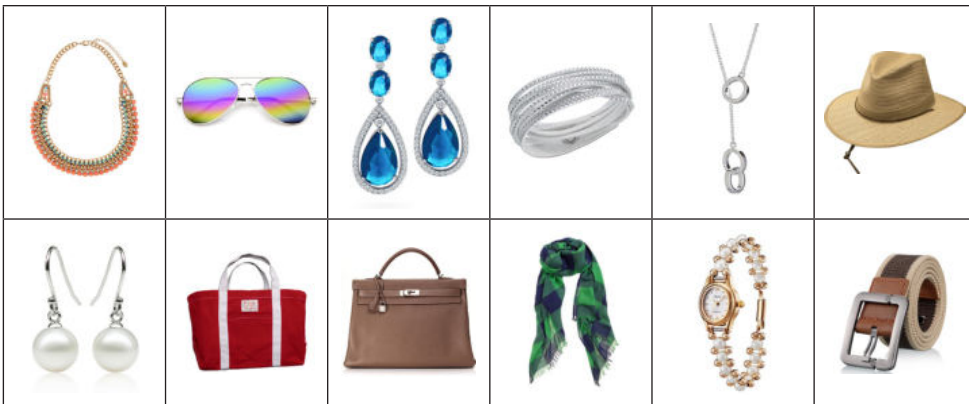
Example:

I will buy a fantastic, huge, long, pink, Mongolian, felt hat!

7. Read and think of questions to ask your partner.

A fashion changes each year. Sometimes the fashion we thought very outdated comes back. This year, it's very fashionable for girls to wear short hair as this was popular in the 1980s. As for boys, spiky hair remains equally popular as last year. This summer, it is easy to observe that bright colours have come back in fashion from the late 1970s. Girls are wearing multi-coloured long stockings, and short, flowery cotton dresses.

8a. Look at the accessories and rank them according to your taste.



8b. Work in pairs. Compare your tastes in accessories and tell your partner's preference to the rest of the class.

A: How much do you like wearing metal necklaces?

B: I hate them.

A: Do you like big earrings? ...

9a. Study the sentences and choose *a* or *b* in the explanations.

Tuya likes a bright-coloured top more than a cotton T-shirt.

I prefer plain dresses to spotted dresses.

1. In the 1st sentence with the verb *like / likes* we use a. to b. more than

2. In the 2nd sentence with the verb *prefer / prefers* we use a. to b. more than

9b. Match the questions to their answers.

- Which dresses do you prefer?
- What kind of trousers do you like best?
- Which shoes do you prefer?
- What shirt does your father like best?

- I prefer low-heeled shoes to high-heeled ones.
- He likes plain shirts more than checked ones.
- I prefer fancy dresses to plain dresses.
- I like jeans better than trousers.

10. Play a game. What item is missing?

11. Write a lost property notice. Use the notice as an example.

Lost & Found

TO LOST AND FOUND OFFICE

I lost a small, oval, Japanese watch with a silver strap at the Jukov bus stop at 2.00 pm, on the 21st of November, 2015.

If the lost item found please contact me:

Phone: 9578-2586
Name: Michid

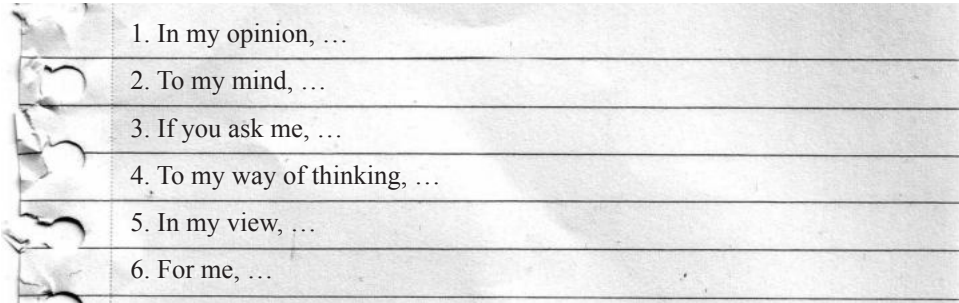
12a. Label the images with their names.



- | | |
|-------------------|---|
| 1. mini-skirts | 2. outfits |
| 3. fancy clothes | 4. slim shirts with a button-down collar |
| 5. platform shoes | 6. disco styled clothing |
| 7. baggy trousers | 8. domed skirts with loosen bottom |
| | 9. loose shirts and collar-fitting trousers |

12b. Work in pairs. Share your opinion about when the clothes were worn. Use the expressions.

Expressing opinions



Example:

In my opinion, platform shoes were worn in the 1970s.

13a. Read the article and answer. Is it about fashionable clothes or clothing history?

At different times in history, clothing has taken very different forms. You can see fancy clothes in museums, but they have very few everyday dresses worn by ordinary working-class women. Even fewer examples of ordinary men's clothing have been saved. It tells that everyday clothing does not usually change as rapidly as fashionable dress.

Before, clothing could tell the background of people. But now fashion designers often use inexpensive and functional items of clothing as inspiration. Blue jeans, for instance, originated as work functional clothing for miners and farmers. Yet today, even people who dress in jeans, T-shirts, and sports clothes may be influenced by a fashion. One year, fashionable jeans may have narrow legs; the next year the legs may be baggy.

Mass production of clothing in the world is replaced by everyday European styles. Let's see how clothing and a fashion have been changed over years.

In the 1880s:

- The first sewing machine was invented.
- Women used to wear domed skirt with loosen bottom.

In the 1930s:

- Health and fitness was an important aspect of lifestyle. Outfits were worn for the beach and its surrounds. The colours of the beach holiday were navy, white, cream, grey, and black.

In the 1960s:

- Young women wore mini-skirts.
- Shirts were slim with a button-down collar.

- Young people used to wear Levi's, the most popular type of jeans at that time.
- Low-heeled sandals were popular.
- Both men and women wore bell-bottomed jeans.

In the 1970s:

- Platform shoes became the style.
- Disco styled clothing was in fashion.

In the 1980s:

- The 1930-1940s look came back.
- Medium-length hair was common for men. Longer haircut of the 1970s went out of fashion.
- Men and women began to wear loose shirts and collar-fitting trousers.

13b. Read again and answer. Fact (F) or Opinion (O)? Explain your choice.

1.	Clothes have different looks in different periods.
2.	You can see fancy clothes only in museums.
3.	Before, clothing could tell the background of people.
4.	Jeans are fashionable.
5.	The first sewing machine was invented in the 1880s.
6.	Outfits were of different colours.
7.	Levi's jeans were very popular.
8.	Disco styled clothing was in fashion in the 1970s.

14. Read the sentences and write Yes or No.

	Examples	Did it happen often in the past?	Does it still happen now?
1.	Women in the 18th century used to wear fancy dresses every day in England.	Yes	No
2.	Everyone used to wear deel in Mongolia.		
3.	Most people didn't use to wear European style clothing in the 19th century in Mongolia.		
4.	Did people in the 1970s use to wear disco styled clothing?		

15. Write sentences using *used to* forms.

1. Men / have / long hair / in Mongolia / before.
2. Miners and farmers / wear / jeans / as functional clothing.
3. Outfits / be / wear / in the 1930s.
4. What / you / wear / when you were little?
5. Old people / not wear / Levi's jeans / in the 1960s.

16. Work in pairs. Find the names of clothes and accessories that used / didn't use to be worn in the past.

Used to be worn	Didn't use to be worn
a long fancy everyday dress	shorts
...	...
...	...

17. Choose one of the historical periods and write a paragraph on a particular historical clothes look. Include the information below.

• When / where it is used?
• Is it used now?
• What material is it made of?
• Was it worn every day or on a special occasion?
• What did it look like?

18. Label the pictures with the prepositional and phrasal verbs.

 <p>1.</p>	 <p>2.</p>	 <p>3.</p>
 <p>4.</p>	 <p>5.</p>	 <p>6.</p>

- a. to hang up | b. to take off to | c. to do up | d. to dress up | e. to put on | f. to try on

19. Look at the images above and describe their clothing. Use the verbs in activity 18.

Example:

Mary is doing up for a party.

20. Work in groups. Talk about when and why they need to do certain things in these situations.






Your friend asks for your advice. He is going to India next week. What do you think, what clothes will he/she need to take? Why?

Your sister is going to have a job interview. What do you think, what clothes does she need to wear? Why?

You are invited to an opening ceremony of a students' club. What clothes will you need to wear? Why?

You are asked to visit a play in the theatre. What clothes will you need to wear? Why?

21. Work in teams and compete with each other. Which team will be the first?

	<i>Name two occasions you need to dress up.</i>
	<i>Name two events you need to dress formally.</i>
	<i>Name the season you need to wear sandals and shorts.</i>
	<i>Name three clothes you wear in the winter.</i>
	<i>Name three accessories your classmates are wearing now.</i>

22. Work in groups. Play a scarecrow game.



23a. Listen to the dialogue and answer the question. Where are the people?



23b. Listen again and answer the question. Was Maria pleased with her shopping?

24. Act out a dialogue in a shop. You can use the following prompts.



How much is this / are they? / How much does it / do they cost?
Do you have any ...?
I'm looking for ...
Could you tell me where the ... is?
Where can I find the ...?
Do you have anything cheaper?
Do you take credit cards? - I'll pay in cash / by card.
Can I try it / them on?
What size do you wear? / What size are you?

• **SHOPPING MALL** •

25. Look at the pictures and tell why they need to wear uniforms.



Example:

A: Why do schoolchildren wear uniforms?

B: To build an educational and disciplined atmosphere.

- ✓ Why do firefighters wear a hard hat?
- ✓ Why do soldiers wear brown and green?
- ✓ Why do doctors wear a white gown?
- ✓ Why do bank tellers wear a suit?

26. Work in groups. Make an advertisement for second-hands. Use passive forms: *never worn, unwanted present, hardly used, much loved, by last owner.*

Advertisement for second-hand shirts
Hot value! Best prices ever!
Spring Blowout sale
Starting from \$5.
Up to 85% off.
Never worn!





SELF-CHECK



VOCABULARY

1. Sort out the words into the correct column.

Gloves, a top, a firefighter, shorts, a soldier, checked, a necklace, a miner, a jersey, a hair slide, a bottom down, an engineer, fancy, an outfit, bell bottomed, a farmer, a wristband, glasses, a hat, a charm.

Clothes	Accessories	Jobs	Adjectives

2. Complete the sentences with the correct word.

- Can you help me to *do up my dress / hang my dress up*? I'm in a hurry to the wedding ceremony.
- I'm washing the clothes. Please *put on them / hang them up* on the clothesline.
- Can I *take off the shoes / try the shoes* on to see if they fit me?
- Everyone should *put on / dress up* for the occasion.
- It is a usual thing to *take off / put on* your shoes when you are at home.



LISTENING



3a. Listen and say in what place the dialogue is taking.



3b. Listen again and choose the correct answers.

1. Mary is worried about ...

- a. a party b. a dress c. clothes

2. Mary is going to ...

- a. dress up b. do up c. put on casual dress

3. Mary doesn't like ...

- a. accessories b. earrings c. necklaces

4. Mary's mother suggests ...

- a. big silver earrings b. a small pair of earrings c. a green bracelet

 **SPEAKING**

4. Work in pairs. Ask and answer using the question prompts.



- Do you like this fashion?
- Would you like to be a fashion model?
- How important is a fashion today compared with the past?
- What are bad things about a fashion?
- Is a fashion only for beautiful people?
- What area of fashion interests you most - clothes, hair, shoes, accessories?
- How would you describe your fashion?

 **USE OF ENGLISH**

5. Read and choose the correct form of the words in *italics*.

We have become very conscious of conservation these days. Many people won't buy any goods 1). *made from* / *made of* skins of animals. In many parts of the world, it is now unthinkable for a person to dress in a coat 2). *made of* / *made from* the skin of a leopard. We realize that the wildlife of the earth needs protection. This affects such things as clothing 3). *worn by* / *worn* for children and coats 4). *worn by* / *worn* for women. We know that actors 5). *wore* / *used to wear* fur of animals as a sign of their reputation in the past. These days, if an actor 6). *wears* / *is worn* a fur coat, it will be massively criticised.

6. Put the adjectives in the correct order.

1. a yellow / metal / small / charm
2. a gold / beautiful / narrow / bracelet
3. red / round / big / earrings with flowers
4. blue / woolen / small / warm / mittens
5. a pink / lovely / precious stone / hairclip

7. Complete the sentences with *used to* in the correct form.

1. Karen ... play with dolls when she was a toddler.
2. Did Todd ... go skiing in the Alps?
3. I never ... get up so late.
4. We didn't ... to fight like this.
5. She didn't ... sing so well, did she?
6. Herbert ... play basketball after school.
7. What clothes did you ... wear when you were a kid?

8. Put the following sentences into the passive.

1. Many people read this writer's articles. - This writer's articles are read by many people.
2. Jackie milks the cows every morning.
3. Benny never understands the new teacher.
4. Everybody loves chocolate.
5. Kids always eat candies.
6. The American people elect the members of Congress.
7. Does the mechanic check the brakes regularly?
8. People use wood to make paper.



READING

9a. Read the text and complete the gaps with the adjectives in brackets in the correct order.

NOT A DOG'S DINNER!

1. ... Expensive handmade Italian leather shoes (shoes, leather, Italian, expensive, handmade) are my pride and joy. I have a / an
2. ... (old, beautiful, pair) - or I did until yesterday, when I discovered that one of the shoes was missing. I had left the shoes on my
3. ... (doorstep back) to do some gardening. My neighbour has a
4. ... (dog friendly large) called Sam. When I saw that one of my shoes had disappeared, I knew that Sam had taken it. I can't say he behaved badly.



He just behaved like a dog. Leather looks good. I unwillingly gave Sam the 5. ... (*Italian remaining, shoe*) and then followed him. I not only found one 6. ... (*Italian unchewed shoe*) but also a pile of things. Sam had taken my wife's 7. ... (*slippers fur-lined red*) which Sam had tried to have for dinner!

9b. Read again and answer the questions.

1. Who is Sam?
2. Who had taken his shoes?
3. What happened to the missing shoes?
4. What material were the shoes made of?
5. How was the author's feeling about Sam?



WRITING

10. Write about what young people wear nowadays compared with the clothes people wore in the 1970-1980s.

Example:

In that period, young people used to wear tight tops and bell-bottoms whereas nowadays young men wear baggy trousers.

How well can you do these things? Tick (✓) the columns.

I can ...	Very well	Well	Not well
name clothes of different periods and accessories			
understand shopping dialogues and expressing politeness			
use a correct adjective order and express my opinion			
read the detailed information on a relevant topic			
write a paragraph on past habits			

Unit 5. TIME AND SPECIAL DAYS

LEARNING OBJECTIVES**LISTENING**

- L1 - Understand classroom instructions to note down events dates on the calendar
- L2 - Understand more complex questions about weddings
- L5 - Understand specific information and detail in listening about wedding days in two different countries
- L7 - Understand narratives about the Roman calendar
- L8 - Recognize the attitude or opinion of the speaker(s) in both short and extended talk on a range of general and curricular topics with little or no support

SPEAKING

- S3 - Respond with a sentence level to unexpected comments about days, hours, second minutes
- S8 - Relate problem solving tasks around the calendar

READING

- R4 - Understand the main points of simple texts about a celebration called Midsummer
- R5 - Understand specific information and detail in short, simple texts about problem-solving tasks around a calendar
- R7 - Recognise the things you can see at the summer fair from short texts on about school summer fair

WRITING

- W2 - Write about a paragraph about a special day and about something they did / that happened to them that was special

USE OF ENGLISH

- UE2 - Use cardinal and ordinal numbers
- UE9 - Use past forms and *used to/didn't use* to for past habits/states
- UE10 - Use past continuous forms for background, parallel and interrupted past actions
- UE14 - Use prepositional phrases with *in/at/on/early/late*
- UE16 - Use conjunctions *while, until, as soon as* in relating narratives

1. Play a game in class. Who can name the months backwards fastest?



2a. Look at the calendar 2016 and note down the events and the dates you hear.



2b. Work in pairs. Check each other.

3a. Look at the picture. What is it?



3b. Read and answer the question. What is the lecture about?

ROMAN CALENDAR

A lecturer: Hello, everybody! Today I'm going to talk about the early Roman calendar. The calendar consisted of 10 months in a year of 304 days. The 10 months were named Martius, Aprilis, Maius, Junius, Quintilis, Sextilis, September, October, November, and December. The last six names were taken from the words for five, six, seven, eight, nine, and ten. Romulus, the legendary first ruler of Rome, is supposed to have introduced this calendar in the 700s B.C.E. Do you know what B.C.E. is? It means Before Common Era. According to the tradition, the Roman ruler Numa, Pompilius added January and February to the calendar. This made the Roman year 355 days long.

3c. Read again and answer true (T) or false (F).

1. Roman calendar consisted of 10 months in a year of 304 days.	T F
2. All months were taken from numbers.	T F
3. Romulus is a month.	T F
4. The Roman calendar was introduced in the 600s B.C.E.	T F
5. B.C. E means Before Common Era.	T F
6. The Roman ruler Numa Pompilius added January and February to the calendar.	T F
7. This change made the Roman year 365 days long.	T F

4. Work in groups. Play a game. Which group will be the winner?

Example:

Teacher: *five*

Group 1: *fifth ...*

5. Write correct prepositions before the time expressions.

August, the 1st of July, 6 o'clock; every second, minutes, early hours, the moment, winter, New Year's Day

In	On	At
March	31st of December	3 o'clock
...

6. Choose the correct prepositions of time.

1. Does the movie start <i>in / on / at</i> an hour?
2. What special day is celebrated <i>on / in / at</i> the 1st of June?
3. Naadam is celebrated <i>on / in / at</i> the summer.
4. <i>In / on / at</i> every second 4 people are born worldwide.
5. <i>On / in / at</i> 10 o'clock the president opens the Naadam ceremony.
6. Many people go to work <i>on / in / at</i> early hours.
7. I usually do my workout <i>at / - / in / -</i> late in the morning.
8. Tom likes the music by Paul Simon performing " <i>at / - / in / Late in the Evening</i> ".

7. Match the numbers to the facts. Then work out in pairs.

60

366

28

14

12

365

52

days in a year

days in February in a leap year

days in a leap year

weeks in a year



fortnight

minutes in an hour

months in a year

8. Read the article and answer. What is the problem between an analogue and digital clocks?

Clocks use hands to show us the hours and minutes. We call them “analogue” clocks.

	
<p><i>The little hand shows the hours and the big hand shows the minutes</i></p>	<p>The number on the left shows hours and the number on the right shows minutes.</p>

Digital clocks show us the time using numbers. There are two major ways to show the time: “24 hour clock” or “am / pm”.

- With the 24-hour clock, the time is shown as how many hours and minutes since midnight.
- With the 12-hour clock, the day is split into the 12 hours running from midnight to noon (the am hours) and the other 12 hours running from noon to midnight (the pm hours).

In addition, 12 am and 12 pm can cause confusion, so we prefer 12 midnight and 12 noon. Because midnight has another problem - there is nothing to tell you “is this the beginning or ending of the day?” Imagine your friends told you they are leaving for a holiday at “midnight” on 12 th of March, what day should you arrive to say goodbye? Therefore, it is better to use 11:59 pm or 12:01 am, or 23:59 or 0:01, which the railroads and airlines follow.

The chart below gives examples of 12- and 24-hour time. Look carefully at how to tell the time when it is midnight.

12-hour clock	12 am (midnight)	3:00 am	6:00 am	9:00 am	12 pm (midday)	3:00 pm	6:00 pm	9:00 pm
24-hour clock	0:00	3:00	6:00	9:00	12:00	15:00	18:00	21:00

9. Look at the chart and answer. What is the meaning of AM and PM?

AM	PM
Ante Meridiem Latin for “before midday”	Post Meridiem Latin for “after midday”
Midnight to noon	Noon to midnight
0:00 to 11:59	12:00 to 23:59

10. Read the text and complete the following task with converting.

CLOCK
CONVERSION**Can you see how to convert from the 12-hour clock to the 24-hour clock?**

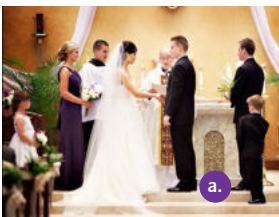
If you compare the top line and bottom line of the table above, you will see that the times are written the same until midday. After midday, you simply add 12 to the number of hours that have passed. For example: 3:00 pm is 3 hours after 12:00 pm (midday). $3 \text{ pm} + 12 \text{ hours} = 15:00$. 8:30 pm is 8 hours 30 minutes after 12:00 pm $8 \text{ hours } 30 \text{ minutes} + 12 \text{ hours} = 20:30$.

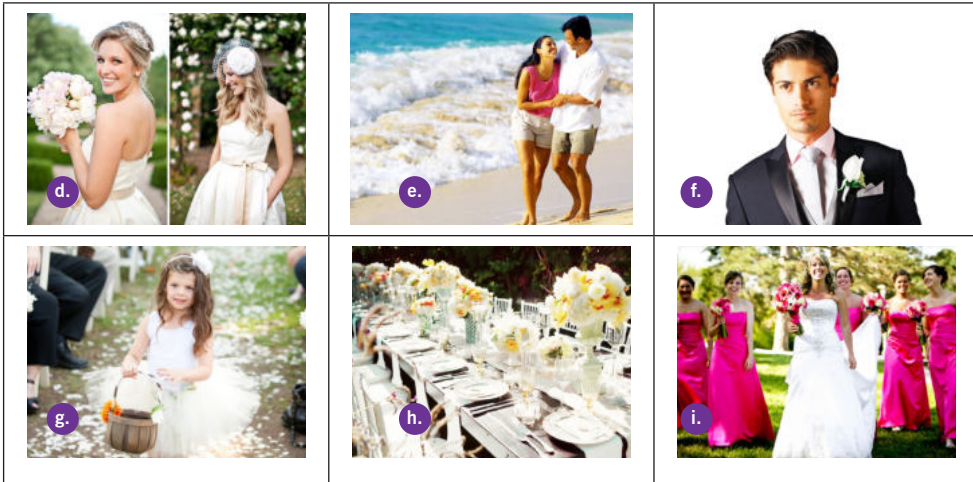
To convert from the 24-hour clock to the 12-hour clock you subtract 12 from the number of hours. Don't forget to check whether your answer will be am or pm! For example, $15:00 - 12 \text{ hours} = 3:00$. We know 15:00 is after midday, so the answer is 3:00 pm $20:00 - 12 \text{ hours} = 8:00$. 20:00 is long after midday, so the answer is 8:00 pm

1. Write the following times in the 24-hour format. Show all of your calculations.
 - a. Jane goes to bed at 9:56 pm.
 - b. The local shop opens at 8:30 am.
 - c. Arnold's cricket practice ends at 4:05 pm.
2. Write the following times in the 12-hour format. Show all of your calculations.
 - a. David's school day ends at 14:45
 - b. Mrs. Smith has morning tea at 10:25
 - c. The Dan family eat dinner at 19:35

11. Look at the pictures and label them with the words in the box.

- | | | |
|----------------|-----------------------|----------------|
| 1. a page boy | 2. a flower girl | 3. a bride |
| 4. a honeymoon | 5. a wedding ceremony | 6. a groom |
| 7. a reception | 8. a best man | 9. bridesmaids |





12. Match the words to their definitions.

- | | | | |
|-----------------|---------------|-----------|-------------|
| 1. a hen night | 2. a delicacy | 3. vidaai | 4. garlands |
| 5. a stag party | 6. baraat | 7. mead | 8. a vow |

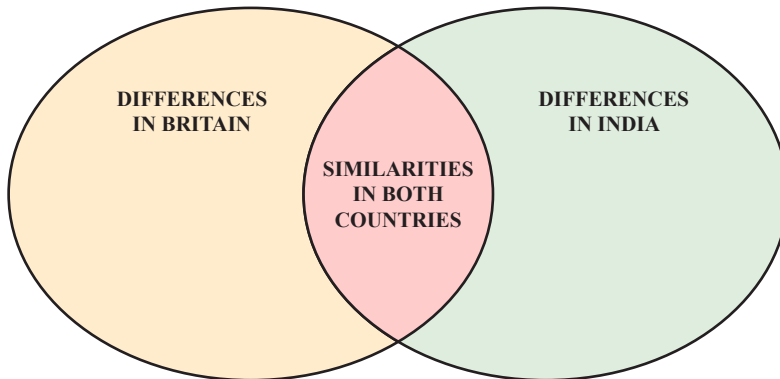
- a. a party for only men usually held on the night before a man is married
- b. a party held for a woman who is about to be married, usually attended only by female friends and relatives
- c. a formal procession that includes friends, family members and relatives of the groom
- d. a circle made of flowers and leaves worn around the neck or head as a decoration
- e. a promise, pledge
- f. a goodbye party for the family to start a new life in her husband's house
- g. an alcoholic beverage created by fermenting honey with water, or with various fruits, spices, grains
- h. rare or luxurious food to eat with pleasure

13a. Listen to the interview and answer the question. What countries' wedding ceremony is mentioned?

13b. Listen again and complete the wedding timeline with the events you hear.

Before wedding	At wedding	After wedding
...

14. Compare the wedding customs in Britain and India.



15a. Read the article and answer the question. What is a fair?

The fair is an ancient tradition and many communities from Roman times. Fairs are often associated with a significant event, such as the anniversary of a local historical event, a seasonal event such as harvest time or with a holiday such as Christmas. Nowadays fairs are also known by many different names around the world, such as an auto show, a county fair, an exhibition or a state fair, a festival and a market. Sometimes they are held for a trade purpose. In the United States, fairs draw in as many as 150 million people each summer. Even schools and streets have own fairs. The summer fair has become a not only as a social event for the local community, but also as a major fundraising opportunity. A school summer fair fund-raiser can range from a small group event focused on games and contests to arts-and-crafts booths, games, a petting zoo, and even an entertainment.

There are endless ways to make money with a school summer fair or street fair fundraiser – for example live music, food, (candy apples and a cotton candy), *vendors* selling arts and crafts, baked goods, balloon animals, duck and turtle races, fortune tellers ... the ideas for fun.

15b. Read again and answer. Write Yes, No and Doesn't say (DS).

1. The history of fair goes back to Rome.	Yes	No	DS
2. Fairs are held with important events.	Yes	No	DS
3. Christmas is a kind of fair.	Yes	No	DS
4. Nowadays fairs have different names.	Yes	No	DS
5. Fairs are used as trade between communities.	Yes	No	DS
6. Streets can have own fairs too.	Yes	No	DS
7. School fairs are only a way to fundraise.	Yes	No	DS
8. There are few fund-raising ways.	Yes	No	DS
9. <i>Vendors</i> are people who sell something.	Yes	No	DS

16. Read the short stories about school summer fair and write the things you can see at a summer fair.



TRADITIONAL COUNTRY FAIR

We hold our summer fair in the village as we aim to make it a whole community event. We have a local farm bring young lambs and other small animals in for the children to see. We also run a sheep-shearing competition, where we have to guess the weight of the fleece. Our key profits are from the tea and cake room, where parents bake cakes, biscuits and bread, and donate home-grown fruits, vegetables and herbs.

Yvonne Ginno



SUMMER PICNIC

We don't have a summer fair but have a summer picnic instead. We have a cash bar, live band, raffle, strawberry stall, football challenge, maypole, bouncy castle, to name just a few attractions. We sell trendy wristbands as entry tickets, which the kids all think are cool! It's successful because it's a reasonably cheap low cost event. Last year we charged £2.50 for adults, £1 for children and made £816 profit. Everyone loves the relaxed atmosphere and this year we'll be organising even more attractions for the children.

Janet Jones



WILD WEST

We needed a cool attraction for the summer fair, and a member suggested pony rides to us. Our treasurer made a wanted-style poster to promote the event. I ran a school assembly for the children in Wild West costume to get the children excited! On the day, some pupils danced a Hannah Montana, it was great fun, and everyone loved the dance. The pony rides were quite popular too. The children paid 20p. Our biggest costs were food for the barbecue and drink. There were some small payments for craft materials and prizes. We made a profit of just over £2,000, which was a record for us!

Lynne McFarlane



HAT MAKING

This year we decided to have hat-making on the craft stall, and advertise in advance for attendees to wear hats.

Peter Foreman



THE GREAT OUTDOORS

We have links with the Sussex Wildlife Trust and The Woodland Trust who will be at our fair, assisting with our wildlife area. We're planning to have a fancy dress competition using the Great Outdoors theme with stalls such as arts and crafts area making things from wood.

Janice Osman

17a. Work in groups. Think of activities for a fund-raising summer fair at your school.

Think of the following:

- making a list of possible ideas of your school fair
- choosing the best ones (they should be fun and attractive)
- collecting fund-raising ideas from your group members

17b. Present your ideas to the class.

18. Read the sentences and choose the best answer.

1. The bird *was chirping* and I *was enjoying* it.
2. I *was waiting* for the bus when you picked me from the bus stop.
3. She *was studying* while I was watching TV.

Which sentence is used...?

- a. for setting background of a past action
- b. for describing parallel past actions
- c. for describing interrupted past action

19. Complete these sentences using the correct form of the past simple. Then compare with your partner.

Example:

I was driving near my house when the accident happened.

1. She was singing her last song when
2. My team was losing the game when
3. I fell off my bike when
4. While the police officer was talking to me
5. The bird attacked me while
6. The computer exploded while
7. My little sister was crying when

20. Work in pairs. Put the verb in brackets into the correct form in the past continuous or past simple.

Last week I (1) ... (decide) to invite some friends to dinner. I (2) ... (buy) lots of delicious food, including some ham. I (3) ... (cook) in the kitchen. The sun (4) ... (shine) and it was a beautiful evening, so, I (5) ... (open) the back door. Suddenly, the telephone (6) ... (ring). I (7) ... (go) to answer it and when I (8) ... (come) back the ham wasn't on the table. I (9) ... (look) out of the window. A cat (10) ... (sit) on my garden wall and it (11) ... (eat) my ham. What could I do? I (12) ... (fill) a pan with water and I went quietly outside. The cat (13) ... (not look) in my direction and it (14) ... (enjoy) the ham so much that it (15) ... (not hear) me. I (16) ... (walk) slowly up to it and (17) ... (want) to empty the water over its head. But at the last moment the cat heard me and (18) ... (escape) in the neighbourhood.

21. Study the sentences and fill in the gaps with the correct conjunction.

1. I didn't know anything about her *until* I met her.
2. I was doing the washing up *while* my brother was putting the toys away.
3. *As soon as* she left, I phoned for a taxi.
 - a. ... is used to express things happening at the same time.
 - b. ... is used to express things before a time or event.
 - c. ... is used to express when things finish.

22. Put the verbs in brackets into the correct form.

1. Until I ... (explain) the situation to her, I felt guilty.
2. While the children ... (play) in the playground, the elders ... (have a talk) to each other.

3. As soon as I got home, my brother ... (go out).
4. The children had to stay in until the rain ... (stop).
5. When I ... (walk) in the street, I ... (meet) my teacher.
6. We stayed in our seats until the film ... (finish).

23. Choose the correct conjunction.

1. *When / As soon as* I was a child, we lived in the country.
2. Sammy was watching television, *when / while* his dog suddenly started barking.
3. I suspected something was wrong *when / while* I saw the strange look on his face.
4. *After / until* she finished her degree, she got a job in marketing.
5. They had already gotten married *before / after* they moved here.
6. I had to wait for a week *after / until* I got an answer.
7. We cleaned the place *until / before* it got spotless.
8. He went out *before / as soon as* he did his homework.

24. Complete the sentences with the correct forms of the verbs in brackets.

1. While I ... (play) football I ... (hurt) my leg. However, until I ... (see) a doctor I did not realise that I had broken it.

2. The police ... (go) to the bank after a neighbour ... (phone) to tell them what had happened. They soon ... (discover) that the robbers ... (escape) in a stolen car. The men ... (kill) one of the guards who ... (try) to stop them as they ... (drive) away. The guard ... (jump) out in front of them but they just ... (run) over him.

3. Suddenly, they ... (hear) a strange noise and ... (look) at each other in terror. All evening they ... (play) cards and ... (watch) television without thinking of the ghost.

25. Work in small groups. Read the text. Complete the sentences using the following words. There is one word you don't need to use. Then act out.

while	as soon as	before	when	when
-------	------------	--------	------	------



THE UNLUCKY BURGLAR

One evening Paul was watching the television and eating his supper (1) **when** the door suddenly opened and a burglar came in. He was wearing a mask and carried a sack. (2) ... doing anything else he tied Paul to the chair. Then he went upstairs to look for money. But he didn't find any money. However, he found a lot of jewellery, which he put into his sack. In his rush to get downstairs, he didn't see the dog lying at the bottom of the stairs, so he fell down, over it and lost his glasses. (3) ... the burglar was looking for them, Paul tried to free himself. (4) ... the burglar managed to escape, and Paul phoned the police. (5) ... the burglar found his glasses he ran out of the house. Unfortunately, the police had been waiting for him at the end of the garden.

26. Write a paragraph about a special day. Include something special you did or what happened to you. Follow the outline.

1. Setting. Describe the following:

- where your story takes place
- the name of the city, town or country, describe what the place is like.
- a short description of weather, seasons, size, any particularly important buildings or locations
- what the major conflict in your story
- who is involved in the conflict

2. Plot. Write the following:

- Outline some of the main events of your story
- Sketch out the basic events of the beginning
- Jot down some important events that you are planning to have happen
- Include relevant information about the characters in your outline.
- Think about how the conflict will be resolved throughout the events of the story.

27. Read your paragraph aloud to the class:



SELF-CHECK



VOCABULARY

1. Match the words to their definitions.

1. a leap year

2. fortnight

3. a digital clock

4. an analogue clock

5. AM

6. PM

a. being before noon

b. being after noon

c. a clock or watch in which the hours, minutes, and sometimes seconds are indicated by hands on a dial

d. a clock that displays the time in numerical digits rather than by hands on a dial.

e. a year that contains 366 days, with the 29th of February

f. two weeks

2. Complete the crossword below.

W	E	D	D	I	N	G											
							1										

A C R O S S

3. an occasion when people are formally received
6. a man about to be married
9. delightful or pleasing food
10. a small circular band worn on the finger

D O W N

1. a young boy who is one of the people to go with the bride
2. a man the chief attendant of the bridegroom at a wedding
4. a formal act or ritual
5. a vacation or trip taken by a newly married couple
7. an alcoholic liquor made by fermenting honey and water
8. a woman about to be married



LISTENING



3. Listen and answer the question. Are the people talking about their a) experience or b) embarrassment?



4. Listen again and answer the questions.

1. Why was the teacher embarrassed?
2. Did the thief take all of the money in the purse?
3. What do you think why nobody told the teacher that the shoes were different colour?
4. What do you think of the thief who gave all the money back to the mother?
5. Why nobody believed in the man's story?
6. Have you ever had an embarrassing moment?



USE OF ENGLISH

5. Complete the sentences with the correct form of the verbs in brackets.

- | |
|--|
| 1. He was ready as soon as you ... (get) there. |
| 2. We stayed there until she ... (return). |
| 3. She called us when we ... (arrive) at the museum. |
| 4. I had told her before she ... (leave) for Moscow. |
| 5. Sorry. I didn't know when the party ... (start). |
| 6. I decided to take the exam after I ... (finish) studying all these books. |

6. Put the verbs in brackets into the past simple or past continuous.

1. He ... (sleep) when the doorbell rang.
2. We ... (eat) dinner at 8 pm last night.
3. Yesterday I ... (go) to the Post Office, ... (buy) some fruits in the supermarket and ... (read) a book in the park in the afternoon.
4. We ... (watch) TV when we ... (hear) a loud noise.
5. Julie ... (be) in the garden when Laurence ... (arrive).
6. A: What ... you ... (do) at 3 pm yesterday? B: I ... (clean) my house.
7. Last year I ... (visit) Paris and Rome. .
8. They ... (have) dinner when the police ... (come) to the door.
9. It ... (be) a day in December. Snow ... (fall) , children... (sing) carols and people ... (do) their Christmas shopping.
10. Why ... you ... (cry) when I (arrive)?
11. David ... (not / sleep) when I (arrive), he ... (study).

7. Complete the sentences with *on, in or at*.

1. I'll meet you ... the morning.
2. The meeting starts ... three.
3. I'll go to the restaurant with you ... the evening.
4. I usually stay home ... night.
5. I get out of class ... noon.
6. I'll call you ... six o'clock.
7. She came ... Monday.
8. She left the city ... March.
9. I was born ... 1970.
10. I was born ... the 15th of March.
11. They managed to complete the work ... fortnight.
12. He played a trick on me ... April Fool's Day.
13. I'll be ready ... a few minutes.
14. ... the moment, I'm doing an exercise.
15. I like to go swimming ... summer.
16. I'm working ... my birthday.
17. She usually works ... early hours in the morning.



SPEAKING

8. Work in pairs. Ask and answer questions as in the example.

Example:

at seven o'clock yesterday evening?

A: What were you doing at seven o'clock yesterday evening?

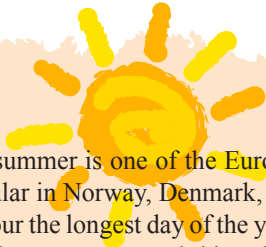
B: I was doing my Geography homework.

1. early in the morning last Sunday?
2. at 9:30 last night?
3. an hour ago?
4. at noon on Tuesday?
5. all day yesterday?



READING

9a. Read about the celebration and answer. Why is the celebration called Midsummer?

**MIDSUMMER**

Midsummer is one of the European celebrations, which is held on June, 21st very popular in Norway, Denmark, Sweden, Finland and Estonia. This holiday refers to honour the longest day of the year and the start of the summer. It has been a tradition in all Europe to spend this celebration with many activities as the art fair, display works by fine artists and craftspeople, handmade treats, and many other events.

In modern Sweden, Midsummer's Eve and Midsummer are celebrated from the eve of the Friday, June 19 - 25. The main celebrations take place on Friday, and the traditional events include raising and dancing around a huge maypole. What's a maypole? It's a tall pole with long ribbons fixed to the top of it, the ends of which people hold as they dance around the pole. Before the maypole is raised, greens and flowers are collected and used to cover the entire pole. Raising and dancing around a maypole is an activity that attracts families and many others. People dancing around the pole listen to traditional music and many people wear traditional folk costumes. The year's first potatoes, pickled fish, sour cream, and possibly the first strawberries of the season, are on the menu.

From the ancient times, people considered that period as something special. Some believed that mid-summer plants, had **miraculous** healing powers and they picked them on this night. The dew formed on midsummer night was believed to have healing powers. People believe dreams could come true by sleeping through midsummer night with nine different flowers placed under the pillow.



To many Swedes this holiday is a holiday of partying, and as the start of the summer. The cities become almost **deserted** as most people travel to the country, often to their summer cottages, to celebrate. Midsummer **rivals** Christmas as the most important holiday of the year.

9b. Read again and answer Yes, No and Doesn't say (DS).

1. Midsummer celebrates the middle of the summer.	Yes	No	DS
2. Midsummer is held only in European countries.	Yes	No	DS
3. A Maypole is a tree that grows in May.	Yes	No	DS
4. People plant and raise the tree.	Yes	No	DS
5. People decorate a pole with green decorations.	Yes	No	DS
6. People display fresh yield of the year.	Yes	No	DS
7. There are some beliefs regarding this day.	Yes	No	DS
8. The Swedish celebrate this day in cities.	Yes	No	DS
9. The author gives his opinion about the Midsummer Day.	Yes	No	DS

9c. Replace the highlighted words in the text with the words below. Then make your sentences with the words.

a. abandoned, empty of people
c. incredible, magical

b. to compete with another



WRITING



10. Read the letter and answer the question. What happened to Ron?

Dear Greg,

I'm writing to you from my hotel in Greece. I'm enjoying the time here but you can't imagine what happened to me last weekend. I was on the mountain near the hotel with my uncle and aunt and we were having a lovely time because the snow was perfect to skiing. You know that it's really important to wear sunscreen glasses when you go skiing. Unfortunately, I forgot to take my glasses. The sun was shining brightly and suddenly I wasn't able to see anything. I hit a rock when I was skiing. I fell over. Luckily, I wasn't seriously hurt. I got just a few bruises. My aunt and uncle were upset and they warned me to be careful. I promised them to be so.

I'll see you as soon as I get back.

Best wishes, Ron.

11. Imagine that you are on holiday and something happened to you. Write a letter to a friend to tell what happened to you on that day. Use the letter above as a prompt.

How well can you do these things? Tick (✓) the columns.

I can ...	Very well	Well	Not well
convert analogue and digital clock time			
talk about special calendar days			
use prepositions of time			
use past continuous forms for background, parallel and interrupted past actions			
write a paragraph about a special day			
read and understand the factual information			

Unit 6. INVENTIONS

LEARNING OBJECTIVES**LISTENING**

L6 - Deduce meaning from listening to descriptions of inventions that didn't work, didn't catch on

L8 - Recognize opinion of great Inventions in the 20th century

SPEAKING

S3 - Give an opinion when talking about 20th century inventions

S4 - Respond with sentence and discourse level to talk about how useful / silly gadgets are

S6 - Link comments about gadgets and technology that is important for students and make a list

READING

R3 - Read about a gadget / invention on the internet with confidence and enjoyment independently

R5 - Understand specific information and detail in a text about brand names

R8 - Use familiar paper and digital reference resources to learn more about the invention of the telephone

WRITING

W2 - Write imaginary dialogue of Bell's first phone conversation and acting this out in front of class and an imaginary telegram from Bell to a friend about successful first phone conversation.

USE OF ENGLISH

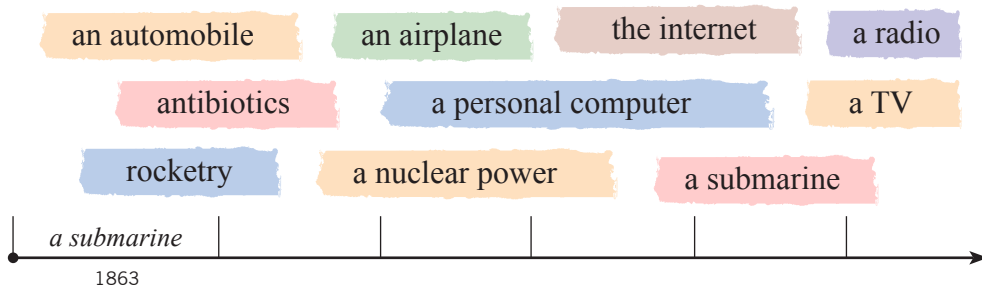
UE3 - Use adjectives in the correct order in front of nouns

UE9 - Use a range of active and passive simple present and past forms

UE12 - Use comparative forms of adverbs

1. Discuss as a class. What are the great inventions of the 20th century? Then name three inventions that changed the world.

2. Write ten great inventions of the 20th century in the order on the timeline. Then compare with your partner.



3. Study the sentences and choose *a* or *b* in the explanations.

The present simple	
Active voice	Passive voice
<i>He sings a song.</i>	<i>A song is sung by him.</i>
<i>He does not sing a song.</i>	<i>A song is not sung by him.</i>
<i>Does he sing a song?</i>	<i>Is a song sung by him?</i>
The past simple	
Active voice	Passive voice
<i>Martin Cooper invented a mobile phone in the 1970s.</i>	<i>A mobile phone was invented in the 1970s by Martin Cooper.</i>
<i>Martin Cooper didn't invent a mobile phone in the 1970s.</i>	<i>A mobile phone was not invented in the 1970s by Martin Cooper.</i>
<i>Did Martin Cooper invent a mobile phone?</i>	<i>Was a mobile phone invented by Martin Cooper?</i>
1. In the passive sentences, we are more interested in an ...	
a. action	b. agent or subject who does or did the action
2. In ... sentences we use <i>by</i> to say who or what does or did the action.	
a. passive	b. active
3. In passive sentences we use the structure...	
a. subject + verb + object	b. object + <i>to be</i> + a past participle form

4. Underline the correct form to complete the sentences. Use passive forms.

- Shoes *make / are made* in that factory.
- That skyscraper *was built / built* in 1934.
- These tools *make / are made of* of plastic.
- A new product design *was finished / finished* when I arrived.
- Red Sunset *painted / was painted* in 1686 by Smithers.
- Toyotas *produced / are produced* in Japan.

5. Rewrite the passive sentences into active and active into passive.

1. We made a lot of mistakes.
2. The light bulb was invented by T. Edison.
3. Shakespeare wrote "Hamlet".
4. Did Frank Robinson give the name Coca Cola?
5. Why is a mobile phone used by millions of people?
6. They produce Nokia mobile phones in Finland.

6. Work in pairs. Complete the questions using the verbs in brackets in the passive. Then answer the questions.

1. When ... America ... (discover)?
2. In what year ... the Olympic Games ... (hold) in Barcelona?
3. In what century ... William Shakespeare ... (born)?
4. When Harry Potter's novels ... (write)?
5. When ... Halloween ... (celebrate)?
6. When ... the Eiffel Tower ... (build)?
7. Where ... the most bananas ... (grow)?
8. In what museum can *La Gioconda* painting ... (see)?
9. What ... the largest lake in the world ... (call)?
10. When ... the first automobile ... (invent)?



7a. Listen to the TV quiz and answer. Who is the winner, Paul or Kevin?



7b. Listen again. Answer true (T) or false (F).

- | | | |
|---|---|---|
| 1. The electric bulb was invented by Thomas Edison. | T | F |
| 2. The first telephone wasn't invented in 1876. | T | F |
| 3. Penicillin was discovered in 1938. | T | F |
| 4. Penicillin was discovered by Alexander Fleming. | T | F |
| 5. The first wheel was made 600 years ago. | T | F |
| 6. The first car was invented by Germans. | T | F |



8. In pairs, decide on who is Student A and Student B. Copy your chart. Then ask and answer your questions while completing the chart.

Example:

Student A: When was the first steam engine invented?

Student B: In 1780. Who invented it?

Student A's chart

#	Name of inventors	Inventions	Dates
1	James Watt	the first steam engine	...
2	...	a camera	1826
3	Thomas Edison	an electric bulb	...
4	...	the first motor car	1885
5	Marconi	a radio	...
6	...	the first mechanical calculator	1830

Student B's chart

#	Name of inventors	Inventions	Dates
1	...	the first steam engine	1780
2	Joseph Niepce	a camera	...
3	...	an electric bulb	1879
4	Daimler and Benz	the first motor car	...
5	...	a radio	1895
6	Charles Babbage	the first mechanical calculator	...

9. Match the words to their synonyms.

- | | |
|----------------------|--------------------|
| 1. instantaneous | a. an antecedent |
| 2. prominent | b. exactly |
| 3. an interpretation | c. a gadget |
| 4. a predecessor | d. very quickly |
| 5. a device | e. a clarification |
| 6. properly | f. brilliant |

10a. Read and fill in the timeline.

Most people would be lost today without mobile phones. Cell phones and other mobile devices are often the main ways that people keep in contact with each other, at any time and over any distance. Before the 1800s, people communicated only by letters, which often would get lost. There were other forms of communication such as smoke signals and signal fires to send messages quickly from a distance.



During the 1800s, a remarkable machine appeared that would revolutionise the world by making communication almost instantaneous. This machine was called the telegraph. The telegraph was the predecessor to the telephone.

The signals from this device would create dashes or dots, and these could either be printed off or interpreted by ear. From this system of dots and dashes, the famous Morse code came about and was used to make meaningful interpretations that telegraphs produced. The telegraph remained the prominent form of communication until the end of the 1800s when the telephone was invented.

It was one of those moments when the world changed forever. On March 10, 1876, Thomas Watson was staring at a strange piece of mechanical apparatus when he heard it speak the words that made history: “Mr. Watson! Come here! I want to see you!” Those three short exclamations marked the moment when the telephone properly came into being, thanks to Watson’s colleague Alexander Graham Bell (1847–1922). Since that moment, a little over a century ago, the telephone has become one of the most commonplace inventions in the world.

10b. Read again and choose the correct answer.

- Using cell phones and other mobile devices are main ways that people ... each other.
a. keep in contact b. keep in mind c. keep up with
- Smoke signals and signal fires are used in
a. 1800s b. 1900s c. 1876
- The ... was a revolutionary machine in the telecommunication.
a. Morse machine b. telegraph c. mobile phone
- An interpretation means a (an)
a. translation b. clarification c. explanation
- ... invented the first telephone.
a. Morse b. Thomas Watson c. Graham Bell
- The telegraph is the immediate ... to the telephone.
a. predecessor b. demonstration c. descendant

11a. Look and learn about a telephone conversation.

Introducing yourself

This is Ken.

Ken speaking

Asking who is on the telephone

Excuse me, who is this?

Can I ask who is calling, please?

Asking for someone

Could I speak to...? (Can I - more informal / May I - more formal)

Is Jack in? (informal idiom meaning: Is Jack in the office?)

Connecting someone

I'll put you through (put through - phrasal verb meaning 'connect')
Can you hold the line? Can you hold on a moment?

How to reply when someone is not available

I'm afraid ... is not available at the moment
The line is busy...
Mr. Jackson isn't in... Mr. Jackson is out at the moment ...

Taking a message

Could (Can, May) I take a message?
Could (Can, May) I tell him who is calling?
Would you like to leave a message?

11b. Read the dialogue and answer the question. What were they doing?



Marie: I telephoned you yesterday afternoon but you didn't answer. Where were you?

Rick: I was in another room when you called. I didn't hear the phone ringing until it was too late.

Marie: What were you working on?

Rick: I was photocopying a project work for Chemistry. What were you doing when you telephoned?

Marie: I was looking for Tom and couldn't find him. Do you know where he was?

Rick: Tom was visiting his grandparents.

Marie: Oh, I see. What did you do yesterday?

Rick: I helped mum in the morning. Then, I worked on the project and was just finishing when you telephoned. What did you do?

Marie: Well, at 9 I met my Physics teacher. After that, I did some research for best inventions of the 20th century.

Rick: Sounds interesting!

Marie: Yes. That's true indeed. I've learnt a lot.

Rick: I'm sure you did well. Tell me later.

11c. Read out the dialogue with your partner.

12. Work in pairs. Write an imaginary dialogue of the Graham Bell's first phone conversation. Then act it out.



13. Look at the telegram layout and write an imaginary telegram from Bell to a friend about the first successful telephone conversation.

CLASS OF SERVICE		NUMBER	<h1>TELEGRAM</h1> <p>CABLE SERVICE TO ALL PARTS OF THE WORLD</p> <p>Time of receipt is STANDARD TIME at point of destination.</p>	Office Stamp
DAY MESSAGE	DM	CHARGES		
DAY LETTER	DL			
NIGHT MESSAGE	NM	TIME PAID		
NIGHT LETTER	NL			

To Dated 20__

HELLO, MR -STOP- WATSON,
I'M VERY PLEASED TO INFORM THAT I MADE HISTORY -STOP-
NOW PEOPLE CAN COMMUNICATE AT ANY TIME AND OVER ANY
DISTANCE -STOP-
BEST WISHES, BELL

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14a. Study the sentences and choose *a* or *b* in the explanations.

Example:

*This water boiler boils **more slowly** than my previous one.*
*This model of iPad Mini operates **more quickly** than mine.*
*The ringtone of this phone rings **loudly**.*

- Adverbs of manner tell us ... something happens.
a. what b. how
- Adverbs of manner are placed ...
a. after the main verb b. before the object
- We use more + adverbs of manners to ...
a. compare two or more actions b. compare two actions

14b. Look and learn.

Some adverbs have irregular comparative and superlative forms.

Adverbs	Comparatives	Superlatives
badly	worse	worst
far	farther / further	farthest / furthest
little	less	least
well	better	best

15. Choose the correct word to complete the following sentences.

- They designed frames for pictures more ... than the previous ones.
a. beautiful b. beautifully
- She planned their trip to Beijing
a. careful b. carefully
- Jim painted the kitchen ... than I did .
a. badly b. worse
- She speaks more ... than his friend .
a. quietly b. quiet
- Turn the stereo down. It's too
a. loud b. loudly
- He skipped ... down the road to school.
a. happy b. happily
- He drives
a. good b. well
- She knows the road
a. well b. good
- He played the guitar more ... than he played last night.
a. terrible b. terribly

16. Work in pairs. Describe products and new gadgets comparing with other ones.



Example:

A: I've had a new hair dryer.

B: How it works?

A: It works more efficiently than my previous one. Blows more softly.

17. Work in pairs. Look at the pictures of different things and discuss how useful they are.



18a. Listen to the TV quiz to vote for the worst inventions in the world. Put numbers before each of the inventions in the order they are mentioned.

...	Sinclair C5
...	phone fingers
...	Tamagochi
...	plastic bags
...	a shoe umbrella

18b. Listen again and match the images to their names.

1.	2.	3.	4.	5.

- a. phone fingers
- b. Tamagochi
- c. Sinclair C5
- d. plastic bags
- e. a shoe umbrella

19. Work in groups. Choose one or two items from the following devices. Describe it by giving a good reason why it is the best.



Include in your description the following:

Name:

Price: It costs...

Use: It is the most suitable for...

Dimensions:

Weight:

Shape:

How to operate the device: battery operated / power plugged

Disadvantages / drawbacks: the main advantage of this device is...
(user-friendly, easy to use, reliable, reusable, easy to handle, light and safe etc)

20. Present your work to the class and vote for the best.

21. Write and make an advertisement for an imaginary product.

Example:

a foldaway bike



Think of the following:

- *Who is the target audience of this product?*
- *What is the price range of your product?*
- *What are the specifics of your product?*



SELF-CHECK



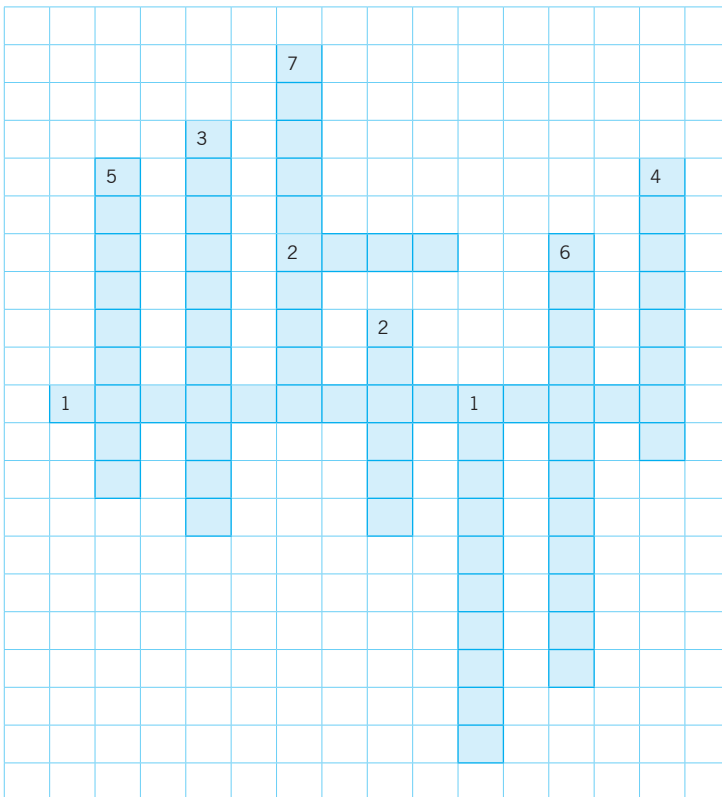
VOCABULARY

1. Complete the crossword. Then make sentences with the words.

Example:

A mobile phone is used to communicate with those who are in distance.

D E V I C E S W E U S E E V E R Y D A Y



A C R O S S

1. This device eases our time and labour to wash clothes.
2. This communication device by *Apple* is used for entertainment.

D O W N

1. This device is used for calculating.
2. This device is used to shoot photos.
3. This device is used to communicate with those who are in distance.
4. All kinds of this device are used to save documents.
5. This device is used to heat food in a quick way.
6. This device is used to keep food fresh.
7. It's seen every night by everyone.

2. Complete the sentences with the words in the box.

instantaneous

prominent

interpretations

predecessor

device

properly

1. The telegraph was a p..... communication form before the telephone was invented.
2. Sending a text message is i..... for any distance.
3. The Morse code was used to make meaningful i..... that telegraphs produced.
4. The telegraph is the p..... to the telephone.
5. The Morse code apparatus was a successful d..... .
6. A. Graham Bell made the telephone p..... came into being.



LISTENING



3a. Listen to the descriptions and choose the best title for each of them.

A camera

A computer

A telescope

A mobile phone

A modem



3b. Listen again and check your answers with your partner.



SPEAKING

4. Work in pairs. Ask and answer the questions.

Student A's questions

1. What do you think which is the greatest invention?
2. What would you like to invent?
3. How the world was different before the wheel was invented?
4. Do new inventions always create new problems?
5. How do people invent things?
6. What question would you like to ask from an inventor?

Student B's questions

1. Do you know what the greatest invention of the year is?
2. What is the world's most dangerous invention?
3. Have you ever thought about inventing anything?
4. Which invention is better, the Internet or electricity?
5. What invention is necessary to save the world from global warming?
6. Who is the greatest inventor?

**USE OF ENGLISH****5. Write A for active P for passive sentences.**

1. He lost his keys yesterday.
2. The bus driver was hurt.
3. French is spoken in France.
4. Steven liked to play baseball when he was at school.
5. A letter was written by the old lady.
6. The Chinese invented first paper money.
7. His car was stolen yesterday.
8. The Microsoft company was founded by Bill Gates.

6. Change the sentences into the present or past passive.

1. Etienne Lenoir made the first motor car in Belgium.
2. How many paintings did the police find?
3. Lennon and McCartney wrote the song <i>Yesterday</i> .
4. When did Cook discover Australia?
5. The airline sent our package to Australia by mistake.
6. Farmers grow soy in Argentina.
7. People export Spanish tortilla to the US.
8. El Greco painted <i>The Burial of the Count of Orgaz</i> .
9. You don't find penguins at the North Pole.
10. Columbus didn't discover America in 1491.



READING

9. Read the article and discuss the following questions in pairs.



WHERE DO GREAT BRAND NAMES COME FROM?

The name is the most important element of a successful brand. Packaging changes, advertising changes, products even change but brand names never change. They can be named as family names or perhaps the inventor's favourite color or animal or sometimes the names are just completely made up. For example, McDonald's is a family name, Adidas was created from the inventor's name Adi Dassler, Volvo means "to roll" in Latin and KODAK was completely made up by the inventor George Eastman because he thought it was unusual and different.



Kodak



Do you know how it got its name? It's quite a funny story. Steve Jobs and Steve Wozniak were struggling to come up with a name. They had options like "Executek" and "Matrix Electronics," but those just didn't feel quite right. Steve Jobs worked on a farm in Oregon part time, came back one weekend and said, "I've got a great name. Apple." It was his favourite fruit and he decided to call his company Apple. Founders of The Intel, Bob Noyce and Gordon Moore wanted to name their new company 'Moore Noyce' but that was already trademarked by a hotel chain, so they had to settle for an acronym of INTegrated ELEctronics.

1. Why are brand names important?
2. Name three different sources of brand names.
3. What does the brand's name mean?
4. Why did the brand *Apple* get the name?
5. Do you have a favourite brand? What is it and why do you like it?

10. Can you guess where the following brand names came from? Match the brands in the box with the correct text below.

- | | | |
|-----------|-----------|----------------|
| 1. Toyota | 2. Chanel | 3. Rolls Royce |
| 4. Reebok | 5. Nike | 6. Nivea |

- From the Latin word meaning, 'snow-white'.
- This was the fifth perfume made by the same company.
- Named after the Greek Goddess of Victory.
- Originally a Japanese family name Toyoda. The inventors changed one letter to make it easier to pronounce overseas.
- Named after an African gazelle.
- The family names of two men, one a motor enthusiast and the other an engineering genius.



WRITING

11. Work in pairs. Invent a new imaginary product and give it a brand name. Think about the following points.

- What is special or unusual about your product?
- Why would people want to use or buy it?
- How does the name relate to the product?

Here are some useful phrases that may help you with your presentation:

We would like to introduce our new product

We chose the name ... because ...

You can use it to ...

Example:

Start like this: *We would like to introduce our new product HPO which means homework personal organiser...*

How well can you do these things? Tick (✓) the columns.

I can ...	Very well	Well	Not well
name devices we use every day			
understand a telephone conversation			
talk about inventions			
use present and past passive forms			
describe an imaginary product			

Unit 7. SURVIVOR'S TALES

LEARNING OBJECTIVES**LISTENING**

- L4 - Understand the main points in survivor's stories and filling in the chart
- L5 - Understand specific information and detail in the instruction of an airplane safety announcer
- L6 - Deduce meaning from an interview in which a survivor recounts her tale of survival

SPEAKING

- S2 - Ask questions to clarify meaning about natural disasters
- S3 - Give an opinion at sentence level when talking about when something would be of no use to you in an emergency / survival situation.
- S4 - Respond sentence and discourse level using the words about natural disasters
- S5 - Summarise what the others say to the class
- S6 - Link comments to what others say about different things you have for safety in different situations
- S7 - Interact in longer exchanges in talking about what you should do first in a survival situation on a desert island

READING

- R4 - Understand the main points of a text about natural disasters in headed section: flood avalanche
- R6 - Recognise the difference between fact and opinion in story about natural disasters
- R7 - Recognise the attitude or opinion of the writer in short text about a mountain survival situation and rescue

WRITING

- W2 - Write about imaginary a short desert island diary entry
- W8 - Punctuate an unpunctuated extract from the story

USE OF ENGLISH

- UE7 - Use simple perfect forms to write a short dairy entry
- UE11 - Use simple forms of reported speech to report statements and commands
- UE15 - Use the pattern verb + object + infinitive *give/take/send/bring/show* + *direct/indirect object*
- UE16 - Use *if/unless* in conditional sentences to talk about

1. Match the words to their pictures.



- | | | |
|--------------------|----------------|--------------------------|
| 1. a life vest | 2. matches | 3. a waterproof backpack |
| 4. a torch | 5. a radio | 6. a climbing rope |
| 7. a first aid kit | 8. a pen knife | 9. a whistle |
| | | 10. a compass |

2. Work in pairs. Ask and answer questions about the items in activity 1.

Example:

What will you do with a whistle? - I will whistle to give a signal. etc

3. Work in small groups of 3-4, discuss what for and when you will use the items.

- | | | | |
|-------------|-----------------|----------------------|-----------|
| a shoe lace | a pair of socks | a watch | a battery |
| a belt | a plastic bag | a tube of toothpaste | |








Example:

We will use a sock to filter water.

4. What will happen if the things don't work? Put the words in sentences.

Example:

If matches are wet, you can't make a fire.

	matches - wet
	a mobile phone - batteries
	a compass - arrow
	a torch - lamp
	a radio - antenna
	a life vest - torn
	a flask - hole



5a. Listen to the safety announcer and answer. What are the instructions for?

5b. Listen and tick one of two images that correspond to each instruction.



1. a. a mobile phone

b. an emergency exit



2. a. a take off clearance

b. an instruction card



3. a. a crew

b. a seat belt



4. a. an air traffic control tower

b. an evacuation slide



5. a. a life vest

b. an oxygen mask

6. Read the text and answer. What does **STOP** stand for?

If someone asks "What is the most important survival tip?" The best answer will be "STOP."

If you are in a survival situation, keep a positive mental attitude. If you lose this, you will not return.

Stop: Stop being upset and worry. Calm yourself. Worry never solved anything.

Think: Think and access the situation. What do you have with you? Do people know you are missing? Have you told anyone you were gone and where you were going? Can you make fire? What do you need to survive? What do you need to do to be found? Stay where you are. It is easier to find a right way then a moving one.

Observe: Learn your surroundings. Are you protected from exposure? Can you signal for help? Can you leave clues for searchers to find you? Once you have done the above, now it is time to plan.

Plan how to survive, get located, and protect yourself from the environment and from your fears.

Remember that water, shelter, warmth and the will to survive are the essential elements to your survival. Despite your best efforts, you may still be lost or disoriented so you need to know how to cope with a survival situation. For example, you should know how to signal SOS: 3 short flashes, 3 long, 3 short. Repeat after the 1-minute interval.

7. Read again and answer Yes, No and Doesn't say (DS).

1. STOP is the most important survival tip.	Yes	No	DS
2. Be positive in a survival situation.	Yes	No	DS
3. You mustn't fear in a survival situation.	Yes	No	DS
4. STOP means to stop and do nothing.	Yes	No	DS
5. Ask yourself questions to evaluate the situation.	Yes	No	DS
6. Give a signal immediately.	Yes	No	DS
7. Water, shelter, warmth are essential to survive.	Yes	No	DS

8a. Read the story and punctuate.

One day a boyfriend and a girlfriend decided to test their new car out on the dirt roads while driving to the girlfriend's parents, the boyfriend wanted to show off his car's power to his friends his father gave him this car on his last birthday they were driving six miles up the road when their jeep stuck in the mud unfortunately they haven't brought any tools to dig out mud with them in the car they had to spend the night in the car meanwhile family members had expected them all night it snowed very heavily and the boyfriend went to find someone to help them the girlfriend stayed in the car for three days wrapping herself in a blanket and eating snow on the fourth day she she left the car and walked towards the high way while she was walking she saw a dead body of her boyfriend in snow about a mile from their car on the sixth day the girl's brother set off to look for the missing couple and found his sister he placed her in the car and drove back down the road

8b. Read again. Work in pairs. Give your opinion on what you would do in this situation.

9a. Study the sentences and choose the correct answer in the explanations.

1. Some verbs have **two objects** - an indirect object and a direct object. These clauses have the structure: verb + indirect object + direct object.

Subject	Verb	Indirect object	Direct object
My sister	sent	me	an e-mail
He	brought	his mother	some flowers

2. We can use a **prepositional phrase** with *to* or *for* with an indirect object. These clauses have the structure: verb + direct object + prepositional phrase.

Subject	Verb	Direct object	Prepositional phrase
My sister	sent	an e-mail	to me
He	brought	some flowers	for his mother

- We use a (an) ... object after a main verb.
 - direct
 - indirect
- We use *to* or *for* with a (an) ... object.
 - direct
 - indirect

9b. Rewrite the sentences.

Example:

I sent Mary some flowers. - I sent some flowers to Mary.

1. He wrote Dolgor a letter.
2. They gave their sister a lot of presents.
3. They sent all their customers Christmas cards.
4. I have brought you this book.
5. Please, will you pass me it?
6. I'm looking forward to your reply. Write me an e-mail soon.
7. A mother reads her baby bedtime stories.
8. Jim built his granddaughter a sandcastle on the beach.

10. Put the words in brackets in the correct form to make meaningful sentences.

- Did you send Maral the postcard? - Yes, I did. I sent it (her). - I sent it to her.*
- Go to bed, my son. - Mum, I can't sleep. Will you read a story? (me)
- You should offer Tulga your car. - But I've already offered to him. (it)
- Has the uncle seen these photos? - Yes, I have already shown it. (him)
- Please, give me your telephone number. - Sorry. I can't give it. (you)
- Will you write him an e-mail? - I think I should write right now. (him)
- Have you heard the story? - No, I haven't. Please, tell to me. (it)
- Did you give her the parcel? - No, she wasn't at home. But I'll give it tomorrow. (her)

11. Match the natural disasters to their definitions.

1. a blizzard

2. a landslide

3. a drought

4. an earthquake

5. an avalanche

6. a thunderstorm and lightning

7. a hurricane

8. a flood

9. a tsunami

a. a dangerous slide of snow down a mountain

b. a mass of rock and earth moving suddenly and quickly down a steep slope

c. a violent wind that has a circular movement

d. a severe snow storm with strong winds

e. a long period when there is little or no rain

f. a large wave caused by a violent movement of the earth under the sea

g. an overflow of rain water

h. a sudden violent movement of the earth's surface

i. a flash of bright light produced by electricity from clouds to the ground while heavy rain

12. Read and fill the correct words for natural disasters in the gaps.

Most natural disasters are caused by weather. Weather disasters can be caused by hurricanes, tornadoes, floods, tsunamis, thunderstorms, windstorms, wildfires, avalanches, and blizzards.



1.

... are the deadliest of all natural disasters. The earthquake of 26 December 2004 resulted in one of the worst natural disasters in living memory killing two hundred thousand people. It was a massive ... and occurred in the Indian Ocean. This caused a huge tidal-wave called ..., to cross the Indian Ocean. It destroyed coastlines, communities and brought death and destruction to many people. Whole families were swept out to sea or drowned.



2.

A ... is a type of tropical cyclone or severe tropical storm that forms in the southern Atlantic Ocean, Caribbean Sea, Gulf of Mexico, and in the eastern Pacific Ocean. A typical cyclone is followed by thunderstorms. Some coastal places experience heavy rains and floods each year from hurricanes.



3.

In a ... masses of rock, earth or debris move down a slope. Debris and mudflows are rivers of rock, earth. They develop when water rapidly accumulates in the ground, during heavy rainfall or rapid snowmelt, changing the earth into a flowing river of mud. They can flow rapidly, striking with little or no warning at avalanche speeds.



4.

... typically occurs when rivers or streams overflow their banks because of rainwater. If you are in low-lying areas near water, be aware of the disaster. Flooding is the world's most expensive type of natural disaster because the damage can be so extensive.



5.

All ... are dangerous. They also include tornadoes, strong winds, hail and flash flooding.

13. Work in groups. Write your emergency recommendation. Choose from natural disasters: an earthquake, a drought, a flood, a fire. Then display it for the class.

Example:

Thunderstorm and lightning

**WARNING!**

Outside: Get inside a house, strong building or a car.
Do not stand in open places or on top of a hill.
Do not stand under tall trees or telephone poles.
Stay away from metal pipes, railroad tracks, metal fences or phone lines.
Jump in a ditch or other low area (if it's not full of water).
Do not lie flat on wet ground. Instead, drop to your knees, bend forward and put your hands on your knees.

Inside: Keep away from windows, open doors and fireplaces.
Keep away from radiators, or anything metal.
Unplug TV sets and computers.
Do not use the telephone except for an emergency.
Listen to the radio and follow emergency instructions.



14a. Listen to the survivors' stories and fill in the chart.

	Natural disaster	What happened
Narrator 1		
Narrator 2		
Narrator 3		



14b. Listen again and answer. Fact (F) or Opinion (O)?

1. There was a huge fire.
2. People had to leave their homes because of the fire.
3. One old woman was lucky.
4. A mother had no hope for her daughter to be alive.
5. The girl was alive after eight days buried under the collapsed house.
6. The girl's survival was a miracle.
7. After the hurricane Katrina happened, everything seemed to be a mess.
8. When the twins returned to their house, there was a big hole in the roof of their parents' bedroom.

15. Study the sentences and write the backshift in the reported speech.

Direct speech	Reported speech
<i>She said, 'The firefighters goes with their coworkers.'</i>	<i>She said (that) the firefighters went with their coworkers.</i>
<i>She said, 'I am living in Japan.'</i>	<i>She said she was living in London.</i>
<i>She said, 'I bought a flashlight.'</i>	<i>She said she had bought a flashlight.</i>
<i>She said, 'I was walking along the street when the earthquake began.'</i>	<i>She said she had been walking along the street.</i>
<i>She said, 'I haven't seen him.'</i>	<i>She said she hadn't seen him.</i>

Direct speech	Changes	Reported (Indirect) speech
Present simple	————>	
Present continuous	————>	
Past simple	————>	
Past continuous	————>	
Present perfect	————>	

16. Change the sentences into the reported speech.

1. She said, 'The fire moved very fast.'
2. 'I had little hope, said the mother.
3. The neighbour shouted, 'I heard your daughter.'

4. 'She asked me for milk and cornflakes and then she fainted,' said the mother.
5. He said, 'My twin and I were just kids and we were playing in the yard when Hurricane Katrina happened.'

17. Rewrite the sentences to make the reported speech.

1.	John said, 'I am very busy now.'
2.	He said, 'The horse has been fed.'
3.	'I know her name and address,' said John.
4.	'German is easy to learn,' she said.
5.	He said, 'I am writing letters.'
6.	'It is too late to go out,' Alice said.
7.	He said to me, 'I don't believe you.'

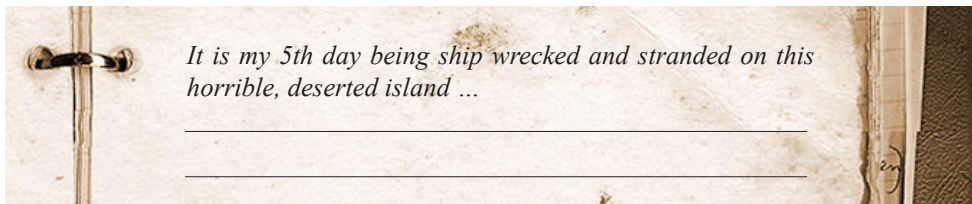
18. Imagine that you are on a desert island. Rank the things you would do there (1 - the most preferable, 8 - the least preferable). Then compare with your partner.

	<ul style="list-style-type: none"> hunt animals build a fire find a shelter look for food look for water try to make contact use a STOP strategy evaluate your resources
--	--

19. Write a short diary entry of a desert island. Think of the following in your diary entry:

- What you have done today
- What you haven't done yet that you were planning
- What you have been doing since this morning

You may start like this:



20. Read out your diary to the class.



SELF-CHECK



VOCABULARY

1. Put the words under the correct columns.

a torch, a landslide, a life vest, an avalanche, a drought, a climbing rope, a blizzard, a first aid kit, to stop, a pen knife, a whistle, matches, a hurricane, a compass, to observe, a thunderstorm and lightning, a flood, to plan, a tsunami, a radio, an earthquake, a flask

Items to take	STOP survival tip	Natural disasters
...

2. Match the prompts in column A to the ones in column B to form full sentences, as in the example.

Column A	Column B
1. If I go travelling I will need to take	a. carefully and be calm.
2. Unless I know survival skills,	b. you should be aware of flood.
3. If you travel by plane listen to the instructions,	c. don't stand in open places.
4. If you are in an emergency situation,	d. a compass so as to not get lost.
5. If there is a thunderstorm and lightning,	e. you need to listen to the radio and the weather forecast.
6. If you live in the remote place,	f. be positive and follow the STOP tip.
7. If you live in an low-lying area near water,	g. I'm not be able to survive emergency situations.



LISTENING



3a. Listen to the children and answer the question. What are they talking about?



3b. Listen again and express your agreement with the children.

- Who do you agree with?
- Who do you disagree with? Why?



USE OF ENGLISH

4. Rewrite the sentences.

Example:

She sent her friend an e-mail. She sent an e-mail to her friend.

1. He gave them a bag full of money.
2. He offered her a flower.
3. My father bought us a new TV set.
4. John sold me his car.
5. I wish you good luck.

5. Unjumble the sentences.

1. the story He the them told
2. him did to What say she ?
3. you is offering second She the chance
4. us pay Will interest they ?
5. played grandfather She for song her that
6. to her she What did say ?
7. to necklace Jane her gave her favourite daughter

6. Choose the correct answer for each sentence.

- | | |
|-----------------------------------|--|
| 1. Jane: 'I love chocolate.' | Jill: Jane said (that) she ... chocolate. |
| a. loved | b. loves c. loving |
| 2. Jane: 'I went skiing.' | Jill: Jane said (that) she ... skiing. |
| a. went | b. had gone c. have gone |
| 3. Jane: 'I have been to Sydney.' | Jill: Jane said (that) she ... to Sydney. |
| a. had been | b. has been c. was being |
| 4. Jane: 'I have had three cars.' | Jill: Jane said (that) she ... three cars. |
| a. has | b. has had c. had had |
| 5. Jane 'I don't like spinach.' | Jill: Jane said (that) she ... like spinach. |
| a. doesn't | b. don't c. didn't |

6. Jane: 'I have never been to London.'	Jill: Jane said (that) she ... never been to London.
a. had	b. has c. have
7. Jane: 'I was swimming.'	Jill: Jane said (that) she ... swimming.
a. has been	b. had been c. have been
8. Jane: 'I have a cat.'	Jill: Jane said (that) she ... a cat."
a. have	b. has c. had

7. Put the short paragraph in the reported speech into the direct speech.

Example: *Jack said that he was pleased to meet me.*
Jack said, 'I'm pleased to meet you.'

I replied that it was my pleasure, and that I hoped Jack was enjoying his stay in my town. He said he thought the town was beautiful, but that it rained too much. Jack said that he should have brought warmer clothes. He then continued by saying that he was going to fly to Singapore. He said that he couldn't wait to enjoy some sunny weather. I said to him to have a nice flight.

 **SPEAKING**

8. Work in pairs. Ask and answer your partner the following questions. Then find a new partner and report what you have learnt about your first partner using a reported speech.

1. What is your favourite sport?
2. What are your plans for your next vacation?
3. How long have you known your best friend? Can you give me a description of him/her?
4. What kind of music do you like?
5. What did you use to do when you were younger that you don't do anymore?
6. Can you tell me what you do on a typical Saturday afternoon?
7. What were you doing yesterday at this time?

 **READING**

9a. Read and choose the best title a, b or c.

Fifty-eight people were on board of the TransAsia Airways plane that crashed into a river in Taipei, on Wednesday, 29th of April, 2015. There were 15 survivors pulled from the **half-submerged wreckage**. The BBC takes a look at the stories of some of those survivors.



a. Survivors' stories



b. TransAsia Airways



c. A plane crash

Two-year-old boy, his mother and father: Taiwanese couple were travelling on the plane with their two-year-old son. Local media said father had changed seats from the left-hand side to the right before take-off, that might have saved their lives. When the plane was submerged, he was able to get out and help his wife to get out of the opening. They then found their son floating in the water. "The pilot's immediate action saved many people," the father told Reuters. "We all feel very lucky."

72-year-old man: Mr. Huang told reporters that he tried to help others struggling in the river outside the wreckage. "I saw others were drowning," he told the ETTV broadcaster from his bed at Tri Service General Hospital in Taipei. "If I did not move quick enough to help them, soon they would be dead." Mr. Huang said he suspected something was wrong with the plane from the start. "I felt something was not right after the plane took off," he said. "I said to the woman next to me to buckle seatbelts. I had just finished saying it and then the plane went down."

Mingzhong Chen: The wife of survivor Mingzhong Chen said: "My family is a lucky bunch; we get to see our loved ones." She said that her husband had told her how cold the water was.

Taxi driver: Although not a passenger on the plane, a taxi driver is among the survivors of this tragedy. Dramatic footage shot from vehicles on a bridge in Taipei showed the plane passed very low overhead and seemingly hit very close to a taxi before clipping the bridge and falling into the river. The driver of that taxi and one passenger were hurt but survived. Referred to by local media, he scrambled from the wreckage of his car with serious injuries and told doctors: "I fainted at the moment when the plane hit us."

9b. Read again and answer Yes, No and Doesn't say (DS).

- | | |
|--|-----------|
| 1. There were more than fifty people on board of the plane. | Yes No DS |
| 2. The plane crashed into a road. | Yes No DS |
| 3. The BBC is a TV broadcaster. | Yes No DS |
| 4. <i>Half-submerged wreckage</i> means the half of the plane is remained. | Yes No DS |
| 5. The father saved his family life by changing his seat on plane. | Yes No DS |
| 6. Mr. Huang suspected something was wrong with the plane from the start. | Yes No DS |
| 7. Mingzhong Chen was together with her husband on board. | Yes No DS |
| 8. The taxi driver was almost hit by the falling plane on the bridge. | Yes No DS |






10. Test your knowledge about natural disasters.

1. Which natural disaster can produce the fastest winds on Earth?
 a. a tornado b. a hurricane c. a cyclone d. a tsunami
2. Which natural disaster cannot be caused by shifts in tectonic plates?
 a. an avalanche b. an earthquake c. a volcanic eruption d. a hurricane
3. In what country did the strongest earthquake on record occur?
 a. Chile b. United States c. Indonesia d. Iran
4. On average, what are your chances being struck by lightning in a given year?
 a. 1 in 7.000.000 b. 1 in 700.000 c. 1 in 70.000 d. 1 in 7.000
5. How often does lightning occur worldwide?
 a. 50-100 times per second b. 25-50 per second
 c. 500-1000 per day d. 250-500 per hour

1. A strong tornado can generate wind speeds as high as 500 km per hour.
 2. Hurricanes originate over warm tropical oceans with low atmosphere pressure.
 3. May 22, 1960, earthquake off the coast of Chile measured 9.5 on the Richter scale. It caused 2,300 deaths.
 4. The chance of a human being struck by lightning in a given year is roughly 1 in 700,000.
 5. Lightning occurs on average 50 to 100 times per second worldwide.

11. Imagine you survived from getting lost in the wilderness. Use these phrases to write about your experience.

1. Stop.
2. Think through your situation.
3. Observe your surroundings.
4. Plan your action.

	find or make a shelter against the weather
	build a fire for heat
	signal to attract attention
	find water
	attempt to find your own way to safety

How well can you do these things? Tick (✓) the columns.

I can ...	Well	OK	Not well
understand safety instructions			
understand the main and detailed information on the related topic			
talk about natural disasters			
use reported statements			
write a recommendation for some emergency situations			

Unit 8. PEOPLE AND JOBS

**LEARNING OBJECTIVES****LISTENING**

- L2 - Understand questions which ask for people and their jobs
- L4 - Understand the main points in people talks describing qualities they need to do their jobs
- L5 - Understand specific information and detail in people's talk about necessary qualities for jobs
- L6 - Deduce meaning from context in both short and extended talk about different things that policemen and policewomen do /don't
- L7 - Understand short conversations about jobs

SPEAKING

- S1 - Provide detailed information about household jobs and chores students do
- S2 - Ask questions to make short dialogues
- S3 - Give an opinion at sentence level when talking about jobs
- S5 - Summarise result of survey to class by explaining graph
- S8 - Relate talking about what will happen if people disobey the signs

READING

- R2 - Read and follow independently instructions about conducting a class survey on who does what household chores
- R4 - Understand a reading signs instructing people to do or not to do things

WRITING

- W3 - Write about personal feelings and opinions about yourself and what you'd like to be
- W4 - Use joined-up handwriting in conducting a class survey using tally charts with appropriate speed and fluency.
- W8 - Punctuate some writings on a piece of paper and some commas

USE OF ENGLISH

- UE1 - Use double genitive structures: *a friend of theirs*
- UE6 - Use relative pronouns *who, which, that*
- UE11 - Use simple forms of reported speech to report statements and commands
- UE14 - Use dependent prepositions following adjectives good at/keen on/ good with/kind/polite to
- UE17 - Use a range of defining and non-defining relative clauses with *which, who, that*

1. Write the jobs next to the definitions.

 1.	 2.	 3.	 4.	 5.
 6.	 7.	 8.	 9.	 10.
 11.	 12.	 13.	 14.	Who are they?

- a. *A firefighter*..... rescues people from burning buildings and helps put out fires.
- b. works in a hospital and helps doctors.
- c. defends people’s rights in court.
- d. flies an airplane.
- e. takes people’s orders in a restaurant and serves them food.
- f. works in a police station and maintains public security.
- g. works in a bank and keeps records of money.
- h. works in a hospital and treats patients.
- i. answers phone calls and does office work for his / her boss.
- j. reports news on TV, radio or newspaper.
- k. does the cooking in a restaurant or hotel.
- l. acts in a film.
- m. manages the affairs of a company or business.
- n. does business.

2a. Listen and match the jobs to the qualities.

1. A policeman	a. reliable and responsible
2. A shop-assistant	b. strong and determined
3. A chef	c. experienced and helpful
4. A pilot	d. imaginative and sincere



2b. Listen again. Why do the people like their jobs?

3. Write the words in the correct column.

Example:

teach - a teacher

Verbs	Jobs	
wait	(male)	(female)
firefight		
host	(male)	(female)
drive		
act	(male)	(female)
write		
direct		

4. Read and answer. What is Oyun's job?



I work at the Opera House. I've been working here since I graduated from the ballet school in Russia in 1993. I've performed different roles in ballets. I think my main role is Giselle and people recognise me as Giselle.

My parents are ballet dancers too. So I grew up close to this art. When I was 10, a cousin of mine told me that there would be audition of candidates to the Russian ballet school. Luckily, I and a friend of mine were chosen. It was a brilliant but difficult period

living far from my parents at the age of 10. We were 10 children all together. Unfortunately, only 4 of us remained and graduated from the ballet school.

I love my job because I give people feelings of beauty, inspiration and energy. People get spiritual satisfaction from the theatre. I'm happy to hear the huge applause from the audience. I can't imagine me apart from my job. My job is an inseparable part of my life. I often remember what my father said to me. He told me not to give up whatever hardship I might face and to be always insightful.

5. Discuss the qualities for different professions.

What is the ballet dancer **good at**?

What qualities should firefighters have? What is he **keen on**?

A teacher needs to be **good with** children, **polite to** parents but what about a policeman?

6. Choose the right prepositions after the adjectives.

good	excited	nice	keen	proud	interested	pleased	afraid	famous
in	on	at	of	about	with	for	to	of

7. Fill the sentences with the correct prepositions and then make your own sentences, check with your partner.

1. England is famous ... its rainy weather.
2. I'm very proud ... my daughter, she worked very hard.
3. He isn't really interested ... changing his job.
4. Luke is very pleased ... his exam results.
5. She has always been very nice ... me.
6. She's very excited ... the meeting with the staff.
7. What subjects are you good ...?
8. It's great you got that job - you shouldn't be afraid ... meeting new people.
9. Lucy is really keen ... learning languages.

8. Write a paragraph about yourself and what you'd like to be. Use the following expressions in your writing.

- | | |
|---------------------------------|------------------------------|
| I am interested in ... | I do not like ... |
| I am very good at ... | I am not so good at ... |
| I am keen on ... | I spend a lot of time ... |
| I would like to learn about ... | I want to be ... because ... |

9a. Match the words to their synonyms.

1. determined	a. responsible
2. courageous	b. inventive
3. punctual	c. timely
4. reliable	d. decisive
5. creative	e. innovative
6. imaginative	f. brave

9b. Complete the sentences with the words in 10a.

1. Leonardo Da Vinci was c... beyond all other architects.
2. The manager of the company is p... to begin any meeting on time.
3. We are making a d... effort to correct our mistakes.
4. He's not very r... You can't always count on him to do what he says he'll do.
5. She wrote an i... story about life on the planet Venus.
6. They have been c... to fight for their rights.



10. Listen to the people and fill in the chart.

Jobs	Necessary qualities
a firefighter	determined ...
a dentist	...
a marketing manager	...
a writer	...

11. Work in pairs. Think of three jobs and write necessary qualities for them. Then compare with other pairs.

Example:

An engineer should have a good technical and problem solving skills.

12. Work in small groups. Think of 3-4 jobs and write a description for them. Then read it out to other groups. They will guess what job it is.

Example:

This job requires being good at calculating. It records data and figures and deals with money. What job is it? (An accountant)

14. Study the explanations and choose the best answer.

Non-defining relative clauses	Defining relative clauses
<i>The woman, who lives the next door, is a flight attendant.</i>	<i>This is the teacher who / that has imaginative ideas.</i>
<i>Gorillas, which are large and originate in Africa, can sometimes be found in zoo.</i>	<i>It's the house which / that I'd like to buy.</i>

1. Non-defining relative clauses are used to give ...

- additional information which is not essential to the sentence.
- crucial information without of it the sentence will have different meaning.

2. Defining relative clauses are used to give ...

- additional information which is not essential to the sentence.
- crucial information without of it the sentence will have different meaning.

3. A non-defining clause is ...

- separated by commas at each end of the clause.
- not separated by commas.

4. A defining clause is ...

- separated by commas at each end of the clause.
- not separated by commas.

15. Read the sentences and write in two columns: a non-definite and a definite relative clause.

- The woman I talked to was very pleasant indeed.* (definite)
- The book which I received for my birthday was excellent.
- The car which he drove was really fast.
- The bank manager, to whom I complained, was helpful.
- John's mother, who lives in Scotland, has 6 grandchildren.
- My friend John, who went to the same school as me, has just written a best-selling novel.
- All my friends, who were invited, came to my party.
- The Italian restaurant, which is in Long Street, got a new owner.
- My cousin who lives in New York is getting married next year.
- The book which I finished yesterday was fantastic. - definite

16. Use *which, who* to complete the sentences.

Example:

A soldier is someone ... serves in the army.

A soldier is someone who / serves in the army.

1. A student is a person ... goes to school.
2. An ostrich is a bird ... cannot fly.
3. A cook is someone ... makes meals in a restaurant.
4. A tire is a thing ... you can find on a wheel.
5. It is the book ... I've just read.
6. She is the girl ... sat next to me in the bus.
7. They are the people ... helped me.
8. This is the dog ... scared me.

17. Look at the signs and match them to their explanations.

 <p>1.</p>	 <p>2.</p>	 <p>3.</p>	 <p>4.</p>
 <p>5.</p>	 <p>6.</p>	 <p>7.</p>	 <p>8.</p>

- a. If you are in the street, you mustn't throw rubbish.
- b. Do not pass the road when the vehicle is in motion.
- c. When you go picnicking, you shouldn't waste behind you.
- d. This place is not allowed to smoke.
- e. In this area, you mustn't ride a bicycle.
- f. You shouldn't be close to the object with this sign.
- g. In this place, you shouldn't use a mobile phone.
- h. You should be quiet.

17. Study the sentences. Then choose the correct answer in the explanations.

If you follow the instructions, you will feel confident.

If you don't obey the instructions you will be in unpleasant situations.

1. We use conditional 1 to talk about ...
 - a. real situations
 - b. unreal situations
2. We use ... in the *if* clause.
 - a. the present simple
 - b. the future simple
3. We use ... in the main clause.
 - a. the present simple
 - b. the future simple

18. Work in pairs. Talk about what will happen if people disobey the signs.

Example:

A: I think if people don't obey the rules they won't be accepted in a society.

B: That's true. If people do against the instructions, they will be fined.

19a. Read the sentences and answer the question. What does *unless* mean, *if* or *if not*?

You don't enter the place alone, unless you are under 18.

Unless she follows the rules, her parents won't take her to the theatre.

19b. Match the beginnings of the sentences to the correct endings.

- | | |
|---|--|
| 1. You can't go alone in the dark | a. unless you're going to be late. |
| 2. Don't tell her what happened... | b. unless she asks you. |
| 3. You don't have to call me... | c. unless they are with an adult. |
| 4. My parents will take me for a picnic tomorrow... | d. unless the others talk to him first. |
| 5. Children are not allowed into the cinema... | e. unless they give a discount. |
| 6. You have to pay to enter the exhibition... | f. unless I promise behave well. |
| 7. My friend is shy. He doesn't talk to people... | g. unless you have a licence. |
| 8. I'm not buying that computer... | h. unless you are followed by an adult. |


20. Mingle in the class and find someone who ...

looks like his / her mother
 is a bit shy
 is always tidy
 is fussy about his / her hair

talks quietly
 dresses fashionable
 looks serious
 enjoys being in public

21. Choose the correct replies for the expressions from the box.

You're welcome. Don't mention it.
Never mind. Perhaps another time.
I can hardly wait. I'm really looking forward to it.
Yes, but it is such a good quality.
Sure. Here you are!
Not at all. I'm quite cold too.
Congratulations! I knew you could do it!
It doesn't matter. Better late than never.
You too.



- 1. Thank you so much for your help.
- 2. This is too expensive. I don't think it's worth it.
- 3. I'm afraid I can't come tonight.
- 4. Can you hand me over my Physics book?
- 5. Do you mind closing the window?
- 6. See you. Have a good weekend.
- 7. Sorry, I'm late.
- 8. One week left until Naadam!
- 9. I've passed my Math exam at last!



22. Listen to the short conversations and complete the sentences.

- 1. How does John ... ?
He looks very nervous because he is going to take an exam.
- 2. How does Holly talk to others?
She talks
- 3. What ... Rob ... ?
He is a bit shy and kind to others.
- 4. Let's go to the Ski resort this weekend.
Wow. That ... like an invitation.
- 5. Hurry up. We have no time.
Look at the boy. He is running like
- 6. What does Ann look like?
She ... a top model. She's tall and slim. She has got long black hair.
- 7. You look like your sister.
Yes, indeed. However, my sister is ... than me.

23. Work in pairs. Read the situations and make short dialogues.

1. Your friend is in a hurry to go to the Sport Hall. You know there is plenty of time to get there.
2. A teacher is angry to see a student who is a constant latecomer.
3. You are a new comer to a town. You want to know how to get to the City Council.
4. Your friend comes and says that he has won the school essay writing competition.

24. Imagine that you received an e-mail from your friend. Read it and answer the questions.

New Message ⌵ ⌵

To:

Dear Ted,

How are you? It's been already 5 days since I came to Australia. As I promised, I'm writing to you to share my news here. I've got a lot of news, but I think it will take long to tell all of them. Therefore, I've made my mind up to share with you the craziest ones. How sounds it?

I was strange to be caught by heavy rain when I got Sydney. Whereas it was -30 degrees in Mongolia at the same time! The next a bit hard thing for me was English spoken by Australians. Imagine that for the first two days I hardly caught only single words. Now my English is getting better.

I've got to tell you that I really like Sydney. The people are friendly and look relaxed. I've been to Sydney Harbour Bridge and Opera House. They are beautiful. I've taken a lot of photos of them. Then I went to the famous coral reef. It's so nice. I can't wait to see kangaroos tomorrow. Write what you want to know more about my trip.

See you soon,
All the best, Bilegt

Send
✉
📷
📍
🗑
⌵

1. Where is Bilegt now?
2. Why did Bilegt decide to write only the craziest news to Tulga?
3. What is the season in Mongolia?
4. What are the people in Sydney like?
5. What is a coral reef? What do you know about it?

25. Write an e-mail to your friend responding to his news. Use the outline.

Include in your e-mail the following:

- Write briefly what you did after your friend went to Australia.
- Respond to his news. Express your feelings.
- Ask a question you want to know about Australia.
- Tell him that you are looking forward to seeing him in Mongolia.



SELF-CHECK



VOCABULARY

1. Do the word search. Find the words below.

P	J	Q	J	E	K	P	C	H	E	F	Q	I	H
K	F	I	R	E	F	I	G	H	T	E	R	L	D
O	J	O	U	R	N	A	L	I	S	T	A	D	O
A	M	D	R	C	Z	B	O	V	O	U	C	G	C
R	M	A	N	A	G	E	R	E	T	I	A	W	T
L	P	A	A	L	H	D	U	X	S	R	F	G	O
U	P	O	L	I	C	E	O	F	F	I	C	E	R
B	U	S	I	N	E	S	S	P	E	R	S	O	N
L	O	M	S	K	Z	N	E	I	S	O	B	Y	J
C	P	E	R	H	K	X	U	L	R	T	F	W	G
L	A	W	Y	E	R	A	C	O	U	C	W	S	R
C	W	S	Z	F	M	P	Z	T	N	A	N	E	R
W	S	E	C	R	E	T	A	R	Y	R	Y	N	A
A	C	C	O	U	N	T	A	N	T	B	C	B	O

**JOURNALIST / POLICE OFFICER / ACCOUNTANT
BUSINESS PERSON / DOCTOR / NURSE / PILOT
MANAGER / CHEF / ACTOR / FIREFIGHTER
WAITER / LAWYER / SECRETARY**

2. Complete the sentences with the correct word in the box.

determined courageous punctual
reliable creative imaginative

1. She will get the job she wants - She's a very ... person.
2. Dean always arrives at work on time. He is a ... man.
3. His story is very vivid and ... describing different unusual scenes.

4. It was ... of her to challenge the director's decision.
5. Gilbert is very... - if he says he'll do something, he'll do it.
6. If you work for an advertising company you should be ... about advertisements.



LISTENING



3a. Listen to the interview and answer the question. What do they want to be?



3b. Listen again and tick the qualities for the jobs you hear.

<input type="checkbox"/> generous	<input type="checkbox"/> reliable	<input type="checkbox"/> skillful	<input type="checkbox"/> friendly
<input type="checkbox"/> honest	<input type="checkbox"/> energetic	<input type="checkbox"/> helpful	<input type="checkbox"/> independent
<input type="checkbox"/> patient	<input type="checkbox"/> intelligent	<input type="checkbox"/> sociable	<input type="checkbox"/> confident



USE OF ENGLISH

4. Join the sentences using *who*, *which* and *whose*.

1. A robot is a machine. It can replace human workers.
2. A vet is a doctor. He treats animals.
3. Pets are animals. They are kept at home as companions.
4. That's the girl. Her mother works with my mother.
5. The man is a manager. He lives in the same flat.

5. Underline *if* or *unless*.

1. If / Unless you drive more carefully, you will have an accident.
2. The old lady'll get lost if / unless someone shows her the way.
3. If / Unless you practice your Russian, you can improve it quickly.
4. If / Unless you don't hurry, you'll be late for school again.
5. If / Unless you go to bed late, you'll feel tired in the morning.
6. If / unless I study, I will pass the exam.
7. If / Unless you don't keep your promises, you'll lose your friends.
8. You can't travel abroad if / unless you don't have a passport.

6. Find the correct preposition for each adjective.

| of | to | on | for | with | of | in | with | for |

1. She's not really interested ... making jewellery.
2. When I first met him, I was afraid ... him. He was so pompous and aggressive.
3. Paul is proud ... his grandfather's deed.
4. Sometimes I wish I could be more polite ... each customer.
5. If you want to be successful, the most important thing is to be responsible ... your work.
6. She is usually messy but sometimes is good ... tidying.
7. He makes me laugh. He's keen ... telling jokes.
8. My brother gets on well with everyone in his class and he is pleasant ... his classmates.
9. Gerlee is shy ... meeting new people.



SPEAKING

7a. Work in pairs, think of someone ...

• who works up a ladder
• with whom a doctor works
• who works in circus
• with whom a vet works
• who plays sports

7b. Which pair has the most jobs? Compare each pair's work.

8. Read the jokes and role-play them.

1. The teacher raged while reading a student's essay and said, "This is the worst essay I've ever read. And it has too many mistakes for one person to make them. I can't understand."
The student said quietly: "It's not one person. My dad helped me." My father helped me!"
2. Teacher: Are you good at math?
Student: Err... Yes and no.
Teacher: Tell me what you mean.
Student: Yes, I'm no good at Math!
3. Teacher: Name four members of the cat family
Student: Daddy cat, mummy cat and two kittens!



READING

9a. Read the stories and talk about how these people have reached the success.



Soichiro Honda is the founder of the company Honda which is one of the well known large automotive companies. Honda's story starts when he went for a job interview to work for the Toyota company. Honda was rejected and was told that he was not fit for the job. The man didn't give up and decided to create a company that competes with Toyota and Honda was born! We can learn from the inspiring success story that you should never give up.



Stephen King is a famous American writer and wrote many books for instance, *The Shining*, *Misery*, *Carrie*. His writing career failed and he threw his first novel in the garbage. Luckily, his wife got the story out of the garbage and insisted that he submits it again and in the end, he became one of the most recognizable authors in fiction. There is a very important lesson you must come up with from his life is you should believe in yourself.



Thomas Edison failed about 999 times to invent the lamp before he succeed in doing it on the 1000th attempt. When people asked him how he managed to keep going experimenting even though he was failing all the time, he replied he said to himself that he discovered a new way how to invent the lamp. The lesson you should conclude is failure is not a problem at all.



Bill Gates is the founder of Microsoft and the wealthiest person in the world. Do you know that his idea of creating a computer was rejected when he first submitted it to another company? Even some people said that they would throw his project to his face. One reason that Bill Gates's success is that he did not underestimate himself. He always believed in himself.

9b. Work in pairs. Read again and tell how someone needs to be successful.



WRITING

10. Write a short description about one of your classmates. Then read out to the class. Guess who is it?

Example:

This student is good at games but never takes them seriously. This student is amusing and cheerful and has a wonderful sense of humour. I think her only fault is that this student is often fussy about his height. I admire this student, because she is so bright and energetic. Who is it?

11. Write an e-mail to a friend introducing another friend he / she is going to meet.

Use the following outline in your e-mail.

New Message ✓ ✕

- **Introduction**
 - You should include in your message: the subject, greeting, message, and signature.
- **Subject**
 - The subject is the first thing the people will see in your message together with your name. So it should be short and clear. For instance, if you write about your city “Description of my city”.
- **Greeting**
 - Depending of the person you are writing to you may use: Dear or Hi (name of your friend).
- **Body of Messages**
 - Your paragraphs should be short and separated by a line to divide paragraphs. Each paragraph has one main idea and the most important paragraph/idea should come first. It shouldn't be very long because no one likes long messages.
- **Signature**
 - Include your name at the end of your message.
- **Reread your e-mail**
 - Remember to reread your mail to make sure if your mail is correct and clear in relation to content, grammar and spelling.

Send

|
▼

How well can you do these things? Tick (✓) the columns.

I can ...	Very well	Well	Not well
tell about jobs and duties			
describe a person's characters and behaviours			
use conditional 1 to tell about real situations			
use relative clauses			
follow outline to write an e-mail			

Unit 9. CALCULATING

LEARNING OBJECTIVES**LISTENING**

- L3 - Understand more complex questions of mental math calculations, writing problems and quick thinking palindrome quiz
- L4 - Understand the main points of instructions about how to line up and race with other groups to organize themselves accordingly

SPEAKING

- S3 - Give an opinion at sentence level when talking about numbers and the things you do with them
- S6 - Link comments to what others say at sentence when discussing personal comparisons with other students

READING

- R2 - Read and follow instructions to calculate the answers to 'money' word problems independently
- R3 - Read simple logic problems and discussing with other students how to solve them with confidence and enjoyment independently
- R4 - Understand the main points of a reading and researching for a school fair and money-raising idea stall
- R5 - Understand specific information and detail in math problems with adverb questions

WRITING

- W3 - Write an e-mail to teacher explaining their stall and calculations

USE OF ENGLISH

- UE2 - Use a cardinal, ordinal numbers and fractions and percentages
- UE5 - Use questions including what + noun; how many / What percentage questions and giving best estimate as a fraction / percentage
- UE12 - Use comparative forms adverbs
- UE17 - Use if /unless in zero and first conditional clauses to solve math problems

1a. Match the symbols to the words.

- | | |
|------|---------------------------|
| 1. + | a. fraction/ division |
| 2. - | b. equality |
| 3. × | c. minus / subtraction |
| 4. ÷ | d. plus / addition |
| 5. = | e. multiplication |

1b. Study the explanations and read the simple arithmetic operations.

$16 + 12 = 28$	16 plus 12 is equal to 28.
$17 - 8 = 9$	17 take away 8 is equal to 9.
$7 \times 2 = 14$	7 times 2 is equal to 14.
$72 \div 9 = 8$	72 divided by 9 is equal to 8.

2. Work in pairs. Read the operations and do the sums.

1. $42 \div 7 =$	5. $18 + 26 =$
2. $48 \div 8 =$	6. $29 - 19 =$
3. $3 \times 2 =$	7. $52 - 17 =$
4. $8 \times 5 =$	8. $16 + 12 =$

3. Read and answer the questions.

Addition and subtraction

Example:

After buying some cards for \$48.00, Sandra has \$3.00 left. How much money did Sandra have to begin with?

1. Josh has \$25.00 and Julia has \$9.00. How much more does Josh have than Julia?
2. Jenny has \$19.00 and Karen has \$6.00. How much money do they have all together?
3. Andrew walked 5 km per hour. He walked for 4 hours. How far did he walk?
4. Marilyn has \$16.00 and Irene has \$7.00. How much more does Marilyn have than Irene?

Multiplication and Division

Example:

Martin spent \$12.00 on bottle caps. Each bottle cap costs \$6.00. How many bottle caps did Martin buy?

1. Dave worked to earn \$18.00. If he earns \$3.00 per hour, how many hours did Dave work?
2. One sticker costs \$8.00. How much do 2 stickers cost?
3. Dave read 25 pages a day. He has read 150 pages. How long did he read the book?
4. Jacqueline spends \$50.49 on eggs. Raymond buys 12 eggs. Each egg costs \$5.61. How many eggs did Jacqueline buy?



4a. Listen to 'I think of a number' and do calculations.



4b. Listen again and check each other in pairs.

5. Write your own "I think of a number" problems. Then read out to the class to solve them.

6. Match the words to their definitions.

1. a decimal

2. a fraction

3. a percent

4. a half

5. a quarter

6. a numerator

7. a denominator part

a. a quantity or amount equal to such a part

b. the top number of shows how many parts we have

c. a fourth part, especially of one

d. pertaining to tenths or to the number 10

e. a rate or proportion per hundred

f. a part of a whole

g. the bottom number a fraction shows how many the whole is divided into

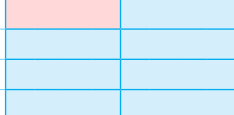
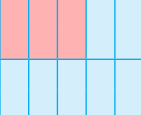
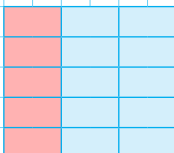
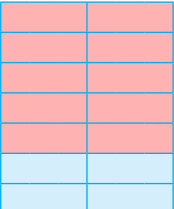
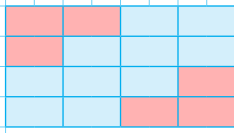
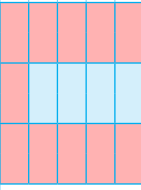
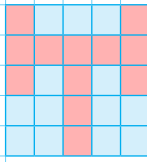
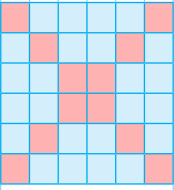
7. Connect the numbers to the correct answers.

a decimal	a fraction	a percentage	a half	a quarter	a numerator	a denominator
0.3	60%	1/4	0.72	$\frac{3}{8}$	1/2	$\frac{3}{8}$

8a. Look and learn.

1. $\frac{1}{5}$ - one fifth	2. $\frac{3}{5}$ - three fifths	3. $\frac{5}{9}$ - five ninths	4. $\frac{7}{10}$ - seven tenths
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8b. Write the fractions.

 <p>1. One eighth</p>	 <p>2.</p>	 <p>3.</p>	 <p>4.</p>
 <p>5.</p>	 <p>6.</p>	 <p>7.</p>	 <p>8.</p>

9. Put the steps in the correct order to do fraction subtraction.

- ___ Make sure the bottom numbers (the denominators) are the same.
- ___ Simplify the fraction.
- ___ Subtract the top numbers (the numerators). Put the answer over the same denominator.

10. Work in pairs. Write the steps to do fraction additions. Then compare with other pairs. Use the steps in activity 9.

11. Calculate the fraction problems.

Example:

John walked $\frac{1}{2}$ of a mile yesterday and $\frac{3}{4}$ of a mile today.
How many miles has John walked?

Solution

This word problem requires addition of fractions. Choosing a common denominator of 4, we get $\frac{1}{2} + \frac{3}{4} = \frac{2}{4} + \frac{3}{4} = \frac{5}{4}$ So, John walked a total of $\frac{5}{4}$ miles.

- Mary is preparing a final exam. She studied $\frac{3}{2}$ hours on Friday, $\frac{6}{4}$ hours on Saturday, and $\frac{2}{3}$ hours on Sunday. How many hours did she study at the weekend?
- A recipe requires $\frac{1}{2}$ teaspoon sweet pepper, $\frac{3}{4}$ teaspoon black pepper, and $\frac{1}{4}$ teaspoon red pepper. How much pepper does this recipe need?

12. Calculate percentage discounts in shops. How much discounts do they offer?

Look and learn.

Discount is a decrease in the price of an item.

To find the sale price of an item:

- Find the amount of the discount.
- Subtract the discount from the original price.

Example:

If a discount on an article is 25% and is priced at 200.
What was the original price?

Present Rate = 200

Original Price = $\frac{25}{100} \times 200 + 200$

$50 + 200$

Answer: 250



- An item originally priced at \$55 is marked 25% off. What is the sale price?
- An item that regularly sells for \$425 is marked down to \$318.75. What is the discount rate?
- Kim goes to a restaurant and orders a meal that costs \$12. She leaves a 20% tip. The sales tax is 5%. What is the total cost of the meal?
- The original price of a shirt was \$20. It was decreased to \$15. What is the percent decrease of the price of this shirt?
- The price of an item changed from \$120 to \$100. Then later the price decreased again from \$100 to \$80. Which of the two decreases was larger in percentage term?

13. Read the simple logic problems and discuss with the others how to solve them.



1. THE SOCKS

Cathy has twelve black socks and twelve white socks in her drawer. In complete darkness, and without looking, how many socks must she take from the drawer in order to be sure to get a pair that match?



2. ELEVEN APPLES

Miss Anne has eleven kids in her class. She has a bowl with eleven apples in it. Now Miss Anne wants to divide the eleven apples to the kids, in such a way that an apple should remain in her bowl. How can Miss Anne do it?



3. TWO FATHERS


Two fathers took their sons to a fruit stall. Each man and son bought an apple, but when they returned home, they had only three apples. They did not eat, lost, or thrown. How could this be possible?



14. Listen to the instruction to the game 'Line up according' and race with other groups.



15. Read and answer the question. What is a palindrome?

	<p>A palindrome is a word, phrase or number that reads the same forward or backwards, that is to say from right to left and left to right. It's from a Greek word a palindrome, that means "running back again".</p> <p>Some examples of palindromes are, Bob, and numbers 11, 99, 101, 121, 262, 747, and 2002. Palindromic numbers are very easy to create from other numbers with the aid of addition.</p> <p>Try this:</p>
---	--

1.	Write down any number that is more than one digit. (Example: 47)
2.	Write down the number reversed beneath the first number. (47+74)
3.	Add the two numbers together. (121)
4.	And 121 is a palindrome.
	Let's take number 255.
	Reversing 255 gives 552
	Adding 255 and 552 gives 807
	Reversing 807 gives 708
	Adding 807 and 708 gives 1515
	Reversing 1515 gives 5151
	Adding 1515 and 5151 gives 6666. Now we are done!

Let's look at palindrome words. There are quite a lot of palindromes. You probably have some palindromic people in your family! Not sure? Well how about MUM or DAD, and you might even have a SIS!

16. Match the palindromes to their definitions.

<ol style="list-style-type: none"> 1. civic 2. radar 3. redder 4. kayak 5. refer 6. repaper 7. madam 	<ol style="list-style-type: none"> a. more red b. to paper again c. to do with community d. formal term for a lady e. to pass on information f. detection device g. a light canoe
---	--



17a. Listen to the palindrome quiz and answer.



17b. Listen again and check with your partner.

18a. Work in groups. Ask each other and make comparisons.

Example:

Naran walks further than Zaya.

- walks further than ...
- eats faster than ...
- laughs louder than ...
- writes more neatly than ...
- gets home earlier ...
- solves Math problems more quickly than ...
- tells jokes better than ...
- draws animals more skillfully than ...

18b. Present your findings to the class.

Example:

In my group, Tulga reads faster than Oyunaa.

19. Work in pairs. What did Dan buy for his date? Ask your partner for the missing information. Then confirm the total.

Student A's worksheet

max music	
(1)	
(2)	
<hr/>	
Subtotal	\$37.98
Sales Tax 6%	\$2.28
<hr/>	
Total	

THE JEAN SHOP	
(1)	
(2)	
<hr/>	
Subtotal	\$89.98
Discount 15%	-\$13.50
Subtotal	\$76.48
Sales tax 4%	\$3.06
<hr/>	
Total	

LONDON COFFS Bakery	
Chocolate cake	\$10.50
2 pastries	\$2.00
Sales Tax 6%	\$0.75
<hr/>	
Total	
Cash	\$20.00
Change	\$6.75

GRAND JEWELLERY	
Diamond Ring	\$1200.0
Luxury tax 10%	\$120.0
<hr/>	
Total	\$1320.0
<hr/>	
Check	\$1320.0

STANLEY'S	
(1)	
(2)	
<hr/>	
Subtotal	\$16.98
Tax 6%	\$1.02
<hr/>	
Total	
Cash	
Change	

Hot Mart	
Candles	\$4.99
Gift wrap	\$5.99
Card	\$2.99
Subtotal	\$13.97
Tax 6%	\$0.84
<hr/>	
Total	\$14.81
Cash	\$20.00
Change	\$5.29

ABC Chocolates	
(1)	
Tax	\$1.19
<hr/>	
Total	

Student B's worksheet

MAX MUSIC	
Love Tonight	\$19.99
Romance	\$17.99
<hr/>	
Subtotal	\$37.98
Sales Tax 6%	\$2.28
<hr/>	
Total	\$40.26
Credit Card	\$40.26

LONDON ROLLS Bakery	
Chocolate cake	\$10.50
2 pastries	\$2.00
Sales Tax 6%	\$0.75
<hr/>	
Total	\$13.25
<hr/>	
Cash	\$20.00
Change	\$6.75

GRAND JEWELLERY	
(1)	
Luxury tax 10%	\$120.0
<hr/>	
Total	

THE JEAN SHOP	
Jeans	\$59.99
Shirt	\$29.99
Subtotal	\$89.98
Discount 15%	-\$13.50
Subtotal	\$76.48
Sales tax 4%	\$3.06
<hr/>	
Total	\$79.54
Check	\$79.54

STANLEY'S	
Tie	\$10.99
Socks	\$5.99
Subtotal	\$16.98
Tax 6%	\$1.02
<hr/>	
Total	\$17.00
Cash	\$20.00
Change	\$3.00

Hot Mart	
(1)	
(2)	
(3)	
Subtotal	
Tax 6%	
<hr/>	
Total	

ABC Chocolates	
Chocolates	\$19.99
Tax	\$1.19
<hr/>	
Total	\$21.18
Credit Card	\$21.18

Example:

Question: What did he buy at London Rolls Bakery?

Answer: He bought a chocolate cake and two pastries.

Question: How much was it?

Answer: It was \$12.50 for the cake and \$2.00 for the pastries.

Question: How much was the total?

Answer: With tax, the total came to 13.25.

Confirming: Total is \$13.25 for the cake and pastries.

20. Work in groups. Imagine that you have 10 thousand tugrugs. You have to spend the money on your friend's birthday. Make a budget. Then present to the class.

21. Write an e-mail to the teacher explaining your activity and calculation of money-raising. Include the following in your e-mail.

- The reason why you chose this activity
- Steps of your activity
- Who is responsible for what
- Calculate how much money you are planning to raise

**SELF-CHECK****VOCABULARY**

1. Read and write the operations.

Example:

$$15 + 18 = 33$$

15 plus 18 equals to 33.

1.	$42 + 21 =$
2.	$62 - 18 =$
3.	$27 - 25 =$
4.	$11 \times 2 =$
5.	$10 \div 4 =$
6.	$36 \div 9 =$
7.	What is 50% of 60?
8.	$\frac{7}{10} + \frac{10}{7} =$

2. Write the correct word in each blank space.

1.	a decimal	0.6
2.	...	$\frac{3}{8}$
3.	...	14%
4.	...	$\frac{1}{2}$
5.	...	25%
6.	...	$\frac{4}{8}$

**LISTENING**

3a. Listen to the song and answer. Is it about a) fractions or b) adding and subtracting?

3b. Listen again and fill in the missing words. Then sing along.

Adding with ADDENDS
Put together
Count on
Joining numbers
to find a ...
...
...
...
Comparing
Find the Missing Part
to find the ...
Add to find the SUM
DIFFERENCE Subtraction

 **SPEAKING**

4a. Work in pairs. Ask and answer the questions.

How tall are you?
How far do you live from your school?
How many times do you have breaks at school?
How much pocket money do you spend a day?
How many hours do you spend on your homework a week?
How many classes do you have a whole school year?
How many books have you read this year?
How often do you do sums?
How much do you like Math problems?

4b. Report your findings to the class.

Example: *Tulga is 2.5 cm taller than me.*

 **USE OF ENGLISH**

5. Complete the sentences with the correct form of the words in brackets.

1. I visit my parents ... (more often / the most often) than my brothers do.
2. He thinks he always knows ... (the best / best)

- David did ... (worse / badly) than he thought he would do on his test.
- I did ... (worse / badly) on my last Math test.
- Frank studied ... (less / the least) than he planned, but got the best grade.
- We argued ... (longer / the longest) than I thought we would.
- My sister laughed so ... (louder / loudly) that everyone looked back.
- The two people who enjoyed the game ... (more / most) than others were Tom and Robert.
- George drives ... (more recklessly / the most recklessly) than his brother does.

6. Choose the correct answer.

- How ... books are there?
a. much b. often c. many
- 'How ... have you read that book?' 'At least ten times. I really like it.'
a. often b. many times c. much
- How ... people are there in this class?
a. much b. long c. many
- How ... milk do you need for this cake?
a. much b. long c. many
- 'How ... did you visit them last summer?' 'Almost every weekend.'
a. often b. much c. many times
- How ... do you practice tennis?
a. often b. far c. many
- How ... is Gobi-Altai from Bayankhongor?
a. long b. far c. much
- How ... is Everest? It's more than 8000 m.
a. long b. far c. high
- How ... will the concert last?' 'It should be over by ten o' clock, I think.'
a. long b. far c. much

7. Solve the word problems.**PROBLEM #1:**

John has 800 dollars in his checking account. He received from his job a check for 1,200 dollars and deposit the amount in his checking account. How much money does he have in his checking after the deposit?



PROBLEM #2:

Peter sells ice cream for a living. On Monday, his revenue was 150 dollars. On Tuesday, his revenue was 100 dollars. Finally, on Wednesday, his revenue was 50 dollars. How much is Peter's revenue so far?



PROBLEM #3:

Eiffel Tower is about 1063 feet high. The Statue of Liberty along with its foundation and pedestal is about 305 feet. If you could put the Statue of Liberty on top of the Eiffel Tower, how high up in heaven will the two monuments reach?



READING

8a. Read the article and give a title.

A statistical question is one in which has a variety of answers. For example, "How tall are you?" is not a statistical question. But "How tall are the students in your school?" is a statistical question. The statistical questions must contain a specific topic and group of people to whom the question is asked. In addition, statistical questions must have a number of options to choose from.

For example, "How many minutes do the 9th grade students typically spend on homework each week?" is a statistical question. We expect that not all the 9th grade students spend the same amount of time on homework, and the time spent on homework may also vary from week to week. On the other hand, this is not a statistical question: "How much time did Josh spend studying last night?" This question is based on a single number and has a **deterministic** answer.

The question "How many buttons are in the jar?" is answered by counting the buttons. This produces a single value - it is not answered by collecting data that vary.

The question "What is a typical number of holes for the buttons in the jar?" is a statistical question. To answer this question, you would need to collect data on the number of holes by recording a value for each button. Because not all buttons have the same number of holes, there would be **variability** in the data that would be used to answer this question. That is what makes this a statistical question.

Statistics is the study of variability. Students who understand statistics need to be able to identify and pose questions that can be answered by data that vary.

8b. Read again and answer *Yes* or *No*.

1. A statistical question requires variety of answers.	Yes	No
2. The statistical questions must contain a specific topic.	Yes	No
3. Statistical questions must have number of options to choose from.	Yes	No
4. All 9th grade students spend the same amount of time on homework.	Yes	No
5. "How much time did Josh spend studying last night?" is a statistical question.	Yes	No
6. <i>Deterministic</i> means believing that everything that happens must happen.	Yes	No
7. <i>Variability</i> means something that doesn't vary or change.	Yes	No

9. Read the questions and determine whether the question is a statistical question. Give a reason for your answer.

- How many letters are in my last name?
- How many letters are in the last names of the students in my 9th grade class?
- What are the colours of the shoes worn by the students in your school?
- How far do your classmates walk from home to school?
- What are the heart rates of the students in the 9th grade class?
- How many hours of sleep per night do the 9th graders usually get when they have school next day?
- How many pets does your teacher have?
- How many points did the secondary school football team score in its last game?
- How many pages are in our Math book?



WRITING

10. Read the sentences and find the palindromes in each sentence.

1. Madam, I'm Adam!
2. Step on no pets.
3. No lemon, no melon.
4. Was it a car or a cat I saw?

5. A man, a plan, a canal, Panama.
6. Go hang a salami. I'm a lasagna hog.
7. Was it a rat I saw?
8. Lisa Bonet ate no basil.
9. Rats live on no evil star.
10. Rise to vote, sir.

11. Work in groups. Think of 5 palindrome sentences and write them. Use activity 10 as an example.



How well can you do these things? Tick (✓) the columns.

I can ...	Very well	Well	Not well
listen for main points and complex questions			
use questions with <i>how far, how many times, how much ...</i>			
read simple Math problems			
use adverbs for comparisons			
understand palindromes in English			

Unit 10. MAKING PLANS

LEARNING OBJECTIVES**LISTENING**

L5 – Understand specific information and detail in both short and extended talk about arrangements, timetables and schedules

L6 – Deduce meaning from different people talking about how they plan things

L7 – Understand both short and extended narratives on a range of general and curricular topics with little or no support

L8 – Recognize the opinion of the speaker about the dishes and restaurants they are going and radio slot about events that are on in the area this weekend

SPEAKING

S1 - Provide detailed information about things you use for planning

S3 - Give an opinion at discourse level on a range of general and curricular topics

S4 - Respond at sentence and discourse level to talk about choices

S7 - Interact in longer exchanges on planning in a small group an internet research challenge

S8 – Relate extended talking about fundraising ideas at school and resolutions, plans and predictions for the summer

READING

R3 - Read the holiday plans with confidence and enjoyment and punctuating independently

R4 – Understand the main points of texts about different ideas for school charity fund-raising projects

R5 – Understand specific and detail information in plan and worksheet and find as much information as they can in given time limit

R8 - Use and locate information in class research challenge

WRITING

W1 – Plan, write, edit and proofread an e-mail to your teacher about holiday plans

W3 – Write a budget for idea to presents

W7 - Spell most high-frequency vocabulary accurately when writing reports independently

W8 – Write and punctuate summer holiday plan with some accuracy

USE OF ENGLISH

UE8 – Use *be going to* [predictions based on present evidence] and *will* for predictions

UE9 – Use simple present and past forms about weekend TV evening schedules

1. Work in pairs. Talk about the kinds of things you use for planning.

Example:

A: What do you use to make a plan?

B: I usually use post-it-notes and stick them on the walls of my room. They remind me what to do.

2. Match the words to the pictures.

1. a calendar 2. an iPad 3. an iPod 4. a list
5. a diary 6. post-it-notes 7. an iPhone 8. a notebook



3a. Listen to the people and answer the question. Are they talking about their a) ambitions or b) plans?

3b. Listen again and answer true (T) or false (F).

1. Planning is not important for Eva.	T	F
2. Eva plans every week.	T	F
3. Eva assesses her plan at the weekend.	T	F
4. Bob doesn't plan things.	T	F
5. Bob feels sad when his plan doesn't go as he plans it.	T	F
6. Jenny is experienced with planning.	T	F
7. Jenny's plan is realistic.	T	F
8. Jenny doesn't ask people to help her.	T	F
9. Jenny reviews her plan every night.	T	F
10. Jenny uses post-it-notes for plan.	T	F

4. Connect the words. Then make sentences.

- | | | |
|----------------|---|------------------------|
| 1. to organise | → | a. a permission |
| 2. to provide | | b. trees |
| 3. to require | | c. a fundraising event |
| 4. to make | | d. business |
| 5. to throw | | e. a profit |
| 6. to plant | | f. food |
| 7. set up | | g. a party |
| 8. to offer | | h. service |

5a. Read the text and rank the ideas to your preference.

Organising a fundraising event isn't as difficult as it sounds! It can be as simple as preparing a barbeque for your friends and charging 1000₺ per person entry – provide food and people will come, but you'll still make a good profit towards your project!

Below is a list of some suggested events. Remember that some of the activities listed below require permission from the appropriate local authorities.



- ... A cake sale at school - ask your friends to donate cakes for the event and sell them to make a profit
- ... Organise an auction. Ask local businesses to supply goods (i.e. a free haircut, a voucher for a meal in a restaurant) and either auction the prizes for charity.
- ... Throw a party - charge an entrance fee for example 500₺ per each person.
- ... Set up your own weekend car washing business. Ask some of your friends to join you. Washing windows is a rewarding job as well.
- ... Planting trees for organisations with the permission from the local authority
- ... Organising school recycled litter collection
- ... Bottles and cans collection at your school
- ... Students' handicrafts exhibition and sale

5b. Work in groups and compare each other's preference.**Example:**

*I prefer collecting bottles and cans at school.
My partner prefers washing windows.*

6. Work in groups. Think and talk about fundraising ideas at your school. Then make a plan. As a class, vote for the best.

Include the following ideas in your project:

• Project name
• Preparation steps
• Announcement
• Fundraising letter to appropriate organisations
• Initial budget and making a budget
• Duties of participants
• Description of event
• Permits of parents
• Letter of support to school administration
• Expected outcomes etc

7. Work in pairs. Ask and answer. What would you like to do on your summer holiday? Use the activities below.

doing a part-time job	looking after small children
visiting relatives in other towns	travelling abroad
staying in a children’s camp	helping parents
reading books	watching films
taking courses	gardening
going to the countryside	looking after animals on farm

8. Read the holiday plans and punctuate.

- my next summer holidays will be fantastic i am going to barcelona’s airport and i am going to fly to cleveland i am going to spend there two weeks i am going to see some cleveland cavaliers basketball matches then i m going to newyork to the statue of liberty i m going to spend there three days
- on my next summer holiday i m going to visit finland i m going to fly to helsinki and i m going to spend three days sightseeing in the city then i m going to fly to rovaniemi i m going to visit christmas father s house and next week i m going to swim in the icy water it’s going to be a very cold holiday

9. Study the sentences and match the correct answer to their definitions.

1. I think, it <i>will be</i> a nice day tomorrow.	a. a decision at the moment of speaking
2. Look! There are dark clouds. It’s <i>going to</i> rain.	b. a decision before the moment of speaking
3. Julie: There’s no milk. John: Really? I’ll go and get some then.	c. a prediction without evidence
4. What will you do next summer? I’ve already decided. I’m <i>going to</i> take a judo course.	d. a prediction with evidence

10. Look at the pictures. Complete the sentences with the correct form of *going to* or *will*.



1. Look! The boy ... slip!
2. Sister: "I ... visit my grandparents with my brother."
3. We ... be late for work!
4. I ... carry your bag.
5. OK. I ... turn down TV.
6. Mum, I ... wash them after I finish my homework.

11. Underline the correct form in each sentence.

1. I feel really tired. I think *I won't* / *I'm not going to* go out.
2. Do you want me to help you? No thanks. John *'ll* / *is going to* help me.
3. I've already given up my decision. I *won't* / *I'm not going to* buy an used car.
4. What are your plans for next week? I *'ll* / *'m going to* fly to New York on business.
5. We need some more ink for the printer. I *'ll* / *I'm going to* go to the shop and get some.
6. Did you phone Michael? I'm sorry. I completely forgot. I *'ll* / *I'm going to* do it now.
7. Why are you holding a piece of paper? I *'ll* / *I'm going to* write a letter to my friends back home in Erdenet.
8. We are so excited about our trip next month to France. We *'ll* / *'re going to* visit Paris, Nice and Grenoble.

12. Work in groups. Choose from the activities to do for the summer. As a group, make a plan and present your plans to the class. Use the following ideas.

1. to read compulsory books for secondary school students
2. to improve English language skills
3. to make whole summer holiday plans

13a. Read the e-mail and answer. Why is Lila excited?

New Message ✓ ✕





Subject: My summer holiday plan

Dear teacher,

I just can't wait until summer. With all of those plans to do, it's really going to be fun! I'll tell you my awesome plans. This summer, I will be going to the beautiful tropical island Bahamas. My family and grandparents will be travelling together. Before I go, I will have a lot of packing to do. I will be staying there for one week. We will explore the island and do a variety of exciting activities. The electronic we will use out there is probably our camera. I plan to take a bunch of cool pictures. While we are there, we will go cliff jumping, surfing, snorkeling, and more active activities. I will collect a lot of shells that my sister and I plan to make jewelry with them. This year, I will be looking forward to doing much more shopping. When we are on the island, it will be exciting to ride around in a golf cart instead of a normal car.

The house we have chosen to stay in is beautiful. It is three stories high, and it has a walkway right to the beach. It also has an infinity pool and a pool house. We will have tons of water toys to play with while we are there. We will have a huge water trampoline. There will be kayaks, paddle boards, surfboards and a sailboat provided for us. I am very excited about our holiday and spending time with my family for a week. This will be a trip I will always remember.

With the best wishes,
Lila Richardson

Send     | ▼

13b. Read the e-mail again and write the activities Lila has already decided to do.

Example:

She is going to go to the Bahamas.



14. Listen to the short conversations and choose the correct answer.

1. Ann and Ben are going to
a. climb to Zaisan hill b. jog c. fish at the river
2. They are meeting
a. on Sunday b. on Saturday evening c. on Saturday morning
3. Jack
a. doesn't have a plan b. has decided his plan c. offers Emma to go to the beach
4. Jack and Emma are leaving
a. at 8:00 on Saturday b. at 10:00 on Sunday c. at 10:00 on Saturday

15a. Study the sentences.

The present continuous refers to fixed future arrangements that have already been made:

"What are you doing tonight?" "I'm going out with some friends." (it is settled)

They are getting married next month. (they have made arrangements)

I'm flying to London on Wednesday. (I have booked my ticket)

15b. Complete the text with the present continuous form of the verbs in brackets.

A tour guide: Hello. My name is Naran. I'm your group tour guide and I'm going to inform you about your arrangements for your trip to Ulaanbaatar.

So, at first we (1) ... (start) at Sukhbaatar square, the very centre of the city. Then we (2) ... (drive) you to Zaisan Hill which is in the south of the city. You will climb the hill and see the city panorama from the height.

After that, we (3) ... (head) to Gandan monastery. Then we (4) ... (have) lunch at the hotel. After lunch, we have to be in a hurry to go to the Manzushir temple, just outside of Ulaanbaatar, because there is a bad traffic. We (5) ... (not stop) to reach the place. We (6) ... (arrive) back in the early evening. After dinner, we (7) ... (pick) you from your hotel to the open theatre to see the mini-concert with the national costume festival. Our trip will end at 9:00 pm. Any questions?

16. Choose the correct verb form for each sentence.

- What are you doing tomorrow?
- I'm meeting / I'll meet my mother at the airport tomorrow.
- Where are you going on your holiday?
- My brother and I'll visit / I'm visited our grandparents in the countryside.
- Do you know if he is going to go / he is going to the dance with us next week?
- I'm not sure.
- I'm not going to watch / I'm not watching TV until my science project finished.
- As we want to get better marks in English, we are studying / we are going to study harder in the future.
- What are you going to eat / are you eating for your dinner this evening?
- Are you travelling / Are you going to travel to any interesting holiday locations this year?
- Are you going to use / Are you using the computer tonight? I want to check my e-mail when I get home.

17a. Study the explanations.

The present simple is used for events that are part of a timetable or schedule.

For example:

- The train **arrives** at 8.00 this evening.
- There's a good concert next week.

Compare the difference between the factual present simple, and the present continuous is more personal.

- We're **having** a party this weekend.
- The party **starts** at 6.00.

17b. Complete the text with the present simple form of the verbs in the brackets.

1. The train ... (arrive) in London at 3:45pm.
2. ... the lesson ... (start) in ten minutes?
3. The show ... (begin) at 6 o'clock.
4. My sister's birthday ... (not be) on Tuesday. It ... on Wednesday.
5. The train ... (leave) Paris at 6:23 am.
6. When ... the music festival ... (end)?
7. The next train ... (come) in 25 minutes.
8. The exhibition on 18th century art (open) ... next weekend.

18. Look at the TV programme schedule and answer the questions.

M N B	U B S
6:00 News	6:30 Talk show
6:20 Next page: The Millennium Challenge foundation	7:30 Companies begin the construction
6:50 Would you like to live long?	7:45 Business news
8:00 Time Wheel news	8:00 City news
9:10 Open government discussion	9:30 Green future
9:30 Cultural programme: Holy night	10:30 Serial: The king of drama
10:30 Film: Neglected people	11:30 City news
01:20 Morning profile	11:50 Night programme: Lighted window

1. What time is the <i>Time Wheel</i> news programme?
2. What time does the film <i>Neglected people</i> start?
3. What time does the <i>Green future</i> programme finish?
4. What time does the <i>Morning profile</i> start?

19. Look at the bus schedule and answer true (T) or false (F).



SENIOR SHUTTLE BUS SCHEDULE 2013

Destination	Departure Time	Arrival Time	Fare
Reno, NV	9:15 am	4:30 pm	\$98.00
Fresno, CA	11:00 am	1:45 pm	\$62.00
Seattle, WA	8:30 am	5:10 pm	\$102.00
Boise, ID	10:40 am	9:35 pm	\$95.00

EVERY 2ND THURSDAY

- | | | |
|--|---|---|
| 1. The bus to Reno, Nevada, leaves at 9:50 am. | T | F |
| 2. The bus to Boise, Idaho, arrives at 9:35 pm. | T | F |
| 3. The bus fare to Seattle, Washington, is one hundred twelve dollars. | T | F |
| 4. The bus bound for Fresno, California, leaves at 11 o'clock sharp. | T | F |
| 5. The bus heading to Reno is scheduled to arrive at half past 4. | T | F |
| 6. The bus fare to Boise is eighty-five dollars. | T | F |
| 7. The bus to Seattle is scheduled to arrive at ten after five. | T | F |
| 8. The bus to Fresno leaves 20 minutes earlier than the bus to Boise. | T | F |
| 9. The bus fare to Seattle is just under a hundred dollars. | T | F |
| 10. The bus trip to Reno takes over seven hours. | T | F |

20a. Read the e-mail exchange and answer. Is it a) suggestions or b) plans for a weekend?

New Message ✓ ✕

Hi, Jenny,

What are you doing this weekend? Are you free this Sunday? I'm going to be out of town on Saturday, but I'll be back on Sunday morning. I have something planned to have a fun on that day. Why don't we go to the national park and borrow a bike? Let's have some ride to have a fun. Then we could go to the cafe and have some delicacies. How sounds it?

Please reply as soon as you receive it.

Best wishes, Zaya

20b. Read again and find suggestions from the e-mail.

21. Write an e-mail to an absent classmate telling him / her about planned class trip.

Include in your e-mail the following information:

- Where and when it would be happening
- What rules must be followed
- What things he or she should take
- What activities would be held
- Ask his / her suggestion for a trip.



SELF-CHECK



VOCABULARY

1. Underline the correct words in italics.

1. I mark my plans on *an iPhone* / *a calendar* so as not to forget.
2. Children in the countryside usually help their parents *looking at* / *looking after* animals.
3. A *fundraising fair* / *foundation* is a popular event among schools in the UK and USA.
4. You should ask for a *profit* / *permission* from your parents if you plan to go out.
5. Local businesses have *set up* / *provided* us with food at the old book sale.
6. We could make *service* / *profit* from the action.
7. I usually write my plans on *post-it-notes* / *schedule*.
8. Local *authority* / *organizations* help schools to fund raise.



LISTENING



2a. Listen and answer. What are Laurie and Christie going to do at the weekend?



2b. Listen again and answer the questions.

1. What is Laurie suggesting her to do?
2. What are they going to do before they go to the cinema?
3. What time is *The three friends* on?
4. What time are they meeting?



SPEAKING

3. Work in pairs. Answer the following questions for making arrangements using the present continuous.

1. What are you eating for your dinner this evening?
2. What are you doing tomorrow morning?
3. Where are you going after this English lesson?
4. Are you travelling to any interesting holiday locations this year?
5. What are you doing this weekend?
6. Are you meeting any friends later on today?



USE OF ENGLISH

4. Put the sentences in the correct column.

1. He's not going to go to the dance. He's got too much work.
2. There's no need to hurry. The train doesn't leave for another 30 minutes.
3. OK. We'll wait you at the bus stop then.
4. What are you going to have for lunch today?
5. I'm meeting my mother at the airport tomorrow.
6. Are you doing anything on Sunday morning?
7. Wait! I'll join you.
8. I leave Frankfurt at 5 o'clock in the morning and arrive in New York.

Intentions / plans	Arrangements	Spot decisions	Scheduled events
...

5. Choose the correct answer.

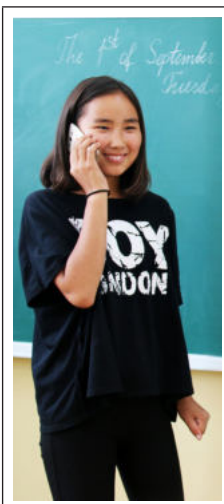

1. ... the computer tonight? I want to check my e-mail when I get home.
 - a. Are you using
 - b. Do you use
 - c. You are using
 - d. Will you use
2. Hurry up! The train ... in 5 minutes!
 - a. is leaving
 - b. was leaving
 - c. are leaving
 - d. left

3. What ... tomorrow evening?
 - a. are you doing
 - b. do you doing
 - c. are you do
 - d. do you do
4. We ... dinner in a restaurant this evening. Would you like to join us?
 - a. are have
 - b. are having
 - c. have
 - d. having
5. I'm ... out tonight. I'm ... at home and watching a film.
 - a. not going / not staying
 - b. going / staying
 - c. going / going to stay
 - d. not going / staying
6. I ... a sore throat, so I ... the doctor at 3 o'clock.
 - a. am having / am seeing
 - b. have / see
 - c. have / am seeing
 - d. am having / see

6. Use the verbs in brackets in the *will* future, *going to* future, the simple present or present continuous forms.

1. The train ... at 11:45. (to leave)
2. We ... dinner at a nice restaurant on Saturday. (to have)
3. On Sunday at 8 o'clock I ... my friend. (to meet)
4. They ... to London on Friday evening. (to fly)
5. Wait! I ... you to the station. (to drive)
6. The English lesson ... at 8:45. (to start)
7. I ... my sister in April. (to see)
8. Listen! There's someone at the door. I ... the door for you. (to open)

7. Complete the exchanges with the correct information. Use future forms.

	<p>A: <i>Are you doing</i> anything this evening? B: Yes, <i>I'm going</i> to the cinema. A: What (1) ... see? B: <i>Pirates of the Caribbean</i>. A: What time does it start? B: 7.30. A: What (2) ... after that? B: I (3) ... dinner with Doris. A: What are you doing at the weekend? B: I'm not sure. I ... probably (4) ... hiking. A: Where do you think you (5) ... go? B: I expect I (6) ... Bogd mountain. A: When does your holiday start? B: My holidays (7) ... on the 1st of June.</p>	
---	---	--



READING

8a. Put the numbers of four missing parts in the boxes below. There are two extra parts.

The following letter from Mike about his recent European vacation was sent to Linda. Unfortunately, her dog chewed it up and now Mike needs to put it back in the right order. Can you help him?

- Clive and his wife left us once we got to Germany by train. They went up into Denmark but we continued to Munich. What a great city! I bought you a surprise gift there. I hope you like it.
- As I told you yesterday, I am in Rome today. Tomorrow we are getting the train down into the south of the country and then the ship across to Greece.
- I paid nearly \$200 for it but it looks magnificent and is made of real leather.
- OK, that's enough from me for now. I want to post this letter now so you get it by the weekend.
- At least when we got to Paris, the sun was shining! We only stayed for one afternoon in the French capital because my friends really wanted to visit Euro Disney which is to the east of Paris.
- I sent her a postcard last night. It had the Eiffel Tower on it, which she has always wanted to visit. Now she can look at it on a postcard every day!

Dear Linda,

How are things with you? It was great talking to you yesterday by phone.

.....

I can't wait to arrive in Athens to see all that history. Let me tell you something about where we have visited so far. I know you want to come here on vacation too one day.

We started in England and we spent two days in London and another day in Canterbury. We saw a lot of great history and the only bad thing was the weather - it rained for the whole time we were there. Can you believe it?

.....

Well, I have to say I prefer the American Disneyland. But we met some nice people from Canada and spent two great days with them. One of them, Clive, is going to your university next year. How's that for a coincidence!

.....

After that, we went south into Switzerland. It was very expensive and we couldn't stay as long as we wanted to, so that's why we're in Italy now!

.....

See you soon,

Mike



AIR MAIL

8b. Read again and complete the sentences with necessary information.

1. A dog chewed up ...
2. Mike is travelling in ...
3. There are mentioned ... countries.
4. There are mentioned ... cities.
5. Mike is writing to ...
6. His feeling about the holiday is ...

 **WRITING**

9. Complete the letter using the information from the itinerary below.

Wednesday and Thursday	Drive to Umnugobi, stay with a family, visit a museum and Yoliin am.
Friday	Drive to Hamriin hiid, camp in the country
Saturday	Return to Ulaanbaatar

Dear Christie,

I must tell you about our trip around southern part next week.

We are driving to Umnugobi on ...

How well can you do these things? Tick (✓) the columns.

I can ...	Very well	Well	Not well
listen for understanding main and detailed information			
talk about my future plans			
read e-mails and letters			
write my holiday plans			
use different future verb forms			



GRAMMAR REFERENCE

UNIT 1. ALL ABOUT ME

Present perfect

Affirmative		
Subject	<i>to have</i>	past participle
She	has	visited / seen.
Negative		
Subject	<i>to have + not</i>	past participle
She	has not (hasn't)	visited / seen.
Interrogative		
<i>to have</i>	subject	past participle
Has	she	visited / seen?
Negative interrogative		
<i>to have + not</i>	subject	past participle
Hasn't	she	visited / seen?

The present perfect is used to describe

- An action or situation that started in the past and continues up to now: *I **have lived** in the Gobi since 1994* (= and I still do.)
- An action performed during a period that has not yet finished: *She **has been** to the cinema twice this week* (= and the week isn't over yet.) *I **have worked** hard this week. We **haven't seen** her today.*
- A repeated action in an unspecified period between the past and now: *We **have visited** Russia three times. We **have eaten** at that restaurant many times.*
- An action when the time is not important. *He **has read** 'War and Peace'.* (= the result of his reading is important)
- When the precise time of the action is not important or not known: *Someone **has eaten** my soup! **Have you seen** 'Gone with the Wind'?*
- **Note:** When we want to give or ask details about *when, where, who*, we use the simple past.

Used to (all forms)

We use *used to + verb infinitive* when we talk about a habit or state in the past. It is used only in the past simple tense.

Example:

*I used to drive to work but now I take the bus.
There used to be a cinema in the town but now there isn't.
I didn't use to like him but now I do.
She used to have really long hair but she's had it all cut off.*

	Used to + infinitive
Affirmative	I <i>used to ride</i> a bike to school every day.
Negative	I <i>didn't use to ride</i> a bike to school. I would normally go by bus.
Interrogative	What <i>did you use to</i> do after school when you were a kid?
Yes / No	Did you <i>use to ride</i> a bike to school when you were a child? Yes, I <i>did</i> . No, I <i>didn't</i> .

UNIT 2. AT SCHOOL

Comparative adjectives

Comparative adjectives are used to compare differences between the two objects they modify.

Example:

- *My house is larger than hers.*
- *This box is smaller than the one I lost.*
- *Your dog runs faster than Jim's dog.*

Superlative adjectives

Superlative adjectives are used in sentences where a subject is compared to a group of objects.

Example:

- *My house is the largest one in our neighborhood.*
- *This is the smallest box I've ever seen.*
- *Your dog ran the fastest of any dog in the race.*

Forming regular comparatives and superlatives

The form depends on the number of syllables in the original adjective.

One or two syllable adjectives

Add *-er* for the comparative and *-est* for the superlative.

tall	taller	tallest
fat	fatter	fattest
happy	happier	happiest
simple	simpler	simplest

Three or more syllable adjectives

Adjectives with three or more syllables form the comparative by putting *more* before the adjective, and the superlative by putting *most* before the adjective.

Adjectives	Comparatives	Superlatives
important	more important	the most important
expensive	more expensive	the most expensive

Irregular comparatives and superlatives

These very common adjectives have completely irregular comparative and superlative forms.

Adjectives	Comparatives	Superlatives
good	better	best
bad	worse	worst
little	less	least
much	more	most
far	further / farther	furthest / farthest

Would / Could for politeness

Would / Could are used in polite requests and offers. It often acts as a softer form of *will* and *can*.

I *would* happily do some housework for you.

Would I have free time?

Could I borrow your pen?

Needn't for a lack of necessity

To express lack of necessity speakers usually use *don't have to*, *don't need to*, *needn't*.

Example:

He needn't get up early. It isn't necessary to take your umbrella. It isn't raining.

Should and ought to for obligation

When we want to talk about obligations we express the right thing to do.

You *shouldn't / ought not to* leave lights on when you leave the room.

We use *ought* to express the view that something is the right thing to do, because it's morally correct, polite, or someone's duty.

You *ought to* admit that you made a mistake.

You *ought to finish your homework before you watch TV*.

Should

Should is used to talk about what we think is the right or correct thing to do, especially from the point of view of duty or appropriateness.

Children *shouldn't* be allowed to watch TV too much.

UNIT 3. SPORTS AND FITNESS

Reported statements




A direct speech is used with quotation marks: *'I like playing sports'*.

A reported speech is used when we report what the speaker said: *He said he liked playing sports*. The tenses, word-order, pronouns are different from those in the direct speech sentence.

We change the tenses in the following way:

- Present simple - past simple
"I never understand you," she told me. - She told me she never understood me.
"We are doing exercises," he explained. - He explained that they were doing exercises.
- Present perfect - past perfect
"I have been waiting since the morning," he complained. - He complained that he had been waiting since the morning.
- Past - past perfect
"She went to Rome," I thought. - I thought that she had gone to Rome.

Reported commands

	"Sit down!" - The teacher told them to sit down.
	"Drink a lot of tea!" - He told us to drink a lot of tea.
	"Don't go to bed!" - He forbid me not to go to bed.

Play / do / go

We use the verbs play, do and go with sports and activities.

Verbs	Explanations	Sports / Activities
Play	Sports with teams, rules and competitions or tournaments that need a ball or similar object <ul style="list-style-type: none"> • Two people can play a game of tennis. • You need a team to play football. 	Badminton Basketball Football Golf Rugby Tennis etc.
Go	The name of the activity is the gerund form of the verb (-ing). It implies that we go somewhere to practise this sport. <ul style="list-style-type: none"> • To camp → go camping We often go camping in the summer. • To swim → go swimming Many children like to go swimming. 	Camping Dancing Hiking Horse-riding Sailing Swimming etc.
Do	All other recreational activities and with individuals, non team sports in which a ball is not used. <ul style="list-style-type: none"> • All classes do gymnastics at school. • Sophie does yoga with a group of friends. 	Aerobics Athletics Gymnastics Judo Karate Yoga etc.

UNIT 4. CLOTHES

Order of adjectives

We often have two adjectives before a noun: a handsome young man; a big black car; that horrible big dog.

Adjectives usually come in this order:

1	2	3	4	5	6	7	8
Opinion	Size	Shape	Age	Colour	Nationality	Material	Purpose
beautiful	wide	long	new	blue	Indian	silk	scarf

We don't usually have a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most.

Example:

I bought some charming Victorian silver ornaments at the market.

Present passive

Affirmative Form	Object + am / is / are + verb (past participle)	by + agent
Question Form	Am / Is / Are + Object + (past participle)?	

Active : The gardener waters the flowers every evening.

Passive: The flowers *are watered by the gardener* every evening.

Active : Who sells umbrellas?

Passive: Who are umbrellas sold by?

Active : My mother doesn't paint the walls.

Passive: The walls *aren't painted by my mother*.

UNIT 5. TIME AND SPECIAL DAYS

At / in / on / + time

We use:

• at for a precise time
• in for months, years, centuries and long periods
• on for days and dates

At	In	On
3 o'clock	May	Sunday
10.30am	summer	Tuesdays

noon	the summer	6 March
dinnertime	1990	25 Dec. 2010
bedtime	the 1990s	Christmas Day
sunrise	the next century	Independence Day
sunset	the Ice Age	my birthday
the moment	the past / future	New Year's Eve

Example:

- *I have a meeting at 9am.*
- *The shop closes at midnight.*
- *Jane went home at lunchtime.*
- *In England, it often snows in December.*
- *Do you think we will go to Jupiter in the future?*
- *There should be a lot of progress in the next century.*
- *Do you work on Mondays?*
- *Her birthday is on 20 November.*
- *Where will you be on New Year's Day?*

Note: *At* is used in the following standard expressions.

Expressions	Examples
at night	The stars shine at night.
at the weekend	I don't usually work at the weekend.
at Christmas / Easter	I stay with my family at Christmas.
at the same time	We finished the test at the same time.
at present	He's not home at present. Call later.

Past continuous

	Subject	Auxiliary verb		Main verb	
Affirmative	I	was		watching	TV.
	You	were		working	hard.
Negative	He / she / it	was	not	helping	Mary.
	We	were	not	joking.	
Interrogative	Were	you		being	happy?
	Were	they		playing	football?

The past continuous is used to describe background, parallel and interrupted past actions.

Use 1: To describe the background situation now when the action begins

James Brown was driving through town. It was raining. The wind was blowing hard. Nobody was walking in the streets. Suddenly, he saw a man in a raincoat...

Use 2: To describe an action that started in the past and was interrupted by another action:

He was writing an e-mail when the phone rang.

When the phone rang, he was writing an e-mail.

While he was writing an e-mail, the phone rang

Use 3: To describe two actions that were in progress at the same time (parallel) in the past:

I was preparing dinner while Melanie was working upstairs.

While Melanie was working upstairs, I was preparing dinner

UNIT 6. INVENTIONS

Comparative and superlative adverbs

With adverbs ending in *-ly*, we use *more* to form the comparative, and *most* to form the superlative.

Adverbs	Comparatives	Superlatives
quietly	more quietly	most quietly
slowly	more slowly	most slowly
seriously	more seriously	most seriously

The teacher spoke *more slowly* to help us to understand.

Could you sing *more quietly* please?

With short adverbs that do not end in *-ly* comparative and superlative forms are identical to adjectives: add *-er* to form the comparative and *-est* to form the superlative. If the adverb ends in *e*, remove it before adding the ending.

Adverbs	Comparatives	Superlatives
hard	harder	hardest
fast	faster	fastest
late	later	latest

Jim works *harder* than his brother.

Everyone in the race ran fast, but John ran *fastest* of all.

Some adverbs have irregular comparative and superlative forms.

Adverbs	Comparatives	Superlatives
badly	worse	worst
far	farther / further	farthest / furthest

little	less	least
well	better	best

The little boy ran *farther* than his friends.
 You're driving *worse* today than yesterday!
 He played *best* of any player.

Past passive

Affirmative Form	Object + was / were + verb (past participle)	by + agent
Question Form	Was / Were + Object + (past participle)?	

Active : We stopped the car.
Passive: The car was stopped by us.
Active : Did she sing songs?
Passive: Were songs sung by her?
Active : People didn't buy his gadgets.
Passive: His gadgets weren't bought.

UNIT 7. SURVIVOR'S TALES

Conditional 1 (all forms)

We use the first conditional when we talk about what will happen in the future when a possibility happens. The *if*-clause can come before or after the main clause with no change in meaning. When the *if*-clause comes first, we put a comma after it.

If-clause (present simple)		Main clause (future)	
<i>If</i>	Subject	Verb	
<i>If</i>	you / we	<i>exercise,</i>	You / we <i>will feel</i> better.
<i>If</i>	he / she	<i>exercises,</i>	He / she <i>will feel</i> better.

Or:

Main clause (future)		If-clause (present simple)	
Verb		If	Subject
<i>exercise</i>	If	you / we	you / we <i>will feel</i> better.
<i>exercises</i>	If	he / she	he / she <i>will feel</i> better.

If Carolina *prepares* the salad, Phil *will decorate* the house.
 My mum *will be* angry if I *don't clean* my room.

Direct and indirect objects

A direct object answers the question “*what?*” or “*whom?*”

David repaired *his car* → *his car* is the **direct object** of the verb *repaired*.
(What did David repair?)

He invited *Mary to the party* → *Mary* is the **direct object** of the verb *invited*.
(Whom did he invite?)

An indirect object answers the question “*to whom?*”, “*for whom?*”, “*for what?*”...
An indirect object is the recipient of the direct object.

They sent *him* a postcard - *him* is the **indirect object** of the verb *sent*.
(*To whom* did they send a postcard?)

He bought *his son* a bike - *his son* is the **indirect object** of the verb *bought*.
(*For whom* did he buy a bike?)

Example:

Direct: I sent Mary some flowers.

Indirect: I sent some flowers to Mary.

UNIT 8. PEOPLE AND JOBS**Defining and non-defining relative clauses**

Relative clauses are clauses starting with the relative pronouns *who*, *which*. They are used to define or identify the noun that precedes them.

We use relative clauses with:

- *who* to talk about people
- *which* to talk about things

Defining relative clauses specify a noun or pronoun in the main clause and are necessary if we want to understand the meaning of a sentence.

Example:

I saw the girl, *who* was outside our house.

They lived in a small town, *which* was far from Ulaanbaatar.

If we omit them, it is not clear what girl or picture we are talking about and we do not write them with commas.

Non-defining relative clauses only describe a preceding noun or pronoun (add some information about them), but do not specify them. They must be written with commas.
My father, *who is 65 now*, still works.

His car, *which cost nearly 20,000 pounds*, is broken. If we leave them out (*My father still works. His car is broken.*), the sentences remain grammatically correct and we know what father or car we are talking about. The only effect is that there is less information in the sentences.

Example:

Their garden, *which is near here*, looks beautiful.
Pam, *who works at this school*, is so busy.

Conditional 1: unless + present simple

We use *unless* instead of *if...not* in conditional sentences of all types.

If	Unless
You will be sick if you don't stop eating.	You'll be sick unless you stop eating.
They won't pay if you don't finish the work.	They won't pay unless you don't finish the work.
If you don't study hard, you'll never understand Math.	Unless you study hard, you'll never understand Math.

UNIT 9. CALCULATING**Zero conditionals**

The zero conditional is used to make statements about the real world, and often refers to general truths, such as scientific facts. In these sentences, the time is *now or always* and the situation is *real and possible*.

Example:

- *If you freeze water, it becomes solid.*
- *If you mix red and blue, you get purple.*

In zero conditional sentences, the tense in both parts of the sentence is the simple present.

If-clause (condition)	Main clause (result)
<i>If</i> + simple present	simple present
If we add \$ 25 to \$15	the sum is 40.

UNIT 10. MAKING PLANS**Will vs Be going to**

We use *be going to* to indicate the future:

1. When we have already decided or we intend to do something in the future:

Example:

They're going to retire to the beach - in fact they have already bought a little beach house.

2. When there are definite signs that something is going to happen:

Example: *Look! It is going to rain - I just felt a drop.*

We use *will*:

1. For things that we decide to do now

Example: *I'll buy one for you too.*
I think I'll try one of those. (I just decided this right now)

2. When we think or believe something about the future

Example: *I'll buy one for you too.*
I think I'll try one of those. (I just decided this right now)

Present continuous for future

Use 1: We use the present continuous to talk about future arrangements. A future arrangement is a plan that you have decided and organised with another person or a group of people.

Example: *I am meeting* some friends after work.
I am not going to the party tonight.
Is he visiting his parents next weekend?
Aren't they flying with us tonight?

Use 2: We use the present continuous tense to talk about things they are about to start doing. This is especially common with verbs of movement, such as go, come, leave etc.

Example: *I'm going* to bed now. - Good night.
Will you help me finish the housework? - Sorry, I can't.
I'm leaving for work now.

Present simple for future

The simple present is used to talk about scheduled events in the near future. The events are fixed like a time-table, schedule, calendar.

Example: The plane *arrives* at 18.00 tomorrow.
The restaurant *opens* at 19.30 tonight.
Next Thursday at 14.00 there *is* an English exam.
The plane *leaves* in ten minutes.
When does the meeting begin?

LIST OF IRREGULAR VERBS

Base form	Past Simple form	Past participle (ppII)
be	was / were	been
begin	began	begun
break	broke	broken
bring	brought	brought
buy	bought	bought
build	built	built
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
feel	felt	felt
find	found	found
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
know	knew	known
leave	left	left
lead	led	led
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sit	sat	sat
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written



DICTIONARY

A

access, *v.* - хүрэх, ашиглах
 accessories - дагалдах хэрэгсэл
 accordingly, *adv.* - иймээс, нийцүүлэн
 addition, *n.* - нэмэх
 administration, *n.* - захиргаа
 ambition, *n.* - хүсэл, зорилго
 ancestry, *n.* - өвөг дээдэс
 announcement, *n.* - зар, мэдээлэл
 appropriate, *adj.* - зохистой, зүйтэй
 attraction, *n.* - татах, оролцуулах
 available, *adj.* - бэлэн байгаа

B

baggy trousers - урт, сул өмд
 balance, *n.* - тэнцвэр
 behaviour, *n.* - ааш зан
 being injured - бэртсэн
 bend, *v.* - нугалах, бөхийх
 blonde, *adj.* - цайвар үстэй
 booth, *n.* - мухлаг, бүхээг
 bouncy, *adj.* - ойж буусан
 bracelet, *n.* - бугуйвч
 brave, *adj.* - зоригтой
 bully, *v.* - дээрэлхэх
 button-down collar - захан дээрээ товчтой

C

capability, *n.* - боломж чадвар
 carry on - эрхлэх, үргэжлүүлэх
 casual dress - энгийн хувцас
 catch up - оролцох, шүүрч авах, хоцрохгүй байх
 charm, *n.* - зүүлт
 cheating on exams - шалгалт дээр хуулах
 checked, *adj.* - дөрвөлжин хээтэй
 chubby, *adj.* - махлаг, бандгар
 circulation, *n.* - гүйдэл, эргэлт
 collar-fitting trousers - бэлхүүст таарсан өмд
 community, *n.* - нийгэмлэг, нэгдэл

congratulations, *v.* - баяр хүргэе
 contribution, *n.* - хувь нэмэр
 courageous, *adj.* - эрэлхэг
 cousin, *n.* - үеэл
 cramp, *n.* - цээжилсэн өнгөц мэдлэг
 creative, *adj.* - бүтээлч
 custom, *n.* - ёс заншил

D

daughter-in-law, *n.* - бэр
 debate, *v.* - мэтгэлцэх
 decimal, *n.* - аравтын бутархай
 delicacy, *n.* - амттан
 demonstration, *n.* - жагсаал, үзүүлж харуулах
 denominator *n.* - хуваарь
 denote, *v.* - гэрчлэх, харуулах
 determined, *adj.* - шийдэмгий
 device, *n.* - хэрэгсэл
 diary entry, *n.* - өдрийн тэмдэглэл
 dig, *v.* - ухах
 disappointed, *adj.* - урам хугарах
 discount, *n.* - хямдрал
 discover, *v.* - нээх
 disrupting in class - хичээл үймүүлэх
 distance, *n.* - зай (хол, ойр)
 division, *n.* - хуваах
 do up, *v.* - янзлах, товчлох
 domed skirt - бөмбөгөр хормойтой банзал
 donate, *v.* - хандивлах
 dress up, *v.* - гоёх
 drills, *n.* - дасгал сургуулилалт

E

encyclopedia, *n.* - нэвтэрхий толь
 endurance, *n.* - тэсвэр, тэвчээр
 energetic, *adj.* - эрч хүчтэй
 enhance, *v.* - нэмэгдүүлэх, сайжруулах
 equality, *n.* - тэнцүү
 evacuation slide - аврах гулсуур
 expect, *v.* - хүлээх
 experience, *n.* - туршлага

F

face toward - нүүр тулгарах
 faint, *v.* - ухаан алдах
 fair, *adj.* - цагаан
 fair, *n.* - үзэсгэлэн, яармаг
 fancy, *adj.* - чамин
 flask, *n.* - дашмаг
 fleece, *n.* - үс ноос
 flexibility *n.* - уян хатан чанар
 fortnight, *n.* - 14 хоног
 fraction, *n.* - бутархай
 fulfill a will - хүсэл зорилгоо биелүүлэх
 fussy, *adj.* - уймраа

G

garland, *n.* - цэцгийн хэлхээ
 generous, *adj.* - өглөгч, өгөөмөр
 grandson, *n.* - ач хүү
 grasshopper, *n.* - царцаа
 great-grandfather, *n.* - элэнц эцэг
 great-grandmother, *n.* - элэнц эх

H

hair slide, *n.* - үсний даруулга
 hairclip, *n.* - үсний хавчаар
 hang up, *v.* - өлгөх
 herb, *n.* - ургамал, ногоо
 high-heeled, *adj.* - өндөр өсгийтэй
 hockey stick, *n.* - хоккейн цохиур

I

ice rink, *n.* - мөсөн гулгуур
 idle, *adj.* - цаг нөхцөөсөн, ажилгүй
 imaginative, *adj.* - уран сэтгэмжтэй, дүрслэн
 бодсон
 inspiration, *n.* - зориг, урам орох
 instantaneous, *adj.* - агшин зуур
 internal combustion engine - дотоод шаталтат
 хөдөлгүүр
 interpretation, *n.* - тайлбар
 invent, *v.* - зохион бүтээх

J

jot down, *v.* - бичиж тэмдэглэх
 jump on - харайх

L

landmine, *n.* - газрын мина
 leap year - өндөр жил
 legendary, *adj.* - домогт

loose shirt - сул цамц
 loosen bottom dress - дэрэвгэр хормойтой
 даашинз

low-heeled, *adj.* - намхан өсгийтэй

loyal, *adj.* - үнэнч, журамтай

M

maiden name, *n.* - нөхөрт гараагүй эмэгтэйн нэр
 make a decision - шийдэх, шийдвэр гаргах
 make one's mind up - бодлоо өөрчлөх
 make out - ойлгох, зохион бичих
 markdown, *n.* - тоо хэмжээ
 maypole, *n.* - майн баярын мод
 miracle, *n.* - ид шид
 mother-in-law, *n.* - хадам эх
 mouth protector, *n.* - шүдний хамгаалалт
 multiplication, *n.* - үржүүлэх үйлдэл

N

nephew, *n.* - зээ хүү
 niece, *n.* - зээ охин
 numerator, *n.* - хүртвэр

O

nuclear power - цөмийн эрчим хүч
 occupation, *n.* - ажил мэргэжил
 organisation, *n.* - байгууллага
 organise, *v.* - зохион байгуулах
 outcome, *n.* - хүрэх үр дүн
 outfit, *n.* - иж бүрдэл хувцас
 overweight, *n.* - илүүдэл жин
 oxygen, *n.* - хүчилтөрөгч

P

pale, *adj.* - цонхигор
 palindrome, *n.* - урд, хойноосоо ижил
 уншигдах үг
 participant, *n.* - оролцогч
 pattern, *n.* - үлгэр, загвар, хэв
 penalty kick, *n.* - торгуулийн цохилт
 percent, *n.* - хувь, процент
 permit, *v.* - зөвшөөрөл өгөх
 place into - байрлуулах, тавих
 plain, *adj.* - хээгүй, цулгуй
 platform shoes - зузаан ултай гутал
 plump, *adj.* - цулцгар
 position, *n.* - байр суурь, төрх байдал

positive, *adj.* - эерэг, өөдрөг
 posture, *n.* - хэлбэр, байрлал
 practice, *n.* - дасгал, дадлага
 predecessor, *adj.* - өмнөх, дээд үе
 pride, *n.* - бахархал
 prominent, *adj.* - нэр алдартай
 promote, *v.* - урамшуулах, дэмжих
 properly, *adv.* - зөв зохистой
 pull-ups, *n.* - сунналтын дасгал
 pulse, *n.* - цохилт, хэмнэл
 punctual, *adj.* - цаг баримталдаг, нягт нямбай
 push-ups, *n.* - гар дээр суниах
 put on, *v.* - өмсөх

R

raffle, *n.* - хонжворт сугалаа
 reasonably, *adv.* - ул суурьтай, ухаалаг
 rebounding, *n.* - үсрэлт
 reception, *n.* - хүлээн авалт, цайллага
 reliable, *adj.* - найдвартай
 represent, *v.* - төлөөлөх
 review, *v.* - шалгах, дүгнэх
 revolutionary, *adj.* - хувьсгалын, эргэлтэд хүргэсэн
 rocketry, *n.* - пуужингийн техник
 routine, *n.* - тогтсон журам
 running track, *n.* - гүйлтийн зам
 rural, *adj.* - хөдөөгийн
 rush, *v.* - яарах, хурдлах

S

safety, *n.* - аюулгүй байдал
 scenery, *n.* - байгалийн байдал
 second-hands - хуучин хувцас
 senior, *adj.* - ахлах, ахмад
 serious, *adj.* - буурь суурьтай
 set up - төлөвлөх, санал болгох
 shabby, *adj.* - ноорхой, элэгдсэн, ядарсан
 shear, *v.* - хяргах, хайчлах
 shelter, *n.* - оромж, сууц
 shin pad, *n.* - шилбэний зөөлөвч

shortly, *adv.* - удахгүй
 simplify, *v.* - хялбарчлах
 sister-in-law, *n.* - бэр эгч, хадам эгч
 skinny, *adj.* - туранхай, зэгзгэр
 skipping the classes - хичээл таслах
 sketch out, *v.* - ноороглох, загвар гаргах
 slender, *adj.* - гоолиг
 slippery, *adj.* - хальтиргаатай
 SOS - туслаач гэсэн дохио
 stay up, *v.* - унтахгүй байх
 stretch, *v.* - сунгах
 strict diet - хоолны чанга дэглэм
 submarine, *n.* - шумбагч онгоц
 subtraction, *n.* - хасах үйлдэл
 successful, *adj.* - амжилттай
 suggestion, *n.* - санал
 surroundings, *n.* - хүрээлэн байгаа газар
 survive, *v.* - тэсч гарах, амьд үлдэх

T

tactical, *adj.* - тооцоотой, арга мэхтэй
 take off, *v.* - тайлах
 talent, *n.* - авьяас
 tennis racquet, *n.* - одон бөмбөгийн цохиур
 tidy, *adj.* - нямбай
 timid, *adj.* - ичимхий, бүрэг
 tracing, *n.* - мөр гаргах
 try on, *v.* - өмсөж үзэх

U

upset, *adj.* - гонсойх

V

vendor, *n.* - наймаачин
 village, *n.* - тосгон
 volunteer, *n.* - сайн дурын ажилтан
 vow, *n.* - үүрэг авах, тангараглах

W

warn against - сануулга өгөх, сэрэмжлүүлэх
 wristband, *n.* - бугуйвч