



Агуулгын товч тайлбар
Activities for vocabulary,
speaking and use of
English.



VOCABULARY: Write at least five words in each column.



Summer holiday activities	School activities	School subjects	Two-word or three-word verbs
camping, ...	solving Math problems, ...	Informatics, ...	take part in, ...

SPEAKING: Talk about your daily activities school subjects to your partner or friend. Your partner or friend will take a note down here. Follow these questions.

- What do you usually do every day?
- Do you have any household chores?
- What do you like doing in your free time?
- How do you feel about your daily routines?

My partner/friend _____ says that:
He/she _____

USE OF ENGLISH:

1. Choose the correct verb to complete the sentences.
tastes felt looks seems smell.

- My legs _____ like cotton wool.
- It _____ like a good holiday!
- The roses _____ like perfume.
- She _____ like her mother.
- This _____ as a strawberry.

2. Choose the correct answer.

- She drank _____ the bottle of milk.
a. half b. both
- Only _____ of the students passed the state exam.
a. all b. half
- _____ of the students were racing at PE class.
a. Half b. Both
- The girl spent _____ the money on books.
a. both b. all
- I like _____ kinds of cheese.
a. all b. half
- _____ of the parents are coming to the recital.
a. Half b. Both
- _____ children need supervision.
a. All b. Half
- There was only _____ of the cake left.
a. half b. both

3. Match the two-word or three-word verbs with their meaning.

- | | |
|-----------------|----------------|
| 1. give up | a. explain |
| 2. come up with | b. participate |
| 3. go back | c. exercise |
| 4. take part in | d. make ready |
| 5. put off | e. decide |
| 6. set up | f. return |
| 7. clear up | g. lose hope |
| 8. work out | h. postpone |

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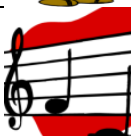


VOCABULARY: Fill in the gaps with the words from the box to complete the sentences.
There are 2 extra words.

- | | |
|------------------------|-----------------------|
| 1. travelling | 5. swimming |
| 2. staying in the camp | 6. playing basketball |
| 3. hiking | 7. riding a horse |
| 4. herding animals | 8. sunbathing |

- Last summer my family went to the countryside, and we all enjoyed _____
- _____ in the mountains has become one of most popular outdoor activities in Mongolia.
- Boys had a good time _____ in the river on a lovely summer day.
- The Gobi is one of tourist destinations for those who enjoy _____
- I spent my summer holiday with my grandparents and helped them with _____
- _____ helps improve life skills in different situations.

USE OF ENGLISH: Choose the correct answer.

	1. Flowers in Mr. Bell's Garden _____ nice. a. smell b. sound c. feel
	2. This coffee _____ bad. I will not drink it. a. tastes b. looks c. sounds
	3. Leo _____ tired as he has studied for long. a. sounds b. feels c. smells
	4. The alarm clock _____ annoying. a. tastes b. sounds c. looks
	5. The soup of the day _____ disgusting. a. tastes b. feels c. sounds
	6. Joey _____ nervous before his speech. a. tastes b. feels c. smells
	7. This melody _____ very nice. a. sounds b. looks c. smells



USE OF ENGLISH:

1a. Choose the correct answer.

1. Even from a distance, Ethan's pace looked *quickly* / *quick*.
2. The cookies smelled *delicious* / *deliciously*.
3. This fabric feels so *well* / *good* on the skin.
4. When he talked to us, he sounded *nervous* / *nervously*.
5. You sound *like* / *likely* your mother.
6. You *look* / *feel* like you have just seen a ghost.

1b. Choose the correct answer.

1. We *both are* / *Both us* / *we are both* happy to see you.
2. I liked *all the* / *all of* / *all* music in your playlist.
3. *Both of the* / *The both* / *Both of* students worked hard to get good grades.
4. Count the coins and put them *all* / *all them* / *they all* in a bag.
5. *Both of you* / *Both* / *The both of you* need to relax.
6. *Half of* / *All of* / *Both* cake was eaten. I'll eat the rest.

1c. Match the sentences with the correct two-word and three-word verbs.

1. Can we _____ a meeting next week?	A. come up with
2. Can you _____ a better idea?	B. set up
3. She _____ to school.	C. put off
4. Mongolian athletes have _____ in the international judo competition.	D. went back
5. The museum curator _____ the history of the exhibits.	E. give up
6. Did you _____ last night at the gym?	F. taken part in
7. Our team _____ the project until the next week.	G. work out
8. People usually _____ when it gets too hard or take too long.	H. cleared up

READING: Read the essay and answer the question.

1a. What is the main idea of the essay?

- a. The writer wrote about mathematics.
- b. The writer wrote about a favourite subject.

Math has always been my favourite subject in my school days and my interest in math helped me profoundly to understand other science-related subjects more accurately. I have recently graduated from computer science, and I could not have been a good programmer without my understanding and love for mathematics. Academic subjects like statistics, algorithm, data structure and programming are hard to learn without someone's command in mathematics. I liked mathematics because I was good at it! My father is an architect and I have always felt **curious** about his **passion** for mathematics and architectural design. In my academic years, I was not a top scorer, but my grades in maths were always high. I remember spending more hours solving mathematical problems than **memorising** poems and reading literature. Thus, when I was in high school, I was good at maths and it's natural that I spent more time doing maths than other subjects.

My father has a great **influence** in developing my interests for maths. He **painstakingly** explained mathematical formulas, their usage, and practical **implications** to me and thus I

started loving this subject from my early childhood. I was lucky to have some great teachers during my academic years who also were my motivation to do well in mathematics. I could solve mathematics as I had a **solid** foundation in it from my childhood. I was often asked by my class teachers to explain a certain math problem to them. This also grew my confidence and in high school, I was **persuaded** that I can solve any math problems from our textbooks. As you know, young people often like the subject they are good at and spend more time reading and understanding it. This was also the case for me, and math has always been my favourite subject in my academic years.

1b. Match the words in bold with their meaning.

1. curious (adj)	a. firm and stable in shape; not liquid or fluid.
2. passion (n)	b. cause (someone) to believe something, convince
3. memorize (v)	c. with great care and thoroughness
4. influence	d. a strong feeling or emotion
5. painstakingly(adv)	e. the conclusion that can be drawn from
6. implication (n)	f. eager to know or learn something
7. solid(adj)	h. the capacity to have an effect
8. persuade(v)	i. learn by heart

1c. Read again and answer the questions.

1. In which way Math helped the writer?
2. What was the writer curious about?
3. Who had a great influence in his love for Math?
4. What did explanation of Math problems improve in the writer?
5. What do young people often do when they are good at a certain subject?

WRITING: Write about your after-school activities. Use these ideas. Words no less than 90-100.

- *What are after-school activities?*
- *What clubs are in your school?*
- *What do you do after school?*
- *Which is the most interesting activity?*
- *Are after-school activities useful? If so why.*

Агуулгын товч тайлбар
Activities for vocabulary,
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English, reading, writing



VOCABULARY: Read and circle the correct word.

1. *Set up / Go back* to the first lesson of the Physics textbook.
2. The school board has *set up / worked out* strict sanitation and safety rules.
3. The hikers had to *clear up / give up* hiking to Otgontenger mountain because of the bad weather.
4. A scout group leader has a duty to *come up with / take part in* a task for everybody.
5. Athletes usually *take part in / work out* long hours a day so that they can keep their strength.
6. At Design and Technology class students *take part in / come up with* in different activities after classes.
7. Do not *put off / clear up* enrolling the Chess club.
8. When we hesitated with the biology class experiment our teacher *went back / cleared up* some misconceptions.

SPEAKING: Talk to a small group of three classmates about your summer holiday. Include in your speaking these ideas:

Para 1. Where you spent your summer holiday

Para 2. What you did

Para 3. What you enjoyed most and why

Now the group members will fill in the chart with: *Very well (VW), Good (G), Fair (F)*

Criteria	Student 1 Name:	Student 2 Name:	Student 3 Name:
Choosing the right vocabulary			
Using grammar structures			
Fluency			

USE OF ENGLISH. 1. Here are some incorrect sentences. Rewrite the underlined part so that it is correct. Sometimes, there is more than one way to correct the sentence.

<ol style="list-style-type: none"> 1. Both of his parents <u>is a teacher</u>. 2. She invited <u>all</u> to her party. 3. Both the supermarkets <u>was</u> closed. 4. <u>All of</u> countries in Europe are democratic. 5. They <u>both</u> have started a new diet. 6. He fell and <u>all eggs</u> got broken. 7. The teacher sent the <u>both</u> of them home. 	<ol style="list-style-type: none"> 1. <i>Both of his parents are teachers.</i>
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2. Write the correct two-word and there-word verbs for the underlined verbs. Some of them need to be written in the correct form.

1. It is hard to imagine that we will ever return to Morocco. (_____)
2. We asked the boss to postpone the meeting until tomorrow. (_____)
3. Joanna established the business with a £4,000 bank loan. (_____)
4. After years of giving nothing, the old man was able to contribute and suggest a thousand-dollar donation. (_____)
5. Have you ever participated in a basketball competition? (_____)
6. Keep trying! Don't stop reading books in English. (_____)

7. To **explain** the situation Carla asked her dad. (_____)
8. The contestants have **exercised** as hard as they can to prepare for the competition. (_____)

READING: Go to the textbook, p- 18. Read the passages and translate them into Mongolian. Write the new words for you in Mongolian.

Tracey

Studying 12 hours per day sometimes is questionable if you do not have a strategy. First, if you want to get a 4.0 point, you need to have a systemic approach. Second, being consistent helps a lot. However, you need to get general concepts because many subjects cover the same things. Holistic and integrative thinking usually saves time and helps concentrate on the key points. So long study hours wouldn't matter at all. What matters is having suitable study strategies.

Collin

If you ask how much time I spend on studying, I would say planning a study time is more important. Although I face some problems, I try to do my study work efficiently, in small chunks and at a certain time. Motivation and environment are also important. When I plan enough time, I can focus on my study more and go deep into my study. Therefore, I believe planning your study time is the most important of all.

Steven

I do a lot of reading and practice before final exams. Most students don't study after exams. But I do. 2 hours a day seems to me reasonable. However, to get a top-grade point, 4-7 hours a day may be the best. But I keep to 3.9 points studying only 1 hour a day. I think everything depends on personality. You can study in short time if you can understand the main details of the lesson, and if you make a right choice of courses to study.

Andrew

My grade point at the moment is 4.0 because I study much whenever I have a free time. I usually come home, have lunch, and do my homework until dinner. After dinner I continue my studies till midnight. Sometimes I might stay for more than an hour if I feel like I can have more energy. After all, it takes me about 7.5 hours per day.

WRITING

Write about school activities during the pandemic. Use these ideas. Words no less than 100.

- *What is your typical online lesson day?*
- *What is the hardest thing while studying online?*
- *What is the easiest thing while studying online?*
- *What do you miss most?*

I can understand	Content	VERY WELL	WELL	NOT SURE
Vocabulary	holiday and school activity related words and two-word and three-word verbs			
Speaking	talk about your daily activities school subjects			
Use of English	Verbs of senses, adjectives and adverbs, determiners: all, both			
Reading	for main and detailed points			
Writing	Writing for school activities			

Дууссан:он сарөдөр.....Цаг...
 Өөрийн үнэлгээ.....
 Багшийн үнэлгээ.....



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Activities for vocabulary,
speaking, use of
English, reading, writing.



VOCABULARY: Find 10 new words from the unit and write the words in Mongolian.

Learning languages

I	R	N	L	A	U	G	N	I	L	O	N	O	M
O	A	O	Y	T	L	M	E	G	M	N	E	I	O
I	L	I	T	E	L	T	O	L	S	M	A	N	L
M	O	T	I	V	A	T	I	O	N	U	G	M	A
I	O	A	S	T	N	G	I	E	R	O	F	S	U
L	I	C	U	L	C	A	N	I	O	T	M	G	G
N	N	I	O	U	L	M	G	P	T	O	M	L	N
I	S	N	I	O	O	I	S	O	M	L	N	I	I
E	I	U	R	L	A	R	M	K	T	G	M	N	L
I	V	M	U	I	L	N	I	I	I	I	G	I	I
G	O	M	C	G	N	L	O	I	L	L	I	U	B
S	I	O	N	N	A	O	N	F	U	O	L	I	A
A	O	C	L	L	M	O	T	N	I	P	N	S	N
M	U	L	T	I	L	I	N	G	U	A	L	T	Y

Write the words here.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

SPEAKING: Talk about learning languages to your partner or friend. Follow these questions. Your partner or friend will take a note down here.

What foreign languages do you know?

What are advantages of learning foreign languages? Name 2-3 advantages.

How do you learn new words?

What do you think, what qualities help you learn a foreign language?

My partner/friend _____ says that:
He/she _____

USE OF ENGLISH: Study the explanation.

1. We can use **such as** to introduce an example or examples of something we mention.
E.g.: She has worked in several countries where English is spoken as a first language, **such as** Australia, New Zealand, Canada.

2. We can use 'so... that...' to show that there is a certain result.
E.g.: It was **so** cold **that** the pond froze (= because it was very cold, the pond froze).

3. We use **as** or **since** to refer to the reason for something.
E.g.: **Since** I was in the language environment, soon I started speaking Greek.

Match the parts of the clauses.

<ol style="list-style-type: none"> 1. It was so amazing 2. Teenagers like learning some languages 3. Jessica is so shy 4. I turned off the TV so 5. He learned many new words 6. More and more people are learning foreign languages 	<ol style="list-style-type: none"> a. as the Internet has been more accessible. b. I could concentrate on my homework. c. such as Japanese and Korean d. that she would only talk to her parents. e. since he began learning Japanese. f. that we'll never forget it.
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READING:

1a. Go back to the textbook page 32. Ex 16a.

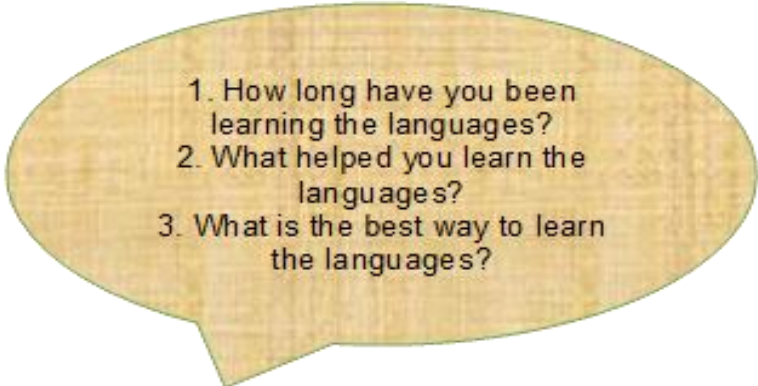
Read the people's experience and translate the words and phrases in the right column into Mongolian.

People talking about their language learning experience	Clarification for understanding
<p>"I'm Yuriy Nikshych and I'm from Ukraine. To this day I'm fluent in Russian, Ukrainian and English, I used to be fluent in Greek. At present I'm learning Japanese. My first experience happened when I was 3 years old - to Greece. Since I was in the language environment, watched Greek cartoons, etc., I soon started speaking Greek. I started learning Japanese by listening to the Pimsleur audio course - it was amazing and allowed me to have a rudimentary conversational knowledge of Japanese within months.</p>	<p>to be fluent- to allow- rudimentary- within months-</p>
<p>Shanna Tan, Singapore as I learned Korean language so that I could watch Korean dramas. I took 2 beginner courses in the school and decided that I could self-study from then on. And so I did. I started spending hours every day, studying textbooks, guidebooks, and other online resources. Although I am self-studying, it is not a lonely journey. Throughout these 2 years, I have made so many friends from all over the world. Those who love the Korean pop culture, those who are learning the language and those who are learning other languages. I'm also deeply grateful to my Korean friends, most of them whom I have not met at all, who gave me so much support and help.</p>	<p>to take a course- online resources- self-studying- throughout years- make friends- deeply grateful- to give a support-</p>
<p>Philip Price I have studied eight languages in my 37 years. Language learning has brought me love, a career, a home, and countless amazing experiences that I will treasure forever. Each language has its own aroma and flavour, but you won't get this unless you dedicate some time to it. Also, studying languages is like practicing sports. More you practice it, sooner you will speak up. First of all, my name is Moses Monweal McCormick and I'm originally from Akron, Ohio. One of the enriching factors in learning languages for me is the open mindedness. I have gained some experience towards other cultures. Before getting into the different cultures, I like other people had bad preconceptions about them. Where I came from, I'd never heard anything very positive about other cultures. Different languages and cultures has broadened my horizons of the world.</p>	<p>a career- countless experience- treasure- aroma and flavour- originally- enriching factors- different cultures- preconceptions- to broaden (my) horizons-</p>
<p>I've been to many countries in Asia such as India, China, Korea, Japan etc. Throughout my language learning adventure, I have discovered that you should not be shy when learning a language, as you will discover so many amazing things if you just go out and talk to new people. I call it an adventure because it really is one: when it's all over, you will have discovered a whole new world. Amy Burr, Netherlands</p>	<p>to discover- adventure- amazing- to go out- such as-</p>

1b. Go back to the textbook page 32. Ex 16a.

Read the people's experience and choose the sentences with the conjunctions either of *so...that, as, such as, so that, since* and write them in Mongolian.

WRITING: Ask the questions for one person who knows one or more foreign languages, then write the answers.



Write the answers here.

Дууссан:он сар өдөр Цаг...

Өөрийн үнэлгээ.....

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SPEAKING: Answer these questions.

1. Who is a monolingual speaker?
2. Are you a bilingual speaker?
3. Who is a linguist?
4. Who is a polyglot? Do you know anyone who speaks several languages?
5. What is your mother tongue?
6. Is speaking a communication skill?
7. Which countries are multilingual?
8. Do you agree that curiosity is motivation to learn a foreign language?



USE OF ENGLISH: Choose the correct answers.

1. _____ I am a businessperson I need to make a contract.
a. So that b. Since c. Such as
2. He speaks Russian fluently, _____ he was born in Moscow.
a. as b. such as c. so that
3. He must learn English _____ he could get a better job.
a. such as b. since c. so that
4. She has worked in several countries where English is spoken as a first language, _____ Australia, New Zealand, Canada and so on.
a. as b. so that c. such as
5. A teacher turned up the music _____ everyone could hear it.
a. so that b. as c. since
6. _____ she wanted to pass her exam, she decided to study well.
a. since b. such as c. so that

READING: 1a. Match each group of countries to the language they share.

1. _____ Austria, Germany, Liechtenstein	a. Portuguese
2. _____ Egypt, Syria, Yemen	b. Spanish
3. _____ Chile, Colombia, Cuba	c. Arabic
4. _____ Brazil, Cape Verde, Portugal	d. English
5. _____ Australia, Barbados, Jamaica	e. German

1b. Match each word with its definition. The words are from the passage.

- | | |
|--------------|-------------------------------------|
| 1. exist | a. to work with numbers |
| 2. calculate | b. to grow or change over time |
| 3. primary | c. how things are |
| 4. develop | d. begin |
| 5. originate | e. type or kind of something |
| 6. replace | f. the main or most important thing |
| 7. situation | g. to take or fill the place of |
| 8. variety | h. to be real or to be present |

2a. Skim each paragraph of the passage on the next page. Then match each paragraph to its main idea.

1. _____ Paragraph 1
2. _____ Paragraph 2
3. _____ Paragraph 3

4. _____ Paragraph 4
5. _____ Paragraph 5

- a. There are many varieties of English.
- b. The future of English is uncertain.
- c. English is widely used and growing in countries like China and Russia.
- d. The first group consists of countries with native English speakers.
- e. Countries like India and Malaysia use their own variety of English in everyday life.

2b. Skim the passage again quickly. Then complete the sentence below.

The main idea of this passage is that _____

- a. the most important type of English continues to be British English.
- b. there are many types of English, and they will continue to change.
- c. English will not be the international language for much longer.

2c. Now read the entire passage carefully.

Para 1: English is called an international language, but there are quite a few varieties of English that exist around the world. English originated in England, but soon English spread to other countries, and different varieties of English began to exist. Today, the countries in which English is spoken can be divided into three groups.

Para 2: The first group is made of those countries where English is the primary language. These are countries like England, Canada, the United States, Ireland, Australia, and New Zealand. There are more than 380 million native speakers of English in these countries alone.

Para 3: There is a second group of countries that have their own varieties of English. Their histories have been directly influenced by one of the early English-speaking societies. They use English in various important ways within their own government and everyday life. India, Malaysia, the Philippines, and Kenya are examples of this group. The total number of speakers in this group is in the hundreds of millions.

Para 4: In a third group of countries, English is widely used as a foreign language. However, citizens use their native language within their own government and in everyday life. Some countries in this group are China, Russia, Japan, Korea, Brazil, Indonesia, and many Western European countries. Some people calculate the number of speakers in this group to be as many as one billion—and it is growing fast.

Para 5: This changing situation raises many questions. Will another language replace English as the international language? If not, will people continue to use the English of countries such as England or the United States as models? Will new varieties of English develop in countries such as China or Brazil? Or, in the future, will a new international variety of English develop that doesn't belong to any one country, but to an entire area like Asia or Europe?

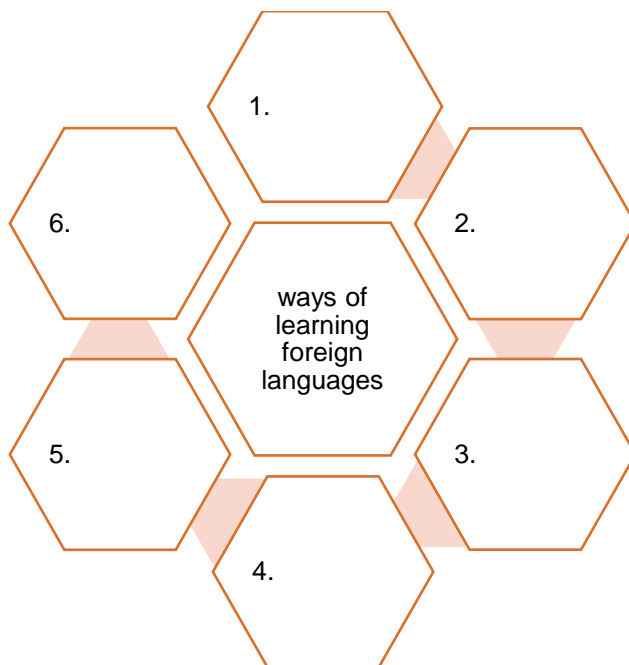
Choose the correct answers for the following questions.

1. England, America, Canada, Ireland, Australia, and New Zealand are countries where _____ people speak English as a foreign language.
 - a. English is the main language.
 - b. people still use the type of English.
 - c. used in England.
2. In China and Brazil, English is widely used.
 - a. in everyday life
 - b. by the government
 - c. as a foreign language
3. The group has the greatest number of English speakers.
 - a. first
 - b. second
 - c. third
4. Which sentence is the writer most likely to agree with?
 - a. English will stay in its current form for a long time.
 - b. No one knows if English will remain the international language.
 - c. Soon there will be more native speakers of English than non-native speakers.

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VOCABULARY: Complete the spider gram.



SPEAKING: Think of your learning English in class and out of class. Discuss with one of your classmates how often do you do these things.

- *speaking in English*
- *reading something in English*
- *listening and singing English songs*
- *using an English dictionary*
- *working in pairs/ groups*
- *listening to a podcast in English*
- *watching movies in English*

Here your partner's note: *Very well (VW), Good (G), Fair (F)*

Criteria	Your partner's name:.....	Overall notes: (Name) talked very well and he /she uses right words.....
Choosing the right vocabulary		
Using grammar structures		
Fluency		

USE OF ENGLISH: Complete the sentences with either of the conjunctions: so...that, as, such as, so that, since.

1. I am _____ bored that I just want to sleep.
2. I went to bed at 9 pm _____ I had a plane to catch at 6 am.
3. They gave them gifts _____ flowers and fruit and sang a special welcome song.
4. I'm studying very hard nowadays _____ I can pass my class.

5. I took my digital camera with me _____ I could take some photos during my trip.
 6. Let's discuss the problem now, _____ you're here.

READING:

1. This is the alphabet for American Sign Language. Practice making these signs with your hand.

SIGN LANGUAGE



2a. Read the passage carefully. Then answer the questions.

Para 1: Because deaf people cannot hear, they have special ways of **communicating**. For example, they can learn to understand what someone is saying by looking at the mouth of the speaker. This is called lipreading. Also, speaking is very difficult for the deaf because they cannot hear their own voices. However, it is possible with special training. According to many deaf people all around the world, the most **practical** and popular way of communicating is with sign language.

Para 2: In many ways, sign language is **similar to** spoken language. The words of sign language are made with signs, which are formed with movements of the hands, face, and body. As with words, each sign has a different meaning and can be combined to form sentences. Signed languages also have their own grammar. The alphabet of sign language is special hand signs that **stand for** letters; they make spelling possible. The signs combine to form a rich language that can express the same thoughts, feelings, and ideas as any spoken language. And just as people from different countries speak different languages, most countries have their own variety of sign language.

Para 3: In addition to knowing sign language, it is also helpful to know something about how deaf people communicate. Since they rely so much on actions, deaf people are generally not very **formal** when they “talk,” and may touch your arm or shoulder a lot to make sure you know what they are saying. It is not seen as rude among deaf people to lightly touch someone you do not know to get their attention. It is also okay to wave your hands or hit the table or floor. Also, lots of eye contact is necessary.

Para 4: There are many ways to learn a few signs. Community colleges often teach introductory classes. For self-learners, bookstores and libraries have books for learning sign language. There are also instructional videos on the Internet, with actors demonstrating signs and performing interesting stories and conversations for you to see. With practice, you will soon get the hang of this useful method of communicating!

Complete each statement with the best answer. The words in blue are from the passage.

1. When you **get the hang** of something, it becomes much.
 - a. easier
 - b. harder
2. **Practical** advice is useful.

- a. on special occasions
- b. in everyday life
- 3. Which words below are **similar**?
 - a. a. big, small
 - b. small, short
- 4. What do **stand for**?
 - a. a. the numbers 123
 - b. the letters ATM
- 5. He'll **demonstrate** the move. You just have to him.
 - a. a. watch
 - b. listen to
- 6. In an **introductory** class, you will probably learn from the teacher.
 - a. a. simple information
 - b. advanced information
- 7. Which of the following involves **communication**?
 - a. a. writing, typing
 - b. running, jumping.
- 8. Who would you send a **formal** letter to?
 - a. a. your close friend
 - b. your boss

2b. Complete the following summary using words from the passage.

Deaf people have special ways of communicating. While they cannot hear, they also find it hard to speak because they cannot hear their (1) _____. Some deaf people use (2) _____, where they watch the speaker's mouth. But the most widely used method of communication is (3) _____. They use hand signs to spell letters of the (4) _____ and use hand and body movements to form words and sentences. They even have their own (5) _____ in the same way people in different countries speak different languages. In addition to hand signs, communicating with deaf people involves a lot of touching and making (6) _____. You may also have to wave your hands or (7) _____ the table or floor to get their attention. There are lots of ways to learn sign language. You can go for (8) _____ with trained teachers, read (9) _____ about it, or watch (10) _____. All it takes is effort and practice!

WRITING:

Discuss the following questions with a partner. Then answer the questions.

- a. Do you think it is important for the world to have an international language? Why, or why not?
- b. Do you think another language will replace English as the international language in the future? Why, or why not?

Write your answer here.

Агуулгын товч тайлбар
Activities for vocabulary,
speaking, use of
English, reading, writing.



VOCABULARY:

Go through the unit and complete the chart with at least 5 necessary words.

Language learning strategies	Personal qualities to learn languages	Advantages of learning languages	Names of people related to learning languages
memorize.....	curiosity.....	communicating with people.....	a linguist.....

SPEAKING: Share your language learning experience with your friend or partner. Include these ideas in your speaking.

- What foreign languages do you speak?
- Do you attend any language courses?
- How do you learn a foreign language?
- What personal quality does influence in your learning?

Here your partner's note: *Very well (VW), Good (G), Fair (F)*

Criteria	Your partner's name:.....	Overall notes: (Name) talked very well and he /she uses right words.....
Choosing the right vocabulary		
Using grammar structures		
Fluency		

USE OF ENGLISH: Join two sentences with the conjunctions *since, as, so ... that, such as*.

1. *She wanted to become a translator. She decided to study well.*
She wanted to become a translator so that she decided to study well.
2. Everyone knows this rule. There's no need to explain it.

3. She decided to join a speaking club. She could improve her speaking.

4. They caught a taxi. They could get on time.

5. I wrote down all new words. Teacher told us to memorize them.

6. This book is expensive. It's hard to find it these days.

7. There are some multilingual countries in the world. India, China, and Slovenia are multilingual countries.

8. Irish polyglot Benny Louise can speak more than 30 languages. He speaks French, Spanish, Portuguese etc.

READING:

Answer the questions according to the reading passage.

First language, also known as mother tongue, is generally the language a person learns first. However, one can have two or more native languages thus being a native bilingual or indeed multilingual. The order in which these languages are learned is not necessarily the order of proficiency. Lacking in first language skills often make learning other languages difficult. Often a child learns the basics of his or her first language or languages from his or her family. The term mother tongue, however, should not be interpreted to mean that it is the language of one's mother. For instance, in some paternal societies, the wife moves in with the husband and thus may have a different first language or dialect than the local language of the husband. Yet their children usually only speak their local language.

(<https://www.grammarbank.com/online-reading-comprehension-8.html>)

1. According to the passage, first language skills _____

- a. take a very long time to develop.
- b. play an important role in learning a new language.
- c. are not transferable to the second language.
- d. can also have negative effects in foreign language acquisition.
- e. can aid children only in the beginning stages of learning a second language.

2. We understand from the passage that _____

- a. most bilinguals don't have a dominant language.
- b. the acquisition of a first language is the most complex skill anyone ever learns.
- c. most children have learning difficulties in acquiring their first language.
- d. one's mother tongue might not be the language of the parents.
- e. it is very rare for bilinguals to have equal competence in both their languages.

3. One can infer from the reading that _____

- a. one cannot be a native speaker of more than two languages.
- b. very few children throughout the world learn to speak two languages.
- c. it is possible for a bilingual to become more competent in his second language.
- d. bilinguals use their two languages for different purposes and functions.
- e. only a few people learn to speak his or her mother's language like a native language.

WRITING: Do you think technology has changed the way we communicate? How? Write your answers.

- a. Do you think there will be languages in the future? Why?
- b. Does English make a good or a bad international language? Why?

I can understand	Content	VERY WELL	WELL	NOT SURE
Vocabulary	ways of learning languages			
Speaking	ways of learning languages			
Use of English	conjunctions: <i>so...that, as, such as, so that, since.</i>			
Reading	for detailed information			
Writing	for languages and technology use for learning languages			

Дууссан:он сарөдөр.....Цаг...

Өөрийн үнэлгээ.....



VOCABULARY:
Classify the activities in the correct group. Then check your answers with your partner.

and illustrate	do hands-on activities	learn well by doing physical activities	remember event by recalling
be active	learn well by doing physical activities	see, visualize and illustrate their knowledge and skills	move around while listening or talking
have paper and pens handy	doodle while listening	write down instructions or see them demonstrated	learn through listening
remember information by talking aloud	have things explained orally	act out or role play	use pictures, images and diagrams
talk to themselves while learning something new work in discussion groups	solve problems by talking to someone	learn through matching	'talk' with their hands

Kinesthetic learners	Visual learners	Auditory learners
.....
.....

SPEAKING: 1a. In pairs, discuss the following questions.

- Do you use your hands when you talk to someone?
- Do you move around while you are listening or talking?
- Do you prefer reading a text or looking at a picture when learning something new?
- Are you good at reading a map?
- Do you like group discussions?
- What is the best way to learn something new?
- Is it better for you to learn by doing physical activities or solving problems using only your brain?
- How do you learn new things?


How well did you discuss the questions? Assess yourself. *Very well (VW), Good (G), Fair (F)*

Criteria	I can do
Choosing the right vocabulary	
Using grammar structures	
Fluency	

USE OF ENGLISH: Match the beginnings of the sentences to their end

Go to the textbook, p-45, ex-6b. Complete the sentences with tell or say in the correct tense. Study the explanation.

Differences between TELL and SAY

<p>TELL is always followed by a <u>personal direct object or someone's name</u>.</p> <p>Harry <u>told me</u> (that) he was hungry. Harry <u>told Sarah</u> (that) he was cold.</p>	<p>SAY is immediately followed by a <u>noun clause</u>.</p> <p>She <u>said</u> (that) she was hungry. He <u>said</u> (that) he was feeling tired.</p> 
--	--

Example: *Kate told Dave that she could play a musical instrument when she was a child.*

1. Kate _____ Dave that she could play a piano when she was a child.
2. He _____ that he had never met such a kind of person.
3. Nick _____ to me that some people understood new information well when they were making a map of logical connections.
4. She _____ me that kinesthetic learners learned better by doing various physical activities.
5. Tom _____ that he developed his thinking skill by solving mathematical puzzles.
6. I _____ him those visual learners remembered words better when they visualized them.
7. They _____ to me to work with other people for understanding each other better.

READING AND WRITING: Read the paragraph and punctuate it.

We shouldn't get extra homework because when we get extra homework it is hard to complete the projects or worksheets that we don't finish in school a teacher can carefully cater to students' learning styles by giving them short steps and then having them repeat those steps themselves multiple times before moving on the teacher said most of us are kinesthetic learners I think we are getting enough work to do with our body we go to school to study and learn new stuff for about 6 hours each day then we go home and we try to rest but there is one big obstacle homework I think we study enough so we shouldn't get extra homework.

Write your answer here.

(This area is intended for writing the punctuated paragraph.)



USE OF ENGLISH: Choose the correct verb form for each sentence. Use conditional type1.

1. If you (apply / will apply) to a university in the USA, you (take / will take) the TOEFL test.
2. If he (passes / will pass) his final exam, he (become / will become) a lawyer.
3. If he (enters / will enter) his college, he (is / will be) busy.
4. Badral (joins / will join) a students' club if he (goes / will go) to university.
5. If someone (isn't / won't be) active, he or she (fails / will fail) in an interview.
6. What (do / will) you do in your free time if you (go / will go) to university?

READING AND WRITING: Read the interview with an American student Gordon, 15 years old and answer the questions.

Q1: What have you been doing this week?

Let me think. I go to school. I had soccer practice only once a week 'cause it's winter. I went to see the Trans-Siberian Orchestra. They come to town every year. They're really good.

Q2: What kind of music do they do?

It's like rock, but it's like Christmas too sort of.* It's a really good show. They've got lasers and pyrotechnics. I also went to church and choir practice. I do the sound board* most of the time.

Q3: What are you studying in school?

I'm taking pre-calculus, AP European history, band, English, French, chemistry, and environmental science.

Q4: What instrument do you play in band?

I play the bassoon for concert band. For marching band I play the tuba. They're completely different instruments. You can't march with a bassoon.

Q5: What do you study in environmental science?

So far we've studied a lot about weather and weather patterns. We also learn about earthquakes and tornados and that sort of stuff.

Q6: What will you do after high school?

I plan to go to college. I'm not sure what I'll go for yet. Probably something in science because I enjoy science.

Q7: Is there anything that you'd like to say to kids in other countries?

Um. I think that a lot of the things that the rest of the world thinks about America, that they get in movies or on TV—from reality TV shows and things like that— don't really portray American life. We're probably not that different from you.

Have a look for clarification of a few words.

Sort of:	This is an informal phrase and means that something is similar but not exactly the same.
Sound board:	This is the set of controls for microphones and speakers in a sound system.
AP European history:	AP stands for Advanced Placement. AP courses are difficult courses. A very good high school student can take an AP course and then a test. If the student does well on the test, he or she gets university credit for the subject.

A. Gordon thinks that many television programs give an inaccurate picture of American life. What kind of programs do you see about American life? Do you think that they show American life accurately? Do newspapers and television shows sometimes give the world an inaccurate picture of life in your country? B. What do you think are the similarities and differences between American teens and teens in your country?

Агуулгын товч тайлбар
Activities for vocabulary,
speaking, use of
English.



VOCABULARY: Label the words on the PowerPoint presentation.



The image shows a Microsoft PowerPoint interface. The title bar reads 'WAYS OF LEARNING'. The ribbon includes 'File', 'Home', 'Insert', 'Design', 'Transitions', 'Animations', 'Slide Show', 'Review', 'View', 'Help', and 'Picture Format'. The 'Picture Format' ribbon is active, showing options like 'Remove background', 'Color', 'Artistic Effects', 'Compress Pictures', 'Change Picture', 'Reset Picture', 'Picture Border', 'Picture Effects', 'Picture Layout', 'Bring Forward', 'Align', 'Send Backward', 'Group', 'Selection Pane', and 'Rotate'. The main slide area contains a blurred image of a crowd at night with bokeh lights. The slide title is 'WAYS OF LEARNING', the subtitle is 'Grade 10', and the unit is 'Unit 3'. Five orange labels are placed on the slide: 'a. theme theme' on the left, 'b. template' at the bottom left, 'c. presentation' at the top center, 'd. slides' at the bottom center, and 'e. PowerPoint' on the right.

1. A ----- is a slide with a preloaded background that is designed for specific presentations.
2. A ----- presentation can help you communicate an idea to an audience.
3. A ----- is a slideshow with a preloaded background that can be used for general presentations.
4. When you want to view your----- as a series of slides, click on the “Slide Show” tab and then click on “From Beginning” (top left).
5. A ----- is a powerful slide show presentation program.

SPEAKING: In groups of 3, make a short presentation talking about your learning style. Follow the questions below.

- ✓ What kind of a learner are you?
- ✓ How did you know your learning style?
- ✓ How do you learn to reach your goal?

Here your partner's note: *Very well (VW), Good (G), Fair (F)*

Criteria	Student 1	Student 2	Student 3
Choosing the right vocabulary			
Using grammar structures			
Fluency			

USE OF ENGLISH: Go to the textbook, p-47, ex-11a. Read John's report of the interview and rewrite the reported sentences into the direct speech.

Reported speech	Direct speech
<ol style="list-style-type: none"> 1. I asked her why she had written another detective story. 2. She said that she found detective stories are interesting to write. 3. I told her that I was interested in the character of Susan in the book "Three sisters". 4. I asked if she knew anyone like that in real life. 5. Joanna laughed and said that fortunately, she didn't know anybody like that. 6. Then I asked how many stories she had written so far. 7. She told me that she had started writing detective stories 20 years ago and had already written about 15. 8. She added that she would probably continue to write detective stories even when she was old. 9. Finally, I asked her what she did when she wasn't working. 10. She said that when she wasn't working, she went for long walks with her dog and sometimes did extreme sports like skydiving and bungee jumping. 11. I thanked her for talking to me, and I can't wait for her new book. 	<ol style="list-style-type: none"> 1. She asked me: "Why have you written another detective story?" 2. She said: "I _____ (find) detective stories are interesting to write." 3. I told her: "I _____ (be interested) in the character of Susan in the book "Three sisters". 4. She asked: "_____ you _____ (know) anyone like this in real life?" 5. Joanna laughed and said: "Fortunately, I (not know) anybody like this." 6. Then she asked: "How many stories did you _____ (write) so far?" 7. She told me: "I _____ (start) writing detective stories 20 years ago and _____ already _____ (write) about 15." 8. She added: "I _____ (be) probably _____ (continue) to write detective stories even when I _____ (be) old." 9. Finally, she asked me: "What I _____ (do) when I _____ (not work)." 10. I said: "When I _____ (not work), I _____ (go) for long walks with my dog and sometimes _____ (do) extreme sports like skydiving and bungee jumping." 11. I said to her: "_____ (thank) you for talking to me, and I can't wait for her new book."

Агуулгын товч тайлбар
 Activities for vocabulary,
 speaking, use of
 English.



VOCABULARY: Write as many words related to the learning styles as you can.



Visual learners:

Auditory learners:

Kinesthetic learners:

SPEAKING: Interview 5 students in your class asking the questions and report it to your class. Take notes during the interview.

Criteria	Student 1	Student 2	Student 3	Student 4	Student 5
What kind of a learner are you?					
How did you know your learning style?					
How do you learn to reach your goal?					

USE OF ENGLISH: Rewrite the following sentences in reported speech.

- My doctor said, "Giving up a bad habit is very important."

- Mr. Roberts said, "My research focus is on human learning and memory."

- The researchers said, "We concluded that learning-styles-based instruction requires experimentation."

- Cathy Moore said, "Well-intentioned people have popularized learning styles."

I can understand	Content	VERY WELL	WELL	NOT SURE
Vocabulary	for learning styles			
Speaking	about learning styles			
Use of English	reported speech			
Reading	for comprehension specific information			
Writing	own ideas on the reading for specific ideas			



Агуулгын товч тайлбар
Activities for vocabulary,
speaking, use of
English, reading writing.



VOCABULARY: Write the family members.



1. a person's father or mother →
2. your brother's wife →
3. the son of your sister →
4. a person's female child →
5. the father of your father →
6. a child of your uncle →
7. two sons of mother and father →
8. a woman on her wedding day →
9. the man that a woman is engaged to →

SPEAKING: Work in pairs and ask each other and answer. Then fill in the chart with (✓) in right place.

TOPICS DISCUSSION FAMILY

Student 'A'

- *Discuss the questions below with your partner.*

1. How many people are there in your family? Tell me about someone in your family.
2. Who is the oldest person in your family? Tell me about him / her.
3. What is the best age to get married? Why?
4. How many cousins do you have? Where do they live?
5. Which is better: being married or being single? Why?
6. Describe some fun family activities that family members can do together.
7. What advice can you give to couples who are planning to have their first children?
8. Will you live with your parents after you get married? Why? / Why not?
9. Do you enjoy going to weddings? Why? / Why not?
10. Describe what someone in your family looks like.



TOPICS DISCUSSION FAMILY

Student 'B'

- *Discuss the questions below with your partner.*

1. How many people are there in your family? Tell me about someone in your family.
2. Who is the youngest person in your family? Tell me about him / her.
3. Which is better: lots of children, or only one or two children? Why?
4. How many aunts and uncles do you have? Where do they live?
5. How were families different 100 years ago?
6. What are some things families can do to be happy together?
7. Where were your grandparents born? What else do you know about them?
8. Why do couples decide to have children? How many kids do you have / want?
9. Who do you look like most in your family?
10. Who is the funniest person in your family?



My partner:

Excellent

Good

Fair

1. Used vocabulary

2. Used good structures

3. Talked clearly

USE OF ENGLISH: Fill in the blanks with the correct question tags.

1. You're not from a big family, ...?
2. I am more experienced than you, ...?
3. My grandparents have got a country home, ...?
4. My nephew knew what time the school finished, ...?
5. His sister has much talent in playing the guitar, ...?
6. You've been to the art gallery before, ...?
7. You will be here on time tomorrow, ...?
8. There is some paper on the desk, ...?
9. Her aunt lives in the village, ...?

READING: Read the photo story and answer true (T) and false (F).

Emma: Who's that guy? Your brother?

Grace: No, that's my brother-in-law, Matthew. He's married to my older sister, Alexa. And this is their son, Aiden. He's adopted.*

Emma: Do they have any other children?

Grace: No, just the one. He's an only child.

Emma: Looks like they're having a great time in New York.

Grace: Actually, they live there.

Emma: They do? Wow! How often do you see them?

Grace: We get together about twice a year.

Emma: And what about these kids?

Grace: They're my younger sister's. Ariana's the girl. And these are her little brothers, Cole and Casey.

Emma: Cole and Casey look so much alike! Are they twins?*

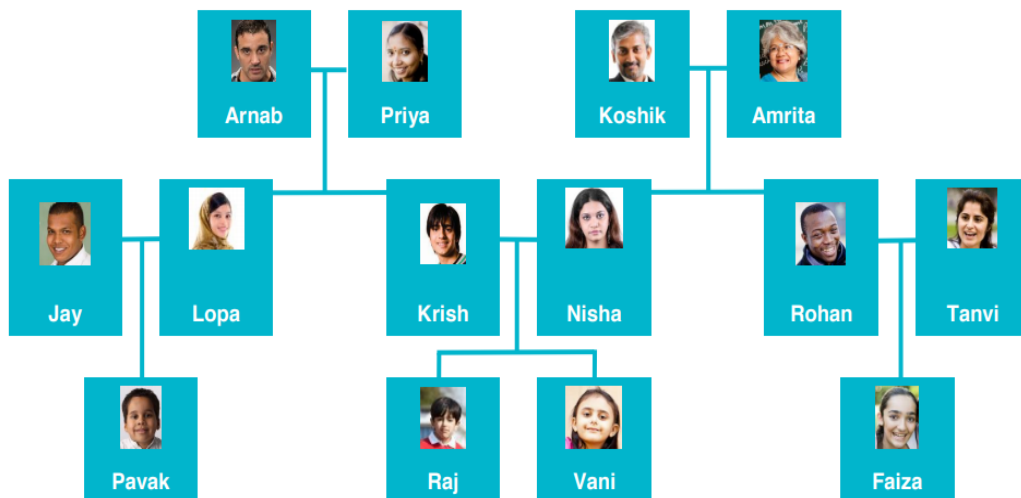
Grace: They are. They all live in Vancouver, but we keep in touch on the Internet.

*adopted: Matthew and Alexa aren't Aiden's birth parents.

*twins: Cole and Casey were born at the same time.

- | | | |
|---|---|---|
| 1. Grace is Aiden's aunt. | T | F |
| 2. Grace is Matthew's sister-in-law. | T | F |
| 3. Matthew is Ariana's brother-in-law. | T | F |
| 4. Alexa has one niece and three nephews. | T | F |
| 5. Ariana, Cole, and Casey are Aiden's cousins. | T | F |
| 6. Matthew and Alexa have two children. | T | F |

WRITING: Look at the family tree and write how they are related to in the family tree. Words no less than 60.



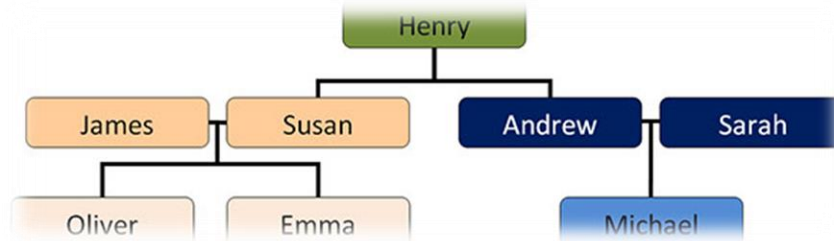
Дууссан:он сарөдөр.....Цаг...

Өөрийн үндэглээ.....

Агуулгын товч тайлбар
Activities for vocabulary,
speaking, use of
English, reading writing.



VOCABULARY: Write the family members' relationship using the family tree.



1. Susan is Emma's _____.
2. Andrew is Susan's _____.
3. Henry is Michael's grandfather _____.
4. Michael is Andrew and Sarah's son _____.
5. James is Oliver's father _____.
6. Andrew and Sarah are Michael's parents _____.
7. Emma is James and Susan's daughter _____.
8. Henry is Andrew and Susan's father _____.
9. Michael is Henry's grandson _____.
10. Emma is Henry's granddaughter _____.

USE OF ENGLISH: Answer the questions. Use *hardly ever, almost always, occasionally, frequently, generally, rarely or never.*

1. How often do you meet your relatives?
2. How often do you argue with your siblings?
3. How often do you watch English movies on TV?
4. How often do you go to the theatre with your parents?
5. How often do you chat with your friends?
6. How often do you babysit your younger brothers and sisters?
7. How often do you help others?

READING: Read the text and choose the best main idea a, b, c, or d.

An International Family

Pierre and Maria have a great marriage and two wonderful kids: Paola, age 3 and André, age 5. Pierre is French and comes from Paris. His wife is Spanish, and she is from a small town in the south of Spain. The two have a house in Madrid, but at the moment they are living in Athens, Greece. They are both working for an international bank there, but they have plans to move back home soon. Paola and André are currently living with their French grandparents in Paris. Pierre's parents are both retired, so they can dedicate all their time to their grandchildren. Pierre has got a twin brother Alain, who is an Air France pilot. He is single but has got an Australian girlfriend, Kate, who is a fashion model for a famous Parisian designer. Maria's parents live in the Spanish countryside. Her father is an English teacher, and her mother is a hairdresser. Maria has got two younger sisters: Valeria and Ana. Valeria is still a student. She is studying to become a dentist. She is engaged to Pavel, a Polish painter from Warsaw, and they are living in London for now. After the wedding they intend to move to Warsaw. The other sister, Ana, lives in the United States and, for the time being, she is working as a waitress. But her dream is to become an actress. She is divorced and she is in **no stable** relationship at the moment.

This very large international family get together every year. They all meet in Paris to celebrate Pierre and Alain's birthday on the 6th of July. It is quite a party, as you can imagine!

1. Pierre and Maria's family:
a. Often move from one place to another. b. Like to have parties all the time. c. Come from all over the world. d. Do not speak the same language.
2. With whom their children are living now?
a. With their parents. b. With their father's parents c. With their mother's parents. d. By themselves only.
3. Valeria and Ana is Pierre's a. sister-in-laws b. daughters c. aunts d. half-sisters
4. The word "**no stable**" means
a. steady b. friendly c. shaking d. inconstant
5. How many nationalities are mentioned in the text?
a. 2 b. 3. c. 4 d. 5

Агуулгын товч тайлбар

Activities for vocabulary,
use of English, writing.



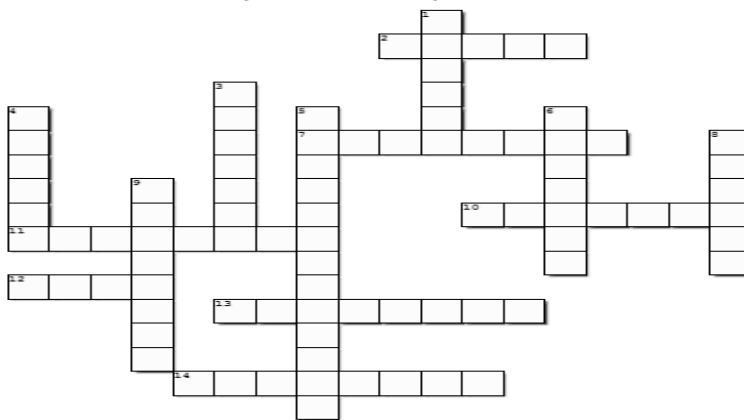
VOCABULARY: Do the crossword.



Name: _____

Family relatives and personality

Complete the crossword puzzle below.



Created using the Crossword Maker on TheTeachersCorner.net

Across

- 2. fond of giving people orders
- 7. a person who was in someone's family in the past
- 10. someone who only thinks of their own advantage
- 11. a young person between 13 and 19 years old
- 12. your parent's sister
- 13. willing to give money, help, kindness, etc.
- 14. a person connected to you by blood or marriage

Down

- 1. people who are married
- 3. a brother or a sister of the same parents
- 4. a baby or a very young child
- 5. the man who married to your mother but is not your father
- 6. a young child, especially one who is learning or has recently learned to walk
- 8. a child of your uncle and aunt
- 9. acting or arriving at the time appointed

Words I've found:

USE OF ENGLISH: Choose the correct words and expressions.

1. We _____ each other since we were in the kindergarten.
a. know b. are known c. have known
2. I have _____ received a wedding invitation from my half-brother.
a. still b. just c. yet
3. _____ your parents already _____ their tickets for the concert?
a. Did/buy b. Have/bought c. Are/buying
4. They haven't prepared well for their family gathering _____.
a. already b. for c. yet
5. How long ago _____ studying at this school?
a. did you start b. have you started c. are you started
6. My sisters _____ shy. They are very sociable.
a. are b. looks like c. look like
7. My uncle _____ kind. He always talks to everybody politely.
a. are b. is c. looks like
8. Her niece knew what time she has to come home, ...?
a. did she? b. didn't she c. did her niece
9. Boldoo _____ visits his hometown. He went there only last summer.
a. hardly ever b. rarely c. seldom

WRITING: Have you ever written letter to your family?

Imagine that you are far from your family. You are writing a letter to the family. What would you write in your letter? Words no less than 100. Write in a sheet of paper.

Include in your letter the following.

- ✓ Describe the place you in which you are now.
- ✓ The weather
- ✓ Describe appearance and personality of the new friends.
- ✓ Activities you have done or your plan.

Агуулгын товч тайлбар
Activities for vocabulary,
use of English, reading
writing.



VOCABULARY: Read the words and write the definition for each of them.



independent dominant self-confident bossy untidy pessimistic energetic
charming outgoing punctual talkative childish
open-minded unstable ambitious imaginative decisive adventurous optimistic
nervous cautious bad-tempered lazy

USE OF ENGLISH: Put the words in the correct order to make sentences.

1. I/ see/ my/ relatives/ occasionally.
2. They/ have done / housework/ the/already.
3. Some students/ a school library/ rarely/ go to
4. My nephew/ to a gym/ goes/ frequently child.
5. aren't they / listen to/ at school/ English songs/ They?.
6. I/ any computer games/ hardly ever/ play
7. My team / yet/ project work/the/ hasn't done.
8. Urnaa/has been/him/since/ was /friends/with/ she/ a

READING AND WRITING: Read the text and answer the questions below.

Change brings problems. Bella lives with her parents in a brand-new apartment in Shanghai. Her real name is Zhou Jiaying – ‘Bella’ is the name that she has been given by her English teacher. Her parents are representative of a confused generation in a confused time. In modern Chinese society different ideologies are fighting against each other. Enormous material benefits have been brought by China’s economic boom, but the debate is not about these; it’s about family life and values. Old values – the respect of family and the older generations – are being replaced by new ones which place money as the critical measurement of one’s position in society. But at the same time these new values are also being questioned. Have our lives been made richer by all our new possessions? Is Chinese culture being supplanted? As in all changing societies people are trying to find the right balance between the ‘new’ and ‘old’.

Recently, Bella’s family put their grandfather into a nursing home. It was a painful decision. In traditional China, caring for aged parents has always been an unavoidable duty, but times are changing. Bella’s ambition? ‘I want one day to put my parents in the best nursing home’ – the best that money can buy, she means.

‘When she told us that’ Bella’s father says, ‘I thought – is it selfish to think she will be a dutiful and caring daughter and look after us? We don’t want to be a burden on her when we get old. This is something my daughter has taught us. Once it was parents who taught children, but now we learn from them.’ The family can buy many more things these days, and when they go shopping, Bella makes sure that the ‘right’ western brands are selected. (Pizza Hut is her favourite restaurant.)

She also teaches her parents the latest slang. Her parents want to be supportive, but they no longer help with Bella’s homework; in spoken English she has surpassed them. She has already learnt much more about the world outside than them. ‘Our advice is not listened to and it is not wanted,’ her mother says. ‘When she was little, she agreed with all my opinions. Now she sits there without saying anything, but I know she doesn’t agree with me.’ Bella glares, but says nothing. ‘I suppose our child-raising has been a failure.’ In China there is no concept of the rebellious teenager.

1a. Match the words in blue with their definitions.

- | | | |
|----------------|---|---|
| 1. to supplant | } | a. exceed; be greater than |
| 2. unavoidable | | b. a load, typically a heavy one. |
| 3. a burden | | c. not easily controlled or kept in place |
| 4. a slang | | d. replace |
| 5. surpass | | e. not able to be avoided, prevented, or ignored; inevitable. |
| 6. rebellious | | f. very informal language |

1b. Answer the questions.

1. Do Bella’s parents seem to accept the changes that are happening in China or not?
2. Do you think the changes are difficult for Bella too? Why? / Why not?

I can understand	Content	VERY WELL	WELL	NOT SURE
Vocabulary	for learning styles			
Speaking	about learning styles			
Use of English	reported speech			
Reading	for comprehension specific information			
Writing	own ideas on the reading for specific ideas			



Агуулгын товч тайлбар
 Activities for vocabulary,
 use of English, writing.



VOCABULARY: Put the words in the correct column.



rayon	silk	snuff bottle	hanbok
wool	sash	cotton	
tinder pouch			polyester sneakers
cashmere	headband		attire
	brocade		
	costume	blazer	

Materials	Accessories	Types of clothes
...

SPEAKING: In pairs, ask and answer questions about traditional costumes.

1. What traditional clothes do the Mongolians wear?
2. What is a/an..... made of?
3. What accessories do they use?

Here your partner writes down your answers.

My partner/friend _____ says that:
 He/she _____

USE OF ENGLISH: Choose the correct word in each sentence.

1. This shirt was *made of* / *made in* a light, floaty material.
2. The female tourists were wearing a hat *made of* / *made in* straw.
3. That boy's blazer was *made of* / *made in* Korea.
4. The Parliament member's tie was *made in* / *made of* silk.
5. A fancy dress is *made in* / *made of* brocade.
6. Overalls are usually *made in* / *made of* denim.

WRITING: Answer the questions.

Write about your favorite clothes.

- ✓ What colour are they?
- ✓ What are they made of?
- ✓ When are they made in?
- ✓ When do you wear them?

Агуулгын товч тайлбар
 Activities for vocabulary,
 speaking, use of
 English, writing.



VOCABULARY: Label the words with the pictures: buttonhole shoelace buckle heel button sole hood sleeve



1.



2.



3.



4.



5.



6.



7.



8.

SPEAKING: In groups of three, discuss these questions.

- ✓ What are clothes and what is a style?
- ✓ What do you know about fashion trends?
- ✓ Do you follow any trends? Why? / Why not?
- ✓ What kind of clothes do/don't you like to wear? Why? / Why not?

Now the group members will fill in the chart with: *Very well (VW), Good (G), Fair (F)*

Criteria	Student 1 Name:	Student 2 Name:	Student 3 Name:
Choosing the right vocabulary			
Using grammar structures			
Fluency			

USE OF ENGLISH: Complete the sentences with the correct passive form of the verbs in brackets.

1. In the countryside of Mongolia, deels (wear)..... by most people.
2. The suits (use) ... for formal official meetings.
3. The scarf mostly (make) ... from cotton, silk, wool, or brocade.
4. Dresses usually (make) ... of light materials.
5. In the last fashion show, different designs (introduce) ... for this summer fashion.

WRITING: Answer the questions.

1. Why do people wear hats in cold weather?
2. Why do people wear their best clothes for special occasions?
3. Why do people wear loose clothes in hot weather?
4. Why are clothes today cheaper than in the past?

Агуулгын товч тайлбар
Activities for vocabulary,
speaking, use of
English, writing.



VOCABULARY: Match the phrasal verbs with their definitions.



PHRASAL VERBS	MEANING
1. TAKE OFF	a. to remove an item of clothing
2. TRY ON	b. to choose something
3. PUT ON	c. to look good with another item
4. WEAR OUT	d. to collect something
5. GET INTO	e. to place an item of clothing on your body
6. PICK UP	f. to damage an item of clothing through repeated use
7. PICK OUT	g. to donate clothes to another person
8. GO WITH	h. to fit your body in an item of clothing
9. TO GIVE AWAY	i. to check if an item of clothing fits you

SPEAKING: In pairs, choose one of the people and describe this person's clothes. Your partner will find what person you are describing. Start like: *This person is.....*



USE OF ENGLISH: Change the following sentences into the passive.

All students wear uniforms at school.

Example: Uniforms are worn by all students at school.

1. Pupils at this school will wear shirts and blazers in September.
2. People sew deels in Mongolia.
3. Many people bought trendy clothes last year.
4. Pupils keep their books in school bags.
5. You can buy clothes on high streets.

WRITING: 1a. Find out about some of your family's clothes. Look at the labels on the clothes and complete the chart.

Clothes	What's it made of?	Where was it made?
<i>My dad's sweater</i>	<i>80% cotton, 20% polyester</i>	<i>In India</i>












1b. Then decide which kind of clothes you like most. Describe the clothes. You can draw them. Use a sheet of paper.

Агуулгын товч тайлбар
 Activities for vocabulary,
 speaking, use of
 English, reading writing.



VOCABULARY: Write the name of the materials in the correct column: *wool, striped, glass, patterned, checked, wood, leather, spotted, flowered, cotton, denim, metal*. Then write one sentence for each of them using: *made of, made in*.






Patterns	Types of materials
 a	a. <i>Checked</i> b. <i>My father 's favorite shirt is checked and made of cotton.</i>
 b	
 c	
 d	
 e	
 f	
 g	
 h	
 i	
 j	
 k	

SPEAKING: Work in pairs. Look at the shopping conversation. Then role play as shopping at the clothes store.

Shop assistant: Can I help you?
 Customer: Yes, have you got this T-shirt in other colours?
 Shop assistant: We've got it in white, black, red and purple. What size do you want?
 Customer: Medium.
 Shop assistant: OK, in medium we've got black and red.
 Customer: And in purple?
 Shop assistant: No, just black and red.
 Customer: OK, red. Can I try it on?
 Shop assistant: Yes, of course. The changing rooms are over there. (pause)
 Shop assistant: Is it OK?
 Customer: Yes, I'll take it.
 Shop assistant: That's £10.95. Would you like to pay by credit card or with cash?
 Customer: Cash please. Here's twenty.
 Shop assistant: OK, thanks, that's nine pounds, 5p change and here's your receipt.
 Customer: Thanks. Bye.

Here is a checklist to evaluate your partner.

Peer-Assessment: Speaking	
My Name:	My Partner's name:

Topic: Shopping conversation	Yes 	So-so 	No 
My partner has a good beginning of the conversation.			
My partner has a detailed setting.			
My partner has a great ending.			
My partner uses a good vocabulary.			
My partner's speaking was clear.			

READING: Go back to the textbook, p-75, ex. 8a. Read the text again and complete the ideas.

A deel is the traditional dress of Mongols and it has a rich history for many centuries. It is closely related to the Mongolian way of life and the country. A deel has been worn since old times by the Mongols and other nomadic tribes. The deel can be made from cotton, silk, wool, or brocade. The dresses were sewn by people themselves and were richly decorated with jewellery and ornaments of gold, silver, corals, pearls, and precious stones. It has long sleeves, a high collar and buttons on the right shoulder. The deel is worn with a thin silk sash of several yards long tightly wound around the waist. Some essential objects such as the eating set, tinder pouch, snuff bottle, and tobacco and pipe pouches are attached to the sash. They are made of precious metals and embellished with semi-precious stones.

The dress reflects the age of the wearer. A deel design varies among cultures, ethnic groups and time periods to a certain degree, distinguished by its cut, colour and trimming. There are even distinct variations among different Mongol tribes mostly on the design of the upper part of the deel. For instance, the Khalkha Mongol deel's upper part is round while Buryat deel's is square. The design also varies due to function. There are deels for ceremonies like weddings and holidays and deels to wear every day. Deels for special occasions have their outer layer made of silk while the common deels are usually made of wool, cotton and other relatively inexpensive materials. These distinctions go unnoticed by foreigners but are obvious to Mongols. The deel looks like a large overcoat when not worn. A variety of designs for a deel will be offered by designers as time goes.

The conditions of climate influence on the kind of dress and costumes for the seasons of the year. In summer the Mongols wear a light coat or frock the "Terleg" and in spring, autumn and winter a wadded coat (row cotton), the "Khovontei Deel", or a lambskin coat, the "Khurgan Dotortoi Deel". In winter they wear a sheepskin dress reminding of a fur coat, the "Tsagaan Nekhii Deel". The "terleg" is made of light materials and is worn by both men and women. The Deel for everyday wear is gray, brown or some other dark colour, while the holiday Deel is bright blue, green or claret silk.

Wikipedia, The Free Encyclopedia

1. A deel is (definition).....
2. A deel can be made of (materials)
3. Deel decorations are made with:
4. What is sash?
5. Essential objects attached to the sash: (5 items) 1.2. 3. 4. 5.
6. Distinction a deel by its (3 features) 1. 2. 3.
7. Material of a deel worn every day:
8. Material of a deel for a special occasion:
9. Terleg means in English:
10. Khovontei Deel means in English:
11. Ustei Deel means in English:

WRITING: Answer the questions.

- a. Describe a traditional costume in your country.
- b. What do you wear on important days with your family?
- c. What people do wear special uniform?
- d. What is the most comfortable attire you prefer to wear?

I can understand	Content	VERY WELL	WELL	NOT SURE
Vocabulary	for clothes, materials			
Speaking	about clothes and shopping dialogue			
Use of English	Active and passive			
Reading	for comprehension specific information			
Writing	Answering the questions			

Дууссан:он сар өдөр.....Цаг...

Өөрийн үндлэгэ.....



Агуулгын товч тайлбар
Activities for vocabulary,
use of English,
speaking, reading and
writing.



VOCABULARY: 1a. Match the words to images.

1. a pie chart

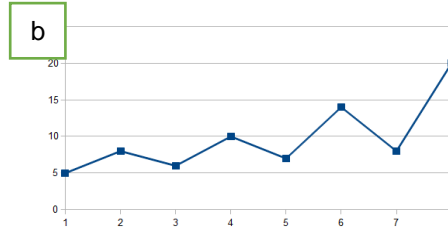
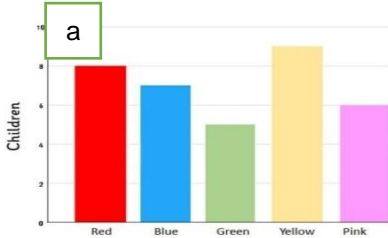
2. a bar chart

3. a line chart

4. a table chart



Favourite Colour



C

	A	B	C
X	\$40	240	48
Y	\$50	200	59
Z	\$60	310	79

d



1b. Write the words that describe graphs below.

Describing Movement

- | | | | |
|-----------|----------|----------|------------------|
| increase- | go up- | rise- | improve(ment)- |
| decrease- | go down- | fail- | declined- |
| recover- | jump- | surge- | reach (a point)- |
| recovery- | slump- | plummet- | approach- |

Types of Movement

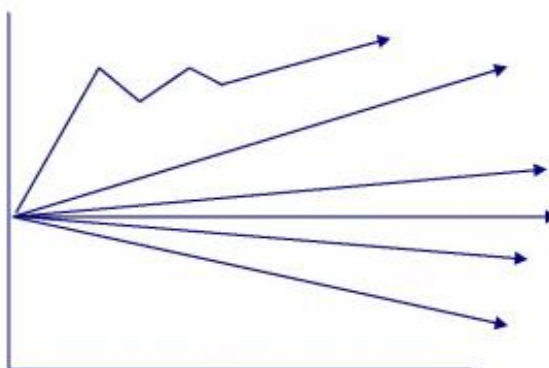
- | | | | | |
|-----------|------------|----------|---------------|--------|
| slight- | gradual- | sharp- | dramatic- | major- |
| slightly- | gradually- | sharply- | dramatically- | minor- |

1c. Put the words in the correct column.

Words	Go up	Go down
to increase - an increase to fall - a fall to decrease - a decrease to climb - a climb to decline - a decline to rise - a rise to decline- a decline		

1d. Match the phrases with the lines below in order of descent.

- remain steady
- fluctuate
- increase slightly
- decrease sharply
- decrease slightly
- increase sharply
- drop sharply
- stay the same
- go up a little
- go down slightly



Example: 1. fluctuate / increase sharply

SPEAKING: Read the sentences below. Circle the numbers that best express your opinions. Then, work in threes compare your answers with your group. Give reasons.

Most people have lots of free time.	1 2 3 4 5
You should always eat a big breakfast every morning.	1 2 3 4 5
It's fun to take a bus to school or work every morning.	1 2 3 4 5
It's okay to eat fast food for lunch.	1 2 3 4 5
Studying at school (or working at a job) is lots of fun.	1 2 3 4 5
It's important to read books for about an hour every day.	1 2 3 4 5
It's okay to watch 3 or 4 hours of TV every day.	1 2 3 4 5
People should exercise every day.	1 2 3 4 5
Students should do English homework every day.	1 2 3 4 5
It's fun to wash dishes after dinner.	1 2 3 4 5
It's fun to cook dinner.	1 2 3 4 5
People should get 8 to 9 hours of sleep every night.	1 2 3 4 5

POSSIBLE ANSWERS

5- I agree completely
 4- I mostly agree
 3- I'm not sure
 2- I mostly disagree
 1- I disagree completely

Example: *I mostly disagree that most people have lots of free time, because I think, modern people spend a lot of time at work.*

USE OF ENGLISH: 1. Put the words in the box in the correct column.

Dramatically steadily improvement sharply rise rapidly significantly rocket grow fluctuate gradually reach steady fluctuation improve fall constant bottom drop remain increase dramatic steady increase

VERBS	NOUNS	ADJECTIVES	ADVERBS
.....

2. Underline the correct form: adjective or adverb.

<ol style="list-style-type: none"> 1. Sales are increasing <u>steady</u> / steadily. 2. The price of gold is rising <u>sharply</u> / sharp. 3. House prices are falling <u>rapidly</u> / rapid. 4. The population is in an increasing <u>steady</u> / <u>steadily</u> range. 5. The temperature is rising <u>steadily</u> / steady. 6. The value of the Euro is decreasing <u>significantly</u> / significant. 	<ol style="list-style-type: none"> 7. The price of oil is falling at <u>gradually</u> / gradual decrease. 8. The prices of medicine are falling <u>steady</u> / <u>steadily</u>. 9. Our budget is increasing <u>dramatic</u> / <u>dramatically</u>. 10. My blood sugar level is fluctuating <u>slight</u> / <u>slightly</u> low. 11. Inflation is rising <u>sharply</u> / sharp. 12. The cost of living is <u>gradually</u> / <u>gradual</u> rising.
--	--

3a. Study the explanation of the usage of too / enough in the table.

	too	enough
FORM	<ul style="list-style-type: none"> too + adjective/adverb too much/many + noun too much/many + of + pronoun/determiner 	<ul style="list-style-type: none"> adjective/adverb + enough enough + noun enough + of + pronoun/determiner

MEANING

Too is used to mean more than sufficient or more/less than necessary.

E.g.:

- It is too late to stop him.
- Jerry was too young to watch the movie.
- There are too many people on this train, there's nowhere to sit.

Enough is used to mean sufficient.

E.g.:

- Your clothes are big enough to fit me.
- Have you got enough money to buy me a drink?

b. Enough is used in negative sentences to mean less than sufficient or less than necessary.

E.g.:

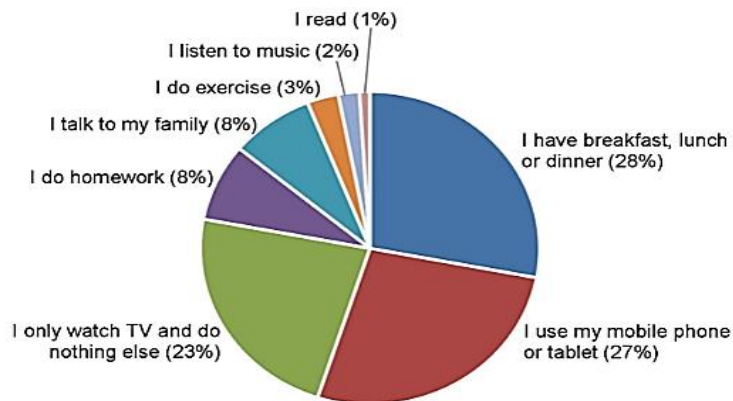
- You're not working fast enough; you won't finish on time.
- Sorry, I have not got enough food for everyone.
- Not enough of my friends are coming to the party.

3b. Write *too* or *enough* in the blanks.

1. I can't drink this coffee because it's _____ hot.
2. I couldn't buy that dress because I didn't have _____ money.
3. We moved to another house because the previous one was _____ small.
4. I don't know what to do because I don't have _____ information.
5. I was _____ nervous during the interview and I blew it.

6. He is tall _____ to play basketball in NBA.
7. I am fast _____ to catch you.
8. We studied hard _____ to pass the English exam.
9. There were _____ many cars at the parking lot.
10. You are _____ young to marry.

READING: Read and choose the correct answer.



This pie chart shows teenagers' answers to a survey for Northern Ireland Teen Time magazine, which asked them if they do anything else while they watch TV. It can be seen that over three-quarters of those surveyed do other things simultaneously.

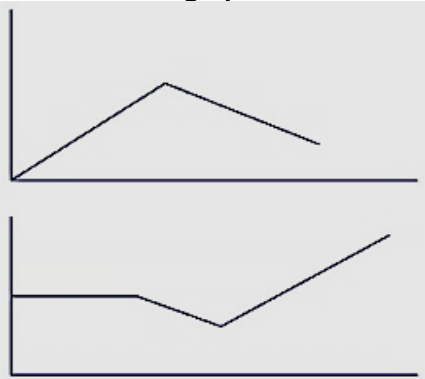
Over half said they either ate or checked their mobile phone or tablet while they were watching TV while, perhaps unsurprisingly, only a few teenagers said they read, did exercise or listened to music while watching TV. Eight per cent talked to their families and another 8% said they often did homework and watched TV at the same time. It is not clear from the pie chart if they did more than one additional activity at once.

In conclusion, it is evident that a large proportion of families watch TV while they are eating, while almost a third of young people divide their attention between several screens at the same time. These figures may reflect a general trend towards less formal family mealtimes and greater levels of multitasking. However, a significant number of teenagers still focus fully on the television when they are watching.

1. The text summarises teenagers' answers to ____ about their TV viewing habits.
a. one question b. two questions c. three questions
2. The proportion of teenagers that did something else while watching TV was ____.
a. more than fifty per cent b. more than seventy-five per cent c. more than eighty per cent
3. We don't know from the survey results ____.
a. what percentage of teenagers read while watching TV? b. if teenagers talk to their families while watching TV c. if teenagers do more than one other activity while watching TV
4. The most common activities to do while watching TV were ____.
a. chatting to families and reading b. eating and checking phones or tablets c. eating and chatting to families
5. The top two activities done while watching TV could show ____.
a. a general trend b. a very surprising change c. that teenagers' habits are the same as they've always been
6. The proportion of teenagers that do nothing else while they watch TV is ____.
a. surprisingly small b. unknown c. significant

WRITING: 1. Rearrange the words into sentences and match to the graph.

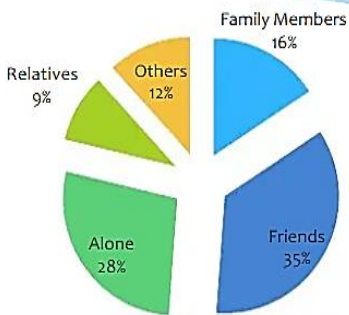
1. Then / will / increase / for / rest of the year / the / profits / sharply
2. In / slightly / costs / decrease / next few years / will / the
3. Costs / the / been / sharply / for / rising last year / have
4. I / profits / will / for / next two months / think / the / drop
5. Profits / have / for / remained / last / six months / the / steady



2. Study the pie chart survey results. Then describe the chart. Use the following chart as an example.

Question A: With whom do you usually spend your free time?

With whom do you usually spend your free time?

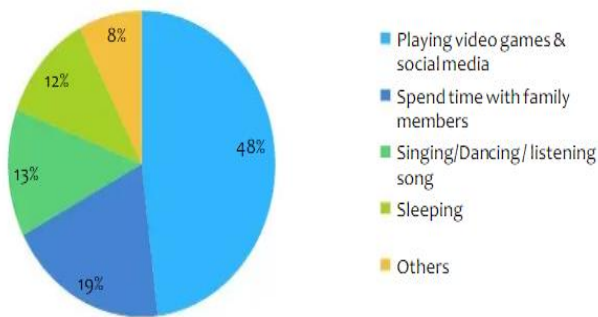


Here in the pie chart, we can see that, majority of the teenagers like to spend their times with friends (35%). They like to play indoor and outdoor games with friends. They play cricket, football with their friend. Next, 28% teenagers said they love to spend their time alone in their room. They usually want to spend time alone on social media and playing onlinevideogames. 16% teenagers said they like to gossip with family members and doing other staff. 9% said they like to spend their free time with their cousins. 12% teenagers want to spend their time with other persons.

Question B: What do you like most to do in your free time?

Write no less than 80 words.

Activities



The chart is showing majority of the teenagers prefer to spend their time on playing videogames and on social media (48%).

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

NOW I UNDERSTAND	Content	VERY WELL	WELL	NOT SURE
Vocabulary	types and words related to charts			
Speaking	group work survey			
Use of English	adjectives and adverbs; too /enough			
Reading	for understanding graphs			
Writing	how to interpret pie chart			

Дууссан : он сар өдөр..... цаг
Өөрийн үнэлгээ:.....

Агуулгын товч тайлбар

Activities for vocabulary, use of English, speaking, reading and writing.



VOCABULARY: Write the word in Mongolian.

- | | |
|-----------------------|-------------------|
| 1. ancestry- | 9. to envy- |
| 2. culture- | 10. ancient- |
| 3. rights and duties- | 11. generation- |
| 4. possession- | 12. identity- |
| 5. tolerance- | 13. individual- |
| 6. conflict solving- | 14. community- |
| 7. minority- | 15. tongue-tied-- |
| 8. majority- | 16. open-minded |



SPEAKING: Work in pairs. Ask and answer these questions. Take a note in the box what your partner has said.

- Say five things you like doing and do.
 Say five things you do but don't like doing.
 Say five things you don't like doing and don't do.
 Say five things you don't do but would like to.

My partner has said that he / she likes doing are

USE OF ENGLISH

1. Study the explanation and underline either of so and such in each sentence.

So... that and **such... that** are used to describe reasons and results.

So + adjective + that

Subject & verb	so	adjective	that	(result)
The ice-cream was	so	good	that	I ordered a second bowl

Such + adjective + noun + that

Subject & verb	such	adjective + noun	that	(result)
It was	such	good coffee	that	I drank three cups
It's	such	a great restaurant	that	I'll definitely go again

- Although most of the audience had never been exposed **so / such** to music, they thoroughly enjoyed the performance of the Tibetan folk choir.
- The movie was **so / such** good that I saw it five times.
- Terry speaks English **so / such** fluently that I thought he was American.
- Most students never discuss **so / such** topics in class, but I think it is important to teach our children to question the media.
- Jerry had never seen **so / such** high mountains. He thought they were spectacular.

6. Fred is so / such a clown! He is always telling jokes and making people laugh.

2. Choose the correct answer.

1. She is _____ girl! a. such clever b. so a clever c. such a clever d. so clever	4. He was _____, he could run 5 miles in 30 minutes. a. so fast runner b. so a fast runner c. such fast runner d. such a fast runner
2. It was _____ last night that I couldn't sleep. a. such a hot b. so a hot c. such hot d. so hot	5. The train was _____, it went from Shanghai to Beijing in only 10 hours. a. so fast b. such fast c. such a fast d. a so fast
3. \$500 a night for a hotel? That's _____! a. such expensive b. such an expensive c. so expensive d. so an expensive	6. The ocean in Los Angeles is usually _____. a. such cold b. such a cold c. so cold d. cold so

3a. Circle the phrasal verbs related to clothes in the following sentences.

- I think I need to go on a diet. I can't get into my jeans.
- These jeans are too small for me. I'll give them away to my friend.
- Do these shoes go with this dress?
- I'm looking for my slippers. Do you know where they are?
- It's really difficult to pick out a dress. They're all so beautiful.
- I need to pick up my suit from the dry cleaners today.
- Teenagers never put away their clothes.
- Put on a coat. It's cold.
- Take off that hat. It looks ridiculous.
- Don't throw away clothes. Recycle them instead.
- I always try on shoes before I buy them
- Children wear out their clothes quickly because they play so much.

3b. Match the phrasal verbs with their definitions:

1. take off	A. To remove an item of clothing
2. throw away	B. To choose something.
3. try on	C. To put something in your wardrobe or drawer.
4. put on	D. To match with another item.
5. put away	E. To search for something.
6. wear out	F. To collect something
7. give away	G. To place an item of clothing on your body.
8. get into	H. To ruin an item of clothing through repeated use.
9. pick up	I. To donate clothes to another person.
10. pick out	J. To fit your body in on item of clothing.
11. look for	K. To check on item of clothing fits you.
12. go with	L. To dispose of an item of clothing.

READING: Read the story and answer the questions.

SHARON AND KEN

Sharon came out of her house and could not see her friends around. "They probably got fed up waiting for me and have gone on ahead without me," she thought. Recently she had felt a bit of an outsider in the group. Nobody seemed to notice whether she was there or not. The girls had always lots to talk about and she often found it difficult to think of something amusing and interesting to say.

Sharon heard someone calling her and saw Ken heading in her direction. "Oh no," she thought. "I look brutal today. Why didn't I wash my hair? Not that it would make much difference; he is probably looking for Elaine anyway. Elaine always looks great – great body, great face, great hair – how could you compete with that?" Ken quickened his pace to catch up with Sharon and hoped he did not look too eager to be with her. He rarely got a chance to speak to her on her own and hoped he would not mess up this opportunity. His friend, Jim, fancied Elaine. He could not understand how they could have such different taste in girls. He would not like to compete with Jim, being a great footballer and all. He decided to act 'cool'. "I'm heading for the disco," he said. "Are you going my way, Sharon?"

Sharon thought, "He must feel sorry for me". She silently cursed herself for not wearing her black gear – at least it made her feel good. "The girls seem to have gone on without me so I might as well walk up with you".

Ken started talking about the upcoming school tour. He could kick himself for his nervous rambling and hoped that he was not boring her.

Sharon wished her friends were there. Once again, she could not think of anything to say. Why did she always get tongue-tied around people she liked? Anyway, why bother? Ken would probably ask Elaine out. "Why isn't she joining in the conversation?" Ken wondered nervously. "Maybe she's embarrassed to be seen with me. Why didn't I wear my Levi's?" Elaine spotted Sharon and Ken walking towards the disco. "They must have got off together," she thought. She envied the ease that Sharon seemed to have with fellas. "What was she doing with that idiot! With her great looks and all, even Jim probably fancied her. If only I could be more like her!"

1. What does Sharon think about herself?
.....
2. Why does she find it difficult to talk to Ken?
.....
3. What does Ken think of himself?
.....
4. How do you think he feels when Sharon won't talk to him?
.....
5. What do they have in common in how they think and feel about themselves?
.....
6. What confuses Ken about Jim?
.....
7. What does this story tell us about beauty, attraction, and relationships?
.....
8. How does Elaine feel about herself?
.....
9. What lessons can be learned from this story?
.....

WRITING: Complete the statements on your own ideas about you.

ALL ABOUT ME	
My birthday is on _____	I am _____ years old
If I could have any name I liked, I would choose _____	
When I get a headache I _____	
My favourite person outside my family is _____	
A funny thing that happened to me was _____	
A silly thing I once did was _____	
The worst thing about school is _____	
People who sniff glue _____	
A kind thing I once did was _____	
My favourite person in the family is _____	
When I grow up I will _____	
I have _____ eyes and	_____ hair
My favourite television programme is _____	
I hate _____	
I am good at _____	
People who get drunk _____	
I have a problem with _____	
I have no problems with _____	
The best thing about school is _____	
Cigarette smoking _____	
I think friends should _____	
When people are afraid of something _____	
The scariest thing that ever happened to me was _____	
I really want to _____	
The person who was kindest to me in my whole life was _____	

I love _____

My favourite food is _____

My favourite drink is _____

I like people who _____

I think a good teacher _____

A brave thing I did once was _____

A person who has been a good friend to me _____

I was upset when _____

The most interesting thing about school is _____

The thing which made me most nervous was _____

I wish _____

When I'm worried about something I _____

If I had 1 million tugriks I would _____

My favourite possession is _____

NOW I UNDERSTAND	Content	VERY WELL	WELL	NOT SURE
Vocabulary	Identity related words			
Speaking	Expressing likes and dislikes			
Use of English	So /such Phrasal verbs related to clothes			
Reading	Reading for detailed information			
Writing	Completing sentences on own ideas			

Дууссан : он сар өдөр..... цаг
Өөрийн үнэлгээ:.....

