

ENGLISH XII
ANSWER KEY

MODULE 1. STUDY AND WORK
UNIT 1. TEENS TODAY

LEISURE ACTIVITIES

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

1st picture – skateboarding
3rd picture – knitting

2nd picture – assembling models
4th picture – cosplaying

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

Ordinary leisure activities: Cooking, Reading, Knitting, Weaving, Snowboarding, Going to the gym, Rollerblading, Doing embroidery, Doing photography, Gardening, Puppetry, Keeping dairy, Playing music, Collecting coins

Unusual leisure activities: Cosplaying, Unicycling, Doing yoga, Assembling models, Learning animation, Writing comic strips, Duct tape designing

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

1b 2a

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

1c 2a 3b

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

1. What are the reasons for doing leisure activities? The reasons are relaxation, sports, and crafts etc for doing leisure activities.
2. What are the physical benefits of leisure activities? Physical leisure activities can improve fitness, lose weight, and help people to stay active.
3. Could you name the mental health benefits of leisure activities? Mentally, leisure can help people to reduce their stress, improve mood, boost wellbeing, and positive emotions.
4. What unusual leisure activities do Maddy and Claire take up? Cosplaying is Maddy’s unusual leisure activity is Cosplaying. Claire’s unusual leisure activity is Beekeeping.
5. What does Maddy do for her leisure activity? Maddy watches popular Japanese anime programmes and video games. Based on the anime, she spends her free time sewing and wearing costumes. She makes costumes herself and gets stopped at public gatherings for photo.
6. What does Claire do for her leisure activity? Claire feeds the bees with sugar and water, and regularly takes photos of bees. She reads about bees on the internet or in books.

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

1. A variety of collections **is created**.
2. Duct tape designing **is not done**.
3. Four beehives **are kept** in Claire's garden.
4. Fitness **is improved** and weight **is lost**.
5. Beekeeping **is not done** by small children.

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

1. Unusual leisure activities are done by teenagers.
2. The bees are fed with sugar and water by Claire.
3. The anime customs are sewn and worn by Maddy.
4. Car models are not assembled by the girl.
5. A comic strip is not written in the newspaper.
6. Animation is learnt at home by teenagers.
7. Board games are not played by children.
8. Break dancing is performed in the school festival by boys.
9. Hula hooping is not done by my classmate.
10. Graphic design is studied in her visual technology class.

4. Talk about the leisure activities.

Duct tape designing: Mask making

First find a mask picture. Then print out the mask picture. After that, the mask is put on duct tape. Finally, cut out the image.

Gardening: First, choose a type of garden and garden plot. Then test the soil. After that, prepare garden tools. Then select and plant seeds and plants. After that, transplant mature plants. Finally, water plants.

Cosplaying: First, choose a character to cosplay. But do not need to spend a lot of money. Finally, design your cosplay.

SCHOOL CLUBS

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

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

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

School clubs are a photography club, an anime club and an English movie club.

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

Photography club: Photos **are** taken in the city. Photos are **uploaded** to some public albums.

Anime club: Anime videos are **voted** and **shown** each week. Art lessons are **included** in an Anime club.

English movie club: A specific and regular time is **set**. English movies are **chosen**.

6c. Listen again. Choose the correct answers.

- | | |
|--|----------------------|
| 1. Are trips arranged to take photos in the city? | a. Yes, they are. |
| 2. Is the Anime club organised each week? | a. Yes, it is. |
| 3. Are photography exhibits organised in the photography club? | a. Yes, they are. |
| 4. In what club are subtitles used? | a. In the movie club |
| 5. When are drinks and snacks served in the movie club? | b. During the film |
| 6. Are some of the clubs organised by teachers? | a. Yes, they are. |

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

1. "WH" words are in the beginning of "Wh" questions.
2. "are" and "is" are in the beginning of Yes/No questions.
3. "Yes" and "No" are used for short answers etc

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

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

7d. Make questions using present simple passive tense.

1. Is the internet chess club downloaded?
2. Who are found to learn to play better?
3. Are the labour and ingredients shared in a cooking club?
4. What is created and run every year?
5. Where are poems, essays, and stories written?
6. By whom are the creative writings shared?

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

2. A free software is downloaded and installed.
3. A username and a password are created and entered and *PLAY!*
4. Your username and password are used to open the software.
7. A Play button is clicked on.

TODAY'S TEENS

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

Good behaviours: best-behaved, cooperative, tolerance, good social skills, high confidence
 Bad behaviours: peer pressure, child abuse, cyber addiction

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

The interview is about today's teens.

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

TODAY'S TEENS

1) generations 2) media 3) web 4) skills, 5) diversity 6) spending

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

- a. Adults need to give positive feedback to teens. c. Adults do not need to criticize teens.
d. Adults should be a model for teens. e. Sharing activities can help teenagers feel good.

11d. Match the words to their definitions.

1e 2f 3a 4c 5d 6b

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

Creative activities: 1. writing 2. drawing 3. painting 4. photography
Physical activities: 1. camping 2. Sport

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

- 2) Positive sentences: These days most people are using email.
Negative sentences: These days most people are not using email.
Wh-questions: When are most people using email? What are most people using these days?
Yes/No questions: Are most people using email these days?
- 3) Positive sentences: Teenagers are wearing casual clothes nowadays.
Negative sentences: Teenagers are not wearing traditional clothes nowadays.
Yes/No questions: Are teenagers wearing casual clothes nowadays?
- 4) Positive sentences: They are listening to music.
Negative sentences: They are not listening to music.
Wh-questions: What sort of music are they listening?
- 5) Negative sentences: The economic situation is improving.
Wh-questions: What is improving?

12d. Choose the correct answers.

1b 2c 3a 4b 5c

EMOTIONAL INTELLIGENCE

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

1st picture: They are excited. They are in a good mood.

2nd picture: He is disappointed. He is worried.

3rd picture: She is surprised.

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

1h 2c 3a 4i 5b 6d 7g 8j 9e 10f

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

1. increase in 2. invitation to 3. relationship with 4. solution to

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

1. excited about 2. polite of 3. nervous of 4. shocked at

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

1b 2b 3a 4b 5a

**MODULE 1. STUDY AND WORK
UNIT 1. TEENS TODAY**

CHECK YOUR PROGRESS

LISTENING

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

The dialogue is about an English club. The main idea is about suggestions to start an English club.

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

HOW CAN WE START AN ENGLISH CLUB AT SCHOOL?

- 1) language learners 2) email address 3) is appointed 4) is organised 5) is followed 6) Club members

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

- a. Discussion about a suggestion box d. Talk about doing field trips

VOCABULARY

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

POSITIVE feelings: excited, amazed, relaxed, surprised, in a good mood

NEGATIVE feelings: upset, scared, worried, nervous, impatient, confused, depressed, disappointed, embarrassed

3. Match the words with their definitions.

1i 2e 3f 4h 5b 6a 7j 8g 9c 10d

READING

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

1a

2.

1. The first paragraph is about UK teenagers
2. The second paragraph is about positive changes of today's teens
3. The third paragraph is about negative changes of today's teens

3a. The most popular apps are Snapchat, Instagram, and the messaging app Kik.

3b. Today's teens are knowledgeable about digital and mobile technology. They are also more skillful when they work with new technology. They are best-behaved. They are active in politics.

3c. New media is making them lonely, anxious and depressed. Negative feelings are making them self-confident.

USE OF ENGLISH

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

1. The cost of cars is being decreased.
2. The area is not being expanded by the companies.
3. The style of clothes is being changed by teens.
4. The economy is not being improved by the government.
5. Is technology being changed by scientists?
6. How is paper being recycled by the private company?

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

1. are becoming 2. is done 3. spend, share 4. measures, are identified and managed
- 5.A: Are, run B: are paying 6. A: is needed B: bring

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

1. pictures of 2. advantages of 3. answer to 4. a decrease in

8. Choose correct prepositions.

1. with 2. to 3. on 4. Of 5. for 6. of 7. to 8. between 9. on 10 at

MODULE 1. STUDY AND WORK
UNIT 2. LEARNING FOR THE FUTURE

STUDY SKILLS

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

1) goals 2) deadlines 3) management 4) plans 5) skills 6) take

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

1. Yes 2. No 3. NG 4. Yes 5. Yes

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

2. had better – Strong advice 3. Why doesn't she – Conversational
4. might want 5. ought to – mild advice

COLLEGE LIFE

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

1f 2g 3b 4a 5h 6c 7d 8e

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

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

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

1. How many students have been involved in the survey? About 500 college students
2. What amount of scholarship has been received? Only small amount of tuition grant and scholarship funds have been awarded this year.
3. Did the students submit their assignments before a deadline? Yes, they did
4. What do “house-insecure” and “food-insecure” mean? **House insecure** means having trouble paying for rent or utilities needed. **Food insecure** means they lack access to nutritional food and don't get enough food to eat.
5. Which challenges have they learnt to cope with: academic or living? Particularly, they have learnt how to cope with academic challenges such as submitting their assignments before a deadline etc.

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

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

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

A SURVEY REPORT

(submit) have submitted, (finish) have finished, (do) have been done, three assignments, (write) have been written, two portfolios, (make) have been made, (do) have done, (submit) have submitted, (get) have got, Five students. (receive) have received, (submit) have submitted, one year

LIFELONG LEARNING

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

Do a degree, Write a thesis, Apply to a college, Fail exams, Pass exams, Get into a college, Take a course

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

1st picture – Daria 2nd picture – John 3rd picture - Dawaa

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

9b. Listen again and choose the correct answers.

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

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

2. What subject hasn't been selected yet? c. Nature studies.
3. Haven't the students been registered for the advanced level? b. No, they haven't.
4. Have many diplomas in economics have been awarded this year? e. Yes, they have.

5. Have different projects been completed in the intermediate class? d. Yes, they have.

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

1. have been taken 2. have taken 3. have taken 4. has been used

PRESENTATION SKILLS

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

1st picture – The student is making a presentation.

2nd picture – There are a projector and a screen in the room.

3rd picture – This is a slideshow.

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

1d 2g 3f 4b 5a 6c 7e

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

1. **Fillers:** *“umms”, “uhs”, “like” and “you know”*
2. **Distracting movements and gestures:** *pacing, swaying, handwringing, scratching and wiping nose etc*
3. **Distracting behaviours:** *chewing gum, keeping hands in pockets and wearing headgear and ball cap etc*

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

1. Yes 2. No 3. Yes 4. No 5. Yes 6. Yes 7. No 8. Yes

MODULE 1. STUDY AND WORK UNIT 2. LEARNING FOR THE FUTURE

CHECK YOUR PROGRESS

LISTENING

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

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

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

1) 2.400 2) June, 2018 3) 33 4) 190 5) 29 6) four to 7) ten 8) one to 9) two

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

3d. Answer the following questions about the essay.

1. What has the writer learned to make decisions about? The writer has learned to make decisions about the smallest things; when to go to bed, what to do with my free time, when to do homework, or bigger decisions such as deciding to go out with friends.
2. Has the writer learned to take notes? The writer has learned how to take notes effectively.
3. Have the writer's social and study skills been improved?
Yes, they have.

USE OF ENGLISH

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

1. A – might want to
2. A – had better not
3. A – ought not to

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

1st sentence:

Active sentence - *Pupils have avoided distracting movements while making a presentation.*

Passive sentence - *Distracting movements have been avoided by pupils while making a presentation.*

Passive question - *What have been avoided by pupils while making a presentation?*

Answer - *Distracting movements*

Meaning – a The action which has recently finished and has a result now

2nd sentence:

Passive sentence - *The problems on students' living have been revealed in the report.*

Active sentence - *The report has revealed the problems on students' living.*

Passive question - *What have been revealed in the report?*

Answer - *The problems on students' living*

Meaning – a The action which has recently finished and has a result now

3rd sentence:

Active question - *Have you made a presentation this term?*

Active sentence - *I have made a presentation this term.*

Passive sentence - *A presentation has been made this term.*

Meaning – a The action which has recently finished and has a result now

4th sentence:

Passive question - *What survey has been done this semester?*

Answer - *Survey on students' living*

Active sentence - *We have done the survey on students' living this semester.*

Passive sentence - *The survey on students' living has been done this semester.*

Meaning – a The action which has recently finished and has a result now

5th sentence:

Active sentence – *She has prevented cheating while writing a report.*

Passive sentence - Cheating has been prevented while writing a report.

Active question - Has she prevented cheating while writing a report?

Answer – Yes, she has.

Meaning - a The action which has recently finished and has a result now

MODULE 1. STUDY AND WORK

UNIT 3. JOBS AND SOCIETY

THE FUTURE OF CAREERS

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

1c 2b

3. - 1Yes 2 No 3 No 4 Not Given 5 No

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

Example: Artificial intelligence

1. People will do complex tasks in the future.
Complex tasks will be done by people in the future.
Who will do complex tasks in the future?
Will complex tasks be done by people in the future?
2. Automation will improve job satisfaction.
Job satisfaction will be improved by automation.
What will improve job satisfaction?
Will job satisfaction be improved by automation?
3. Automation will eliminate dangerous physical tasks.
Dangerous physical tasks will be eliminated by automation.
What will eliminate dangerous physical tasks?
Will dangerous physical tasks be eliminated by automation?
4. Robots will do some jobs within the next 20 years.
Some jobs will be done by robots within the next 20 years.
What will robots do within the 20years?
Will some jobs be done by robots within the 20 years?

SMART CAREER CHOICE

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

2. If people have high kinesthetic intelligence, they are skilled with playing sports and they can be athletes.
3. People with high logical intelligence are able to reason and think abstractly and logically.
4. If you want to be a journalist you should have high verbal/linguistic intelligence.
5. If you easily hum and tap out rhythms, you have good musical intelligence.

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

	Intelligence Area	Good at	Possible careers
Soyoloo	1. Visual/spatial	1. drawing	1. a graphic designer 2. an interior designer 3. a cartographer
Claire	1. Interpersonal	1. understanding people 2. giving advice 3. organizing activities	1. a teacher 2. a child care worker

6b. Listen again and answer the questions.

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

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

1. will have been interviewed
2. will have spent
3. will have finished
4. will have done
5. will have been lost
6. will have been retired

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

1. have
2. been
3. have
4. by
5. Will

SPEAK OUT FOR RIGHTS!

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

1. The Taliban ban many things such as forbidding girls attending school.
2. She wrote about life under the Taliban.
3. The life and fight of Malala and her father Ziauddin were featured in the documentary.
4. In 2011, she campaign publicly for girls to go to school.
5. She was transported to the United Kingdom for treatment.
6. She recovered after months of surgeries and rehabilitation.
7. Malala and her father established the Malala Fund.
8. She received the Nobel Prize in 2014.
9. She launches a campaign encouraging people around the world to support education for #YesAllGirls.
10. The documentary "He named me Malala" was released to audience in 175 countries.

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

1. a campaign
2. recognition
3. a charity
4. a documentary
5. rehabilitation
6. Nobel laureate

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

1. Who have to receive 12 years of free, safe and quality of education?

2. What aims to give access to education?
3. What is Malala's university?
4. Who fight poverty, wars and child marriage?
5. What features Malala in Oscar short-listed documentary?

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

1. What does Malala open for Syrian refugee girls?
2. What does Malala study at the University of Oxford?
3. Whom does Malala invite to attend the Noble Prize ceremony in Oslo?
4. What does Malala bring to world leaders?
1. What does Malala co-author?

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

1b – did 2d – was 3a – has 4e – has 5f – do 6c – did

COMMUNITY SERVICE HELPERS

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

1. How many students are there in the class? 30 students
2. What grade is it? 12th grade
3. How many students organised a food and clothing drive? 3 students organized a food and clothing drive.
4. What type of community service did 10 students participate in? 10 students are participating in clean-up activities.
5. How many students helped at a nursing home? 9 students helped at a nursing home.
6. What type of community service did all class students participate in? Donations for the local Red Cross
7. What would the students do to help a herder's family? The students would help to pasture the domestic animals.

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

1. toy 2. Orphans 3. Children 4. programme 6. money 7. eating 8. Hungry

14b. Listen again and answer the questions.

1. What is the focus of the organization "Empower orphans"? The organization "Empower orphans" focuses on access to healthcare and education of orphaned children.
2. What organization aims to fight child labour on a global scale? "Free the Children" organization
3. Which non-profit organization provides thousands of girls in Africa with books and school supplies? "SHARE" non-profit organization
4. Whose grandmother was diagnosed with Alzheimer's disease? Kalin Konrad's grandmother
5. At what age did Shannon McNamara start her non-profit organisation? Shannon McNamara started her non-profit organization when she was 15.

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

1. At what age did Shannon McNamara help thousands of girls in Africa?
2. For what purpose did the students collect used sports equipment?
3. On which day do your friends organise a car wash?
4. In which month do the college students volunteer at a summer camp of orphaned children?
5. To whom did your classmates donate stuffed animals?

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

1. for 2. to 3. about 4. to 5. to

**MODULE 1. STUDY AND WORK
UNIT 3. JOBS AND SOCIETY**

CHECK YOUR PROGRESS

LISTENING

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

- 1) Network. 2) empower 3) investment 4) change-makers 5) them,

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

1. Who always wanted to get quality education? Malala
2. Who is going to Oxford University? Malala
3. What is a great place for learning? Oxford university
4. When does Malala want to complete her education? In the coming years
5. Who does she want to empower? More young girls
6. With what purpose does she want to live? For the education of children
7. Which countries are local activists already working in? Local activists are already working in Pakistan, Afghanistan, Nigeria, and also the Syrian refugee areas.

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

- 1c 2g 3d 4h 5a 6f

VOCABULARY

2. Match the words with the correct definitions.

- 1g 2k 3a 4b 5i 6c 7d 8e 9f 10h 11j

READING

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

	Intelligence areas	Natural abilities	Careers
1	Spatial	Drawing, models	architect, engineer
2	Linguistic	speaking	speaker, librarian
3	Logical	Mathematical, problems	analyst
4	kinesthetic	dancing	musician, actor

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

1. What careers would you choose if you have high musical intelligence? I would choose a music therapist if I have musical intelligence.
2. What are the people with high musical intelligence able to do? People with high musical intelligence are able to sing or play an instrument, and compose music.
3. What high intelligences do a leader, a teacher, and an entrepreneur have? High interpersonal intelligence
4. What careers require intrapersonal intelligence? A psychologist, a coach, and a philosopher require intrapersonal intelligence.
5. What are the natural abilities of people with strong intrapersonal intelligence? They possess the natural abilities such as being aware of inner workings of people, reflecting, and having intuition.
6. What can you do in the future if you are good at identifying bird calls, gardening, and preserving the environment? I can be a gardener, a park naturalist, a botanist, or a geologist.

USE OF ENGLISH

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

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

4b. Write subject and object questions to which the words in bold are the answers.

Some questions have prepositions at the beginning and ending.

1. Malala publicly campaigned for girls to go to school. Who publicly campaigned for girls to go to school?
2. Neha Gupta started up the organization “Empower Orphans” at the age of 9. At what age did Neha Gupta started up the organization “Empower Orphans”?
3. The non-profit organization “SHARE” provides thousands of girls in Africa with books. Who does the non-profit organization “SHARE” provide with books?
4. Students joined the campaign to help their community. For what purpose did students join the campaign?
5. The teens are talking about painting fences as one of their community activities. Which activity are the teens are talking about?

6. My classmates will participate in the community parade in July. In which month will your classmates participate in the community parade?

**MODULE 2 CULTURES AND TRADITIONS
UNIT 4 ROOTS OF MONGOLIAN IDENTITY**

TEACHING OF QUEEN ALUNGOO

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

1. True 2. True 3. False 4. False 5. True 6. True 7. True 8. True

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

1. the first 2. who 3. was 4. have

6. Complete the sentences with the correct phrasal verb with "Get".

1. get back 2. get off 3. get over 4. gets along

SYMBOLISM OF COLORS

8. Choose the correct answers.

- 1.a 2.b 3.a 4.a 5.a

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

1. cognition 2. nature 3. nomadic 4. connections 5. happiness
6. products 7. achievement 8. progress 9. flowers 10. respect

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

1. c 2. d 3. c 4. b

10c. Complete the sentences using *who/which*.

1. They give people two items as gifts **which** symbolize multiplication and a good start.
2. The number five symbolizes five elements **which** are the sun, sky, air, water, and earth.
3. Mongolians **who** are descendants of the Bortu Choni use a blue khadag for various ceremonies such as: a wedding ceremony, a haircutting ceremony, and funeral rituals.
4. Red and green khadags are used for ceremonies **which** are associated with nature.

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

1. stand by
2. stand for
3. stand by

MONGOLIAN MUSIC AND ART

14a. Match the words to their definitions.

1. b
2. e
3. d
4. a
5. c

15a. Listen to a TV program on “Wonders of Mongolian Music and Art” and fill in the blanks.

1. songs
2. hour
3. tourists
4. sounds
5. strings
6. played
7. western
8. nature
9. tones
10. performed
11. ground
12. strength

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

1. 2010 was the year **when** throat singing, also known as "Khoomii," was registered as part of the Cultural Heritage of UNESCO.
2. "Tsuur," **which** is a vertical pipe-shaped wooden wind instrument with three finger holes, vividly depicts the beauty and glories of nature, mountains, rivers, and animal behavior.
3. The wind instrument, "Tsuur," originated in the Bayan-Ulgii and Khovd provinces **where** Urainkhai ethnic groups live.
4. Naranbat.B, **who** is a 9th generation "Tsuur" player in his family, worked as a member of the Working Group to register the instrument for UNESCO in 2009.
5. The Urainkhai, a Mongolian ethnic group, remembers the time **when** they hid the instrument called "Tsuur" in the mountains during a cultural attack in the 1950s.

MONGOLIAN NOMADS

18a. Read the text and choose the correct answers.

1. d
2. a
3. a
4. c

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

1. that
2. which
3. that
4. which
5. that
6. which

21. Complete the sentences with phrasal verb “Care”.

1. care
2. care about
3. care for

**MODULE 2 CULTURES AND TRADITIONS
UNIT 4 ROOTS OF MONGOLIAN IDENTITY**

CHECK YOUR PROGRESS

LISTENING

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

Nine principles that are followed by Mongolian children

1. who 2. strong 3. difficulties 4. creative 5. culture

VOCABULARY

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

a)	<i>Achievement</i>	<i>noun (n)</i>	<i>success</i>
b)	integral	adjective (adj)	inseparable
c)	individual	noun (n) adjective (adj)	a person separate
d)	represent	verb (v)	stand for
e)	quarrel	verb (v)	agree
f)	originate	verb (v)	come from
g)	maintain	verb (v)	preserve, keep

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

1. f 2. g 3. e 4. h 5. b 6. a 7. c 8. d

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

1. b 2. c 3. d 4. a 5. b

READING

3 . Read the text and choose the best answers.

1. c 2. a 3. b 4. a 5. b 6. a

USE OF ENGLISH

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

1. where 2. who 3. that 4. when 5. where
6. that 7. who 8. that 9. when 10. that

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

1. which 2. where 3. where 4. that 5. that
6. that 7. when 8. who 9. who

**MODULE 2 CULTURES AND TRADITIONS
UNIT 5. CULTURES FROM AROUND THE WORLD**

UNIQUE CULTURE

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

1. e 2. a 3. d 4. f 5. g 6. b 7. c

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

1. b 2. c

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

1. traditional 2. minutes 3. has 4. express

5. Read and complete sentences with phrasal verbs "Pass"

1. passed down 2. passed by 3. passed down 4. passed by

NATURAL ATTRACTION

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

1. Tanzania 2. animals 3. Information

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

Recommendations – 4 Introduction – 1 Natural facts – 2 Things to see – 3

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

1. a 2. c 3. d 4. b

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

1. D Before going to Serengeti National Park, I had no idea how truly beautiful it is.
2. G By holding the handrails and climbing the steps slowly, you can safely get into your safari vehicle.
3. A Upon entering the park, we saw a herd of wildebeests and zebras run past.
4. F Upon coming close wild animals, you must keep your voice down!
5. B After observing females lions and their cubs, we were shocked to have the male lion come out of the tall grass right behind us.

6. H After gathering around a water hole, the herd of gazelles was attacked by a cheetah.
7. C Since seeing a cheetah take down a gazelle, I have been amazed by their speed.
8. E After seeing elephants in the wild, I can fully appreciate their intelligence.

MANMADE ATTRACTION

14. Complete the sentences with correct answers.

1. a 2. b 3. a 4. b 5. b

16a. Listen to the monologue and complete the summary below.

1. 1971 2. 4 3. visitors 4. watching 5. dance
6. meeting 7. technology 8. information 9. television 10. elephants

17c. Put the words in the correct form

2. going 2. walking 3. to see 4. eating
3. to swim 6. viewing 7. leaving 8. using

CULTURAL DIFFERENCES

20b. Listen again and choose the best answers.

1. d 2. c

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

1. to visit 2. taking 3. to use 4. saying 5. to eat
5. reading 7. dressing 8. recording 9. to take 10. seeing

23. Read and complete the sentence with phrasal verb involving "Take".

1. took off 2. take off 3. took off

MODULE 2 CULTURES AND TRADITIONS UNIT 5 CULTURES FROM AROUND THE WORLD

CHECK YOUR PROGRESS

LISTENING

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

1. 1983 2. 16.6 3. theme 4. restaurants 5. century
6. enjoy 7. sailing 8. characters 9. riding 10. technologies 11. Love

VOCABULARY

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

a)	<i>Maintain</i>	<i>verb (v)</i>	<i>keep</i>
b)	worship	(v)	respect
c)	unique	(adj)	special
d)	significance	(n)	importance
e)	establish	(v)	set up
f)	disrespectful	(adj)	rude

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

1. b 2. d 3. f 4. a 5. c 6. e

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

1. a 2. d 3. b 4. c

READING

1. Read the text and choose the correct answers.

1. d 2. d 3. c 4. b

USE OF ENGLISH

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

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

MODULE 2. CULTURES AND TRADITIONS UNIT 6. LANGUAGE IN MIND

WORLD LANGUAGES

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

- a. The text is about languages in the world.
- b. Our country Mongolia is located in Central Asia, between China and Russia.

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

1. extensive – adjective (adj) 2. uncertainty – noun (n) 3. indigenous – adjective (adj)
4. handful – noun (n) 5. overwhelming – adjective (adj)

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

1. indigenous 2. handful 3. overwhelming 4. uncertainty 5. extensive

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

Ethnology is a catalogue of the world languages. It informs us about how many languages are remaining at that year. There are 7,099 languages in the world but they are still declining because of two reasons. One of them is education whereas another one is death of the native speakers. Also, settlement can be a reason of it.

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

- 1. What is the main purpose of the text?**
To give us information about language decline
- 2. According to the text, what is ethnology?**
Ethnology is a catalogue of the languages in the world.
- 3. What are the reasons for the decline in the number of known languages?**
There are three reasons: education, death of native speakers and European settlement.
- 4. What does the phrase **an example of this** in paragraph 5 refer to?**
It refers a reason of language decline.
- 5. What will happen to the number of languages within the next century?**
Almost half of known languages will disappear within the next century.

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

- This is partly **due to the fact that** there are still many parts of the world that have not yet been fully _____ clause
explored, including the Amazon and the highlands of New Guinea.
- Another reason languages fail to survive is **due to** the death of the current native speakers.
noun phrase

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

1. because 2. due to 3. because 4. because 5. due to

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

- 1b 2c 3a 4b 5d

1. We went to the Mongolian National History Museum after we had learned about the stone
past simple past perfect

inscription.

2. Before you go to the Museum, you should ask about time tables.
present simple present simple
3. They all admired his knowledge of history when they heard about the interpretation.
past simple past simple
4. While you are writing a research paper, you will find out many historical facts.
present continuous future simple
5. After I have finished my work, I will go out.
present perfect future simple

11e. Underline the correct tense.

1. Mongolians used to use the Uigarjin Mongolian script before they started/ will start using the Cyrillic script.
2. After I have finished/ had finished reading the Secret History of the Mongols, I will tell you about it.
3. It will be possible to use Mongolian Script in cyber space when you study/ were studying.
4. The Secret History of the Mongols was written/is written in traditional Mongolian script when Damdinsuren Tsend translated it into modern Mongolian.
5. People use/used to communicate in sign language until scripts were developed.

ENGLISH THROUGH STORIES

14b. Read the story and match the characters (1-4) with the actions (a-h).

- a. put his head out of the window – Mr. Jarvis Lorry
- b. made and spent paper money – the King
- c. whispered desperately and angrily – none of them /the people
- d. wanted a passenger from Tellson's Bank – Jerry Cruncher
- e. asked about what's happened – Mr. Jarvis Lorry
- f. stopped at the top of a long hill – Mr. Jarvis Lorry/Jerry Cruncher
- g. thought that everything would be as usual – the King/the Queen
- h. answered 'Came back to life' – Mr. Jarvis Lorry

14c. Read the story again. Answer these questions.

1. When did the story happened? The story happened in 1775.
2. What time was it? It was the time of revolution.
3. How were the people's lives? The people's lives were desperately difficult. They were poor, hungry and unhappy.

4. Who was Jerry Cruncher? He was a messenger from Tellson's Bank.
5. Where was Jerry Cruncher going? He was going after Mr. Jarvis Lorry.
6. Why was he going there? He wanted to deliver a message to him.
7. Who was Mr. Jarvis Lorry? He was a passenger.
8. What was his message? His message was 'CAME BACK TO LIFE.'
9. What did his message mean? It was a strange message. No one understood what they meant.

15c. Complete the passage with the correct form of verbs in brackets.

Until a few years ago, no one **heard** of Greg Heffley, a middle school boy, who writes illustrated stories about his personal life and a character of the children's book Diary of a Wimpy Kid. The writer, Jeff Kinney **had already written** several comic strips, but this was the first book that brought him a great success. He **came up with** the idea for a comedy book while he **was writing down** ideas for it. By the time Jeff **signed** a multi-book deal with the publisher in New York, he **had already released** an online version of the story on www.funbrain.com. When the book was published in 2007, Jeff **didn't imagine** it would be such a tremendous success, but it quickly **became** a bestseller. While millions of young readers in many countries **were enjoying** his first Diary of a Wimpy Kid book, Jeff Kinney **was thinking** of ideas for the next book in this incredibly popular series.

LITERATURE CORNER

18. Read the diary extract below and place the pictures in the right paragraphs.

- A) picture 3 B. picture 4 C. picture 8 D. picture 1 E. picture 2
 F. picture 5 G. picture 7 H. picture 6

19. Read the diary extract above again and then choose the correct answers.

1. Why was this extract written?
b - to tell the reader a funny story
2. What is the main idea of this diary extract?
b - He has almost lost his best friend.
3. Which word best describes the narrator's attitude to his friend?
b- Jealous

20. Match the coloured idioms and phrases in the diary extract with their meanings below.

- in manner similar to – It's like
- to feel sympathy for (someone) because he or she is in a bad condition – feel sorry for someone
- causing happy and positive feelings about something – feel better about someone's situation
- to appear to be like some kind of person or something – it seems like
- to want to have something or to do something - feel like doing something

21b. Sentence analysis: Look back at the diary extract and work on the followings.

Past simple tense:

1. Believe me, the last person in the world I ever thought would get a girlfriend was Rowley.
2. We hung out and did whatever we wanted.
3. I always thought I'd be the one in a relationship and Rowley would be the guy everyone kind of felt sorry for.
4. So the two of us could spend some time together.
5. But after about two hours I gave up trying to have any fun.

Present Perfect:

1. Things have really changed between us recently.
2. If you ask me, it has already gone too far.
3. I have started noticing little changes in Rowley.
4. I'm the one who has been best friends with Rowley all these years.

Note: Refer Ss to the grammar box in page 110-111

21c. Put the verbs in brackets into the past simple or the present perfect.

1. A: Do you know that man?
B: Oh yes. He's a very good friend of mine. I **have known** him for about ten years.
A: I think I **met** him at Book Club meetup last month.
2. A: Sam **has shown** me a new fictional book.
B: Where **did he buy** it?
A: He **bought** it while he was going in the bookstore 'An Unlikely Story'.
B: Really? I **have never heard** about the bookstore. Who **opened** it?
A: It's Jeff Kinney. You know him.
B: Yes, of course. He is an author who **has written** a 10 series of Diary of a Wimpy Kid.

21d. Read the sentences below and choose the best answer to complete the sentences.

1b 2d 3c 4c

MODULE 2. CULTURES AND TRADITIONS

UNIT 6. LANGUAGE IN MIND

CHECK YOUR PROGRESS

LISTENING

1. You will hear two students talking about official languages in various countries, during their social science class. For each question. Put a checkmark (✓) in the correct box.

1b 2b 3b 4c 5b

VOCABULARY

2. Fill in the missing words, using those from the bracket below.

1. Indigenous 2. overwhelming 3. a handful 4. extensive 5. Ethnology

3. Choose the correct word for each of the following definitions.

- 1d 2e 3b 4d 5c 6c (certainty)

4. Circle the correct answer to complete each sentence.

- 1b 2c 3d 4b 5a 6c 7b 8c

READING

5. Read the following statements, write whether they are facts (F) or opinions (O).

1. Fact 2. Opinion 3. Fact 4. Fact 5. Opinion 6. Opinion 7. Fact 8. Opinion

7. Read the extract again, then answer the following questions.

1. What were Mr and Mrs Dursley like?
Generally, they were perfectly normal but they didn't like the strange or mysterious things.
2. What did Mr Dursley do?
He was the director of a firm which made drills.
3. What did he look like?
Mr Dursley was a big, beefy man with hardly any neck.
4. What did Mrs Dursley look like?
Mrs Dursley was thin and blonde with a long neck.
5. How did she spend her time?
She spent her time craning over fences, spying on the neighbours.
6. Who was Dudley?
Dudley was their son.
7. What did they think about their son?
In their opinion, there was no finer boy anywhere.
8. What was their greatest fear?
Their greatest fear was that somebody would find out about the Potters and their relationship.
9. Why didn't they want to meet their relatives? Find two reasons.
They couldn't bear if someone found out about the Potters. Here are two reasons.
 - a) Their relatives were as un-Dursleyish as it was possible to be.
 - b) They didn't want Dudley mixing with their relative's child.
10. What was implied from the last paragraph?
Something mysterious would happen.

USE OF ENGLISH

8. Write down the tenses, using the verb in brackets.

1. Past Simple – wrote
2. Past Continuous – was writing
3. Present Perfect – has written
4. Past Perfect – had written

9. Underline the main clause in each sentence below.

1. What was your favourite book when you were a child?
2. I am really interested in studying a foreign language because it will open a new world for me.
3. Before you travel anywhere, learn a bit about the place you are going to.
4. After she had done her research, she sent it to me.
5. He didn't stop talking until he reached his apartment.

10. Complete the subordinate clause of each complex sentence below.

1. A language becomes extinct when *it stops being taught.*
2. The Uigarjin Mongol script was adopted as the Mongolian official script *after Chinggis Khan had defeated the Naimans.*
3. We didn't know about the Chinggis' Stone inscription before *we went to the museum.*
4. He enjoys writing calligraphy while *he is studying in Arts.*
5. Most people don't read much literature due to the fact *that they don't have the habit of reading books.*
6. I love studying history because *it is an amazing subject of events our ancestors have done.*
7. I can't stand his behaviour due to *his selfishness.*
8. I couldn't understand why she loves reading this series until *I read.*

SPEAKING

11. Choose from this list of words below to complete these sentences.

1. feel better about my situation
2. feel like going
3. everyone kind of felt sorry
4. It seems like

**MODULE 3 MOTHER NATURE AND WELLNESS
UNIT 7 NATURE CONSERVATION**

TREES

2. Listen to the recording about the benefits of being in nature and planting trees, then complete the sentences.

1. *boosts*
2. *restores*
3. *inspires*
4. *reduce*
5. *create*
6. *absorb*
7. *provide*
8. *shield*

4. Read the text and choose the best title.

C – Climate change

5. Read the text again and say whether a statement is true (T) or false (F).

1T, 2F, 3T, 4F, 5T, 6T, 7T, 8F, 9F

6b. Choose the incorrect words or phrases and correct them.

(i) to prevent from (ii) take action (iii) to combat (iv) to fight desertification (v) to maintain (vi) to improve water sources (vii) to reduce air pollution

6c. Choose the incorrect words or phrases and correct them.

1B- fight 2C- because of 3A- combat 4B- the better

RECYCLE, REUSE, REDUCE

8. Look at the examples and match the verbs to their definitions.

1c, 2a, 3b

10. Read the text and answer the questions.

1. coal, oil and natural gas
2. burning fossil fuels, deforestation, industrial processes, some agricultural practices
3. not to create waste
4. reduction and reuse
5. a lot of materials and energy
6. silverware and cup
7. aluminum cans, carpeting, cereal boxes, comic books, egg cartons, glass containers, laundry detergent bottles, motor oil, nails, newspapers, paper towels, steel products and trash bags

11b. Choose a, b or c in the explanations.

1c. 2a. 3b.

12. Read the text again and underline passive modals. How many passive modals are there?

Passive modals: (i) raw materials must be extracted, (ii) must be fabricated then (iii) transported (iv) will be sold (v) can be passed (vi) can be reused (vii) won't have to be thrown out and (viii) replaced (ix) can be made with recycled content

13. Choose the incorrect words or phrases and correct them.

1A- must be transported 2D- to others 3B- ways to 4A- important to

14. Complete the sentences with phrasal verbs "look".

1. looked through 2. looked up 3. look for 4. are looking into

ECO-FRIENDLY LIVING

18. Match the slogans (1-5) to their meanings (a-e).

1c, , 3d, 4b, 5a

19. Read the text and say whether a statement is Yes or No.

1Y, 2Y, 3N, 4N, 5N, 6Y, 7Y, 8Y

20b. Look back at the text "Eco-schools". How many infinitive forms after nouns are there? Circle them.

Infinitive form after nouns in "Eco-schools": (i) the need to involve young people

21. Choose the incorrect words or phrases and correct them.

1B- to get 2C- can be taught 3C- to be 4D- want to see

ECO-FRIENDLY BOY

25a. Listen to the recording about Eco-boy and complete the table below.

1. Buyankhishig, a 9th grade student at school # 117 in UB
2. He lives near the Silbe River.
3. healthy living environment
4. soil pollution 5. construction in the area 6. picks up the trash in the river
7. puts a lot of effort 8. children's playground 9. a shed, a swing, trash bins and boards
10. "Outstanding Mongolian Child"

25b. Listen again and choose the best answers.

1. b 2. c 3. a

26b. Join the two sentences with *because* and make the second sentence a subordinate clause.

1. Drivers should stop honking their horns because it is too noisy to hear and makes people nervous.
2. We should save forests. The leaves of a tree absorb harmful gases from the atmosphere.
3. When the paper waste decomposes it causes illness because it decays and breeds bacteria. That's why we should recycle them.
4. Mining companies must restore the land they dig up because mining and mining exploration destroys pastures and water resources.
5. Mongolians are not allowed to hunt marmots because they are included in the "Red Book of Mongolia."

29. Complete the sentences with phrasal verbs "Pick".

1. pick you up 2. picked up 3. picked up

**MODULE 3 MOTHER NATURE AND WELLNESS
UNIT 7 NATURE CONSERVATION**

CHECK YOUR PROGRESS

LISTENING

1a. Listen to the recording and complete the sentences.

See the tapescript on the page 235.

1c. Listen to the short dialogue between the two students and fill in the blanks.

1. takes care of 2. decide 3. environment 4. population 5. converse 6. recycle 7. support 8. concern

1d. Listen to the dialogue again and answer the questions.

Bulgaa's answers

VOCABULARY

2a. Put the right word(s) in the gaps by placing the correct letter next to the number.

- 1b, 2f, 3a, 4e, 5c, 6d

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

1. b 2. c 3. a 4. d

READING

3. Read and say whether a statement is true (T) or false (F).

- 1F, 2F, 3T, 4T, 5F, 6F, 7T, 8T, 9F

USE OF ENGLISH

4a. Underline the infinitive forms in the text.

(i) is scheduled to take place (ii) to spend vast amounts of money (iii) to make (iv) to cut waste and (v) recycle (vi) to ensure safety (vii) to take the theme (viii) to use precious metals (ix) to separate (x) to contribute

4b. Write sentences to say why people go to some of the following places. Begin with *You go...*

Students' answers will vary.

2. You go to a library to borrow or return books.

3. You go to a cinema to watch a movie.

4. You go to a supermarket to buy food.
5. You go to a bank to make transactions.
6. You go to a river to swim.
7. You go to the countryside to visit your family.

4c. Underline the correct words. Remember the difference between **because and **because of**.**

because of 2. because 3. because 4. because 5. because of

SPEAKING

6. It's Earth Day, so let's celebrate with idioms related to trees. Look at the examples and match the idioms (1-3) to their correct meanings (a-c). Which is your favourite?

1b, 2c, 3a

MODULE 3. MOTHER NATURE AND WELLNESS

UNIT 8. HEALTHY LIFESTYLE

HEALTHY BREAKFAST

2. Put the words in the picture in two groups.

Countable nouns – apple, fried egg, cucumber, boiled egg, pancake, bran muffin, banana, tomato, oatmeal cookies, scrambled egg, bun

Uncountable nouns – carrot juice, rye bread, raisin juice, cream, brown bread, oatmeal, water, yoghurt, jam, wheat bread, blueberry juice, green tea, milk, sea buckthorn juice, cheese, watermelon,

3b. Scan the magazine article, then answer the questions.

- a. The second paragraph tells about the advantages of having breakfast.
- b. The first paragraph tells about the importance of breakfast.
- c. The fourth paragraph tells about options for a nutritious breakfast.
- d. The third paragraph tells about disadvantages of skipping breakfast.

3c. Re-read the magazine article, then choose the correct answers.

1c 2b

- 3a. Meat, fish, poultry, eggs, legumes, and nuts contain a lot of protein.
- 3b. Dairy products and leafy green vegetables are highly rich in calcium.
- 3c. Grains, pasta, and bread provide the total required amount of daily carbohydrates.
- 3d. Different fruits and vegetables are rich in vitamins.

5. Underline the odd word out.

1. a bar of chocolate 2. a carton of juice 3. a glass of watermelon 4. jam

6. Fill in the blanks with the correct word: some, any, much, many, a few or a little.

A: Have we got what we need for breakfast?

B: Let me see. Well, there are **some** eggs, but there aren't **any** green vegetables at all.

A: How **many** vegetables do you need?

B: Just **a few**. I need **some** cucumbers and tomatoes too.

A: How **much** bread is there in the fridge?

B: Not **much**, but only need **a few** slices of wheat bread.

A: Is there **any** milk left?

B: Only a little, but we don't need **some**, we can have **a little** raisin juice instead of milk.

A: I'll buy some, then.

EXERCISING

9. Work in pairs to discuss the questions.

1. What argument is she stating?
There should be more time in school spent on sports and physical exercise.
2. What is her opinion on the argument?
We should have more time on sports and physical exercise.
3. What is the main point in each paragraph?
 - a) Sports and exercise are very important in keeping children healthy.
 - b) Regular exercise would help children get into the habit of continuing some form of exercise.
 - c) Exercise and sports help you learn.
4. Find two examples of facts to support her argument.
 - a) If children do too little exercise, it can cause them to lack energy and put on weight.
 - b) Exercise pumps more blood to your brain, making it more alert. More oxygen means healthier brain cells.
5. How is she restating her argument in the final paragraph?
To conclude, one hour of sport and exercises a week is simply not enough.
6. What is the most important reason for exercising?
Exercising will make the children healthier and more effective as learners.

10b. Sentence analysis: Look back at the speech and work on the following.

1. Firstly, Secondly, Thirdly, To conclude – They are connecting paragraphs.

11. For each of the sentences below, write whether it is argument (A) or fact (F).

- d. If you feed your brain with plenty of glucose, you study well.
- e. If you do sports, your brain works efficiently.
- f. If you think positive thoughts, your brain create real value in your life.

16b. Change the sentences in exercise 16a into the first conditional. Compare those two sentences. What is the difference in meaning between them?

- a. If I don't sleep well, I'll drink a glass of hot milk.
- b. If I don't have breakfast in the morning, I'll feel tired all day.
- c. If I do a lot of exercises, I'll feel more refreshed.
- d. If you feed your brain with plenty of glucose, you'll study well.
- e. If you do sports, your brain will work efficiently.
- f. If you think positive thoughts, your brain will create real value in your life.

17. Identify whether the sentences are in the zero conditional or in the first conditional.

- 1. If you eat too much food, some of the extra will probably be stored as fat. (first conditional)
- 2. If you eat too little, you will not be able to obtain as much energy as you need. (first conditional)
- 3. If the left side of your brain is more dominant, you are said to be more logical. (zero conditional)
- 4. If the right side of your brain is more dominant, you tend to be more creative. (zero conditional)
- 5. If your diet doesn't contain all of these nutrients, your body will not be able to work properly. (first conditional)
- 6. If you don't have enough vitamins, you will get a deficiency disease. (first conditional)
- 7. If children are put on a high-protein diet, they usually begin to grow normally. (zero conditional)
- 8. If oil, dirt and sweat are left on the skin for long, they provide a breeding ground for bacteria. (zero conditional)

18. Put the verbs in brackets into the correct tenses.

- 1. If he **eats** all that, he will be ill.
- 2. If she **reads** in a bad light, she will ruin her eyes.
- 3. Ice **turns** to water, if you heat it.
- 4. Oil **floats** if you put it in water.
- 5. If you eat plenty of fruits and vegetables, you **will get** enough vitamins.

SMARTPHONE ADDICTION

21a. Listen to the radio programme and match the words to their definitions.

- 1c – doing something again and again, without thinking
- 2d – stay in contact with someone
- 3b – unable to stop doing something as a habit
- 4e – seeing someone face to face

1. If you keep **on** working hard, eventually you will succeed.
2. I can't keep **up** with all the changes in smartphone apps.
3. The sign said 'Keep **Out!**'.
4. How many of your old school friends do you keep **up** with?
5. 'Keep your hands **off** me!' means 'Do not touch me.'

MODULE 3. MOTHER NATURE AND WELLNESS
UNIT 8. HEALTHY LIFESTYLE

CHECK YOUR PROGRESS

LISTENING

1b. Listen to the radio programme, then choose the correct letter A, B, or C.

- 1b – a new phenomenon
- 2a – the most appropriate amount of time to sleep is eight hours
- 3c – teenagers are waking up in the middle of the night because of fear of missing out
- 4b – to check social media
- 5c – one in three students wake up every hour
- 6a – stress and anxiety
- 7c – He doesn't want teenagers to be victims of the new phenomenon
- 8 – answers can be optional

VOCABULARY

2a. Write three suitable adjectives for each noun, as in the example.

1. brown bread, rye bread, wheat bread
2. boiled eggs, scrambled eggs, fried eggs
3. orange juice, sweet juice, delicious juice (It can be optional)

2b. Fill in the blanks with an appropriate noun + of to indicate quantity.

- | | | | |
|---------------------|---------------------|--------------------|-----------------------|
| 1. a box of cookies | 2. a cup of coffee | 3. a jar of jam | 4. a loaf of bread |
| 5. a slice of eggs | 6. a glass of water | 7. a pinch of salt | 8. a bar of chocolate |

2c. Match the phrasal verbs with their definitions.

1. keep out – remain outside
2. keep off – stay away from, avoid
3. keep up with – move or progress at the same level
4. keep on – to continue or persist in doing something

2d. Fill in the missing word from the box below.

1. I prefer to communicate with others **in person**.
2. Sarah **compulsively** checks her smartphone when she is with her friends.
3. Let's **keep in touch** with each other through phone calls or letters.
4. According to one recent survey, most teenagers are **addicted to** their mobile phones.
5. **Isolation** can affect your mental health.
6. He might be a **phubber** who always ignores others by looking at phone.

2f. Fill the gaps with the correct particle.

1. The technology company has invited some users to collaborate, but it has been put **off** for a while.
2. Do you mind if I put some music **on**?
3. I spent so much time today putting **out** a fire with our supplier that I didn't even have a chance to read my emails.
4. I don't know how she puts **up** with him.

READING

3a. Read the following magazine article, then answer the questions.

1. What is the topic of the text?
 - a. Health and Well-being
2. What is the main purpose of the text?
 - a. to inform about the aspects of healthy lifestyle

3b. What are main ideas of each paragraph? Complete the table.

1. The first paragraph defines what health is.
2. The second paragraph tells us about aspects of well-being.
3. The third paragraph gives us more details about each aspect of well-being.
4. The fourth paragraph calls for us to stay healthy.

3c. Answer the following questions about specific information in the text.

1. **What are some aspects of well-being?**

They include how healthy diet we have, how regularly we exercise, how much time we spend doing things we enjoy, how good we feel about ourselves, how well we are getting on with our family and how much time we spend with our friends.
2. **What does physical, mental, social well-being mean?**

Physical well-being refers to being well in the body and free from injury and illness.

Mental well-being includes feeling good about yourself, being able to cope with stress and being able to control emotion.

Social well-being contains a positive sense of involvement with family, friends and others in the community.

3. What are some ways of keeping well and healthy?

We can take up a new sport, value our personal strengths and weaknesses, and focus on the good things in our life.

USE OF ENGLISH

4. Complete the sentences using 'some' or 'any'.

1. some 2. any 3. some/some 4. some 5. any 6. Some 7. any

5. Put the verbs in brackets into the correct tense.

1. eat/feel/will help 2. does / can improve 3. are/will be/gain 4. know/can improve
5. stops/will cope with 6. have/will be 7. has 8. spend/will prevent
9. go/will get 10. encourage/help/will be

6. Fill in the gaps with 'few, a few, little, a little.'

A: How do you like your tea?

B: With no sugar and just **a little** milk, please.

A: Why didn't her project succeed?

B: Unfortunately, she had **few** partners to cooperate with her on it.

A: Are you hungry?

B: Not really. I'll just have **a little** soup for lunch.

A: Are you ready to take up a new sport?

B: No. I think I need **a few** more lessons in tennis first.

MODULE 4. GATEWAY TO SUCCESS

UNIT 9. TECHNOLOGY TODAY

TECHNOLOGICAL ADVANCES

2a. Label the items with these words.

1. flash drive/ pen drive/ memory stick 2. desktop computer 3. laptop/ notebook computer
4. smart board 5. external hard drive 6. tablet 7. headphones 8. projector

9. drone 10. USB cable 11. smart phone

3. Match the words with their definitions.

1c, 2a, 3f, 4e, 5b, 6d

4. Listen to the conversation and fill in the blanks.

See the tapescript on the page 239.

5b. Sentence analysis: Find the Second Conditionals in the conversation above. How many second conditionals are there?

- (i) Now I see we could use drones in many dangerous situations if we had them.
- (ii) If I had a drone, I would film great videos of the Mongolian countryside with them.

6. Write the second conditionals.

1. It *would be* quicker if you *used* a computer.
2. If I *had* Google glass, I *would translate* it into English easily.
3. If I *were* a robot, I *could/ would work* all day.
4. If he *had* money, he *could buy* the latest smartphone.
5. They *would not do* this if they *did not have to*.
6. What *would* the world *be* like if mobile phones *did not exist*?
7. What *would* you *do* if you *had* a drone?

STAYING SAFE ONLINE

10. Read the text and answer true (T) or false (F).

1T, 2F, 3F, 4T, 5F, 6T, 7F, 8T, 9T

11b. Match a, b or c with the explanations.

1c, 2a, 3b

12. Fill in the blanks using the third conditionals.

1. If we *had had* Global Positioning System (GPS), we *would not have been lost*.
2. He *could have passed* his exam if he *had not spent* hours texting his friends and chatting.
3. If she *had not copied* all the files to her external hard drive, she *would have lost them*.
4. If you *had called* me earlier, we *could/ would have done* outdoor weekend activities together.
5. I *would have taken* good photos if I *had brought* my camera in the party.
6. If she *had not forgotten* her headphones, she *would have listened* to music on the bus.
7. I *would have surfed* the internet at the airport if my laptop *had not crashed*.

INTERNET USERS

14. Look at the pie chart about Internet users in the world. Answer the questions.

1. What region uses the internet with most percent? People in Asia use the internet with most percent.
2. What region uses the internet with least percent? Oceania/Australian people use the internet with least percent.
3. What region uses the internet with 8.2%? North America people use the internet with 8.2 percent.
4. What region is Mongolia located? Mongolia is located in Asia.

15a. Read the for-and-against essay about the Internet and do the matching about the essay organization.

1. Introduction – B. This part starts by saying what the current situation is or introducing the debate.
2. 1st paragraph – D. This part talks about advantages or reasons in favour.
3. 2nd paragraph – A. This part informs about disadvantages or reasons against.
4. Conclusion – C. This part sums up the advantages and disadvantages giving personal opinions.

15b. Read the for-and-against essay again and write the appropriate ideas into the appropriate column.

Advantages:

- Find necessary information
- Use information do research for schoolwork and homework
- Widen knowledge and improve grades
- Practice foreign languages
- Improve reading and writing skills in English.

Disadvantages:

- Excessive use of the Internet
- Addicted to online gaming
- Cannot communicate face-to-face

16b. Turn the following sentences into reported speech.

1. Researchers said (that) around 10-15 million people were suffering from Internet addiction disorder in America.
2. The author of the text said (that) advances in technology such as email, cell phones, and the Internet destroyed any idea of privacy.
3. My friend told me (that) most boys had not been patient for blogging, uploading photographs, and creating their own websites.
4. She said to me (that) she had used the Internet for paying for bills, banking and shopping.
5. Teachers said (that) video conferencing would allow people to chat in real life.

ONLINE LEARNING

19. Read the survey results about the impact of Khan Academy. Talk about Khan Academy answering the questions.

1. Where was the study conducted? The study was conducted in California, US.
2. How many years had the study been conducted? It had been conducted for 2 years.
3. How many percent of students liked math more using Khan Academy? 32 percent of students liked math more using Khan Academy.
4. Were students able to learn new things about math without the help of teachers?
Yes, they were.
5. What did roughly 85% of teachers report about the impact of Khan Academy on students? 85 percent of teachers said they believed Khan Academy had made a positive impact on students' learning and understanding of the material.

20a. Listen to the conversation about Khan Academy. Choose the subjects mentioned in the conversation.

- Math that includes early Math, Algebra 1 and 2, Calculus, Geometry
- Science subjects such as Physics, Chemistry, Biology etc.

20b. Listen again and complete the short summary about Khan Academy Kids. Write *ONLY ONE WORD*.

KHAN ACADEMY KIDS

- An **education** programme for children
- Available in AppStore and **Amazon** AppStore
- 100% **free** course
- Activities, books, **videos** and lessons are offered
- Math and reading are combined with drawing and **storytelling**

21b. Write the correct verb tenses.

1. will – would
2. present simple - past simple
3. can – could
4. present continuous - past continuous
5. may – might
6. present perfect - past perfect
7. shall – should
8. past simple - past simple or past perfect
9. must – must
10. past continuous - past continuous or past perfect continuous

21c. Turn the following sentences into reported questions. Pay attention to changes of verb tenses and pronouns. Look at page 199 to see the changes of time expressions.

1. My teacher asked us if/ whether computers had changed our lives.
2. She asked her friend if she/he told her why her keyboard froze when she tried to install XP Pro?
3. The assistant asked me what I thought was the best way to get technical support: by instant message, by e-mail, by phone, or by person.
4. He asked the flight attendant if there was a place to plug his laptop in.
5. John asked his teacher if he would recover lost files.
6. She asked her brother if he got rid of a virus and ran anti-virus software.

7. I asked them whether it was true that Raghav, one of smart teenagers, had developed 10 apps that had had 100, 000 downloads.
8. Parents asked the team if children’s book authors worked with Khan Academy Kids to create learning apps.

22. Work with your partner. Read the conversation about a computer problem. Report the questions.

1. Tamir asked Amy what she was doing there at that hour.
2. Tamir asked Amy if he could help her.
3. He asked her whether she used the right password.
4. Amy asked Tamir if he meant shutting down and restarting.

**MODULE 4. GATEWAY TO SUCCESS
UNIT 9. TECHNOLOGY TODAY**

CHECK YOUR PROGRESS

LISTENING

1a. Listen to a presentation made by Tulgaa who studies at 12th grade. Choose the correct answers.

The conversation is mainly about a. How the TEDxTeen competition is held.

1b. Listen again and answer the questions.

1. What is TEDxTeen? TEDxTeen is an event in which teenagers gather to make a presentation about any issues and ideas.
2. What is TEDxTeen’s website address? It’s website is www.tedxteen.com.
3. What is the name of the mobile app Natalie Hampton created? “Sit With Us” mobile app
4. What does the mobile app do? The “Sit With Us” mobile app serves as a free lunch planning tool for middle and highschool kids so that no one has to eat lunch alone. Kids can use the app’s features to coordinate lunches with their friends. Moreover, they can also volunteer to be Sit With Us Ambassadors for their schools and post open lunch events on campus so that anyone looking for a table to join can find one.
5. What conferences did Natalie Hampton give a speech? Natalie has spoken at conferences such as “Girls Can Do” in Washington D.C.
6. What school and festival did she become an invited speaker? She was an invited speaker at the Harvard Graduate School of Education.

1c. Listen again and choose four correct answers.

1. What does Natalie Hampton do?
 - a. High school junior
 - c. Anti-bullying activist
 - d. App developer
 - f. CEO of a non-profit organisation “Sit With Us”

VOCABULARY

2. Match the words to their definitions.

1j 2f 3i 4h 5d 6c 7a 8g 9b 10e

- 1.j surf the net - visit a lot of different websites on the Internet for information that interests you.
2.f join an online group - become a member of an Internet group to meet friends and share information about your hobbies and interests.
3.i post - add your comments to an online discussion on a message board, a blog or a social networking site.
4.h cyber bullying - online bullying.
5.d reboot - shut down and restart.
6.c headquartered - have its main office in that place.
7.a touch-sensitive - to be sensitive human touch.
8.g supplementary - additional.
9.b expect - to think that something will happen.
10.e social media - platforms such as Facebook and Twitter that allow people to interact on the Web.

USE OF ENGLISH

4a. Choose the correct verb forms.

1. If people used drones in mining, they *would / could improve* the safety of the underground mine.
2. What *would you do* if you had those gadgets.
3. You *would / could* pass the exam if you had those gadgets?
4. If we *did not (didn't) have* smart board, we *could not wake up* students with smart technology.
5. She *could have read* e-books if she *had not broken* her tablet.

4b. Turn the following sentences into reported speech or reported questions.

1. Claire asked us what region used the Internet with most percent?
2. The researcher said that there was no doubt that many young people were spending more time online.
3. Students told me that they communicated in English through social networking such as Facebook, Twitter, Instagram etc.
4. 45% of students said that they had been able to learn new things about math on their own.
5. The researcher asked the teachers if Khan Academy made a positive on students' learning.
6. My classmate asked me if YouTube LLC was an American video-sharing website.
7. The parents asked the teachers what subjects Khan Academy kids combined with creative activities.
8. The Engineers told us that they hoped that people would use drones for many other purposes in the future.
9. The social worker said to us if we were bullied, we could call a child helpline on 108.
10. Children asked their teacher in what situation they would not become victims of cyber bullies.

**MODULE 4 GATE WAY TO SUCCESS
UNIT 10 SPORTS AND ENTERTAINMENT**

SPORTS EVENTS

1 . Circle the correct answer below, after listening to. Listen again to check your answers.

1. b 2. a 3. b 4.a 5. b

2a. Read the text and match the sentences (A-B) to the gaps (1-2).

1. b 2. a

2c. Read the text again and choose the correct answers.

1. b 2. d

3c. Find the mistakes below and correct them.

1. more 2. carefully 3. jumping 4. showed 5. athletes

5 . Read and complete the sentences with “take” idioms.

1. takes place 2. takes part 3. take place 4. takes part

CELEBRITIES

7a. Listen to the biography of a LeBron James and complete the table below. Write one to three words in the blanks, including the new vocabulary in the glossary.

1. Ohio 2. professional 3. King James 4. gave birth to 5. taught 6. joined
7. 2010 8. Vice President 9. consider 10. modest 11. Olympic
12. the most powerful athlete 13. proclaimed 14. scholarships 15. support

7b. Listen to the biography again and choose the correct answers.

1. c 2. c

8c. Read and complete the sentences using the expressions in the table. Two answers are possible on some sentences.

1. as loudly as possible 2. as soon as possible 3. as much as possible 4. as quickly as possible
5. as patiently as possible 6. as fast as possible 7. as easily as possible 8. as softly as possible

DOCUMENTARY

15. Choose the correct adjectives with –ed or –ing.

1. depressing 2. amused 3. fascinating/ amazed 4. interested/boring
5. exciting 6. shocking

16. Read the poem and fill the gaps below with the right form of each word.

1. amazing/amusing 2.. impressing/charming 3. surprised/satisfied

17. Match the movie genres with their definitions.

1d 2e 3c 4a 5b

18. Look at the photos advertising for films, then answer the questions.

- | | |
|---|--|
| 1. Interstellar – Drama/Mystery | 2. Dunkirk – Drama/Thriller |
| 3. Inception – Science fiction/Thriller | 4. The Dark Knight Rises – Drama/Thriller |
| 5. Memento – Drama/Crime | 6. The Prestige – Science fiction/Thriller |

FAMOUS FILM DIRECTOR

20. Listen to the interview with Christopher Nolan. Complete the sentences with the correct option (a, b, or c)

1b 2c 3b 4c 5a 6b 7c 8b 9c

22. Read the facts about Christopher Nolan and his films, then find and rewrite sentences which contain the adjectives below, by using these adjectives:

1. His production company has fewer employees than the other companies I know.
2. He is the most unusual person I have ever met.
3. Many people were involved in Dunkirk.
4. His brother Jonathan Nolan is as talented as him.
5. Christopher Nolen is one of the richest film directors in the world.

23. Complete the sentences using the + comparative, as in the example.

1. **The newer** a film is, **the more captivating** it is for an audience.
2. **The darker** it grew, **the more scared** I became.
3. **The more** masterpieces you watch, **the more** great ideas you will get.
4. **The higher** her mother pushes the swing, **the more** the little girl laughs.

24. Complete the sentences, using one of the adjectives from the box and comparative + and + comparative.

1. As they are in the forest, it gets **darker and darker**.
2. Over the years, the boy grew **taller and taller**.
3. While the family was living in the house, they got **worse and worse**, so they decided to go back.
4. When winter comes, it gets **colder and colder**.
5. He runs as fast as he can, but it gets **more and more difficult** to walk.

6. For his living, he works **harder and harder**.

**MODULE 4 GATE WAY TO SUCCESS
UNIT 10 SPORTS AND ENTERTAINMENT**

CHECK YOUR PROGRESS

LISTENING

1a. Listen to a TV program “Sports Fans” and complete the table below.

- | | | | | |
|------------------|-----------------|------------|-----------------|----------------|
| 1. international | 2. people | 3. support | 4. weightlifter | 5. take part |
| 6. achievement | 7. intellectual | 8. support | 9. received | 10. continuous |

1c. Listen again and choose the correct answer.

1. d 2. b

VOCABULARY

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

- a. adjective b. verb c. adjective d. noun e. verb f. verb

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

2. b 2. c 3. a 4. d

3. Match the movie genres with their definitions.

3. 1c 2d 3e 4a 5b 6g 7i 8f 9h

READING

4a. Skim the text and choose a title.

- b. Film therapy

4b. Without looking at the passage again, answer the following general questions. Compare your answers with your partner’s.

1. What is film therapy?
Film has a healing power. It is called film therapy.
2. How many benefits of film therapy are there?
There are many benefits in it.
3. What are they?

Movies help our mental health, drive our motivation, encourage our creativity, as well as, improve our personal relationships and strength. They can be used as an educational tool in our self-development.

USE OF ENGLISH

5. Read and complete the sentences below, using the expressions in the table.

- | | | | |
|-----------------------------|--------------------------------|------------------------|------------------------|
| 1. more cleanly | 2. as hard as she could | 3. more clearly | 4. as much as they can |
| 5. more skillfully | 6. more quickly and skillfully | 7. as fast as possible | 8. more easily |
| 9. as patiently as possible | 10. as loudly as possible | | |

6. Circle an adjective to complete the sentences.

- | | | | | |
|---------------|--------------|-----------------|---------------|---------------|
| 1. relaxed | 2. depressed | 3. soothing | 4. surprising | 5. stimulated |
| 6. comforting | 7. pleased | 8. entertaining | | |