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# АНГЛИЙСКИЙ ЯЗЫК

Учебник для 5 класса  
общеобразовательных школ  
с русским языком обучения

*Рекомендовано Министерством образования и науки  
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Учебник «Английский язык» является основным компонентом учебно-методического комплекса, подготовленного для учащихся 5 класса общеобразовательных школ с русским языком обучения Кыргызской Республики. Учебник создан на основе Предметного стандарта по иностранному языку, принятого Министерством образования и науки Кыргызской Республики, и Программы по английскому языку для общеобразовательной школы (3–9 классы), подготовленной Кыргызской академией образования.

Учебник разработан для учащихся элементарного уровня третьего года обучения английскому языку и нацелен на развитие навыков использования английского языка как средства межкультурного общения, поэтому в нём охватываются все четыре вида речевой деятельности (аудирование, говорение, чтение и письмо). Особое внимание на данном этапе уделяется обучению различным видам чтения, таким как ознакомительное чтение с пониманием основного содержания текста и поисковое чтение, направленное на понимание специфических деталей текста.

## УСЛОВНЫЕ ОБОЗНАЧЕНИЯ



– Домашнее задание



– Говорение



– Чтение



– Слушание



– Письменное задание

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# UNIT 1

## 1A: HELLO! Lesson 1

-  1. a) Look at the picture. How old do you think the girl is? How old is the boy?



-  b) Listen or read. Check your ideas.

**Girl:** Hi, I'm Aigul. What's your name?

**Boy:** David. Nice to meet you.

**Girl:** Nice to meet you too.

**Boy:** How do you spell your name?

**Girl:** A-I-G-U-L. How old are you David?

**Boy:** I'm 11 years old. What about you?

**Girl:** I'm also 11.


### 2. a) Match 1–4 with a–d.

- |            |                            |
|------------|----------------------------|
| 1) What's  | a) do you spell your name? |
| 2) How     | b) your name?              |
| 3) How old | c) to meet you.            |
| 4) Nice    | d) are you?                |

b) Repeat the sentences in exercise 2a.

c) Match questions with the answers.

- |                                |                      |
|--------------------------------|----------------------|
| 1) What's your name?           | a) T-I-M-U-R.        |
| 2) How do you spell your name? | b) I'm 11 years old. |
| 3) How old are you?            | c) My name's Timur.  |

 3. Work in pairs. Prepare a dialogue following a chart below. Act out your dialogue to the class.

A		B
1) Say your name. Ask what B's name is.	→	2) Say your name. Say it's nice to meet A.
3) Say it's nice to meet B.	←	4) Ask how to spell A's name.
5) Spell your name. Ask how old B is	→	6) Say how old you are. Ask how old A is.
7) Say your age.	←	

 4. Pronunciation: vowel sounds, the alphabet

a) How do you pronounce the letters of the alphabet below? Use the vowel sounds to help you.

[ei]	A	H	___	K				
[i:]	B	C	D	E	___	P	T	V
[e]	F	L	M	N	S	___	Z	
[ai]	I	___						
[əu]	___							
[ju:]	Q	U	___					
[ɑ:]	___							

b) Complete the alphabet chart with these letters.

W	G	Y	R	J	X	O
---	---	---	---	---	---	---

c) In pairs, practice saying these abbreviations.

PC

OK

MP3

DVD

MTV

KG

USA

UK

**BMW**

CD

FBI


# 1B: WHAT ENGLISH DO YOU REMEMBER? Lessons 2–3

## 1. Numbers: 0–100

 a) Match the words with the numbers. Write them in your notebooks.

Example: *one* – 1

one	six	4	12	9	18	3	eleven	sixteen
two	seven	20	16	5	11	13	twelve	seventeen
three	eight	1	19	14	7	15	thirteen	eighteen
four	nine	8	17	2	10	6	fourteen	nineteen
five	ten						fifteen	twenty

 b) Work in pairs. Dictate numbers to your partner. Your partner will write them. Then switch. Your partner will dictate numbers to you. You will write.



Student A

16... 20... 15...



Student B

 c) In your notebooks, write the numbers in words.

10 – ten      40 – \_\_\_\_\_      70 – \_\_\_\_\_      100 – \_\_\_\_\_  
 20 – \_\_\_\_\_      50 – \_\_\_\_\_      80 – \_\_\_\_\_  
 30 – \_\_\_\_\_      60 – \_\_\_\_\_      90 – \_\_\_\_\_

 d) Work in pairs. Say any number 0–100. Your partner will say the number that goes before it.



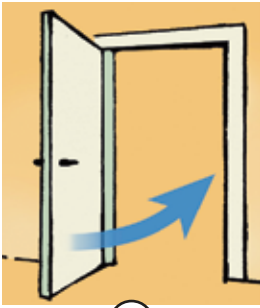
Twenty-three

Twenty-two



## 2. Classroom language

 a) Match the phrases with the pictures.



①



②



③



④



⑤



⑥



⑦



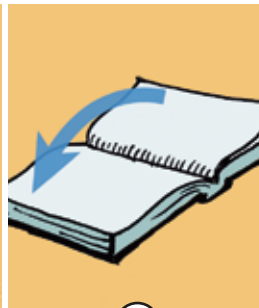
⑧



⑨



⑩



⑪



⑫

Turn off your mobile phones

Open your books

Can you help me, please?

Write down.

Look at the board, please.

Stand up!

Go to the blackboard.

10

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sit down!

May I come in, please?

Close the door.

I'm sorry, I'm late.

How do you spell it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



b) Listen, check and repeat the phrases.



c) Work in pairs. Cover the phrases. Look at the pictures. Test each other.



What's number ten?

Turn off your mobile phone.



3. a) Match the phrases.

Example: 1 - c

A

B

1) How do you say  in English?

2) How do you spell it?

3) Could you repeat that please?

4) How do you pronounce it?

5) What does awful mean?

6) Can I have a pen please?

7) Which page is it?

8) Sorry, I'm late.

9) Bye.

10) Have a nice weekend.

a) Very bad.

b) 26.

c) A dog.

d) See you. Bye.

e) Sure. A dog.

f) That's. Ok. Sit down.

g) [dɒg]

h) You too.

i) D-O-G

j) Here you are.



b) Cover column B. Remember the answers. Then cover column A. Remember the phrases.



## 1C: FAVOURITES. Lesson 4–5

 1. Look at the picture. How old is the boy? Where do you think he is from?

 Listen or read. Check your ideas.

Interviewer = I; David = D

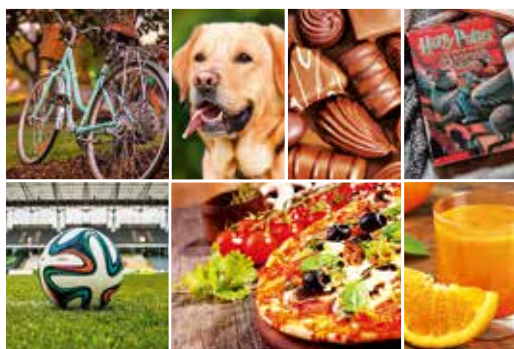
- I: Hello, David. Can I ask you some questions?  
 D: Yes, sure.  
 I: How old are you?  
 D: I'm 11 and I'm a schoolboy.  
 I: Where are you from, David?  
 D: I'm from London, the capital of Great Britain.  
 I: Is this your first trip abroad?  
 D: Yes. I'm an exchange student... And... I'm really happy!  
 I: What's your favourite sport?  
 D: I like...



 2. a) Complete the table about David's favourite things. Use the words in the box.

film	actor	animal	food
sport	writer	drink	singer

- a) sport: football, cycling  
 b) \_\_\_\_\_: *Shrek, Kung Fu Panda*  
 c) \_\_\_\_\_: orange juice  
 d) \_\_\_\_\_: pizza and chocolate  
 e) \_\_\_\_\_: J. K. Rowling  
 f) \_\_\_\_\_: dogs  
 g) \_\_\_\_\_: Tom Cruise  
 h) \_\_\_\_\_: 50 Cent




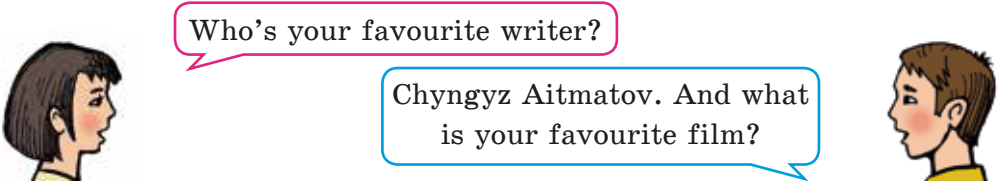
 b) Compare with a partner. Listen and check.

 3. a) Complete the table with the words from the box.

horses	football	Beyonce	Jackie Chan				
pasta	tea	<i>Star Wars</i>	Brad Pitt				
Timati	Chyngyz Aitmatov	cats	<i>Twilight</i>				
yoghurt	skiing	Jack London	Coke				
Film	Drink	Actor	Writer	Sport	Singer	Food	Animal
							<i>horses</i>

b) Add your favourite things to the table above.

 4. Work in pairs. Ask your partner about his or her favourite things. Use *Who...* to ask about people and *What...* to ask about things.



**Subject pronouns**



*I am Kate.*

I	→	my
you	→	your
he	→	his
she	→	her
it	→	its
we	→	our
they	→	their

**Possessive adjectives**



*My name's Kate.*



5. Complete the sentences with *my, your, his, her, our, and their*.

Example: *I'm English. My family is from England.*

- a) I'm a schoolboy. \_\_\_\_\_ favourite subjects are Maths and English.
- b) You're in class 5B. This is \_\_\_\_\_ classroom.
- c) He's a doctor. \_\_\_\_\_ name's Dan.
- d) She's your friend. What's \_\_\_\_\_ name?
- e) We study at an international school. \_\_\_\_\_ students are from different countries.
- f) They're new students. \_\_\_\_\_ names are Akyl and Bakyt.



6. Complete the text with *my, your, his, her, our, and their*.

(1) My name is Ben. (2) \_\_\_\_\_ mother is Sue and (3) \_\_\_\_\_ father is Tom. We're American, but (4) \_\_\_\_\_ family is from Mexico and (5) surname is Lopez. I've got a sister. (5) \_\_\_\_\_ name is Julie. Julie is married and she has got two children. (6) \_\_\_\_\_ names are Richard and Stephen. (7) \_\_\_\_\_ husband is very good. (8) \_\_\_\_\_ job is very interesting. He's a pilot. What about you? Can you tell me about (9) \_\_\_\_\_ family?

## 1D: WELCOME TO OUR SCHOOL. Lessons 6–7

1. Look at the picture. Who are the people? Where are they?



2. a) Read the conversation. Which is David's bag?

**Student:** Hi, I'm Aibek! What's your name?

**David:** I'm David. Nice to meet you.

**Student:** Nice to meet you too. Welcome to our school! What's in your bag?

**David:** Oh, a diary, a camera, an umbrella, a mobile phone...

**Student:** And what's this?

**David:** Oh, it's a robot... My toy.

**Student:** I see... And what are these?


**David:** They're sweets. Would you like some?



Bag 1




Bag 2

 b) Look at the pictures in exercise 2a. In your notebook, write the names of the things in the picture. Repeat the words after the teacher.

Example: 1 – a bag


 c) Work in pairs. Read the conversation aloud.

 3. Work in pairs. Make up a dialogue as in exercise 2a. Use pictures to help you.

Student: What's in your  ?

David:  ,  ,  , and  .

Student: And what's this?

David: It's a  .

Student: I see... and what are these?

David: They're  .



4. a) Copy the table into your notebook. Complete the table.

	Singular	Plural		Singular	Plural
	<i>a bag</i>	<i>bags</i>			
					
					
					
					



b) Compare your table with your partner's table. Listen, check and repeat.



Look at the words.

an orange  
a bag

a sweet  
a camera

an umbrella  
a key

When do we use **a**?      When do we use **an**?  
What are the letters **a**, **e**, **o**, **i**, and **u**?



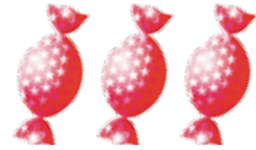
### Singular nouns

### Plural nouns



What's **this**?

It's **a** sweet



What are **these**?

**They're** sweets.



What's **this**?

It's **an** orange.



What are **these**?

**They're** oranges.

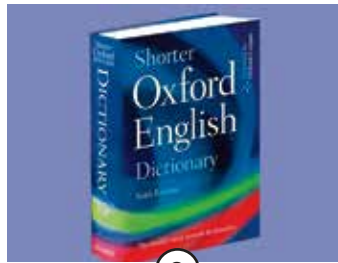


5. a) Look at the pictures. Write questions and answers with *this/it* and *these/they*.

Example: 1. *What's this? It's a football.*



1



2



3



4



5



6



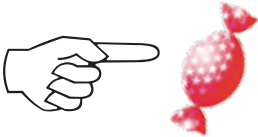
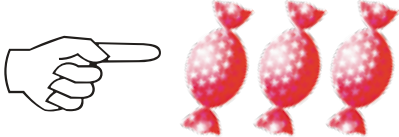


b) Work in pairs. Look at the pictures. Practice questions and answers.



What's this?

It's a football.



! This/that	These/those
 What's <b>this</b> ? It's <b>a</b> sweet	 What are <b>these</b> ? <b>They're</b> sweets.
 What's <b>that</b> ? It's <b>an</b> orange.	 What are <b>those</b> ? They're oranges.

 **6. Choose the correct word.**

- Is *this/these* your book?
- Are that/those people from the USA?
- Who's that/those? – My teacher!
- What are that/those? – I don't know!
- Who are that/those children over there?
- Is that/those restaurant expensive? – Yes, it is!

 **7. Listen. Then read.**

**Is it this or that?**



I wonder what this is?  
 I wonder what's that?  
 Is it a kitten?  
 Or is it a cat?  
 Is it a mitten?  
 Or is it a hat?  
 I wonder,  
 I wonder,  
 What's this?  
 And what's that?

*Helen H. Moore*



a bag	a diary	an umbrella	a mobile phone
a robot	a camera	sweets	a magazine
an orange	tissues	keys	



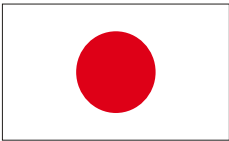
# UNIT 2

## 2A: COUNTRIES AND NATIONALITIES. Lessons 8–9

 1. a) Look at the pictures. Match the countries to the pictures.

Example: 1) *Japan*

Great Britain	Spain	Germany	Japan	India
Kyrgyzstan	France	Italy	Turkey	China
the United States (the USA)		Russia		



①

Misaki



②

Aktan and Akylai



③

Guang



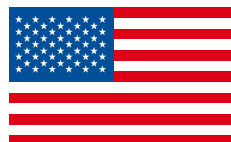
④

Elliot



⑤

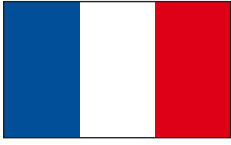
Kristina and Andrei



⑥

Austin





7

Alicia



8

Antonio



9

Dedrick



10

Erol and Zeynep



11

Aisha



12

Elena



b) Listen and check.

c) Listen again and underline the stressed syllable. Listen and repeat.

Example: *Japan*


d) Work in pairs. Point to the pictures in exercise 1 and ask your classmate.



What's number 1?

It's Japan.




-  2. a) In your notebooks, complete the sentences with the names of the countries.

Example: 1) *Misaki is from Japan.*

- 1) Misaki is from \_\_\_\_\_.
- 2) Aktan and Akylai are from \_\_\_\_\_.
- 3) Guang is from \_\_\_\_\_.
- 4) Elliot is from \_\_\_\_\_.
- 5) Kristina and Andrei are from \_\_\_\_\_.
- 6) Austin is from \_\_\_\_\_.
- 7) Alicia is from \_\_\_\_\_.
- 8) Antonio is from \_\_\_\_\_.
- 9) Dedrick is from \_\_\_\_\_.
- 10) Erol and Zeynep are from \_\_\_\_\_.
- 11) Aisha is from \_\_\_\_\_.
- 12) Elena is from \_\_\_\_\_.

-  b) Listen, check and repeat.

-  c) Work in pairs. Point to the pictures. Ask and answer questions.

Where's Misaki from?

She's from Japan.

Where're Erol and Zeynep from?

They're from Turkey.



-  3. a) Match the countries with the nationalities.

Example: *Spain – Spanish*

- |            |            |
|------------|------------|
| 1) Spain   | a) Kyrgyz  |
| 2) Germany | b) Indian  |
| 3) Japan   | c) French  |
| 4) India   | d) Turkish |
| 5) Russia  | e) British |

- |                                 |             |
|---------------------------------|-------------|
| 6) Kyrgyzstan                   | f) Spanish  |
| 7) France                       | g) Italian  |
| 8) Italy                        | h) Chinese  |
| 9) Turkey                       | i) American |
| 10) China                       | j) Russian  |
| 11) Great Britain               | k) German   |
| 12) the United States (the USA) | l) Japanese |

 b) Listen and check.

 c) Listen again and underline the stressed syllable in nationalities.

Example: Kyrgyz

  d) Listen again, check and repeat.

### Punctuation



Use capital letters for:

names of countries: *Kyrgyzstan, Japan*

adjectives relating to nationality: *Kyrgyz, Japanese*

 e) Work in pairs. Say a country. Your partner says the nationality.



Italy



Italian

 4. Complete the sentences with nationalities.

- |   |  |
|---|--|
| <p>1) Misaki is from Japan.</p> <p>2) Aktan and Akylai are from Kyrgyzstan.</p> <p>3) Guang is from China.</p> <p>4) Elliot is from Great Britain.</p> <p>5) Kristina and Andrei are from Russia.</p> <p>6) Austin is from the USA.</p> <p>7) Alicia is from France.</p> <p>8) Antonio is from Italy.</p> | <p>She's <u>Japanese</u>.</p> <p>They're _____.</p> <p>She's _____.</p> <p>He's _____.</p> <p>They're _____.</p> <p>He's _____.</p> <p>She's _____.</p> <p>He's _____.</p> |
|---|--|

- 9) Dedrick is from Germany.  
 10) Erol and Zeynep are from Turkey.  
 11) Aisha is from India.  
 12) Elena is from Spain.

He's \_\_\_\_\_.  
 They're \_\_\_\_\_.  
 She's \_\_\_\_\_.  
 She's \_\_\_\_\_.



5. Complete the sentences with the names of countries. Write two more sentences.

- a) Mariana is Spanish. She lives in Madrid. Madrid is the capital city of Spain.  
 b) Mehmet is Turkish. He lives in Ankara. Ankara is the capital city of \_\_\_\_\_.  
 c) Alisha is Indian. She lives in New Delhi. New Delhi is the capital city of \_\_\_\_\_.  
 d) Lucas is German. He lives in Berlin. Berlin is the capital city of \_\_\_\_\_.  
 e) Pierre is French. He lives in Paris. Paris is the capital city of \_\_\_\_\_.  
 f) Beatrice is Italian. She lives in Rome. Rome is the capital of \_\_\_\_\_.  
 g) Jane is British. She lives in London. London is the capital of \_\_\_\_\_.  
 h) \_\_\_\_\_.  
 i) \_\_\_\_\_.



6. Complete the table with the short forms of the verb *be*.

Positive (+)	Negative (-)
I <b>am</b> /I'm	I <b>am not</b> /I _____
you <b>are</b> /you _____	you <b>are not</b> /you _____
he <b>is</b> /he _____	he <b>is not</b> /he _____
she <b>is</b> /she _____	she <b>is not</b> /she _____
it <b>is</b> /it _____	it <b>is not</b> /it _____
we <b>are</b> /we _____	we <b>are not</b> /we _____
you <b>are</b> /you _____	you <b>are not</b> /you _____
they <b>are</b> /they _____	they <b>are not</b> /they _____



7. Complete with a country or a nationality and the correct form of the verb *be*.

- a) Tanya is from Russia. She's Russian.  
 b) They'\_\_\_ Indian. They'\_\_\_ from \_\_\_\_\_.  
 c) Toyota cars \_\_\_ from Japan. They'\_\_\_\_\_.

d) Kemel \_\_\_\_ Turkish. He' \_\_\_\_ from \_\_\_\_\_.

e) Pizza \_\_\_\_ Italian. It' \_\_\_\_ from \_\_\_\_\_.

f) Beyonce \_\_\_\_ American. She' \_\_\_\_ from \_\_\_\_\_.



Countries		Nationalities	
Spain	Germany	Spanish	German
India	Russia	Indian	Russian
China	Italy	Italian	Kyrgyz
Kyrgyzstan	Great Britain	American	Chinese
Japan	Turkey	Japanese	French
France		Turkish	British
the United States (USA)			


## 2B: IS AIGUL FROM KYRGYZSTAN? Lessons 10–12

### 1. Match the questions to the answers.

Example: 1) *Is Misaki from India?* – d) *No, she isn't.*

- |   |                     |
|---|---------------------|
| 1) Is Misaki from India?                | a) Yes, he is.      |
| 2) Are Aktan and Akylai from Turkey?    | b) Yes, they are.   |
| 3) Is Antonio from Italy?               | c) No, they aren't. |
| 4) Are Kristina and Andrei from Russia? | d) No, she isn't.   |

### 2. Complete the table with the correct form of the verb *be*.

Questions	Short answers
 <u>Am</u> I a student?	Yes, I <u>am</u> ./No, I'm <u>not</u> .
_____ he/she a doctor?	Yes, he/she _____./No, he/she _____.
_____ it a book?	Yes, it _____./No, it _____.
_____ you/we/they from Kyrgyzstan?	Yes, you/we/they _____. No, you/we/they _____.

### 3. a) Make sentences.

Example: a) *Larisa is from Russia. She's Russian.*

- Larisa/Russia
- Paul and Anna/France
- Martin/Spain
- His camera/Japan
- His parents/China
- My teacher/India

### b) Complete the questions and answers. Use information from exercise 3a.

Example: a) *Is Larisa German?*  
*No, she isn't. She's Russian.*

- (1) \_\_\_\_\_ Larisa German?  
No, she (2) \_\_\_\_\_. She's (3) \_\_\_\_\_.
- (4) \_\_\_\_\_ Paul and Anna from Turkey?  
No, they (5) \_\_\_\_\_. They (6) \_\_\_\_\_ from France.

- c) (7) \_\_\_\_\_ Martin (8) \_\_\_\_\_ Spain?  
Yes, he (9) \_\_\_\_\_.
- d) (10) \_\_\_\_\_ his camera American?  
(11) \_\_\_\_\_, it (12) \_\_\_\_\_. It's Japanese.
- e) (13) \_\_\_\_\_ his parents Kyrgyz?  
No, they (14) \_\_\_\_\_. They (15) \_\_\_\_\_ from China.
- f) (16) \_\_\_\_\_ your teacher from Great Britain?  
No, he (17) \_\_\_\_\_. He (18) \_\_\_\_\_ from India.



#### 4. Make questions and short answers.

Example: – *Is he Turkish?*

(+) – *Yes, he is.*

- |                               |     |
|-------------------------------|-----|
| a) he/Turkish?                | (+) |
| b) Fabio and Angela/Japanese? | (–) |
| c) they/from Spain?           | (+) |
| d) Anara/Italian?             | (–) |
| e) you/from Kyrgyzstan?       | (+) |
| f) you/Chinese?               | (–) |
| g) it/a German car?           | (–) |
| h) they/in Japan now?         | (+) |



#### 5. Work in pairs. Ask and answer the questions. Follow the model.

Is David Beckham Chinese?

No, he isn't. He's English

Are pizza and spaghetti from Italy?

Yes, they are.



- kumyz – Japanese?  
sari – French?  
Giorgio Armani – Italy?  
kimono – Germany?  
Angelina Jolie and Brad Pitt – American?  
Leonardo DiCaprio and Will Smith – Spain?



7. Work in pairs. Ask and answer about the people and things in the pictures.





Where's it from? Where's he/she from? Where are they from?

It/he/she's from Japan.  
They're from...

I don't know.



8. a) Listen and repeat the sounds.

[æ]

[i]

[i:]

[ɜ:]



b) Listen to the groups of words. Choose the word with a different vowel sound.

[æ]	Japan	apple	camera	Spain
[i]	English	Russia	Italy	India
[i:]	teacher	Chinese	book	Japanese
[ɜ:]	France	German	bird	Turkey



c) Read the words aloud.

## 2C: MY FAVOURITE CARTOON. Lessons 13–15

1. Do you like cartoons? What's your favourite cartoon? Why?

2. a) Read the dialogue and answer the questions:

Who's Sid?

Who's Diego?

Who's Ellie?

**Aigul = A; David = D**

**A:** David, what's your favourite cartoon?

**D:** I really like Ice Age.

**A:** What is it about?

**D:** There are several parts in the film. In part one, we meet Manny, a mammoth, and Sid, Manny's friend. They help a woman's baby to find his father. We meet one more animal, Diego. He's a tiger. At the end of the cartoon, he becomes Manny and Sid's friend.

**A:** Oh, that sounds very interesting! Which part is your favourite?

**D:** I like part two. I like the two possums, Crash and Eddie. They're very funny. In this part, Manny meets Ellie, a mammoth who thinks that she is the possums' sister. And there is one more funny animal, Buck. Buck is dinosaurs' enemy. He...

**A:** Don't say any more! I want to see the cartoon myself!

b) Do you know other characters from the Ice Age cartoon? What character is your favourite? Why?



### Possessive case 's

#### Singular

##### Person + thing



This is a boy  
and his ball.

*This is the boy's  
ball.*

##### Person + person





This is a girl  
and her mother.

*This is the girl's  
mother.*

## Possessive case 's



Plural regular	Plural irregular
 <p>They're boys and their dog.</p> <p><i>This is the boys' dog.</i></p>	 <p>They're women and their bags.</p> <p><i>They're women's bags.</i></p>


 3. Look at the picture. Read the sentences. Are they True or False?

Example: a) *It's Winnie-the-Pooh's jar.*      *False*

*It's Eeyore's jar.*

- a) It's Winnie-the-Pooh's jar.
- b) They're Winnie-the-Pooh's balloons.
- c) It's Piglet's umbrella.
- d) It's Eeyore's hat.
- e) It's Owl's umbrella.
- d) They're Rabbit's glasses.



 4. Look at the pictures. Who are they? Make sentences. Follow the model.

Example: a) *Winnie-the-Pooh is Piglet's friend.*



a) Winnie-the-Pooh – Piglet – friend



b) Shrek – Donkey – friend



c) Shrek – Fiona – husband



d) Dasha – Masha – cousin



e) The Boss Baby – Tim – Ted – father



f) Little Red Riding Hood – grandmother

 5. Add 's or '.

Example: a) *cat – cat's*

b) *the cats – the cats'*

- |                   |                      |                  |
|-------------------|----------------------|------------------|
| a) cat            | g) your grandparents | m) my friends    |
| b) the cats       | h) the penguins      | n) our neighbour |
| c) the neighbours | i) the dog           | o) her parents   |
| d) men            | j) women             |                  |
| e) the girls      | k) Aigul             |                  |
| f) my sisters     | l) the children      |                  |



**b) Finish the sentences.**

Example: *The cat's (cat) fur is brown.*

- a) The \_\_\_\_\_ (cat) fur is brown.
- b) \_\_\_\_\_ (Aigul) favourite food is plov.
- c) Aigul is going to a \_\_\_\_\_ (children) party.
- d) \_\_\_\_\_ (Aigul) dog is funny.
- e) Her \_\_\_\_\_ (mother) name is Nazgul.
- f) Aigul's \_\_\_\_\_ (neighbours) house is big.
- g) Is that her \_\_\_\_\_ (parents) car?
- h) Is Aigul wearing \_\_\_\_\_ (women) shoes?
- i) Aigul's \_\_\_\_\_ (sister) hair is black.



**6. Play this game. Give the teacher something you own. For example, a pencil, a watch, a jumper. Don't let the class see what you're giving. Now take turns to guess who owns each thing.**

Example: *Student 1: Is it Ainura's pencil case?*

*Teacher: No it isn't.*

*Student 2: Is it Aibek's pencil case?*

*Teacher: Yes, it is.*

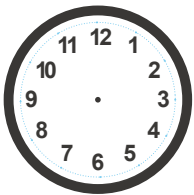
## 2D: CAN YOU TELL ME THE TIME, PLEASE?

### Lesson 16

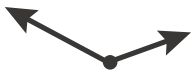
 1. a) Work in pairs. Can you answer the questions?

- a) How many hands does a clock have?
- b) What are the names of clock hands?
- c) What does a big hand show?
- d) What does a small hand show?
- e) What does a second hand show?

 b) Listen and read. Check your answers for 1a.



A clock has got a face



and two hands. A **big hand** and a **small hand**.



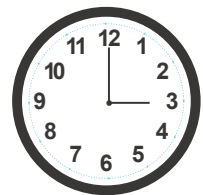
A big hand points to the **minutes**.  
A small hand points to the **hours**.



Sometimes clocks have got three hands –  
a big hand, a small hand and a **second hand**.

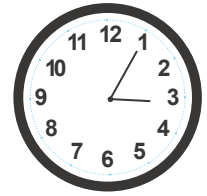
 2. Look at the clocks. Complete the gaps. Say the times.

① It's three o'clock.



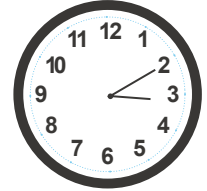
② The big hand goes to one. What's the time now?

It's five **past** three.



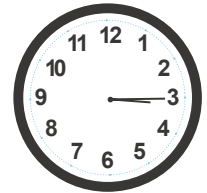
③ The big hand moves again, this time to two. What's the time now?

It's \_\_\_\_\_ **past** three.



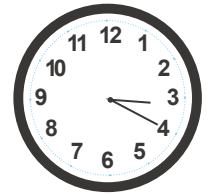
④ The big hand points to three. What's the time on this clock?

It's **quarter past** three.



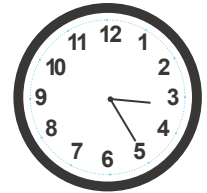
⑤ What time is it now?

It's twenty \_\_\_\_\_.



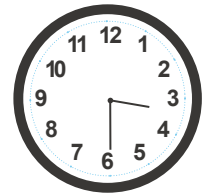
⑥ What's the time on this clock?

It's \_\_\_\_\_.



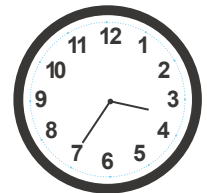
⑦ The big hand now is down, on number six.

It's **half past** three.

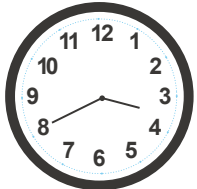
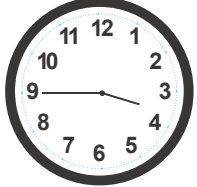
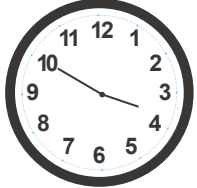
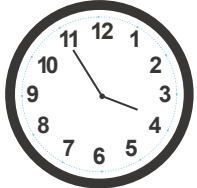
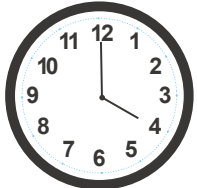


⑧ The big hand moves up now. We don't say "past".  
Say "to".

It's twenty-five **to** four.





<p>⑨ Can you say the time now?</p> <p>It's twenty _____.</p>	
<p>⑩ And what about this clock?</p> <p>It's <b>quarter to</b> four.</p>	
<p>⑪ The big hand moves again. What's the time now?</p> <p>It's ten _____.</p>	
<p>⑫ What's the time?</p> <p>It's _____.</p>	
<p>⑬ The big hand is up now. What's the time?</p> <p>It's _____.</p>	

 3. a) Match the times with the clocks.

Example: a) *It's half past ten – 4*

- a) It's half past ten.
- b) It's ten past ten.
- c) It's seven o'clock.
- d) It's twenty-five to twelve.
- e) It's half past eight.
- f) It's five past five.
- g) It's quarter to two.



b) Cover the sentences. Look at the pictures. Work in pairs and test each other.



What times is it on clock number 4?

It's half past ten.



4. What time is it? Write in numbers.

Example: a) *It's half past seven – 7.30*

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| a) It's half past seven – _____   | e) It's ten past eleven – _____  |
| b) It's five to ten – _____       | f) It's quarter to three – _____ |
| c) It's quarter past nine – _____ | g) It's twelve o'clock – _____   |
| d) It's quarter to nine – _____   | h) It's five to three – _____    |

5. In your notebook, write down the times.

Example: 1) *It's twelve o'clock.*

①	②	③	④	⑤	⑥
<i>It's twelve o'clock</i>	_____	_____	_____	_____	_____



6. a) Listen or read. What happened to the clock?



### Hickory Dickory Dock

Hickory dickory dock, the  went up the  .

The  struck  , the  went down,




Hickory dickory dock.

Hickory dickory dock, the  went up the  .

The  struck  , the  went down,




Hickory dickory dock.

Hickory dickory dock, the  went up the  .




The  struck  , the  went down,

Hickory dickory dock.

Hickory dickory dock, the  went up the  .

The  struck , the  went down,  
Hickory dickory dock.

Hickory dickory dock, the  went up the  .

The  struck , the  went down,  
Hickory dickory dock.

Hickory dickory dock, the  went up the  .

...

Hickory dickory dock.

 b) Recite the poem.

## STOP AND CHECK 1. Lessons 17–18

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### 1. Complete the gaps with possessive adjectives.

Example: 1. Bert is our teacher. (we)

- 1) Bert is \_\_\_\_\_ teacher. (we)
- 2) \_\_\_\_\_ friend is very serious. (I)
- 3) Mr and Mrs Scott are \_\_\_\_\_ neighbours. (they)
- 4) What is \_\_\_\_\_ homework? (we)
- 5) Is \_\_\_\_\_ brother married? (she)
- 6) Where do \_\_\_\_\_ grandparents live? (you)
- 7) Is \_\_\_\_\_ brother from Tokmok? (he)
- 8) What a nice dog! What's \_\_\_\_\_ name? (it)
- 9) Andy, please, turn off \_\_\_\_\_ mobile. (you)



### 2. Complete the gaps with possessive adjectives.

Example: 1. Hi. My name is Anna.

- 1) Hi. \_\_\_\_\_ name is Anna.
- 2) This is Jina. \_\_\_\_\_ surname is White.
- 3) Christina, please, give me \_\_\_\_\_ book.
- 4) The students are from France. \_\_\_\_\_ names are Pierre and Anne-Marie.
- 5) London is famous for \_\_\_\_\_ red buses.
- 6) I'm Russian, but \_\_\_\_\_ mother is Ukrainian.
- 7) We're in class 24. \_\_\_\_\_ teacher is Dan.
- 8) \_\_\_\_\_ name's Pablo. He's from Brazil.
- 9) I'm Aigerim. \_\_\_\_\_ family is from Naryn.



### 3. Complete the conversation with *this* or *these*.

**Customs officer:** Open your bag, sir.

**Man:** Well, of course. No problem.

**Customs officer:** What's (1) *this*?

**Man:** It's a bottle of water.

**Customs officer:** Well... And what are (2) \_\_\_\_\_?

**Man:** They're sweets.

**Customs officer:** Sweets? And what's (3) \_\_\_\_\_?  
**Man:** It's a packet of chips.  
**Customs officer:** Right. What's (4) \_\_\_\_\_?  
**Man:** It's an umbrella.  
**Customs officer:** Ah, yes. And what's (5) \_\_\_\_\_?  
**Man:** It's a camera.  
**Customs officer:** Oh... and what are (6) \_\_\_\_\_?  
**Man:** They're tissues.  
**Customs officer:** Fine. Thank you, sir.



#### 4. Cross out the incorrect sentence.

- 1) a) What's this?  
 b) ~~What's these?~~
- 2) a) She's French. Her name's Susanne.  
 b) She's French. His name's Susanne.
- 3) a) They're watches.  
 b) They're watchs.
- 4) a) It's an orange.  
 b) It's a orange.
- 5) a) What are these?  
 b) What are this?
- 6) a) We're Spanish. Your surname is Garcia.  
 b) We're Spanish. Our surname is Garcia.



#### 5. Correct the sentences.

Example: a) *I'm Japanese. (Spanish)*  
*I'm not Japanese. I'm Spanish.*

- |  |                 |
|--|-----------------|
| a) I'm Japanese.                               | (Spanish)       |
| b) Alessandro and Adalina are from Kyrgyzstan. | (Italy)         |
| c) You're American.                            | (Japanese)      |
| d) Dilara is from India.                       | (Turkey)        |
| e) Kung fu is from the United States.          | (China)         |
| f) Kimono is Russian.                          | (Japanese)      |
| g) We're from France.                          | (Great Britain) |

 **6. Write the plural of the words.**

- 1) a table tables
- 2) an umbrella \_\_\_\_\_
- 3) a watch \_\_\_\_\_
- 4) a key \_\_\_\_\_
- 5) a dictionary \_\_\_\_\_
- 6) a box \_\_\_\_\_
- 7) a child \_\_\_\_\_
- 8) a man \_\_\_\_\_

 **7. Write the words in the correct order.**

Example: 1. What's your name?

- 1) name?/What's/your
- 2) you./to/Nice/meet
- 3) How/you?/old/are
- 4) spell/name?/How/you/do/your
- 5) name's/My/Kubat.

 **8. a) Complete the sentences. Use 'm, 's, 're.**

Example: a) Sue's 15 years old.

- a) Sue \_\_\_\_\_ 15 years old.      d) I \_\_\_\_\_ hot.
- b) It \_\_\_\_\_ a mobile phone.      e) You \_\_\_\_\_ hungry.
- c) Ted \_\_\_\_\_ a policeman.

 **b) Rewrite sentences a-e in the negative form.**

Example: a) Sue isn't 15 years old.

 **9. Complete the sentences with a country or a nationality.**

Example: a) Liliana is from Italy. She's Italian.

- a) Liliana is from Italy. She's \_\_\_\_\_.
- b) Raj is Indian. He's from \_\_\_\_\_.
- c) Sabira is from Kyrgyzstan. She's \_\_\_\_\_.
- d) John is American. He's from \_\_\_\_\_.
- e) Akiko is from Japan. She's \_\_\_\_\_.

- f) David is English. He's from \_\_\_\_\_.
- g) Anastasia is from Russia. She's \_\_\_\_\_.
- h) Guo is Chinese. She's from \_\_\_\_\_.



**10. a) Order the words to make questions.**

Example: *from/Where/you/are?*  
*Where are you from?*

- 1) from/Where/you/are?
- 2) she/Is/France/from?
- 3) the USA/Is/from/he?
- 4) Russian/Ivan and Svetlana/Are?
- 5) from/Are/Nargiza and Nurlan/Spain?
- 6) from/you and Atai/Kyrgyzstan/Are?



**b) Match these answers to the questions in exercise 9a.**

Example: 1. *Where are you from?* – b) *I'm from Germany.*

- |                      |                     |
|----------------------|---------------------|
| a) Yes, we are.      | d) Yes, they are.   |
| b) I'm from Germany. | e) No, he isn't.    |
| c) Yes, she is.      | f) No, they aren't. |



**11. Write the sentences with an apostrophe '.**

- a) Stella is Pauls granddaughter.  
*Stella is Paul's granddaughter.*
- b) This is my parents car.  
 \_\_\_\_\_
- c) Do you know Saltanats sister?  
 \_\_\_\_\_
- d) The mens clothes shop is over there.  
 \_\_\_\_\_
- e) This is that mans hat.  
 \_\_\_\_\_
- f) Our teachers wife is American.  
 \_\_\_\_\_
- g) My mothers father is my grandfather.  
 \_\_\_\_\_





12. a) Complete the times in column B.

A	B
a) quarter past eleven	<u>11.15</u>
b) twenty to three	_____
c) half past four	_____
d) quarter to eight	_____
e) five to six	_____
f) ten to nine	_____
g) half past seven	_____
h) twenty-five past five	_____
i) ten to four	_____
j) twenty past twelve	_____



b) Work in pairs. Say six different times to your partner. Your partner writes them in numbers. Swap the roles.



Student A

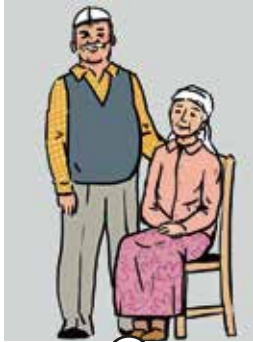
Quarter to six.



Student B

# UNIT 3

## 3A: TEENAGERS IN KYRGYZSTAN. Lessons 19–20



a



b



c



d



e



f



g



h



1. a) Match the words to the pictures.

- |                 |                   |                     |                   |
|-----------------|-------------------|---------------------|-------------------|
| 1) friends      | <u>    b    </u>  | 5) television       | <u>          </u> |
| 2) grandparents | <u>          </u> | 6) parents          | <u>          </u> |
| 3) homework     | <u>          </u> | 7) a school uniform | <u>          </u> |
| 4) music        | <u>          </u> | 8) school           | <u>          </u> |




b) Work in pairs. Cover the words. Look at the pictures. Say the words.

 2. a) Match the words in column A with the words in column B.


Example: 1) *do* – f) *homework*

- |              |                      |
|--------------|----------------------|
| 1) do        | a) to music          |
| 2) spend     | b) television        |
| 3) listen    | c) to school         |
| 4) live      | d) of grandparents   |
| 5) wear      | e) time with friends |
| 6) watch     | f) homework          |
| 7) take care | g) with parents      |
| 8) go        | h) a school uniform  |

 b) Copy the table into your notebook. Complete it with the phrases from exercise 2a).

School life	Free time	Family life
<i>do homework</i>		

 c) Listen, check and repeat.

 d) Work in pairs. You say a word or a phrase from column B. Your partner says the whole phrase. Swap the roles.




homework

do homework



Student A

Student B

 e) Work in pairs. Tell your partner what activities you do and when you do them.



I watch television in the evening.

I go to school in the morning.



Student A

Student B



3. a) Read the text. Match the headings (a, b, c) to paragraphs 1–3.

a) Family Life

b) School Life

c) Free Time

1.

In Kyrgyzstan, teenagers go to school on Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, and Saturdays. They wear a school uniform. School starts early in the morning or in the afternoon. Schoolchildren have 5–6 lessons a day. After school, they come home, relax, and do their homework. Teenagers don't have school on Sundays.

2.

Teenagers go to different clubs such as art club, chess club, dance club, and football club. They study English, German, French, or Chinese in language centres. Teenagers listen to music and watch television. They spend their free time with their friends.

3.

Teenagers live with their parents, brothers, and sisters. Some families take care of their grandparents. Teenagers help their parents with the housework. They don't work during the school year. A few of them work in summer to earn some pocket money.



b) Read the text again and add more phrases to the table in exercise 2b.



c) Work in pairs. Cover the text. Look at the headings in exercise 3a. Tell each other about each heading.



4. Complete the sentences with the verbs:

spend

wear

help

do

Example: a) *I help my parents every day after school.*

a) I \_\_\_\_\_ my parents every day after school.

b) We \_\_\_\_\_ a school uniform every day.

c) You \_\_\_\_\_ your homework after school.

d) They \_\_\_\_\_ time with their friends at weekends.



**Present Simple: I, you, we, they**

I/You/We/They


+ V<sub>1</sub>

Use the Present Simple for daily routines and activities.

 **5. Put the words in the correct order.**


Example: a) *I watch television in the evenings.*

- a) in the evenings/I/television/watch.
- b) home/They/late/come.
- c) speak/We/French.
- d) your/You/homework/do.
- e) live/We/our parents/with.
- f) very/They/well/sing.

 **6. a) Complete the sentences with the verbs *watch, go, live, play, and eat.***


Example: a) *They play the guitar.*

- a) They \_\_\_\_\_ the guitar.
- b) I \_\_\_\_\_ to school with my sister.
- c) We \_\_\_\_\_ a big meal in the evening.
- d) They \_\_\_\_\_ films on TV.
- e) We \_\_\_\_\_ in a big city.

 **b) Write 5 sentences about what you do on Sundays. Use the verbs *watch, go, live, play and eat.***


 **7. a) Listen and repeat the sounds.**

[ai]	[ju:]	[eə]
------	-------	------

 **b) Copy the table into your notebook. Complete it with the words from the box.**


time	wear	music	their	uniform
you	care	life	my	
[ai]		[ju:]		[eə]
<i>time</i>				

 **c) Listen, check and repeat.**

	do homework	spend time with friends	live with parents
	listen to music	wear a school uniform	watch television
	go to school	take care of grandparents	

### 3B: MEET MY CLASSMATES! Lessons 21–23

get up very early    go for a walk with your friends    go to the cinema  
get pocket money from your parents    help parents    go to parties  
like pop music    do judo    spend free time with your friends  
go to school by school bus    listen to the news    read books

 1. a) Work in pairs. Which of these activities do you do? Tell your partner.


 b) Do you have something in common with your partner? Tell the class.



Kunduz and I go for a walk with our friends.

We like pop music.



 2. a) Read the text. Put a tick (✓) next to the things Aigul's and David's classmates do. Put a cross (X) next to the things Aigul's and David's classmates don't do.

- 1) Aigul's classmates start studying very early in the morning.
- 2) Most of Aigul's classmates walk to school.
- 3) Aigul's classmates get pocket money for doing the housework.
- 4) David's classmates start studying very early in the morning.
- 5) Most of David's classmates go to school by school bus.
- 6) David's classmates get pocket money from their grandparents.

**David:** Aigul, what time do your lessons start?

**Aigul:** Our lessons start at 7:30. My classmates get up very early in the morning. Some of us walk to school and most of us go to school by mini bus. What about you?

**David:** We get to school at 8:20 because our lessons start at 8:30. Most of my classmates go to school by school bus. It's free. Some parents take some of my classmates to school in their car.

**Aigul:** Who do you get your pocket money from?

**David:** My parents give me about £10 a week. I can get extra money if I help my parents. Some of my classmates don't get pocket money, or some don't get it for doing the housework.

**Aigul:** My classmates always help their parents. We don't get money for helping them. They give us money because we need it. We spend it on our mobile phones, the cinema and parks. How do you spend your free time?

**David:** I listen to music and watch TV a lot. I love computers.



b) Change the sentences in exercise 2a) to make them true for you and your classmates.



**Present Simple: I, you, we, they in negative (-) sentences**

I, you, we, they + **don't** + V<sub>1</sub>

\*don't = do not

I **don't** listen to music. They **don't** go to school by bus.



3. Make the sentences negative.

Example: a) I don't do my homework after school.

- a) I do my homework after school.
- b) I listen to the news on the radio.
- c) We walk to school.
- d) We take care of our grandparents.
- e) I come home at 3.00 o'clock.
- f) Our parents work at school.



4. a) Make the sentences in exercise 3 true for you. Tell your partner your sentences. Do you have something in common with your partner?

I do my homework after school.

Me too.

I listen to the news on the radio.

I don't listen to the news on the radio.



 b) Tell the class what you have in common with your partner.



Adilet and I do our homework after school.

We don't listen to the news on the radio.



 5. Complete the sentences with negative sentences.

Example: a) *I play football, but I don't play tennis.*

- a) I play football, but I \_\_\_\_\_.
- b) We speak Kyrgyz, Russian, and English, but we \_\_\_\_\_.
- c) They like tea, but they \_\_\_\_\_.
- d) You eat meat, but you \_\_\_\_\_.
- e) I listen to the news, but I \_\_\_\_\_.
- f) We have breakfast at home, but we \_\_\_\_\_.



 6. Complete the sentences.

Example: a) *I don't play the piano very well.*

- a) I \_\_\_\_\_ (not/play) the piano very well.
- b) They \_\_\_\_\_ (meet) their friends at weekends.
- c) You \_\_\_\_\_ (not/speak) Japanese.
- d) We \_\_\_\_\_ (read) a newspaper every day.
- e) I \_\_\_\_\_ (not/wear) glasses.
- f) We \_\_\_\_\_ (not/live) in a house.

 7. a) Say what David's classmates like and what they don't like.

Example: *Five David's classmates like Maths and fifteen classmates don't like Maths.*

		
Maths	5	15
bananas	18	2
rain	3	17
cats	10	10
weekends	18	2



 b) Say what you like and what you don't like.

Example: *I like Maths. I don't like bananas.*



get up very early    go for a walk with your friends    go to the cinema  
get pocket money from your parents    help parents    go to parties  
like pop music    do judo    spend free time with your friends  
go to school by school bus    listen to the news    read books

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### 3C: WE ARE SO DIFFERENT! Lessons 24–26



1. Listen or read. What do David and Maria have in common?



On holidays I don't study, so I wake up late, at 10 or 11 o'clock. In my free time, I like cycling and listening to music. I listen to music all the time. I've got an MP3 player. Sometimes I play football if the weather is nice. I go for a walk with my dog every day. In the evenings, I read books or watch TV. I like detective stories. On Saturdays I go out for fast food with my friends. I don't visit my relatives very often because they live in a different town.



This is Maria Rossi. She's David's friend in London. She never wakes up late because in the mornings she always goes jogging. In her free time, she also likes cycling. Maria studies computer programming and she is a member of a computing club. She plays computer games a lot. She likes music but she **doesn't** listen to it a lot. Maria **hasn't** got a pet, but she sometimes goes for a walk with David and his dog. In the evenings, she reads books or watches TV. She **doesn't** like detective stories. She likes the *Harry Potter* films. She **doesn't** like fast food. On Saturdays she visits her grandparents.

2. Look at the verbs in paragraphs about David and Maria. What's the difference? Why do the verbs in the paragraph about Maria end in -s?



Present Simple: he, she, it

He/She/It + V(e)s

She reads books.

He watches TV every day.

It rains in spring.



3. a) Write the *he/she/it* forms of these verbs in three lists.

play	watch	carry	see	wash
try	buy	walk	hurry	learn
say	cry	study	go	start
dry	come	do	teach	fix
-s	-es	-ies		
<i>plays</i>	<i>watches</i>	<i>carries</i>		



Add **-s** after most verbs:

*plays, works, visits, etc.*

When the verb ends in  
o, s, sh, ch, or x, add **-es**:

*watches, goes, washes, etc.*

When the verb ends in a consonant  
(b, d, n, etc.) + y, add **-ies**:

*studies*

When the verb ends in a vowel  
(a, e, i, o, u) + y,  
don't change y, add **-s**:

*stays, plays*

Irregular forms:

*go - goes [gəʊz], have - has,  
do - does [dʌz]*



b) Listen, check and repeat the verbs in exercise 3a. How is the ending *-(e)s* pronounced?



c) Write the verbs from exercise 3a in the correct column.

[s]	[z]	[ɪz]
<i>walks</i>	<i>plays</i>	<i>watches</i>



d) Listen, check and repeat the verbs.



4. Complete the sentences with the correct form of the verbs in the box.

watch like study ~~read~~ play wash go have help

- She reads detective stories.
- Anna \_\_\_\_\_ her hands every five minutes.
- Nurlan \_\_\_\_\_ films on his laptop computer.
- My friends \_\_\_\_\_ football every weekend.
- He \_\_\_\_\_ a very interesting job.
- Mike \_\_\_\_\_ at college.
- Sam \_\_\_\_\_ his little sister with her homework.
- Bek and Sultan \_\_\_\_\_ going to the cinema.
- I \_\_\_\_\_ shopping every Saturday.



**Present Simple: he, she, it in negative (-) sentences**

he, she, it + **doesn't** + V<sub>1</sub>

\*doesn't = does not

She **doesn't** have a sister. He **doesn't** play football.

It **doesn't** snow in summer.



5. Make the sentences negative.

Example: a) *Salamat doesn't live in Kant.*

- Salamat lives in Kant.
- David goes to school by bus.
- Natasha speaks French and German.
- Bert likes children
- Willy watches cartoons.
- They play football every weekend.
- Nursultan helps his father at work.



6. Choose the correct word.

Example: a) *A lot of British people watch/watches TV.*

- A lot of British people *watch/watches* TV.
- They *don't/doesn't* cook at home.
- We *read/reads* a lot of books.
- They *doesn't/don't* like dogs in cafes.

- e) You *live/lives* in a flat.
- f) My father *don't/doesn't* smoke.
- g) In Britain, children *go/goes* to school by bus.
- h) My mother *do/does* all the housework in the family.
- i) My sister *plays/play* computer games a lot.
- j) Your children *eat/eats* a lot of fast food.

 **7. Each sentence has a mistake. Find and correct it!**

Example: a) My mother works in a hotel.

- a) My mother work in a hotel.
- b) My father watch TV in the evening.
- c) She's like playing tennis.
- d) On Sundays, we goes to a café.
- e) Our school have a lot of students.
- f) My children doesn't go to school.
- g) My brother not lives in Bishkek.
- h) My friend and I plays football every weekend.
- i) You not do housework every day.

 **8. Write about your friend's habits or likes and dislikes. Use minimum six verbs from exercise 3a.**

 **9. Have you got a good memory? Play this game round the class. Say what you don't like.**

**Student A:** I don't like snakes.

**Student B:** A doesn't like snakes, and I don't like milk.

**Student C:** A doesn't like snakes, B doesn't like milk, and I don't like cats.

**Student D:** A doesn't like snakes...

### 3D: MY PENFRIEND. Lesson 27

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 1. Work in pairs. Discuss the questions.

- a) How often do you chat online?
- b) Who do you chat with?
- c) Do you write to anyone from other countries? What countries are they from?
- d) What do you call a person you made friends with by writing letters?

 2. a) Listen or read. Who is Alice? What does she like doing?

**Aigul = A; David = D**

**D:** Aigul, do you like chatting on-line?

**A:** Yes, I do. I chat with my classmates every day.

**D:** Do you write to anyone from other countries?

**A:** No, I don't. What about you?

**D:** Yes, I do. Do you want to find new friends on the Internet?

**A:** Yes, I do. Can you help me?

**D:** Of course! Look, this is Alice. She's American.

**A:** Where does she come from?

**D:** She's from New York. She has Down syndrome. Do you know about people with Down syndrome?

**A:** Yes, I do. They live in hospitals and don't study. They don't like reading...

**D:** Stop... stop! It's not true.

**A:** Does she go to school?

**D:** Yes, she does. It's an ordinary school. Some children in her school don't have any health problems, and some children also have Down Syndrome.

**A:** Does Alice live in this school?

**D:** No, she doesn't. She lives with her family. Her parents love her very much.

**A:** What does she like doing?

**D:** She likes using the Internet, singing, and reading. She can read a book and then retell it by heart!

**A:** Wow!

b) Read the dialogue again and mark the sentences true (T) or false (F).

- a) Aigul doesn't chat with anyone on-line.
- b) Aigul knows a lot about Down syndrome.
- c) Alice lives in hospital.
- d) Alice goes to a special school.
- e) All students in Alice's school have Down syndrome.
- f) Alice is good at reading.

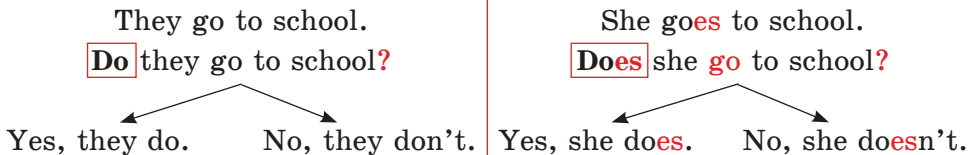


3. Complete the questions and the answers.

- a) Do you like chatting on-line? Yes, I \_\_\_\_\_.
- b) \_\_\_\_\_ you have any penfriends? No, I \_\_\_\_\_.
- c) \_\_\_\_\_ you want to find new friends? Yes, I \_\_\_\_\_.
- d) Does Alice go to school? Yes, she \_\_\_\_\_.
- e) \_\_\_\_\_ Alice live in the school? No, she \_\_\_\_\_.



Present Simple: Yes/No questions



4. a) Complete the questions with *do* or *does*.

Example: a) Do you live in Bishkek?

- a) \_\_\_\_\_ you live in Bishkek?
- b) \_\_\_\_\_ you speak English?
- c) \_\_\_\_\_ you like pasta?
- d) \_\_\_\_\_ your father drive a car?
- e) \_\_\_\_\_ your mother work?
- f) \_\_\_\_\_ you study another language?
- g) \_\_\_\_\_ you play basketball?
- h) \_\_\_\_\_ people in Kyrgyzstan like animals?

 b) Work in pairs. Ask and answer the questions in exercise 4a.



Do you live in Bishkek?

No, I don't. Do you speak English?



5. a) Put the words in order to make questions.

Example: a) *Does your father have a car?*

- a) have/father/does/car/a/your?
- b) read/you/books/do?
- c) teacher/jeans/wear/your/does?
- d) drink/you/milk/do?
- e) does/TV/father/watch/your/evening/in/the?
- f) the/go/you/library/do/to?
- g) your/does/sister/work?
- h) like/friend/does/your/animals?
- i) cook/father/does/your?

 b) Work in pairs. Ask and answer the questions from exercise 5a.



Do you have a car?

No, I don't. Do you read books?



### Present Simple: Wh questions

**Where** **do** you live?

In Bishkek.

Person = Who?

Thing = What?

**Where** **does** he live?

In Bishkek.

Place = Where?

Time = When?





6. a) Match a line in A with a line in B to make a question. Then find the correct answer in C.

Questions		Answers
A	B	C
What time	do you go to school?	My grandparents.
Where	do you go at the weekend?	At 7 o'clock.
What	do you visit on Sundays?	By marshrutka.
When	do you wake up?	To the park.
Who	do you do in the evenings?	In the evening.
How	do you do your homework?	I play computer games.



b) Work with a partner. Ask and answer the questions from the table.



What time do you wake up?

At 8 o'clock.



7. Complete the sentences.

Example: *She reads newspapers.*

a) They read newspapers.

She \_\_\_\_\_ newspapers.

b) I don't like bananas.

He \_\_\_\_\_ like bananas.

c) Do they live in a house?

\_\_\_\_\_ she live in a house?

Yes, she \_\_\_\_\_.

d) Do you watch romantic films?

\_\_\_\_\_ he watch romantic films?

No, he \_\_\_\_\_.

e) Do you live in Osh?

\_\_\_\_\_ she live in Osh?

No, she \_\_\_\_\_.

f) Do they like playing football?

\_\_\_\_\_ he like playing football?

Yes, he \_\_\_\_\_.

g) Do you drink coffee?

\_\_\_\_\_ he dink coffee?

No, he \_\_\_\_\_.



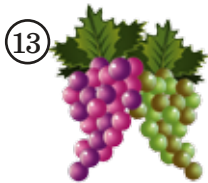
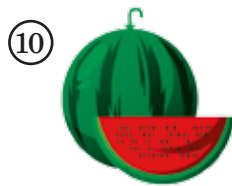
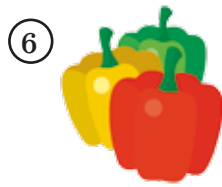
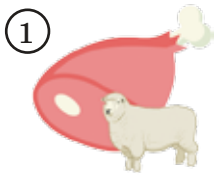
**8. Put the words in order to make questions.**

Example: *a) What time do you get up?*

- a) time/you/What/get up/do ?
- b) Where/have/does/lunch/your father?
- c) visit/do/relatives/When/you/your?
- d) they/play/Where/do/football?
- e) he/What language/study/does ?
- f) you/go/What time/do/bed/to?
- g) Who/live/you/with/do ?
- h) your/does/Where/work/sister ?

# UNIT 4

## 4A: FOOD. Lesson 28–29



1. a) Match the words from the box with the pictures.

strawberries  
lamb  
garlic  
a watermelon

mineral water  
grapes  
rice  
tomatoes

kumyz  
orange juice  
jam  
a pineapple

cereal  
peppers  
mushrooms  
tea



b) Listen, check and repeat.

 c) Work in pairs. Cover the words. Look at the pictures. Test your partner.



What's number 1?

It's lamb.



 2. a) Complete the table with the food words from exercise 1.


Fruit	Vegetables	Drinks	Other
	<i>peppers</i>		

 b) Add more food words you know to the table.

 3. a) Put the words into the correct column.

egg	apple	fish	meat	cabbage
tea	biscuits	bread	milk	carrot
beans	salad	sweets	chicken	melon
pepper	cheese	jam	coffee	ice cream
[i:]	<i>meat</i>			
[æ]	<i>apple</i>			
[e]	<i>egg</i>			
[ɪ]	<i>fish</i>			

 b) Listen, check and repeat.

 4. a) Work in pairs. Look at the list of food and drinks in exercise 1. What do you like? What don't you like? Tell your partner.



What food do you like?

I like lamb, but I don't like eggs.



b) Tell the class what you and your partner both like and don't like.



We like strawberries.  
We don't like garlic.



5. Put the words from exercise 1 into two groups.

Things you can count (Countable Nouns)	Things you can't count (Uncountable Nouns)
<i>strawberries</i>	<i>garlic</i>



### Nouns

#### Countable nouns

are things we can count.

They have **singular** and **plural** forms.

*one apple*                      *three apples*

Use **a/an** before singular countable nouns when there is only one of the noun.

*a banana*                      *an orange*

#### Uncountable nouns

Are things we can't count.

They are always **singular**.

~~*-meats*~~                      ~~*-cheeses*~~

Use **some** with uncountable nouns. Don't use **a/an**!

~~*a meat*~~                      ~~*a cheese*~~

*some meat*                      *some cheese*



6. Are these nouns countable or uncountable? Put them into the correct column. If a noun is countable, write it in a plural form.

apple	bread	cheese	meat
banana	egg	coffee	sausage
milk	tomato	potato	oil
sugar	carrot	onion	butter
<b>Countable</b>	<i>apples</i>		
<b>Uncountable</b>	<i>bread</i>		



7. Write *a/an* if the words are countable. Put *some* if the words are uncountable.

some milk

\_\_\_\_\_ garlic

\_\_\_\_\_ jam

a melon

\_\_\_\_\_ mushroom

\_\_\_\_\_ egg

\_\_\_\_\_ pineapple

\_\_\_\_\_ tomato

\_\_\_\_\_ banana

\_\_\_\_\_ bread

\_\_\_\_\_ grape

\_\_\_\_\_ onion

\_\_\_\_\_ sugar

\_\_\_\_\_ butter

\_\_\_\_\_ tea

\_\_\_\_\_ kumyz



strawberries

peppers

kumyz

cereal

orange juice

mushrooms

grapes

jam

mineral water

a pineapple

garlic

lamb

a watermelon

tomatoes

tea

rice

## 4B: LET'S COOK SOMETHING TASTY! Lessons 30–32


 1. a) In pairs, ask and answer the questions.

- a) Who cooks in your family?
- b) What's your favourite dish? How often do you eat it?

 b) Tell the class about your partner.



Mirgul's mother cooks in her family.

 2. Read the beginning of the conversation between Aigul and David.  
What do you think they are cooking?


**Aigul:** OK. Let's start. **Is** there **any** lamb in the fridge?

**David:** Yes, there **is some**.


**Aigul:** We need 2 kilos of meat. **Are** there **any** onions in the fridge?


**David:** Yes, there **are some**.

**Aigul:** We need 2 onions...

 3. Look at the **highlighted** words in the conversation. Complete the table with *some/any* and *is/are*.

- a) Use \_\_\_\_\_ in (+) positive sentences.
- b) Use \_\_\_\_\_ in (-) negative sentences and (?) questions.
- c) Use *there* \_\_\_\_\_ with singular countable and uncountable nouns.
- d) Use *there* \_\_\_\_\_ with plural nouns.

		Countable nouns	Uncountable nouns
(+)	There is There are	a banana. some potato <b>es</b> .	some water.
(-)	There isn't There aren't	a banana. any potato <b>es</b> .	any water.
(?)	Is there Are there	a banana? any potato <b>es</b> ?	any water?

 4. Read the rest of the conversation between Aigul and David. What are they cooking? Complete the sentences with *some/any* and *is/are*.

**Aigul:** \_\_\_\_\_ there \_\_\_\_\_ eggs in the fridge?

**David:** Yes, there \_\_\_\_\_ eggs. Mmm... 10 eggs.

**Aigul:** We need only 2 eggs. \_\_\_\_\_ there \_\_\_\_\_ flour in the cupboard?

**David:** Yes, there \_\_\_\_\_.

**Aigul:** We need 600 grams of flour. We also need some salt and water.


**David:** What are we cooking?

**Aigul:** Beshbarmak!

**David:** What's beshbarmak?

**Aigul:** It's a national Kyrgyz dish. Beshbarmak means "five fingers."  
We call it 'beshbarmak' because we eat it with our hands.

**David:** Wow! That's very interesting!

 5. a) Complete the questions and answers about the food in the picture with *is* or *are*.



a) Are there any bananas on the table?

Yes, there are some.

No, there aren't any.

b) \_\_\_\_\_ there any grapes on the table?

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

c) \_\_\_\_\_ there a pear on the table?

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

d) \_\_\_\_\_ there an apple on the table?

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

e) \_\_\_\_\_ there any plums on the table?

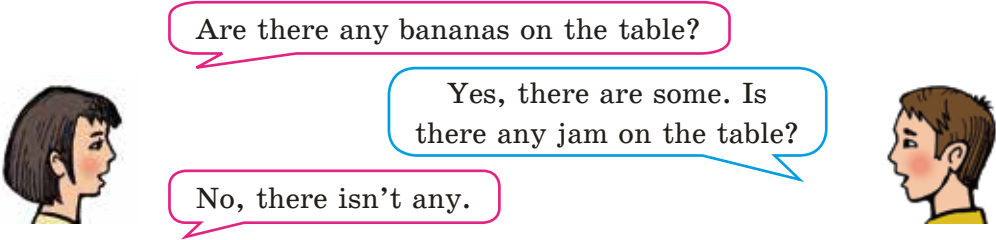
Yes, \_\_\_\_\_.


No, \_\_\_\_\_.



- f) \_\_\_\_\_ there any cucumbers on the table?  
 Yes, \_\_\_\_\_. No, \_\_\_\_\_.
- g) \_\_\_\_\_ there any rice on the table?  
 Yes, \_\_\_\_\_. No, \_\_\_\_\_.

 b) Look at the picture in exercise 5a. In pairs, ask the questions and give true answers. Use other food words you know.



 6. Write the sentences in the positive or in the negative form.

Example: a) *There isn't any oil in the bottle.*

- There is some oil in the bottle.
- There are some vegetables in the basket.
- There is an orange on the table.
- There isn't any cereal in the bowl.
- There is some kumyz in the bottle.
- There aren't any plums and pears in the basket.
- There isn't a watermelon on the table.
- There is some rice in the bowl.

 7. Complete the sentences with *some* or *any*.

Example: a) *Have you got any milk?*

- Have you got \_\_\_\_\_ milk?
- We need \_\_\_\_\_ salt.
- There are \_\_\_\_\_ strawberries on the plate.
- I don't need \_\_\_\_\_ peppers.
- Are there \_\_\_\_\_ apples in your bag?
- I want \_\_\_\_\_ butter. Is there \_\_\_\_\_ in the fridge?
- There is \_\_\_\_\_ cereal in the bowl.



a banana      a pear      a plum      a cucumber      oil

## 4C: MY FAVOURITE DISH. Lessons 33–35

 1. Work in pairs. Discuss the questions.

- Do you like cooking?
- What can you cook?
- Can you name the dishes in the pictures? Which of them do you like? Which of them can you cook?



1




2



3



4

 2. Read the ingredients of one of the dishes in the picture. Which dish is it?





It's my  
cookery book.




### Ingredients:

- 500-600 grams of meat
- 6-8 peppers
- 300 grams of rice
- 1-2 onions
- 1-2 tomatoes
- Some salt and pepper

 3. a) Look at the questions in the table. Complete the rules with the words *countable* or *uncountable*.

 How much <i>meat</i> do you need?	How <b>much</b> + _____ nouns
How many <i>peppers</i> do you add?	How <b>many</b> + _____ nouns

 b) Write more questions with the rest of the ingredients in exercise 2.

 4. Complete the questions with *much* or *many*.

Example: a) *How many pears are there on the table?*

- a) How \_\_\_\_\_ pears are there on the table?
- b) How \_\_\_\_\_ salt do you need?
- c) How \_\_\_\_\_ sugar is there in the sugar bowl?
- d) How \_\_\_\_\_ pages are there in this book?
- e) How \_\_\_\_\_ water does she drink in a day?
- f) How \_\_\_\_\_ lemons are there on the plate?
- g) How \_\_\_\_\_ cups of tea do you drink every day?

 5. a) Complete the questions with *How much...* and *How many...*

Example: a) *How many students are there in your class?*

- a) \_\_\_\_\_ students are there in your class?
- b) \_\_\_\_\_ sugar do you take in your coffee?
- c) \_\_\_\_\_ friends have you got?
- d) \_\_\_\_\_ people are there in your family?
- e) \_\_\_\_\_ English books have you got?
- f) \_\_\_\_\_ milk do you drink in a day?

 b) Work in pairs. Ask and answer these questions.



How many students are there in your class?

There are 30 students in our class.




 6. Copy the words in your copybook. Underline the stressed syllable.

Example: *bananas*

bananas	water	potatoes	sausages	sugar
cereal	peppers	mushrooms	garlic	strawberries



 7. a) Are these nouns countable or uncountable? Put *C* or *U*.

- |              |          |                |       |
|--------------|----------|----------------|-------|
| 1) bread     | <u>U</u> | 8) jam         | _____ |
| 2) sausages  | _____    | 9) sweets      | _____ |
| 3) mushrooms | _____    | 10) pineapples | _____ |
| 4) oil       | _____    | 11) rice       | _____ |
| 5) cucumbers | _____    | 12) garlic     | _____ |
| 6) cabbages  | _____    | 13) pears      | _____ |
| 7) lamb      | _____    | 14) cereal     | _____ |

 b) Choose any 5 words from the list above. Write five questions with *How much... ? How many... ?*

Example: *How many sweets do you eat a day?*

 c) Work in pairs. Ask your partner the questions you have prepared.

  8. Think of your favourite dish. Make a list of the ingredients of your favourite dish. Read the list to your partner. Your partner tells you what your favourite dish is.

## 4D: FOOD AROUND THE WORLD. Lesson 36

 1. a) Work in pairs. Look at the pictures and answer the questions.

- Which of these dishes are popular in our country?
- Which of them do you like?
- Which countries do they come from?



pizza



sushi



fish and chips



tacos



curry



apple pie

 b) Listen or read. Which countries do the dishes in the pictures come from?

Most countries in the world have their national dishes. Many of them are also popular in other parts of the world. One of such dishes is pizza. Pizza is a **baked**, flat, round bread, typically **topped with** a tomato sauce, cheese, and other toppings. It was first made in Naples, Italy and is now a very popular dish around the world.

Another foreign dish that you can try in different parts of the world is Japanese sushi. It is rice with fish and vegetables. It looks beautiful and it is very **healthy** too.

Fish and chips is not healthy, but it is very **tasty**. It is **fried** fish and hot potato chips. Fish and chips is a national dish of the United Kingdom. It is a common **takeaway** food. People often eat it

outside. However, it is not the nation's favourite dish. The nation's favourite dish is Indian chicken curry! Curry is a **spicy** food. People eat it with bread or rice.

Another spicy dish is tacos. Tacos are a **traditional** Mexican dish, but they are also popular in the United States. Tacos are **chopped** meat and beans wrapped in a flour tortilla. People eat tacos with different sauces.

America's classic **dessert** is apple pie. People usually eat it with ice cream. It is one of the symbols of the USA. Therefore, people often say, "as American as apple pie", when they talk about something typically American.



c) Read the text again. Answer the questions.

- 1) What are the typical pizza ingredients?
- 2) Where can you find sushi?
- 3) What is the most popular dish in the UK? Is it their national dish?
- 4) What spicy dishes are mentioned in the text?
- 5) Which dish from the text is healthy?
- 6) What does the phrase 'as American as apple pie' mean?



d) Work in pairs. Answer the questions.

- 1) Do you like any of the dishes from exercise 1a?
- 2) Would you like to try any of the dishes from exercise 1a?
- 3) What food from other countries can you eat in restaurants in Kyrgyzstan?
- 4) Do the different regions in our country have different dishes? Give examples.
- 5) What is your favourite national dish?



2. a) Match the words in bold in the text with these definitions.

- a) part of a country's history and culture
- b) with a strong hot flavour
- c) food that you buy in a restaurant and take home to eat
- d) cooked in an oven
- e) sweet food that people eat after the main part of a meal
- f) food that has a nice flavour
- g) covered with something

- h) food that make you strong and not ill
- i) cooked in hot oil
- j) cut into small pieces



**b) Put the words from exercise 2a into the correct column in the table.**

Nouns	Adjectives
<i>dessert</i>	



**c) Listen, check and repeat.**



**3. a) Work in pairs. Discuss the questions.**

- a) What is your national dish?
- b) When do people eat your national dish?
- c) Is it cheap or expensive to make?
- d) What are the ingredients of your national dish?
- e) Is it healthy or unhealthy?
- f) Is your national dish easy to make?
- g) What do people drink with your national dish?
- h) Is your national dish popular in other countries?



**b) Use the questions in exercise 3a to write about your national dish.**




---

topped with	baked	healthy	tasty	fried
a takeaway	traditional	spicy	chopped	a dessert

---

## STOP AND CHECK 2. Lessons 37–38

 1. Complete the sentences with a (+) or (-) verb from the box.

work	drink	come	eat	watch	live
------	-------	------	-----	-------	------

Example: a) (+) We live in Paris with our two children.

- a) (+) We \_\_\_\_\_ in Paris with our two children.  
 b) (+) I \_\_\_\_\_ for my father's company.  
 c) (-) They \_\_\_\_\_ fast food.  
 d) (-) I \_\_\_\_\_ football on TV. I play football with my friends.  
 e) (+) You \_\_\_\_\_ from Kyrgyzstan.  
 f) (-) We \_\_\_\_\_ a lot of coffee.

 2. Find fifteen food words in the word search. They go ←, →, ↑, ↓.

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





 3. Write questions about the picture.

Example: *Is there any garlic in the basket?*



 4. Complete the questions with *much* or *many*.

Example: a) *How many grapes do you want?*

- a) How \_\_\_\_\_ grapes do they want?
- b) How \_\_\_\_\_ money does she spend on clothes?
- c) How \_\_\_\_\_ good friends has he got?
- d) How \_\_\_\_\_ cheese and butter is there in the fridge?
- e) How \_\_\_\_\_ lessons have you got a day?
- f) How \_\_\_\_\_ kumyz do you drink?
- g) How \_\_\_\_\_ languages do they speak?

5. One sentence is correct. Tick (✓) the correct sentence.

- 1) a) Atai works with his brother. ✓  
b) Atai works with he's brother.  
c) Atai works with him brother.
- 2) a) My father watch TV in the evening.  
b) My father's watch TV in the evening.  
c) My father watches TV in the evening.

- 3) a) My brother he works in a hospital.  
b) My brother works in a hospital.  
c) My brother work in a hospital.
- 4) a) She lives in Bishkek?  
b) Does she live in Bishkek?  
c) Does she lives in Bishkek?
- 5) a) How many languages you speak?  
b) How many languages do you speak?  
c) How many languages does you speak?
- 6) a) My aunt and uncle live in Moscow. Their flat is very nice.  
b) My aunt and uncle live in Moscow. There flat is very nice.  
c) My aunt and uncle live in Moscow. They're flat is very nice.
- 7) a) He's like playing football.  
b) He likes playing football.  
c) He like playing football.
- 8) a) I not eat in restaurants.  
b) I'm not eat in restaurants.  
c) I don't eat in restaurants.

# UNIT 5

## 5A: HEALTHY LIFE. Lessons 39–40

1. a) Look at the words in the box. What does Mr. Healthy like? What does Mr. Unhealthy like? Compare your ideas with a partner.



I like...



I like...

Mr. Healthy

Mr. Unhealthy

walking to work

fish

watching a lot of TV

chicken

hamburgers

coffee

chocolate

riding a bicycle

Coke

meat

juice

chips

eating fruit and vegetables

doing yoga

driving a car

drinking a lot of water

having breakfast

- b) What about you? Are you Mr./Miss Healthy or Mr./Miss Unhealthy? Tell your partner why.



2. a) David and Aigul discuss Mr. Healthy's habits. Listen or read.  
Do you agree with them?



David = D; Aigul = A

D: How often do you think Mr. Healthy does all the things from the box?

A: Let's try to put them in order. Let's start with 100% – **always**. I think he has breakfast every day. Do you agree?

D: Yes, I think you're right. What do you think he doesn't do every day, but maybe 90% of the time? I think he **usually** walks to work.

A: I agree with you. What's next? He **often** eats fruit and vegetables.

D: Yes, and he **often** eats fish and chicken. This food is healthy.

A: OK... What about driving a car? Do you think he **never** drives a car?

D: I think he **sometimes** drives a car.

A: Well, fine. The next is 10%. He **hardly ever**... eats meat.

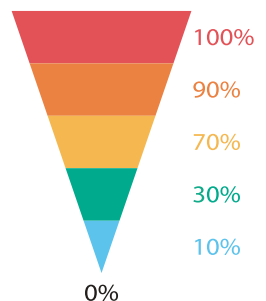
D: Right. And the last number.

A and D together: He **never** eats hamburgers!

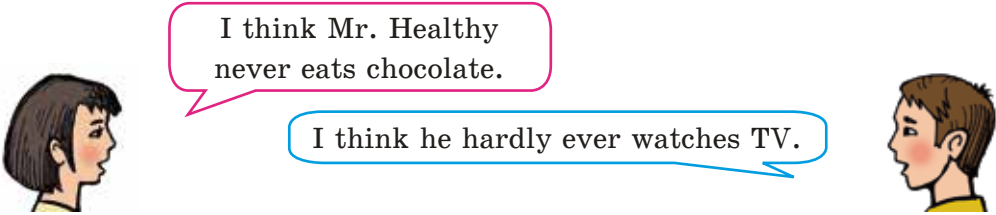


b) Look at the diagram. Do you remember what these numbers mean? Write down the **highlighted** words from the dialogue next to the correct number.

Example: 100% – *always*



- 🗣️) e) David and Aigul don't talk about all the activities in the box in exercise 1a. Work in pairs and talk about how often Mr. Healthy does other things. Use the **highlighted** words from exercise 2a.



**Adverbs of Frequency** answer the question **how often**.  
 always, usually, often, sometimes, hardly ever, never  
 100% ←————→ 0%

He **always** has breakfast.  
 He **usually** walks to work.  
 He **hardly ever** eats meat.

**Adverb of frequency** + Verb

I am **usually** late.  
 He is **always** happy.  
 They are **sometimes** lazy.

be (am, is, are) + **adverb of frequency**

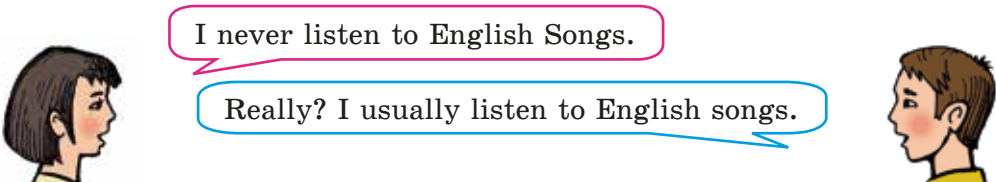


3. a) Add an adverb of frequency to make true sentences.

Example: a) *I often listen to English songs.*

- |                                     |                                |
|-------------------------------------|--------------------------------|
| a) I listen to English songs        | f) I read books in English.    |
| b) I speak English in class.        | g) I study English Grammar.    |
| c) I do homework.                   | h) I learn new English words.  |
| d) I help my mother.                | i) I'm lazy during the lesson. |
| e) I'm late for my English classes. |                                |

- 🗣️) b) Compare your sentences with a partner. How different are you?





**4. Write the words in the correct order.**

Example: *a) Svetlana is always happy.*

- a) Svetlana/happy/always/is
- b) Dinara/sometimes/for breakfast/has fruit juice
- c) Asyl/on Saturday evenings/goes to the cinema/usually
- d) Timur/tired/after school/often/is
- e) Adilet/plays/games/on the mobile phone/never
- f) Damir/does the homework/hardly ever



**5. Write six sentences about your life and habits.**

Example: *I hardly ever go to school by taxi. I always have breakfast...*



**6. Work in pairs. Ask your partner the questions. Answer your partner's questions. Use adverbs of frequency.**

How often do you...

- a) help your parents?
- b) go to bed late?
- c) tell a lie?
- d) lose things?
- e) fight with your brothers or sisters?
- f) go to the cinema?
- g) watch TV?
- h) buy ice cream?



---

walking to work	riding a bicycle	doing yoga
watching a lot of TV	driving a car	having breakfast
eating fruit and vegetables / fish / chocolate / chicken / meat		
hamburgers / chips / drinking a lot of water / Coke / juice / coffee		

---

## 5B: SPORT IS GREAT! Lessons 41–43



①



②



③



④



⑤



⑥



⑦



⑧



⑨

 1. a) Match the words to the pictures.

Example: 1) – *horse riding*

karate

swimming

basketball

horse riding

aerobics

athletics

volleyball

cycling

tennis

 b) Listen, check and repeat.

   c) Underline the stressed syllable. Then listen, check and repeat.

Example: *karate*

 2. a) Listen or read. What sports does Aigul play?

### Why do I like sport?

I play different sports. I play basketball and volleyball with my classmates in the school gym. I don't do athletics because I don't like it. I play tennis at the tennis club on Mondays, Wednesday and Fridays. My favourite tennis players are Serena Williams and Venus Williams. I really like them. I also quite like Rafael Nadal. I do aerobics to music at home. It's nice because I can do it any time I want. I don't do karate because I hate it. I go cycling at weekends with my brother and sister. In winter, I go skiing with my parents in the ski resort Nooruz. In summer, I visit my grandparents who live in Naryn. I go horse riding with my friends in the village. I do a lot of sports. Sport is important in my life. I'm healthy, so I'm happy.

 b) Copy the table into your notebook. Read the text again. Complete the table with the names of sport.

play	do	go
<i>basketball</i>		


 c) Complete the rule with *play*, *do* and *go*.

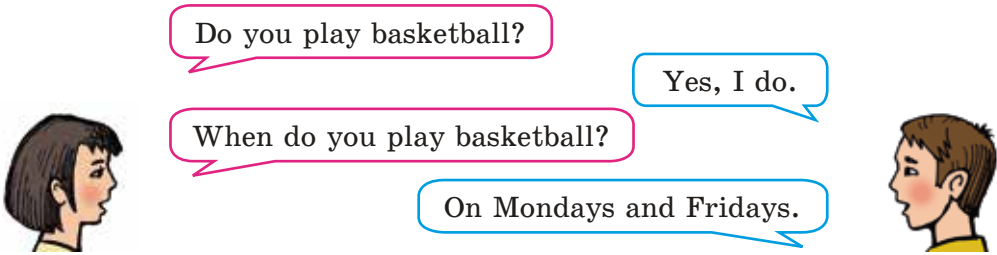


With sports we use:

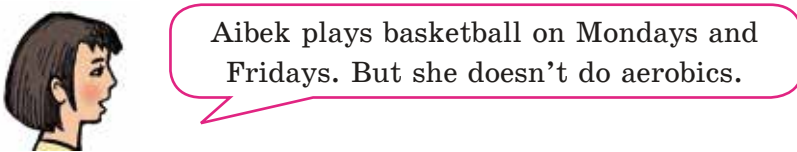
\_\_\_\_\_ for sports that end in *-ing*;  
\_\_\_\_\_ for team sports and ball sports;  
\_\_\_\_\_ for other sports.



 3. a) Work in pairs. Ask your partner about the sports in exercise 1a. Answer your partner's questions.








 b) Tell the class about your partner.




 4. Put these phrases into the table.

I hate... I quite like... I don't like... I really like...

			
<i>I really like...</i>			

 5. What do the underlined words mean in the text? Write *athletics*, *Serena Williams* and *Venus Williams*, *Rafael Nadal* and *karate*.


- Aigul really likes them. → *Serena Williams and Venus Williams*  
 Aigul quite likes him. →  
 Aigul doesn't like it. →  
 Aigul hates it. →



Object pronouns		
Subject		Object
I	love	my mother.
I	love	her.
<b>she</b>	→	<b>her</b>

 6. Complete the table with *them*, *him*, and *it*.


Subject pronouns	I	you	he	she	it	we	they
Object pronouns	me	you	_____	her	_____	us	_____

 7. Write the subject pronoun or the object pronoun that can take the place of the underlined word or words.

- a) Marina goes cycling with Alina. her
- b) John gets up early in the morning. \_\_\_\_\_
- c) Give the magazine to Nurhan. \_\_\_\_\_
- d) He plays chess with me and Adilet. \_\_\_\_\_
- e) My parents don't do any sports. \_\_\_\_\_
- f) This book isn't for you. It's for Timur and Maxim. \_\_\_\_\_
- g) There is a cake for you and me. \_\_\_\_\_
- h) Don't eat this orange. It's not good. \_\_\_\_\_

 8. Complete the sentences with an object pronoun.

- a) 'Do you like bananas?' 'Yes, I love them.'
- b) I like football but I don't play \_\_\_\_\_ very often.
- c) My sister is very nice. I like \_\_\_\_\_ very much.
- d) 'Do you like your new job?' 'No, I hate \_\_\_\_\_.'
- e) Our parents take \_\_\_\_\_ to Issyk-Kul every summer.
- f) Almaz is my friend. Do you know \_\_\_\_\_?
- g) We've got a problem. Can you help \_\_\_\_\_?


 9. Write a short paragraph about what sports you do, when you do them, why you do them.



karate	horse riding	volleyball	basketball	chess
aerobics	swimming	cycling	athletics	tennis

## 5C: KYRGYZ SPORTSMAN'S ABILITIES. Lessons 44–46



-  1. Look at the picture and the phrases in the box. What can you say about this man?

ride a horse	take part in competitions	a professional horse racer
write books	speak English	be good at athletics

-  2. a) Listen or read. Check your answers.

### A great Kyrgyz sportsman and writer

Emir Sultankanov is one of the organizers of the World Nomad Games in Kyrgyzstan. He's 35 years old. He's married and he's got three sons.

Emir is a horse racer. He's got 88 prizes from horse racing competitions. His favourite horse is Akkula. Emir rides Akkula very fast. He takes part in a lot of competitions.

But Emir isn't only a professional horse racer – he can do other things too. He writes books about Kyrgyz national games such as At chabysh, Kyz-kuumai, Ulak-tartysh, Oodarysh, and Toguz Korgool. He writes some of his books in English because he can speak it very well. He wants to make Kyrgyz national games popular in other countries.

What else can he do? Emir is good at athletics. He runs very fast because he trains a lot every day. He says, "Athletics and horse racing are the same. You need to come first to the finish line." But he can't do karate and he can't play tennis. He wants to learn to do these sports one day.



b) Read the text again and answer the questions.

- 1) How old is Emir Sultankanov?
- 2) How many children has he got?
- 3) What does he write about?
- 4) Why does he write about Kyrgyz national games?
- 5) What sports does he want to do?



3. a) Copy the phrases in your notebook. Tick (✓) the things Emir can do. Cross (X) the things he can't do.

ride a horse   
 speak English

do karate   
 play tennis



b) Complete the sentences with *can* or *can't*.

- 1) He \_\_\_\_\_ ride a horse.
- 2) He \_\_\_\_\_ speak English.
- 3) He \_\_\_\_\_ do karate.
- 4) He \_\_\_\_\_ play tennis.



c) Complete the rule.



### Can/can't

Positive (+)	I/you/he/she/it/we/they _____ sing.
Negative (-)	I/you/he/she/it/we/they _____ sing.
Questions (?)	<p>Answers:</p> <p>Yes, I/you/he/she/it/we/they _____.</p> <p>No, I/you/he/she/it/we/they _____.</p>



4. a) Listen and repeat. Notice the pronunciation of *can/can't*.

He can [kən] drive a car.	She can't [ka:nt] drive a car.
Can [kən] you drive a car?	Yes, I can [kən].                      No, I can't [ka:nt].



b) Listen. Look at the sentence stress. Repeat the sentences.

I can cook.

I can't cook.



c) Listen and repeat.

a) I can swim.

b) I can't play the piano.

c) Can you ride a bike?

Yes, I can.

No, I can't.

d) What can you do?



5. Write sentences with *can* or *can't*.

Example: a) *I can swim very well.*

a) (+) I/swim very well

b) (-) he/do karate

c) (?) you/use a computer

(+) Yes, I/

d) (?) they/ do aerobics

(-) No, they/

e) (+)(-) Azamat/read French, but he/speak it

f) (-) Lira and I/speak Chinese

g) (?) her parents/ski

(+) Yes, they/



6. a) Write sentences with *but* about what Maksat *can* and *can't* do.



a) (play)

He can play basketball, but he can't play football.

b) (speak)

\_\_\_\_\_

c) (ride)

\_\_\_\_\_

d) (rive)

\_\_\_\_\_

e) (make)

\_\_\_\_\_

f) (use)

\_\_\_\_\_



b) Write three things you can do and three things you can't do.



7. Walk around the classroom. Ask your classmates questions to find people who can do these activities.

Find someone who can...	Name
ride a horse play the piano play football swim use a computer cook speak four languages	




---

ride a horse    take part in competitions    a professional horse racer  
 write books    speak English    be good at athletics

---

## 5D: WHAT CAN YOU DO WELL? Lesson 47

### 1. Listen or read. What can Aigul do?



**David:** Hey, Aigul, look there's an interesting advert in the newspaper!

**Aigul:** What's it for?

**David:** The World Nomad Games need professional concert and cultural event presenters! Can you speak Kyrgyz, Russian and English **fluently**?

**Aigul:** Yes, I can.

**David:** Can you ride a horse very **well**?

**Aigul:** Yes, I can.

**David:** Can you speak **clearly**?

**Aigul:** Yes, I can.

**David:** Can you dress **stylishly**?

**Aigul:** Yes, I can.

**David:** Well... You're 11 years old. So, you can't...

**Aigul:** What can't I do?

**David:** You can't be a concert and cultural event presenter for the World Nomad Games because you're 11.



2. Look at the **highlighted** words in the text in exercise 1 and write them next to the adjectives.

Example: *clear* → clearly

clear → \_\_\_\_\_  
 stylish → \_\_\_\_\_  
 fluent → \_\_\_\_\_  
 good → \_\_\_\_\_

3. Look at these sentences. Answer the question and underline the correct words.

- 1) How do you make an adverb from an adjective?
- 2) Adverbs of manner tell us 'when'/'how' people do things.
- 3) They usually go *after/before* the verb.



### Adjectives

Atai speaks fluent English.  
 Meerim is a stylish girl.

### Adverbs

Atai speaks English fluently.  
 Meerim dresses stylishly.



4. Complete the table.



Adjective	Adverb	Rule
loud slow	loudly (1) _____	Adjective + <b>-ly</b>
easy happy	easily (2) _____	Adjective finishes in consonant + y y → <b>ily</b>
good early fast hard late	well early fast (3) _____ late	Irregular adverbs

Use an **adjective**, NOT an **adverb**, after the verb **be**: *I'm happy*.





5. a) Complete the table with adjectives and adverbs.

Adjective	Adverb
stylish	<u>stylishly</u>
_____	dangerously
bad	_____
_____	loudly
beautiful	_____

Adjective	Adverb
_____	politely
quiet	_____
_____	carefully
perfect	_____



b) Underline the stressed syllable in the adjectives and adverbs.

Example: stylish – stylishly



c) Does the stress change? Listen and check. Repeat the adjectives and adverbs.



6. Complete the sentences with the adverbs.

Example: a) *This exercise is easy. I can do it easily.*

- This exercise is easy. I can do it \_\_\_\_\_.
- Joaquin Cortes is a good dancer. He dances \_\_\_\_\_.
- He's a fast runner. He runs \_\_\_\_\_.
- We're hard workers. We work \_\_\_\_\_.
- Ernek is a careful driver. Ernek drives \_\_\_\_\_.
- Ainura is a good singer. Ainura sings \_\_\_\_\_.
- The sun is bright. The sun shines \_\_\_\_\_.
- We're happy. We live \_\_\_\_\_.



7. Write the words in the correct order.

Example: a) *She plays the piano beautifully.*

- plays/She/beautifully/the piano.
- politely/My niece/the questions/answers.
- for my exams/I/hard/study.
- get up/We/at weekends/late.

- e) drive/Please/carefully.
- f) his music/My neighbor/loudly/plays.
- g) perfectly/Simon/German/speaks.

**8. Work in pairs. Talk about your country, city or village. Talk about how people do things. Use the verbs below and adverbs from this lesson.**

drive	eat	work	talk	dress	dance
sing	speaks a foreign language	live	drive		



In my city, people drive dangerously.

In my city, people drive fast.




---

clearly	fluently	stylishly	beautifully	dangerously
fast	loudly	slowly	easily	happily
badly	hard	late	politely	quietly
carefully	perfectly	well	early	

---

# UNIT 6

## 6A: WHEN IS YOUR BIRTHDAY? Lessons 48–49

1. a) Look at the pictures. Which seasons are they? Why? Discuss with your partner.

b) Put the letters in the correct order.



①

spingr



②

remusm



③

mutaun



④

tinwer

c) Listen and repeat the words.

2. a) How many months are there in a year? Can you name all of them? Which months are:

winter months? spring months? summer months? autumn months?

b) Complete the months.

-ember (x3)	-y	-e	-ly	-ober
uary	-ust	-ruary	-ch	-il

January

Oct \_\_\_\_\_

Aug \_\_\_\_\_

Jun \_\_\_\_\_

Apr \_\_\_\_\_

Feb \_\_\_\_\_

Nov \_\_\_\_\_

Sept \_\_\_\_\_

Ju \_\_\_\_\_

Ma \_\_\_\_\_

Mar \_\_\_\_\_

Dec \_\_\_\_\_



Always write months with a capital letter

*March NOT march*



c) Listen and check. Underline the stress. Which five months have the stress on the second syllable? Repeat the months after the teacher.



3. Listen and repeat the words.

[θ] think three month theatre Thursday birthday thin



4. a) Complete the table with the ordinal numbers.



b) Listen, check and repeat.

1 - _____ [fɜːst]	8 - <u>eighth</u>	15 - _____
2 - <u>second</u>	9 - _____	20 - <u>twentieth</u>
3 - _____ [θɜːd]	10 - _____	22 - _____
4 - _____	11 - _____	23 - <u>twenty-third</u>
5 - <u>fifth</u> [fɪfθ]	12 - <u>twelfth</u>	30 - _____
6 - _____	13 - _____	31 - _____
7 - _____	14 - <u>fourteenth</u>	



### How to make ordinals

Number + **th** = ordinal

*four - fourth; six - sixth; seven - seventh, ten - tenth, etc.*

Exceptions:	There is a short form for writing ordinals:	
one - first	first - 1st	fifth - 5th
two - second	second - 2nd	sixth - 6th
three - third	third - 3rd	seventh - 7th
five - fifth	fourth - 4th	eighth - 8th



5. Work in pairs. Answer the questions.

- What's the first month of the year?
- What's the fifth month of the year?

- c) What's the seventh month of the year?
- d) What's the ninth month of the year?
- e) What's the eleventh month of the year?
- f) What's the twelfth month of the year?



**When you say dates in English, use ORDINAL numbers.**

- When is your birthday?
- It's on **the tenth** of August.
- OR
- It's August **the tenth**.



**6. a) Complete the table.**

Dates	How to write dates	How to say dates
01.02	1 <sup>st</sup> February	(1) <i>the first of February</i>
08.03	8 <sup>th</sup> March	(2) _____
11.05	(3) _____	the eleventh of May
31.08	31 <sup>st</sup> August	(4) _____
02.10	(5) _____	the second of October



**b) Listen, check and repeat.**



**7. Say these dates.**

- |                           |                           |                          |
|---------------------------|---------------------------|--------------------------|
| 23 <sup>rd</sup> February | 1 <sup>st</sup> April     | 9 <sup>th</sup> June     |
| 21 <sup>st</sup> March    | 5 <sup>th</sup> May       | 14 <sup>th</sup> July    |
| 30 <sup>th</sup> August   | 2 <sup>nd</sup> September | 15 <sup>th</sup> October |



**8. Choose the correct words.**

- a) My birthday is on the *three/third* of December.
- b) In my house there are *five/fifth* rooms.
- c) Kyrgyzstan's Independence Day is on the *thirty-one/thirty-first* of August.
- d) This is my *two/second* competition this year.
- e) It's Anara's *eleven/eleventh* birthday on Thursday.



### Prepositions of Time

in	on	at
the morning/ afternoon/evening spring/summer autumn/winter January/February/ March, etc.	Sunday/Monday, etc. Friday evening/ Saturday morning/ Sunday afternoon, etc. 1st January/ 23 <sup>rd</sup> October, etc.	night/the weekend/ six o'clock/ 2.35 P.M.



9. Complete the text with *on*, *in* or *at*.



I love sport. I usually get up early, (1) at 6 o'clock (2) \_\_\_\_\_ the morning. I go jogging. (3) \_\_\_\_\_ Monday and Wednesday I play tennis (4) \_\_\_\_\_ the afternoon. (5) \_\_\_\_\_ Tuesday and Thursday evening I play football with my friends. (6) \_\_\_\_\_ summer I go swimming and (7) \_\_\_\_\_ winter I go to the gym. (8) \_\_\_\_\_ the weekend I go for a walk with my father. We like long walks. I relax only (9) \_\_\_\_\_ night!



10. Write the dates in two ways.

Example: 03.04

*We write 3rd April*

*We say the third of April*

a) 06.06

We write \_\_\_\_\_

We say \_\_\_\_\_

b) 07.01

We write \_\_\_\_\_

We say \_\_\_\_\_

c) 15.12

We write \_\_\_\_\_

We say \_\_\_\_\_

d) 01.05

We write \_\_\_\_\_

We say \_\_\_\_\_

e) 24. 07

We write \_\_\_\_\_

We say \_\_\_\_\_

f) 30.11

We write \_\_\_\_\_

We say \_\_\_\_\_

-  11. Walk around the class. Ask your classmates when their birthday is. Stand in a line starting with January and finishing with December.



When is your birthday?

My birthday's on the first of April.




---

season	winter	spring	summer	autumn
January	February	March	April	May
June	July	August	September	October
November	December			

---

## 6B: PUBLIC HOLIDAYS IN KYRGYZSTAN. Lessons 50–52

-  1. Write down the names of public holidays in Kyrgyzstan. When do people celebrate them? Compare your list with a partner. Who has more holidays in the list?



New Year's Day. It's on the first of January.

Christmas. It's on the seventh of January



-  2. a) Listen or read. Complete the table.


	New Year's Day	Nooruz	Orozo Ait
When is it?	<i>January 1</i>		
What do people celebrate?			
How do they celebrate?			
What do people eat?			

**New Year's Day** is on January 1. It is a family holiday. For children it means a lot of **gifts** and school holidays. Just before the New Year, people clean their houses, buy a New Year tree and **decorate** it with toys. They cook national dishes such as manty, plov, beshbarmak, prepare at least 3–4 different salads and buy a lot of oranges. On the night of December 31, families **get together** and celebrate until the clock strikes midnight. After that, people **set off** fireworks, **stay up** all night, and watch TV.



March 21 is **Nooruz**. It marks the start of the Persian New Year, but the Muslim countries of Central Asia also celebrate it. Kyrgyz people clean their houses and burn a branch of Archa to **bring good luck**. Before the holiday, they try to **pay off** their debts, **make up** with people they argued with and **throw away** things they don't need. On the day of Nooruz, people try to **put on** new clothes. Families and close friends get together and eat traditional food, like sumelek, which is only cooked once every year by mixing water with wheat seeds, nuts, rice, flour and seven small stones. After the meal, people go to special places where national games, wrestling competitions and performances **take place**. Everybody **joins in** the celebration.


**Orozo Ait** takes place on a different day each year. It **lasts** for three days and it ends the **holy** month of Ramazan or Ramadan, during which Muslims cannot eat or drink during the day, but they can eat and drink at night. On Orozo Ait, people usually get up very early. They go to **mosques** or they **pray** together in the big squares of cities. After that, families get together, invite their **neighbours** and friends and have a **huge feast** of national dishes.

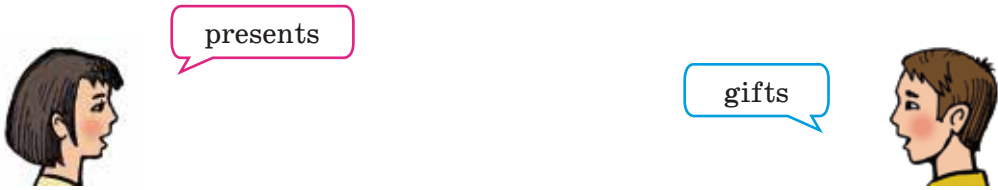
 b) Cover the text. Look at the information in the table in exercise 2a. Work in pairs. Tell each other about the holidays.

 3. a) Look at the words and phrases in bold in the text. Match them to the definitions.

Example: a) *very big* – *huge*

- a) very big
- b) important in a religion
- c) to continue
- d) to make something beautiful by putting nice things on it
- e) a Muslim religious building
- f) presents
- g) to happen
- h) people who live near you
- i) to help good things happen
- j) to speak to God
- k) a large meal, usually for a special occasion

-  b) Spend one minute to remember the definitions in exercise 3a). Work in pairs. Read a definition. Your partner says the word. Then swap the roles. Who remembers more words?



- c) Complete this description with the words in the box.

feast	gifts	last	mosques	holy
neighbours	pray	take place		

Kurman Ait is another public holiday in Kyrgyzstan. It (1) \_\_\_\_\_ on a different date each year and (2) \_\_\_\_\_ for three-four days. Kurman Ait ends the Hajj to the (3) \_\_\_\_\_ place of Islam – Mecca.

On this day, Muslims sacrifice animals, by killing sheep or lambs. They divide the meat into three parts: one is for poor people, one is for preparing a (4) \_\_\_\_\_ for relatives, (5) \_\_\_\_\_ and friends; and one is for the family. On this day, people go to (6) \_\_\_\_\_ to pray. In big cities they (7) \_\_\_\_\_ in squares. People visit their friends and relatives and give them (8) \_\_\_\_\_.



### Phrasal verbs

A phrasal verb is a combination of words that is used like a verb. It consists of a verb and an adverb or a preposition.


Examples: get up, wake up, sit down

4. a) Look at the **highlighted** phrasal verbs in exercise 2 and match them to their definitions.

Example: *get together* – g

get together	a) not to go to bed
set off	b) to do an activity with people who are already doing it
stay up	c) to dress in
pay off	d) to put into trash

make up            e) to make a bomb explode  
 throw away       f) to finish paying  
 put on             g) to meet to do something together  
 join in             h) to become friends again

 b) Spend one minute to remember the phrasal verbs and their definitions in exercise 4a. Work in pairs. Read a definition. Your partner says the phrasal verb. Then swap the roles. Who remembers more phrasal verbs?



not to go to bed

stay up



a neighbour  
 a feast  
 to last  
 huge  
 to set off  
 to stay up  
 to join in

a mosque  
 holy  
 to pray  
 a gift  
 to make up  
 to pay off

to bring good luck  
 to decorate  
 to take place  
 to get together  
 to throw away  
 to put on

## 6C: A BRITISH HOLIDAY. Lessons 53–55

 1. Work in pairs. Answer the questions:

- Do you know any British holidays?
- When do they take place?
- What do people celebrate?
- How do they celebrate it?

 2. Look at the pictures. Listen and repeat the words. Underline the stress.



①

bonfire



②

straw



③

the Guy



④

torch



⑤

fireworks



⑥

syrup



⑦

procession

3. a) Match the words in exercise 2 to their definitions.


Example: 1) *bonfire* – c

- They're small. People light them on special days. They light up with different colours.
- It's a model of a person. They are usually ugly, not beautiful. They often show a person who you don't like

- c) It's a big fire outside.
- d) It's a sweet mix of water and sugar.
- e) It's a dry stem of a plant or flower.
- f) It's a fire on a piece of wood.
- g) It's a number of people that go together in one direction.

b) Spend one minute to remember the definitions in exercise 3a. Work in pairs. Say the number of a picture and your partner gives the definition. Then swap the roles. Who remembers more words?



 4. David tells Aigul about a public holiday they celebrate in Great Britain. Listen or read. Answer the questions.

- 1) What is the name of the holiday?
- 2) When do people celebrate it?
- 3) What do people use to make the Guys?
- 4) Why do children take their Guys out on the street?
- 5) Do people have torch-lit processions in small towns?
- 6) What is the traditional food on the Guy Fawkes Night?

**Aigul:** David, what holidays do you celebrate in autumn?

**David:** On the fifth of November, we celebrate Guy Fawkes Night. Or sometimes we call it Bonfire Night.

**Aigul:** How do you celebrate it?

**David:** Before the holiday, people prepare the Guys. The Guy is a model of a person that people make out of old clothes, paper or straw. The Guys are usually very big, sometimes about nine meters high. Children can make their Guys too. They aren't so big, but they are really nice and funny. They take their homemade guys out on the street and ask for "a penny for the Guy" for fireworks. Some people wear special masks on this day. In main towns or cities people organize

a torch – lit procession. The procession goes to the place where there is a bonfire and fireworks.

**Aigul:** Do you cook anything special on this day?

**David:** We cook potatoes. We bake them in the bonfire. We also make a traditional cake. We call it Parkin Cake. Other foods that are very popular on this day are sausages and marshmallows. We toast them on fire. The apples in syrup are also very tasty!

 5. Listen and repeat the words.

[aɪ]    night    high    nice    Guy    sometimes    organize

 6. a) Look at the pictures. Match the opposites from the box.

big    new    low    young    serious    similar/the same    ugly    wet



① beautiful – ugly

② small – \_\_\_\_\_



③ old – \_\_\_\_\_



④ dry – \_\_\_\_\_



⑤ funny – \_\_\_\_\_



⑥ different – \_\_\_\_\_



⑦ old – \_\_\_\_\_



⑧ high – \_\_\_\_\_



 b) Listen, check, and repeat.

 c) Work with a partner. Ask and answer the questions.



What's the opposite of beautiful?

Ugly. What's the opposite of high?



*It's a young boy.  
It's an old man.  
They're big apples.*

Adjectives usually go **before** nouns.  
Adjectives **don't change** in singular and plural.



**7. Write sentences.**

Example: a) It's a funny story.

- a) story/funny \_\_\_\_\_
- b) car/old \_\_\_\_\_
- c) shoes/new \_\_\_\_\_
- d) season/dry \_\_\_\_\_
- e) mountain/high \_\_\_\_\_
- f) jeans/wet \_\_\_\_\_
- g) monster/ugly \_\_\_\_\_



**8. Write another sentence. Use the opposite.**

Example: a) Nargiza is beautiful. She isn't ugly.

- a) Nargiza is beautiful. She \_\_\_\_\_.
- b) The brothers aren't similar. They \_\_\_\_\_.
- c) It's an old house. It's \_\_\_\_\_.
- d) It's a new computer program. It's \_\_\_\_\_.
- e) They aren't wet shoes. They \_\_\_\_\_.
- f) Her dress isn't beautiful. It's \_\_\_\_\_.
- g) Mr. Black isn't old. He \_\_\_\_\_.



a bonfire	straw	a torch	a firework	syrup
a procession	ugly	wet	similar/the same	



## 6D: UNUSUAL FESTIVALS. Lesson 56

1. Look at the pictures. Which festivals do they represent? Where do they take place?



①

a statue



②

a hot air balloon



③

tomatoes

2. a) Listen or read. Match the texts to the pictures in exercise 1. What are the names of the festivals?

1. Each October, people from all over the world come to New Mexico, USA to celebrate the International Balloon Festival. People and companies make all kinds of hot air balloons. They fill them with hot air, so the balloons **rise** in the sky. They attach baskets to the balloons. People ride in the baskets. Other people come to watch beautiful balloons of different shapes and sizes **float** in the air. People have **picnics** while they watch, **film** the balloons with their cameras or **take pictures**. They also buy T-shirts and other things to **remind** them of the festival.
2. The festival of La Tomatina takes place in a small town Bucol, Spain on the last Wednesday of August every year. During the week before that day, parades, fireworks, music and dancing take place in the town. The **highlight** of the festival is a tomato **fight**. People throw about 120 **tonnes** of large tomatoes at each other. Anyone can join in the fight. Participation costs €10.

3. The Las Fallas Festival also takes place in Spain, in Valencia. It is an old festival, from 500 years ago, and it lasts one week. People create statues to **poke fun at** others. They often make statues of famous people they don't like. The statues are made of **cardboard**. They are really huge and **colourful**. They are in the streets of the city for a week. People look at them and take pictures. There are also parades, fireworks, music and dancing every day. On March 19, people set off fireworks to **burn** the statues. Las Fallas is a very **noisy** festival.




**b) Read the text again and answer the questions.**

- 1) What do people do at the Balloon Festival?
- 2) How does a hot air balloon work?
- 3) What can people do before the tomato fight starts?
- 4) Who can take part in the tomato fight?
- 5) How old is Las Fallas?
- 6) Why do people make statues?
- 7) Who do the statues represent?
- 8) What happens to the statues at the end of the Las Fallas Festival?



**3. a) Match the words in bold in the text with the definitions.**

- a) to make unkind jokes about somebody
- b) 1,000 kilograms
- c) the most interesting part of something
- d) to destroy with fire
- e) to help someone to remember something
- f) to move up
- g) to photograph
- h) with bright colours or a lot of colours
- i) a situation in which people hit each other
- j) opposite of quiet
- k) to use a camera to record moving pictures
- l) meal that you eat outside, for example, in the mountains
- m) very thick paper
- n) move slowly


-  b) Spend one minute to remember the definitions in exercise 3a).  
Work in pairs. Read a definition. Your partner says the word. Then swap the roles. Who remembers more words?



to destroy with fire

to burn



-  4. Work in pairs. Each choose one of the festivals in exercise 2.  
Look at the questions below, then spend some time reading about the festival again. Close your books and tell your partner about the festival. Your partner checks the answers are correct.

- 1) Where and when does it take place?
- 2) What happens?
- 3) What do you think of the festival?



to take pictures  
to poke fun at  
hot air ballon  
noisy

a highlight  
colourful  
cardboard  
to float

a statue  
a picnic  
a fight  
to burn

to rise  
to film  
a tonne  
to remind

## STOP AND CHECK 3. Lessons 57–58

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### 1. Put the adverbs in the correct places.

Example: *She is late. (often)*

*She is often late.*

- a) She is late. (often)
- b) Daniel does his homework. (always)
- c) My sister goes to parties. (hardly ever)
- d) I go for a walk in the evenings. (usually)
- e) Mr. Green is tired. (never)
- f) He comes home late. (sometimes)

### 2. Write the words in the correct order.

Example: *pop/to/music/I/listen*

*I listen to pop music.*

- a) in/country/the/I/live  
\_\_\_\_\_
- b) drives/a/My/BMW/brother  
\_\_\_\_\_
- c) do/housework/family/in/I/my/usually/the  
\_\_\_\_\_
- d) coffee/black/My/drinks/mother  
\_\_\_\_\_
- e) dinner/together/family/My/has  
\_\_\_\_\_

### 3. Write the negative of each sentence in exercise 2.

- a) *I don't listen to pop music.*
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

4. Complete the sentences with *her, she, them, you, him, it, they, he*.

Example: a) 'Where's your brother?' 'He's in Spain now.'

- a) 'Where's your brother?' '\_\_\_\_\_ 's in Spain now.'
- b) David and Tom are nice people. Do you know \_\_\_\_\_?
- c) It's a good book. Do you want to read \_\_\_\_\_?
- d) Are you okay? Can I help \_\_\_\_\_?
- e) 'Where are my notebooks?' '\_\_\_\_\_ 're on my desk.'
- f) Today's Daniel's birthday. This present is for \_\_\_\_\_.
- g) Who's she? Do you know \_\_\_\_\_?
- h) My mother isn't at home. \_\_\_\_\_ 's at work.

5. Complete the sentences. Use *can* and *can't* and the verbs from the box.

Example: a) He can't play football, but he can do karate.

swim	make	speak (x2)	play	run	do	use
------	------	------------	------	-----	----	-----

- a) He \_\_\_\_\_ football, but he \_\_\_\_\_ karate.
- b) I \_\_\_\_\_ Turkish, but I want to learn it.
- c) There is a computer. \_\_\_\_\_ they \_\_\_\_\_ a computer?
- d) Daniel travels a lot. He \_\_\_\_\_ 5 languages.
- e) Kate and her sister go to the swimming pool, but they \_\_\_\_\_ very well.
- f) We don't train every day. We \_\_\_\_\_ fast.
- g) \_\_\_\_\_ you \_\_\_\_\_ coffee?

6. Choose an adjective from the box. Change it into an adverb, then write it in the correct sentence. More than one correct answer is possible.

Example: a) I eat slowly.

polite	loud	fast(x2)	slow	beautiful	healthy
--------	------	----------	------	-----------	---------

- a) I eat \_\_\_\_\_.
- b) My teacher speaks \_\_\_\_\_. I don't understand him.
- c) Nurcholpon sings \_\_\_\_\_.
- d) Japanese people speak \_\_\_\_\_.
- e) He's good at running. He can run very \_\_\_\_\_.
- f) He's a slow driver. He drives \_\_\_\_\_.
- g) My friend laughs \_\_\_\_\_.

7. Underline the stress.

Example: January

- 1) January
- 2) February
- 3) March
- 4) April
- 5) May
- 6) June

- 7) July
- 8) August
- 9) September
- 10) October
- 11) November
- 12) December

8. Use the words from the box to write a sentence for each picture.

Example:



*It's an old woman.*

big

dry

high

old

new



(a) mountain

\_\_\_\_\_



(b) nose

\_\_\_\_\_



(c) dog

\_\_\_\_\_



(d) tree

\_\_\_\_\_



(e) car

\_\_\_\_\_



(f) shoes

\_\_\_\_\_

# UNIT 7

## 7A. Lessons 60–61

### LEGENDS LIVE WITH US

1. Look at the pictures. Describe them. What holiday do you think they are related to?



①



②



③



④

2. Look at the pictures. Listen and repeat the words.



①

wealth  
[welθ]



②

poor  
[puə]



③

a plate  
[pleɪt]



④

full      empty  
[fʊl]      [ˈemptɪ]



5

hungry  
[ˈhʌŋɡri]



6

wheat grains  
[wi:t] [ɡreɪnz]



7

a cauldron  
[ˈkɔ:ldr(ə)n]



8

stones  
[stəʊnz]



9

strong      weak  
[strɒŋ]      [wi:k]



10

tired  
[ˈtaɪəd]



3. Listen or read. What do the words from exercise 2 mean in the text?



Wealth. Archa brings people wealth.

David: Aigul, what's your favourite holiday?

Aigul: I like Nooruz. We celebrate it on 21st March. Nooruz means "a new day". Kyrgyz people start the new year from Nooruz.

David: How do people celebrate it?



**Aigul:** It starts early in the morning and finishes late at night. In big towns and small villages, people dress up, sing, dance and play national musical instruments. They also play some traditional games. At home people have a special ceremony. They burn Archa and smoke their houses. They believe that this ceremony brings good luck, happiness and wealth. Another tradition is cooking sumelek. When people cook it, they listen to music, sing songs and tell children a legend about this dish.

**David:** Legend? Can you tell me this legend, please?

**Aigul:** Of course! Listen. The legend is about a woman who was very poor. There were seven children in her family. One year the harvest was very bad and there wasn't enough food to eat. The children were little and couldn't understand why their plates were always empty. They were very hungry and the woman was very unhappy about that. She could find only some wheat grains on the floor. So she put them into the cauldron with water. She also put in some stones and started to cook. She cooked all day and all night. Her children were very weak and tired. They couldn't wait for the food to be ready. They fell asleep. The woman was very tired too and she fell asleep with her children. In the morning, the cauldron was full of warm brown food. It was sumelek, a present from the angels. The woman could feed her children and other people who were very poor.



**Past Simple: was/wasn't/were/weren't/could/couldn't**

**Present**



I **am** a schoolboy now.  
I **can** read and write now.





**Past**



I **wasn't** a schoolboy 10 years ago. I **was** a baby.  
I **couldn't** read or write 10 years ago.  
I **could** only play.



## Past Simple: was/wasn't/were/weren't/could/couldn't

Present	Past
 <p>They <b>are</b> married now.</p>	 <p>They <b>weren't</b> married 10 years ago. They <b>were</b> friends.</p>
 <p><b>There are</b> students in the classroom now. <b>There is</b> a blackboard in the classroom.</p>	 <p><b>There weren't</b> any students in the classroom 5 minutes ago. <b>There was</b> a blackboard in the classroom yesterday.</p>



4. What are the past tense forms of the verb *to be*? Complete the gaps.



	Positive (+)	Negative (-)	Question (?)
I	<u>was</u>	<u>was not = wasn't</u>	<u>Was I?</u>
You	<u>were</u>	<u>were not = weren't</u>	<u>Were you?</u>
he/she/it	a) _____	d) _____	g) _____ he/she/it?
we	b) _____	e) _____	h) _____ we?
they	c) _____	f) _____	i) _____ they?



5. What is the past form of *can*? Complete the gaps. Does the form change in singular and plural?



	Positive (+)	Negative (-)	Question (?)
I			I?
You			you?
he/she/it	a) _____	b) _____	c) _____ he/she/it?
we			we?
they			they?



6. Listen and repeat.



### Positive (+)

It was hot yesterday. There was a boy in the room. We were at home.

[wəz]

[wəz]

[wə]

### Question (?)

Where was your mother yesterday morning? Were you tired?

[wəz]

[wə]

How many children were there in the park?

[wə]

### Negative (-)

I wasn't at school yesterday. There wasn't any bread on the table.

[wəz(ə)nt]

[wəz(ə)nt]

They weren't at home yesterday. There weren't any chairs in the room.

[wɜ:nɪt]

[wɜ:nɪt]

### Short answers

Yes, I was. No, I wasn't. Yes, there was. No, there wasn't.

[wəz]

[wəz(ə)nt]

[wəz]

[wəz(ə)nt]

Yes, they were. No, they weren't.

[wɜ:]

[wɜ:nɪt]



7. Read the questions. Complete the answers.

Present	Past
a) What day is it today? It's _____.	What day was it yesterday? It was _____.
b) What month is it now? It's _____.	What month was it last month? It was _____.
c) Where are you now? I'm in/at _____.	Where were you yesterday morning? I was in/at _____.
d) Are you in England? _____, I am./ _____, I'm not.	Were in England last summer? _____, I was./ _____, I wasn't.
e) Is there a teacher in the classroom? _____, there is./ _____, there isn't.	Was there a teacher in the classroom five minutes ago? _____ here was./ _____, there wasn't.
f) Are there any students in the classroom? _____, there are./ _____ there aren't.	Were there any students in the classroom five minutes ago? _____, there were./ _____, there weren't.
g) Can you speak English? _____, I can./ _____, I can't.	Could you speak English when you were five? _____, I could./ _____ I couldn't.
h) Can your teacher dance? Yes, _____ can./ No, _____ can't.	Could your teacher dance when he/she was eleven? Yes, _____ could./ No, _____ couldn't.

 **8. Write the sentences in the Past Simple Tence.**

Example: a) I'm hungry. I was hungry.

- a) I'm hungry. \_\_\_\_\_.
- b) It's Monday. \_\_\_\_\_.
- c) They aren't happy. \_\_\_\_\_.
- d) She isn't here. \_\_\_\_\_.
- e) Is he at school? \_\_\_\_\_.
- f) Are you tired? \_\_\_\_\_.
- g) We aren't friends. \_\_\_\_\_.
- h) Can you swim? \_\_\_\_\_.
- i) You are different. \_\_\_\_\_.

 **9. a) Complete the questions with *was* or *were*.**

- 1) Where were you born?
- 2) Where \_\_\_\_\_ your parents born?
- 3) Where \_\_\_\_\_ you at six o'clock yesterday evening?
- 4) Where \_\_\_\_\_ your father at six o'clock yesterday evening?
- 5) When \_\_\_\_\_ your last birthday? How old \_\_\_\_\_ you?
- 6) What films \_\_\_\_\_ on TV last night?
- 7) \_\_\_\_\_ there any tests yesterday?
- 8) \_\_\_\_\_ anybody late for class today? Who?

 **b) Match the answers a–h with questions 1–8.**

Example: a) – Question 5

- a) It was in September. I was eleven!
- b) I was born in Bishkek.
- c) Yes, there was a test on Maths.
- d) I don't know. I wasn't at home last night.
- e) Yes, Altynai was late – as usual.
- f) My mother was born in Bishkek. My father was born in Karakol.
- g) My father was at work.
- h) I was at home with my family.

**c) Work in pairs. Ask and answer the questions from exercise 9a.**



Where were you born?

I was born in Talas.





## Years

Say the year like this:

1900 – **nineteen hundred**

1901 – **nineteen oh one**

1986 – **nineteen eighty six**

1861 – **eighteen sixty one**

2000 – **two thousand**

2006 – **two thousand and six**

2010 – **twenty ten**

2017 – **twenty seventeen**

**10. Work in pairs. Dictate five years to your partner. Your partner writes them in numbers.**



Student A

nineteen eighty six



Student B

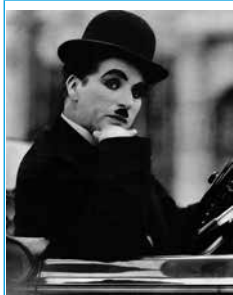


**11. Make true sentences with *was/wasn't/were/weren't/could/couldn't*.**

- 1) I was/wasn't born in 2005.
- 2) I could/couldn't read when I was five.
- 3) I was/wasn't at home at 11 o'clock on Sunday morning.
- 4) I could/couldn't speak English when I was in the 2nd grade.
- 5) The weather was/wasn't very bad yesterday.
- 6) I was/wasn't late for class today.
- 7) My first teacher was/wasn't a man.



**12. Read about famous people. Complete the questions and short answers.**



### Charlie Chaplin

Film actor

born – London – 1889

died – Switzerland – 1977

- 1) Was Charlie Chaplin born in France?

No, he wasn't

- 2) Was he an actor?

Yes, he was



### Chyngyz Aitmatov

Kyrgyz and Russian writer

born – Kyrgyzstan – 1928

died – Germany – 2008

- 3) \_\_\_\_\_ Chyngyz Aitmatov an actor?  
\_\_\_\_\_
- 4) \_\_\_\_\_ he born in Germany?  
\_\_\_\_\_



### Alexander Pushkin

Russian poet

born – 1799

died – 1837

- 5) \_\_\_\_\_ Alexander Pushkin Russian?  
\_\_\_\_\_
- 6) \_\_\_\_\_ he a poet?  
\_\_\_\_\_



### Brothers Grimm

German writers

born in Germany

- 7) \_\_\_\_\_ Brothers Grimm born in the USA?  
\_\_\_\_\_
- 8) \_\_\_\_\_ they writers?  
\_\_\_\_\_



wealth  
hungry

poor  
strong

full  
weak

empty  
tired

## 7B: KYRGYZ PRIMA BALLERINA Lessons 62–64

1. Look at the pictures. Listen and repeat the words.



a ballerina  
[ˌbæləˈri:nə]



a composer  
[kəmˈpəʊzə]



a stage  
[steɪdʒ]

2. Look at the picture. Who was this woman? What do you know about her? Listen or read. Check your answers.



Bubusara Beyshenalieva was the first great Kyrgyz ballerina. She was born in the village of Vorontsovka (now Tash Debe) on 15 September, 1926. She **studied** at the Vaganova Ballet Academy in Leningrad (now Saint Petersburg). She **danced** on the stage of the Bolshoi Theatre just three years after she **started** to dance. People immediately **noticed** her talent. She **married** the composer Akmat Amanbaev in 1944. She was a ballet teacher and professor at the Kyrgyz National Ballet School. She **worked** with young ballet dancers. She **died** on 11 May, 1973.

3. The words in bold in the text are all past simple forms. What is the ending?

Read the spelling rules in the table. Find more examples from the text and put them into the correct groups (1–3) in the table.





### Past Simple: positive (+)

Rules	Examples	Examples from the text
1) -ed	ask → asked	1) <u>started</u> 2) _____
2) -e → -d	arrive → arrived	3) _____ 4) _____ 5) _____
3) consonant + -y → -ied	hurry → hurried	6) _____ 7) _____
4) vowel + -y → -yed	played, enjoyed	
5) double consonant + -ed	stopped, travelled	



#### 4. a) Listen and repeat.

[d]	[t]	[id]
studied married died	worked noticed danced	started

b) Now read the words below. Put them into the correct column in exercise 4a. Then practice saying these words.

lived	cooked	wanted	decided	laughed
listened	opened	worked	waited	



#### 5. Complete the sentences with the Past Simple of the verbs in brackets.

Example: 1. Alisher watched a film on TV last night.

- 1) Alisher \_\_\_\_\_ a film on TV last night. (watch)
- 2) Ibragim \_\_\_\_\_ chess with his brother. (play)
- 3) We \_\_\_\_\_ our homework. (finish)

- 4) Ksenya and Oksana \_\_\_\_\_ hard. (study)
- 5) I \_\_\_\_\_ late. (arrive)
- 6) My mother \_\_\_\_\_ as a teacher. (work)
- 7) Aidai \_\_\_\_\_ in Turkey. (live)
- 8) He \_\_\_\_\_ the concert. (enjoy)

 **6. Complete the sentences with verbs in the Past Simple Tence.**

close	wait	visit	listen
study	answer	stay	

Example: 1. We waited twenty minutes for the bus.

- 1) We \_\_\_\_\_ twenty minutes for the bus.
- 2) I \_\_\_\_\_ at home.
- 3) Renat \_\_\_\_\_ hard for the exam.
- 4) She \_\_\_\_\_ all the questions.
- 5) My aunt \_\_\_\_\_ us.
- 6) Ben \_\_\_\_\_ to music.
- 7) They \_\_\_\_\_ their books after the lesson.

 **7. What did these people do? Write sentences. Use the Past Simple of the verbs in the box.**

study	play	marry	dance
watch	listen	cook	work

Example: 1) *They played football after school*



①



②



③



④



5




6



7



8

 8. Use the verbs from this lesson to make notes about your past. Tell your partner about your past.



When I was 7 years old, I travelled to Kazakhstan.

9. Change the verbs from the Present Simple to the Past Simple Tence.

Example: 1. *I listen to music.* → *I listened to music.*

- 1) I listen to music.
- 2) She studies hard for the exam.
- 3) Boris plays tennis.
- 4) The concert finishes at 8.00.
- 5) We live in Berlin.
- 6) He arrives at school.
- 7) Zuhra wants to be a doctor.



to study	to dance	to notice	to start	to marry
to work	to die	to arrive	to hurry	to enjoy
to travel	to laugh	to decide	to wait	
a ballerina	a composer		a stage	

## 7C: A GREAT ACTOR AND PAINTER. Lessons 65–67



1. Look at the pictures. Listen and repeat the words.



A painter  
paints paintings



a portrait  
[ˈpɔːtrɪt]



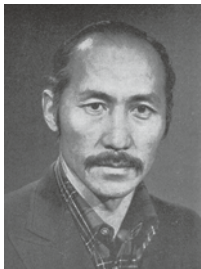
an abstract painting  
[ˈæbstrækt]



a landscape  
[ˈlændskeɪp]




2. All these pictures are related to one person. Who is this person?  
What do you know about him?



3. a) Read the text and check your answers.

Suimenkul Chokmorov was a Kyrgyz film actor. He was born in Chon Tash village on 9 November, 1939. He graduated from Kyrgyz State National University in 1958 and in 1964 he graduated from

the Leningrad Academy of Arts. As a painter, Suimenkul Chokmorov painted abstract paintings. He painted about 20 paintings and acted in 400 films. He acted in such films as *Jamilya*, *The Seventh Bullet*, *The Red Apple*, and *I am Tien Shan*. He died on 26 September, 2014.

-  b) Some information in the text is not true. Work in pairs, find five factual mistakes.



I think it's not true that "He graduated from Kyrgyz State National University".

-  c) Listen or read. The text has true information. Check your answers.

Suimenkul Chokmorov was a Kyrgyz film actor. He was born in Chon Tash village on 9 November, 1939. He graduated from the Frunze College of Arts in 1958 and in 1964 he graduated from the Leningrad Academy of Arts. As a painter, Suimenkul painted landscapes and portraits. He painted about 400 paintings and acted in 20 films. He acted in such films as *Jamilya*, *The Seventh Bullet*, *The Red Apple*, and *I am Tien Shan*. He died on 26 September, 1992.

#### 4. Read the sentences. Answer the questions.

- a) Which sentences are positive?  
 b) Which sentences are negative?
- 1) He didn't graduate from Kyrgyz State National University. He graduated from the Frunze College of Arts.
  - 2) Suimenkul Chokmorov didn't paint abstract paintings. He painted landscapes and portraits.


Complete the table with the negative form of the Past Simple.



#### Past Simple: negative (-)

I/you/he/she/it/we/they

\_\_\_\_\_ (= did not) + V<sub>1</sub>

 5. Correct false information in the text using the negative form of the Past Simple. Then write true sentences about Suimenkul Chokmorov.

- 1) He painted about 20 paintings. *He didn't paint about 20 paintings. He painted about 400 paintings.*
- 2) He acted in 400 films.
- 3) He died on 26 September, 2014.

 6. Change the sentences into the negative form.

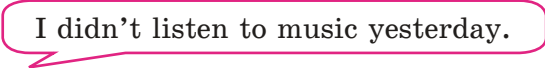
Example: 1. *Sabyr didn't wash his car yesterday.*


- 1) Sabyr washed his car yesterday.
- 2) Tatyana and her husband lived in Germany.
- 3) I finished my homework.
- 4) We planned a trip to the USA.
- 5) She travelled to Italy.
- 6) Andrei started his career at the age of 22.
- 7) Aijarkyn cooked dinner for her family.
- 8) My friends danced all evening.

  7. Put the verbs into the correct form, positive or negative, to make the sentences true for you. Compare your answers with a partner.

Example: 1. *I didn't listen to music yesterday.*

- 1) I (listen) to music yesterday.
- 2) I (watch) a cartoon on TV yesterday.
- 3) I (cook) dinner for my family yesterday.
- 4) I (play) basketball yesterday.
- 5) I (tidy) my bedroom yesterday.
- 6) I (order) a pizza yesterday.
- 7) I (talk) to my friend on the phone.

 I didn't listen to music yesterday.

 I listened to music yesterday.

 I watched a cartoon yesterday.

 Me too.





**8. Write a positive or a negative sentence.**

Example: 1. He watched a film on TV.

1) (+) \_\_\_\_\_.

(-) He didn't watch a film on TV.

2) (+) \_\_\_\_\_.

(-) Nina didn't study Japanese.

3) (+) Kemel played tennis.

(-) \_\_\_\_\_.

4) (+) \_\_\_\_\_.

(-) Vlad didn't listen to the radio.

5) (+) Samat arrived early for work.

(-) \_\_\_\_\_.



a painter      to paint

a painting

a portrait

an abstract painting

to graduate


a landscape

## 7D: LEGENDS WE TELL. Lesson 68

 1. Work in pairs. Answer the questions.



- When was the last time you visited Lake Issyk-Kul?
- Did you like your trip? Why?
- Do you know any interesting facts about Issyk-Kul?
- Do you know any legends about Lake Issyk-Kul?


 2. Read the legend about Lake Issyk-Kul. The sentences are mixed up. Put them in the correct order.

- The Khan put the girl into a tall tower.
- One day he learned that there was a very beautiful girl living in the village.
- He decided to marry her and he ordered to bring her to his palace.
- And this is how the lake appeared.
- But the girl loved a young man and she didn't want to become the Khan's wife.
- She didn't take the Khan's gifts and said, "I love another man and cannot become the wife of the Khan!"
- Once upon a time, there lived a cruel Khan.
- Suddenly, clean mountain water rushed down to the valley where the Khan's palace was and covered it.
- The Khan's people didn't listen to her and brought her to the palace.
- The girl opened the window and jumped out of the window.


 3. Work in pairs. Look at the words below and reconstruct the story.

a cruel Khan – a very beautiful girl – marry her – a young man – a tall tower – opened the window – water



 **4. Read another legend about Lake Issyk-Kul. Complete the text with the Past Simple form of the verbs.**

Once upon a time, there (1) \_\_\_\_\_ (be) a beautiful girl named Cholpon. Two young men, Ulan and Santash, (2) \_\_\_\_\_ (be) ready to give their lives for her heart. They (3) \_\_\_\_\_ (want) to marry her. Cholpon (4) \_\_\_\_\_ (can/not) make a choice. The two men (5) \_\_\_\_\_ (start) to fight with each other, but neither of them (6) (can) win because they (7) \_\_\_\_\_ (be) both very strong. Cholpon (8) (not know) how to stop the men and she (9) \_\_\_\_\_ (pull) her heart out of the chest so that neither of them (10) \_\_\_\_\_ (can) have it and (11) \_\_\_\_\_ (die). People (12) \_\_\_\_\_ (bury) her on the top of a high mountain. They (13) \_\_\_\_\_ (cry) so long that their hot tears (14) \_\_\_\_\_ (create) a lake. The water in the lake (15) \_\_\_\_\_ (be) warm, so people (16) \_\_\_\_\_ (call) the lake “Issyk-Kul”. Near the lake a town (17) \_\_\_\_\_ (appear). People (18) \_\_\_\_\_ (call) it “Cholpon-Ata”.

 **5. A legend usually has several components. Look at the table that analyzes the legend about Lake Issyk-Kul in exercise 2. Then complete the table about the legend in exercise 4.**

	<b>Legend № 1</b>	<b>Legend № 2</b>
<b>Hero/Heroine</b>	A beautiful girl	<i>Cholpon</i>
<b>Opponent</b>	A cruel Khan	
<b>Situation at the beginning</b>	The Khan wants to marry the beautiful girl. She loves a young man and doesn't want to marry the Khan.	
<b>Conflict in the story</b>	The Khan brings her to his palace and puts her in a high tower.	
<b>Problem is resolved</b>	She opens the window and jumps out of the window.	
<b>Happy ending?</b>	A beautiful lake appears.	



6. Work in pairs. Create your own legend about Lake Issyk Kul. First, copy the table in exercise 5 into your notebook and complete it with your own information. Then write your legend. Use the Past Simple tense. Start your legend with *Once upon a time, there was a...*

Hero/Heroine	
Opponent	
Situation at the beginning	
Conflict in the story	
Problem is resolved	
Happy ending?	



cruel

a palace

a heart

tears

to appear

a chest

to bury


a tower

# UNIT 8

## 8A. A BLAST FROM THE PAST. Lessons 69–70

 1. a) Write three things about yourself. Two things are true and one is false.

- Things you didn't like when you were five years old.
- The film you watched yesterday.
- The toy you played with when you were seven years old.
- The place you travelled to last year.
- The present you received on New Year's Day.


 b) Work in pairs. Read out your ideas. Your partner decides which is false.

I received a new mobile phone on New Year's Day. I watched *Robocop* yesterday. I didn't like bananas when I was five.

You liked bananas!

Yes, that's right!



 2. a) Look at the pictures. Who are these people? Why were/are they famous?





b) Complete the sentences with a time phrase from the box.

about 30 years ago

in the nineteenth century

on 12th April, 1961

in the 1960s

from 1990 to 2007

- 1) Kurmanjan Datka lived *in the nineteenth century*.
- 2) The Beatles were popular \_\_\_\_\_.
- 3) Yuri Gagarin was the first man in space \_\_\_\_\_.
- 4) J. K. Rowling wrote the *Harry potter* books \_\_\_\_\_.
- 5) Tim Berners-Lee invented the world wide web (www) \_\_\_\_\_.



**Ago = before now:**

*The lesson started 15 minutes ago.*

*I finished my work about an hour ago.*

**From... to... :**

*The film was from 7.30 to 9.00.*

*I studied from Monday to Friday.*




3. a) Put the verbs in the Past Simple Tense. Then complete the sentence with a time phrase to make the sentences true for you.

Example: a) I was born in 2007.

- a) I (be) born in \_\_\_\_\_.
- b) My mother (be) born in \_\_\_\_\_.
- c) My father (be) born in \_\_\_\_\_.
- d) Yesterday I (watch) TV from \_\_\_\_\_ to \_\_\_\_\_.
- e) I (learn) how to read \_\_\_\_\_ ago.
- f) My grandparents (be) born in \_\_\_\_\_.
- g) I (start) learning English \_\_\_\_\_ ago.
- h) I (be) in primary school from \_\_\_\_\_ to \_\_\_\_\_.
- i) This lesson (start) \_\_\_\_\_ ago.



b) Compare your answers with a partner.

 4. a) How many correct time phrases can you make?


Example: *in 2016, at seven o'clock...*

**Past Time Phrases**



**in**  
**on**  
**at**

2016  
seven o'clock  
Wednesday  
November  
the evening/the morning/the afternoon  
weekends  
Saturday morning/afternoon/evening  
23 October  
the twentieth century  
New Year's day  
winter/spring/autumn/summer  
night

 b) Work in pairs. Say a phrase from the table in exercise 4a. Your partner says the preposition.



New Years' day.

On New Years' day!




 5. Complete the table to say the same date in two different ways.

on, in and late	ago
1) last week	= <u>a week</u> ago
2) on Sunday	= _____ ago
3) last September	= _____ month(s) ago
4) in 2012	= _____ years ago.
5) in _____	= twenty years ago
6) on _____	= two days ago



**Don't use *in, on, at, from...* with:**

<b>Yesterday</b>	Samat phoned me <b>yesterday</b> . I watched an interesting film <b>yesterday evening</b> .
<b>Last</b>	We played computer games <b>last night</b> .

-  6. Work with a partner. Ask and answer the questions with *when*. Use a time phrase, *last*, *yesterday* and *ago* in the answers.




When was the last time you watched TV?

I watched TV last night. When was the last time you visited your grandparents?

I visited them three days ago.



- ...phoned your mother?
- ...played computer games?
- ...walked in the park?
- ...helped your mother with the housework?
- ...travelled abroad?
- ...wanted to eat an ice-cream?
- ...listen to music?
- ...were late for school?

 7. Underline the correct time phrase.

- Akyl started dancing classes *now/when he was eight*.
- I visited my grandparents at Issyk-Kul *four months ago/every summer*.
- My family lived in Osh *now/when I was six*.
- I go to the cinema *every weekend/two weeks ago*.
- People started travelling by train *in the 19th century/in the 21st century*.
- I stayed at home *yesterday/now* because I was ill.

 8. Today is Saturday 30 July, 2016. Use time phrases to describe these dates.

- |  |                                    |
|--|------------------------------------|
| a) Saturday 23rd July, 2016<br><u>last Saturday/a week ago</u> | d) 6th February, 2016<br>_____     |
| b) Wednesday 27th July, 2016<br>_____                          | e) Friday 29th July, 2016<br>_____ |
| c) 29th July, 2014<br>_____                                    | f) 31st July, 2015<br>_____        |

## 8B: FILMS, FILMS, FILMS... Lessons 71–73

 1. a) Look at the pictures. Match the verbs with the pictures.

Example: *become* – picture 16

become ____	fall asleep ____	send ____	buy ____
find ____	take ____	come ____	give ____
tell ____	drink ____	read ____	wake up ____
eat ____	see ____	wear ____	sell ____



1



2



3



4



5



6



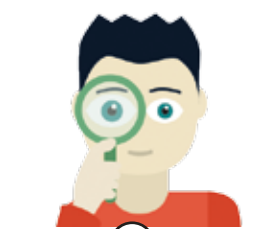
7



8



9



10



11



12



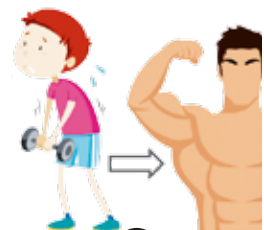
13



14



15



16

b) Listen, check and repeat.

c) Spend a minute trying to remember the words. Work in pairs. Your partner covers the verbs. Say the number of a picture. Your partner says the verb. Then swap the roles. Who remembers more words?



Picture 16.

Become



2. Match sentences a-h with pictures 1-8. Which films do the pictures come from?

Example: a) picture 2 (*Snow White and Seven Dwarfs*)



1



2



3



4



5



6





7



8

- a) A young woman ate an apple and fell asleep for a long time. She woke up when a prince kissed her.
- b) The old man came home and told his wife about the golden fish. The old woman became very angry.
- c) The boy's parents sent him a camera gun. The boy gave it to his friend Sharik and Sharik took a lot of pictures of animals.
- d) The boy studied in Hogwarts. Once he read a magic map and found a secret room.
- e) The old man gave the ABC book to a wooden boy. The boy sold the book and bought a ticket for the puppet show.
- f) He wore a hat and tall boots. He helped his owner to become rich and get married.
- g) Two friends drank a magic syrup in dangerous situations and became very strong.
- h) A boy found a jar. He cleaned it and saw a genie.



3. Look at the verbs in exercise 1a. Match them with the highlighted past forms in exercise 2. Write them down in your notebook.

Example: *become = became*



4. a) Look at the past forms of the verbs and listen to the pronunciation. Is the highlighted sound the same (S) or different (D)?



b) Listen and repeat the verbs.

1) slept		sent		<u>S</u>
2) wore		bought		_____
3) fell		read		_____
4) woke up		drove		_____
5) gave		drank		_____

 5. Write a sentence for each picture. Use the Past Simple forms of the verbs.

Example:



*The man sent a text message.*

send



(a)

eat



(b)

buy



(c)

find



(d)

come



(e)

take



(f)

wake up




(g)

give



(h)

fall asleep

 6. Complete the sentences with the Past Simple form of the verbs in brackets.

- The lesson was very boring. My classmate Samat fell (fall) asleep.
- Harry Potter always \_\_\_\_\_ (wear) glasses.
- Be careful! I \_\_\_\_\_ (see) a big dog near our house.
- I was so hungry! I \_\_\_\_\_ (eat) two bowls of soup.
- My sister \_\_\_\_\_ (find) 100 soms in the street today.
- I \_\_\_\_\_ (buy) a new computer game yesterday.
- When he \_\_\_\_\_ (wake up), the sun was high in the sky.
- Timur \_\_\_\_\_ (read) the first page and closed the book.

- i) In a cafe I \_\_\_\_\_ (eat) some pizza and \_\_\_\_\_ (drink) some orange juice.  
 j) My mum \_\_\_\_\_ (give) some milk to the cat.  
 k) Two days ago we \_\_\_\_\_ (write) a dictation in English.

**Past Simple: negative (-)**



I/you/he/she/it/we/they	_____ (= did not) + V <sub>1</sub>
(+) I <b>slept</b> eight hours yesterday night.	(-) I <b>didn't sleep</b> all night yesterday.
(+) I <b>went</b> to school yesterday.	(-) I <b>didn't go</b> to school yesterday.



**7. Write negative sentences in the Past Simple Tense.**

Example: a) *I didn't do my homework yesterday.*

- a) I/do/my homework/yesterday.  
 b) My father/go/to university.  
 c) We/have/good weather/last summer  
 d) My brother/know/what to do  
 e) I/eat/in a restaurant/yesterday  
 f) I/send/some e-mails/yesterday  
 g) I hear/the telephone.



to become	to fall asleep	to send	to buy
to find	to take	to come	to give
to tell	to drink	to read	to wake up
to eat	to see	to wear	to sell

## 8C: ROBIN HOOD. Lessons 74–76

1. Look at the picture. What do you know about this man? Tell your partner.



2. Listen and repeat the words.



a bow [bəʊ]



a castle [ˈkɑːsl]



a forest [ˈfɒrɪst]

3. David tells Aigul the legend about Robin Hood. Read the conversation and compare the information in the text and your ideas in exercise 1. How much information is the same? Don't pay attention to the gaps.

**David:** When I arrived in Bishkek, I arrived at Manas Airport. Today when I walked around Bishkek, I saw a monument to Manas, a Manas street, and the Manas cinema. Is Manas your national hero?

**Aigul:** Yes, he is. He defeated a Chinese emperor and Kyrgyz people could come back to their land. In 1995 we celebrated the 1000th anniversary of Manas! And (1) is there a national hero in England?

**David:** Yes, of course. His name's Robin Hood. He was a very good archer. An archer is a person who can shoot a bow. There's a statue of Robin Hood too.

**Aigul:** (2) \_\_\_\_\_ ?

**David:** He lived many years ago. Maybe in the 14th or 15th century.

**Aigul:** (3) \_\_\_\_\_ ?

**David:** Robin Hood lived in Nottingham, England.

**Aigul:** (4) \_\_\_\_\_ ?

**David:** No, he didn't. He lived in a Sherwood Forest. His house was in a big tree. Now it's a place for tourists.

**Aigul:** (5) \_\_\_\_\_ ?

**David:** He took money from rich people and gave it to the poor.

**Aigul:** (6) \_\_\_\_\_ ?

**David:** Robin Hood had a lot of friends. They wore green clothes because they lived in the forest too. Robin Hood and his friends stopped rich people when they went into the forest and took their money and sometimes even their clothes!

**Aigul:** (7) \_\_\_\_\_ ?

**David:** He had a girlfriend. Her name was Lady Marian. She was from a rich family, but she left her father and went to live with Robin Hood in the forest. Then they got married.




**4. Aigul asked David questions about Robin Hood. Look at the questions and put them into the correct place in the conversation. Check with your partner.**

Example: (1) – b) *Is there a national hero in England?*

- a) Was he married?
- b) ~~Is there a national hero in England?~~
- c) When did he live?
- d) Did he live in a castle?
- e) What did he do?
- f) Where did he live?
- g) How did he do it?




 b) Work in pairs. Ask and answer the questions in exercise 5a. Give true answers.

 6. a) Complete the past form of the verbs.

- |           |               |            |       |
|-----------|---------------|------------|-------|
| a) walk – | <u>walked</u> | f) eat –   | _____ |
| b) see –  | <u>saw</u>    | g) live –  | _____ |
| c) ride – | _____         | h) have –  | _____ |
| d) wear – | _____         | i) drink – | _____ |
| e) go –   | _____         | j) give –  | _____ |

 b) Listen and repeat the verbs.

 7. a) Remember the time when you were six years old. Put a plus (+) next to the things you *did* and a minus (-) next to the things you *didn't*.

- a) ride a horse
- b) play volleyball
- c) read detective stories
- d) wear jeans
- e) have a mobile phone
- f) drink coffee
- g) watch TV late at night
- h) go to the swimming pool
- i) go abroad for your holidays
- j) eat Chinese food

 b) Ask your partner about these things.

When you were six years old  
did you ride a horse?

Yes, I did.

No, I didn't.

I don't remember.



 c) Tell the class about you and your partner.



I didn't ride a horse,  
but Karim rode a horse.

Both of us played  
volleyball.



 8. a) Complete the sentences with *did*, *was*, or *were*.

- When were you born?
- Where \_\_\_\_\_ your mother born?
- When \_\_\_\_\_ you start learning English?
- How many times \_\_\_\_\_ you go to the cinema last month?
- \_\_\_\_\_ you like eating onions when you were five?
- \_\_\_\_\_ your father at home when you came home yesterday?

b) Ask your partner the questions in exercise 8a.

 9. a) Write sentences in the Past Simple Tense.

- I listen to hip-hop.  
I listened to hip-hop.
- I like bananas.  
\_\_\_\_\_.
- I go to school.  
\_\_\_\_\_.
- I do my homework after school.  
\_\_\_\_\_.
- I don't eat meat.  
\_\_\_\_\_.
- I go to bed at 10 o'clock.  
\_\_\_\_\_.
- I don't ride a bicycle.  
\_\_\_\_\_.
- I'm not hungry.  
\_\_\_\_\_.





b) Write questions in the Past Simple Tense for the sentences in exercise 9a.

Example: 1. *Did you listen to hip-hop ?*

- 1) \_\_\_\_\_ ?
- 2) \_\_\_\_\_ ?
- 3) \_\_\_\_\_ ?
- 4) \_\_\_\_\_ ?
- 5) \_\_\_\_\_ ?
- 6) \_\_\_\_\_ ?
- 7) \_\_\_\_\_ ?
- 8) \_\_\_\_\_ ?



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a bow

a castle

a forest

---

## 8D: LIFE IN THE PAST. Lesson 77

 1. Match the words with the pictures.

a cave

a stone tool

a mammoth

cavepeople

a skin



a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

2. Look at the picture. How was life for cavepeople? What did they do?  
What did they eat?

 Example: *I think their life was horrible. They...*



dangerous

safe

hard

easy

happy

unhappy

exciting

boring

horrible

nice

 3. a) Listen or read. Check your ideas in exercise 2.

The first people lived in caves. They lived in big groups to help each other. Their lives were very dangerous. There were a lot of **wild** animals near the caves – mammoths, bears, elephants and other

animals. Cavemen **hunted**. They killed animals for food and used their skins for clothes. They also caught fish and **picked** wild fruit. Cavemen didn't live in one place. They **followed** the animals they hunted and **searched** for places where they could find water and food.

Half a million years ago, cavemen started using fire. It was very **important** for their lives. They used fire to **heat** their caves, cook food and **drive** wild animals **away**.

Cavemen made different tools and objects out of stone. They used them to hunt and cut animals' skins and meat. Therefore, we call this period the Stone Age.



b) Use the words to write questions.

Example: 1. *Where did cavepeople live?*

- 1) Where/cavepeople/live?  
\_\_\_\_\_?
- 2) Cavepeople/live/alone?  
\_\_\_\_\_?
- 3) What animals/they/hunt?  
\_\_\_\_\_?
- 4) What/they/eat?  
\_\_\_\_\_?
- 5) Why/they/not/live in one place?  
\_\_\_\_\_?
- 6) How/cavepeople/use /fire?  
\_\_\_\_\_?
- 7) Why/we/call/this period/the Stone Age?  
\_\_\_\_\_?



c) Read the text again and answer the questions in exercise 3b.




4. a) Match the words in bold in the text with the definitions.

Example: a) – *important*

- a) having a great effect
- b) to make somebody go away
- c) living in the mountains, forest etc. not near the people
- d) to walk behind somebody

- e) to collect
- f) to catch and kill animals
- g) to make something hot
- h) to try to find something or somebody

 b) Listen, repeat and check.


 b) Spend one minute to remember the definitions in exercise 4a. Work in pairs. Read a definition. Your partner says the word. Then swap the roles. Who remembers more words?



to collect

to pick up



 5. Complete the sentences with the words from exercise 4a. Put the verbs into the correct form.

- a) They hunted foxes and rabbits.
- b) The dog \_\_\_\_\_ him everywhere.
- c) Use this spray to \_\_\_\_\_ mosquitos \_\_\_\_\_.
- d) Foxes are \_\_\_\_\_ animals.
- e) He \_\_\_\_\_ the key everywhere, but couldn't find it.
- f) She \_\_\_\_\_ up the cold soup for dinner.
- g) It is \_\_\_\_\_ for schoolchildren to do their homework regularly.
- h) She went to a forest to \_\_\_\_\_ mushrooms.



a cave	a stone tool	a mammoth	cavepeople	to pick
a skin	dangerous	to drive away	to hunt	wild
to follow	to search	important	to heat	safe

## STOP AND CHECK 4. Lessons 78–79

### 1. Write the sentences in the Past Simple Tense.

- 1) I'm angry today. (yesterday)  
*I was angry yesterday.*
- 2) Are you at home? (last night)  
\_\_\_\_\_?
- 3) There's a message for you. (ten minutes ago)  
\_\_\_\_\_.
- 4) Is your friend at Issyk – Kul? (last week)  
\_\_\_\_\_?
- 5) He isn't at school. (yesterday)  
\_\_\_\_\_.
- 6) They aren't on holiday. (last year)  
\_\_\_\_\_.

### 2. Complete the sentences with a verb in the Past Simple Tense.

stay	open	live	cook	enjoy	arrive
------	------	------	------	-------	--------

- a) We *enjoyed* the party.
- b) Ramis \_\_\_\_\_ in bed because he was ill.
- c) Pamela \_\_\_\_\_ late at school.
- d) I \_\_\_\_\_ all evening.
- e) He \_\_\_\_\_ with his friends when he was a student.
- f) Tomris \_\_\_\_\_ the fish.
- g) She \_\_\_\_\_ the letter.

### 3. Make positive (+) or negative (-) sentence and add the necessary words.

- 1) He/stay/at home (+)  
*He stayed at home.*
- 2) Robin/enjoy/the concert (-)  
\_\_\_\_\_.
- 3) I/like/the party (+)  
\_\_\_\_\_.

4) Larisa and Janna/work/last Saturday (-)

\_\_\_\_\_.

5) Hasan/play/football (+)

\_\_\_\_\_.

6) She/study/hard/for the exam (-)

\_\_\_\_\_.

7) We/help/our parents/with the housework. (+)

\_\_\_\_\_.

**4. Put a word from the box in the correct place in the sentences.**

in	from	ago	was	in	ago	when
----	------	-----	-----	----	-----	------

a) I was in China I was seven.

I was in China when I was seven.

b) William Shakespeare lived the sixteenth century.

\_\_\_\_\_.

c) The break finished half an hour.

\_\_\_\_\_.

d) My sister started learning to swim when she fourteen.

\_\_\_\_\_.

e) Rock-n-Roll was popular the 1960s.

\_\_\_\_\_.

f) I was in Dordoi market about two weeks.

\_\_\_\_\_.

g) We lived in a flat 2010 to 2015.

\_\_\_\_\_.

**5. Write the sentences in the Past Simple Tense.**

a) Altynay wears a red dress at the party. (yesterday)

Altynay wore a red dress at the party yesterday.

b) Bob sends fifty messages to his friends. (last week)

\_\_\_\_\_.

c) Adilet wakes up early. (last Sunday)

\_\_\_\_\_.

d) I see my grandparents after school. (two days ago)

\_\_\_\_\_.

e) My father comes home late after work. (last night)

\_\_\_\_\_.  
f) I read the *Harry Potter* books. (when I was ten)

\_\_\_\_\_.  
g) I take aspirin because I'm ill. (yesterday)

**6. Find the mistake. Chose the correct sentence.**

- 1) a) The film was interesting?  
b) Was the film interesting? *Correct*
- 2) a) Did he go with you yesterday?  
b) Did he went with you yesterday?
- 3) a) What time you go to bed last night?  
b) What time did you go to bed last night?
- 4) a) Did you read Agatha Christie?  
b) You read Agatha Christie?
- 5) a) We go to Talas last weekend.  
b) We went to Talas last weekend.
- 6) a) Were you at school on Monday?  
b) Did you were at school on Monday?


# UNIT 9

## 9A: GOING SHOPPING. Lessons 80–81



 1. Work with a partner and answer the questions.

- 1) When was the last time you went shopping? What did you buy?
- 2) What is your favourite place to go shopping? Why?
- 3) Are there any unusual shops in the place where you live? Why are they unusual?

 2. Listen or read the text about some unusual shops in London and answer the questions.

- 1) What are the names of the shops?
- 2) Where are the shops?
- 3) What can you buy in each shop?

### Unusual Shops in London

One of the words that we can use to describe shopping in London is the word “unusual”. In London there are a lot of interesting shops that you can find only in this city.



## Cyberdog

Do you like trance music and cyber clothing? Do you want to buy a fluorescent dance shirt or some interesting cyber accessories? Then you need to go to Camden Town Market and visit Cyberdog. The shop has a very interesting facade that makes it attractive for tourists. You will hear it before you see it – they play loud dance music that you can hear from the street.



## The London Beatles Shop

Do you love The Beatles? Then you need to go to Baker Street where you can find the only shop in the world with a lot of original things from the 1960s. They sell T-shirts, posters and records. And all of them are about The Beatles!



## The Duke of Uke

Are you a fan of banjo music? Or do you just want to learn how to play amazing instruments? If your answer is “Yes”, welcome to The Duke of Uke on Chelshire Street! This is the only place in the United Kingdom where you can buy all types of ukuleles and banjos.



## The Hoxton Street Monster Supplies

Do you remember the unusual shops where Harry Potter and his friends bought some strange things for their magic? Do you want to try the taste of mortal terror or to know the smell of daylight? Or maybe you want to buy some instruments to make your own Frankenstein monster? Visit The Hoxton monster Supplies shop on Shoreditch. You can buy everything here.



3. Which shop in London would you like to visit? Why? Tell your partner.

4. a) Match the pictures with the names of shops in the box. Check with a partner.

Example: *a clothes shop – picture 7*

b) Listen and underline the stress. Practice saying the names of shops.

Example: newsagent's

a clothes shop

a shoe shop

a post office

a supermarket

a greengrocer's

a baker's

a street market

a newsagent's

a pharmacy

a bookshop

a butcher's



1



2



3



4



5



6



7



8



9



10



11

5. a) Work with the partner. Ask and answer the questions about the shops in pictures 1–11.

Example:



Where's the nearest clothes shop?

It's on Manas Street.



b) Ask and answer the question: Where do people in Kyrgyzstan usually buy the things in the box below?

cakes	a dictionary	a newspaper	fruit	toothpaste
bread	a pair of jeans	potatoes	flowers	aspirin
a T-shirt	bananas	sausages	yoghurt	winter boots



You can buy cakes in a baker's, and sometimes in a supermarket.

c) Write a list of two other things that you can buy in each shop.



a clothes shop	a shoe shop	a post office	a supermarket
a greengrocer's	a baker's	a street market	a newsagent's
a pharmacy	a bookshop	a butcher's	

## 9B: PLANNING YOUR WEEKEND. Lessons 82–84

1. Look at the picture. What do you think Aigul and David are talking about?
2. Listen or read the conversation between David and Aigul. What are their plans for next weekend?



David = D; Aigul = A

A: David, do you have any plans for the weekend?

D: I'm going to do some shopping.

A: Really? What are you going to buy?

D: I'm going to buy some souvenirs for my friends in London.

A: Where are you going to buy the souvenirs?


D: I don't know. Can you recommend a good place to go?

A: Yes, and I have an idea.

D: OK... tell me about it.

A: It's my friend's birthday on Sunday... so on Saturday, I'm going to buy a present for him. You can go with me, if you want to... And... and I need your advice... about the present.

D: Sure, that sounds like a plan.

-  3. Look at these sentences from the text. Are they about future plans and intentions (things that people want to do in future or about things that are happening now?)

I'm going to do some shopping.

I'm going to buy some souvenirs.

Where are you going to buy some souvenirs?



Structure **be going to** is used to indicate the future in English. When we have already decided or we INTEND to do something in the future.

*Aigul is going to do some shopping.*

The decision has been made <u>before</u> the moment of speaking.		
I	am ('m) going to	do some shopping.
He		
She	is ('s) going to	do some shopping.
It		
You		
We	are ('re) going to	do some shopping.
They		

With the verb *go* you can say *I'm going to go (shopping)* OR *I'm going to go (shopping)*.



4. Complete the gaps in the box. Check with a partner and then with the teacher.



**Positive forms (+)**

I	'm (am)	going to	do some shopping tomorrow.
He/She/It	_____		
You/We/They	_____		

**Negative forms (-)**

I	'm (am) not	going to	stay in next weekend.
He/She/It	isn't (_____)		
You/We/They	aren't (are not)		



### Questions (?)

<b>Am I</b>	<b>going to</b>	watch TV tonight?
_____ he/she/it		
_____ you/we/they		

### Short answers

(+)	(-)
Yes, I <b>am</b> .	No, I' <b>m not</b> .
Yes, he/she/it <b>is</b> .	No, he/she/it/ <b>isn't</b> .
Yes, you/we/they <b>are</b> .	No, you/we/they <b>aren't</b> .

### Am/is/are + going to + Verb (infinitive)

With the verb **go** you can say *I'm going to go (shopping)*

OR

*I'm going to go (shopping).*



5. Listen and repeat the sentences in the box. Practice the pronunciation.

I'm going to [tə] play football on Saturday.  
 We aren't going to [tə] study.                      What are you going to [tə] do?



6. a) Complete the questions and answers about David and Aigul's future plans and intentions. Listen and check.

Example: *Is David going to stay in next weekend?* No, he isn't.

- 1) "Is David going to stay in next weekend?" \_\_\_\_\_
- 2) "\_\_\_ Aigul going to do some shopping next weekend?" \_\_\_\_\_
- 3) "\_\_\_ David going to buy new jeans?" \_\_\_\_\_
- 4) "\_\_\_ Aigul going to buy some souvenirs?" \_\_\_\_\_
- 5) "\_\_\_ Aigul and David going shopping together?" \_\_\_\_\_



b) Work with a partner. Ask and answer the questions from exercise 6a.



Is David going to stay in next weekend?

No, he isn't.



7. Match the phrases from the box with the pictures 1–8. Write down sentences about what the people are going to do. Listen and check.

Example: *picture 1 – They are going to visit the zoo.*

sleep  
go for a walk

drive to work  
buy a new tie

catch a taxi  
visit the zoo

travel  
swim



8. Put the future time expressions in the correct order. 1 – near future, 10 – far future. Listen and check.

- |                      |          |
|----------------------|----------|
| today                | <u>1</u> |
| next week            | _____    |
| next year            | _____    |
| tomorrow night       | _____    |
| next month           | _____    |
| in three years' time | _____    |
| tonight              | <u>2</u> |
| tomorrow morning     | _____    |
| next summer          | _____    |
| the week after next  | _____    |



**9. Put the words in the correct order. Listen and check.**

a) going/you/tomorrow/football/to/Are/play?

Are you going to play football tomorrow?

b) going/to/Saturday/a/new/skirt/buy/on/I'm.

c) tonight/What/you/to/are/going/do?

d) to/isn't/going/watch TV/Kylych/this evening.

e) they early/going/to/finish/work/Are/tomorrow?

f) this year/to have/not/I'm/a holiday/going.



**10. Do you have any plans for the weekend/near future/far future? Tell your partner about your plans. Who has got more interesting plans?**



today

in three years' time

next week/year/month

tonight

tomorrow

weekend



## 9C: DOING SHOPPING. Lessons 85–87

1. Look at the pictures. What kind of shops are they?



1



2



3



4



5



6

2. Listen to the dialogues. Match them with the pictures.

1) **Customer:** Do you accept credit cards?

**Shop Assistant:** Yes we do, Visa or Mastercard.

2) **Customer:** Have you got these in a smaller size?

**Shop Assistant:** Let me check for you.

3) **Shop Assistant:** Yes?

**Customer:** Could I have a packet of aspirin tablets, please?

**Shop assistant:** Here you are. Anything else?

4) **Customer:** How much are the apples?

**Shop Assistant:** They're forty-five som.

**Customer:** Can I have a kilo of those, please?

**Shop Assistant:** These?

5) **Customer:** How much is this?

**Shop Assistant:** It's twenty-five som.

**Customer:** Here you are.  
Thanks a lot.

6) **Customer:** Do you sell hand cream?

**Shop Assistant:** No, we don't. Try the pharmacy.



3. a) Match questions 1–7 with answers a–g.

Example: 1 – f

- 1) Do you accept credit cards?
- 2) Have you got these in a smaller size?
- 3) Could I have a packet of aspirins, please?
- 4) How much are the apples?
- 5) How much is this?
- 6) Do you sell hand cream?
- 7) Can I have a kilo of those, please?

- a) Here you are. Anything else?
- b) They're forty-five som.
- c) No, we don't. Try the pharmacy.
- d) It's twenty-five som.
- e) These ones?.
- f) Yes, Visa or Mastercard.
- g) Let me check for you



b) Practice the conversations with your partner.



4. a) Look at the picture. What kind of shop is it?



b) Listen or read the conversation in a gift shop. What did Aigul buy? How much did she pay?



**Shop assistant:** Can I help you?  
**Aigul:** How much is that T-shirt?  
**Shop assistant:** This one?  
**Aigul:** No, the blue one.  
**Shop assistant:** It's 400 soms.  
**Aigul:** Sorry, how much did you say?  
**Shop assistant:** 400 soms.  
**Aigul:** Oh, that's too expensive for me. And how much are those mugs?  
**Shop assistant:** The big mugs are 300 soms and the small ones are 200 soms.  
**Aigul:** Can I have a big mug, please?  
**Shop assistant:** Here you are. Anything else?  
**Aigul:** No, thank you.

 c) Roleplay the conversation with your partner.



We use *one* and *ones* not to repeat the words several times:

A: *How much is that T-shirt?*

B: *This one?* NOT ~~*This T-shirt?*~~

A: *How much are the mugs?*

B: *The big ones or small ones?* NOT ~~*The big mugs or small mugs?*~~



5. Rewrite the sentences. Use *one* or *ones* instead of highlighted words.

Example: I don't have my old mobile phone now. I bought a new mobile phone last week. I bought a new one last week.

1) There are a lot of shops in the city centre. These **shops** are usually very expensive.

These \_\_\_\_\_.

2) "Which colour T-shirt would you like?"

"The grey **T-shirt**, please."

The grey \_\_\_\_\_.

3) "Can I have those biscuits, please?"

"These **biscuits**?"

These \_\_\_\_\_?

- 4) I don't want a fruit ice-cream. I want a chocolate **ice-cream**.  
I want a chocolate \_\_\_\_\_.
- 5) Where did you put the notebook? The **notebook** which I  
gave you yesterday.  
The \_\_\_\_\_.



6. Put the lines of the dialogue in the correct order. Listen and check.

Example: A: *Can I help you?*

B: *How much are the pictures?*

A: Can I help you?

B: No thanks. Just the box.

A: Brown, please.

B: How much is a small box?

A: These boxes are not very  
expensive.

B: How much are the pictures?

B: It's 100 soms.

A: Yellow or brown?

B: Here you are. Anything else?

A: Oh, they're very expensive!

B: Well. Can I have a small  
box, please?

A: They're 850 soms.




7. Work with a partner. Make up your dialogues in a shop.

## 9D: SHOPPING BUSINESS. Lesson 88



 1. Look at the picture. What do you think you will read about?

 2. a) Read or listen to the text. Were you right?

One day Dinara, a loving aunt, went shopping for new clothes. After a few hours of searching, she came back home tired and disappointed. She couldn't find a nice dress to buy. "Hundreds of women in Kyrgyzstan have the same problem, and I will help them," – thought Dinara. With very little money she decided to start up her own business.

Dinara designed some dresses, bought suitable material and a sewing machine. She turned her bedroom into a workshop. When the dresses were ready, Dinara offered them to a famous clothes shop. To her surprise, they bought the whole collection at once. When they asked her about the name of her company, Dinara looked at her niece Aigul, smiled and said: "Crazy Aunt". The dresses were sold out in a very short time – women liked Dinara's models. In a month, the manager of the shop ordered more clothes from "Crazy Aunt" and Dinara had to hire more people and find a bigger place for the workshop. After a few years Dinara opened her own shop in Bishkek.

 b) Read the text again. Answer the questions.

- 1) Who is Dinara for Aigul?
- 2) Why did she decide to start making dresses?
- 3) What did Dinara do to start her business?

- 4) Where did she sew her dresses?
- 5) Was she successful?
- 6) What did Dinara do when the manager ordered more dresses?
- 7) What type of shop did she open?
- 8) What is the name of her company?
- 9) Why do you think she named it “Crazy Aunt”?

 c) **Work in pairs. Discuss the following questions**

- 1) Do you know anyone who started their own shopping business?
- 2) What type of shop did they open?
- 3) Were they successful?
- 4) How do people get an idea to start their own business?
- 5) Would you like to have your own shopping business?
- 6) What kind of shop would you like to have? Where would you like to have it?
- 7) How would you name your shop? Why?
- 8) What difficulties can people face when they start their own business?

# UNIT 10

## 10A: WORLD AROUND US. Lessons 89–90

 1. a) Match the words with the pictures. Listen and check.

Example: *a cinema* – 2

1) a cinema	[ˈsɪnəmə]	9) a market	[ˈmɑːkɪt]
2) a museum	[mjuːˈziːəm]	10) a bridge	[brɪdʒ]
3) a theatre	[ˈθiətə]	11) a park	[pɑːk]
4) a chemist's/ pharmacy	[ˈkemɪsts]/ [ˈfɑːməsi]	12) a square	[skweə]
5) a bus station	[bʌsˈsteɪʃ(ə)n]	13) a police station	[pəˈliːs steɪʃən]
6) a church	[tʃɜːtʃ]	14) a post office	[ˈpəʊst, ɒfɪs]
7) a mosque	[mɒsk]	15) a school	[skuːl]
8) a hospital	[ˈhɒspɪt(ə)l]	16) a supermarket	[ˈsuːpəməːkɪt]



1



2



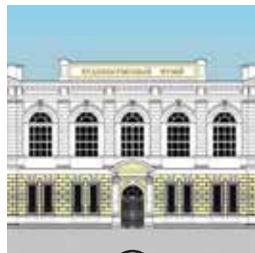
3



4



5



6



7



8



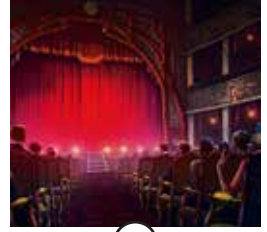
9



10



11



12



13



14



15



16


 b) Listen and point

 c) Point and say

 2. Tell your partner what places from exercise 1 there are in your city, town or village.



There's a park here. It's Panfilov park.

 3. Work with a partner. Look at the words in exercise 1 again. Ask and say what you can do in these places.



What can you do in the cinema?

You can watch films in the cinema.



 4. Complete the gaps with the correct places.

1) Doctors and nurses work here.

hospital

2) It's a building for Islamic religious activities

\_\_\_\_\_



- 3) Teachers work there.
- 4) People look at old things there.
- 5) There are a lot of trees there.
- 6) People go there to buy medicine.
- 7) Police officers work there.
- 8) You can buy all food and drinks there.

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 **5. Study some more words. Listen and repeat. Practice saying the words.**



①

a river  
[ˈrɪvə]



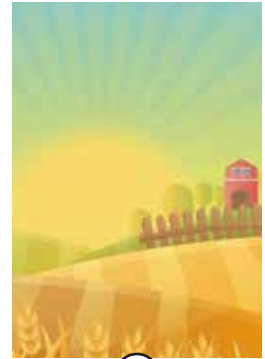
②

mountains  
[ˈmaʊntɪnz]




③

a lake  
[leɪk]



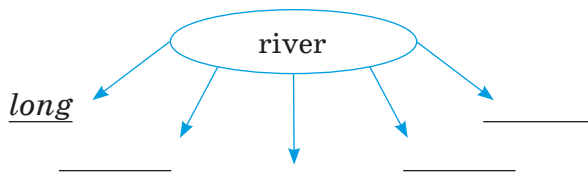
④

a field  
[fi:ld]

 **6. a) Look at the words in the box. Do you know all of them? Check with your teacher.**

long	beautiful	deep	high	small	large
snowy	green	wide	open	nice	

 **b) Which adjectives from the box can we use with river?**



**c) Make similar word maps for *mountains*, *lake* and *field*.**



7. Find one adjective in each line that cannot be used with the noun.

Example: *mountain: small, friendly, snowy, large*      *friendly*

- a) lake: green, small, deep, great
- b) river: large, open, deep, long
- c) field: open, nice, wide, green




---

a cinema	a museum	a theatre	chemist's/pharmacy	
a bridge	a park	a square	a police station	
a post office	a school	a field	a supermarket	
a bus station	a church	a mosque	a hospital	a market
a river	a lake	mountains	nice	long
beautiful	deep	high	small	snowy
green	wide	open	large	

---

## 10B. Lessons 91–93

### A DETECTIVE

1. Look at the picture of Aigul and David. How does Aigul feel? Why does David look like a detective? What happened? Discuss with a partner.



2. Match the words with the pictures

Example: 1 – house

bird house	dog	path	flower bed	door	window
road	stairs	house	fence	tree	



①



②



③



④



5



6



7



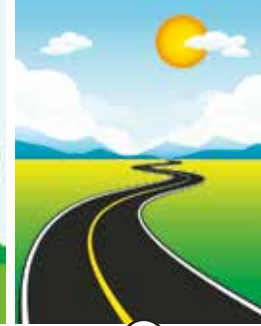
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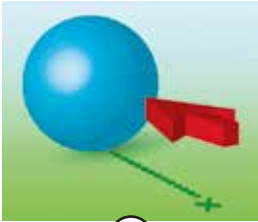


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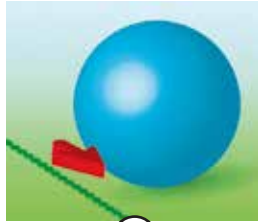


3. Match the words with the pictures. Listen and check.

through	over	down	out of	into	
across	up	along	to	past	from



1



2



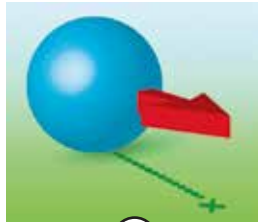
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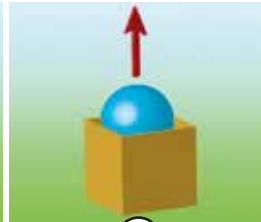
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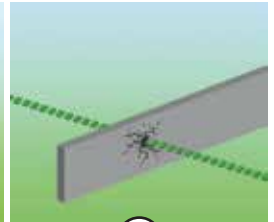
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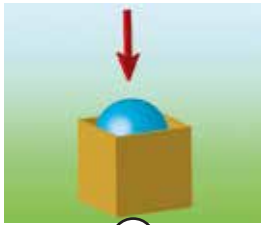
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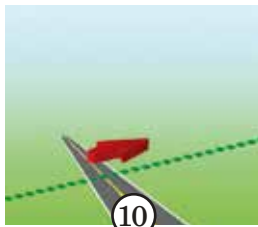
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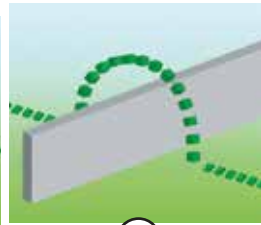
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9



10



11



4. Read or listen to the dialogue. Complete the sentences a – j with the words from exercise 2.

**David:** Aigul, what happened? Why are you so sad?

**Aigul:** My cat Tom's got lost! He didn't come home yesterday! His basket is empty!

**David:** Don't worry, Aigul! I can help you. I'm sure your cat left some traces. Let's find your Tom. OK, first Tom was in the basket. Then the cat went from the basket to a) the door. But it was closed. Tom went down the b) \_\_\_\_\_, came to the c) \_\_\_\_\_, and went out of the d) \_\_\_\_\_. Tom walked along the e) \_\_\_\_\_ past the f) \_\_\_\_\_ through the g) \_\_\_\_\_ over the h) \_\_\_\_\_ across the i) \_\_\_\_\_ up the j) \_\_\_\_\_ and into the k) \_\_\_\_\_. Aigul, look! Your cat is over there!




5. Choose the correct preposition.

Example: *When I go home from school,...*

- 1) I go down/into the stairs. \_\_\_\_\_
- 2) I go over/out of my house. \_\_\_\_\_

- 3) I go from/across the street. \_\_\_\_\_
- 4) I go past/down some shops. \_\_\_\_\_
- 5) I go through/along the park. \_\_\_\_\_
- 6) I go into/along the canal. \_\_\_\_\_
- 7) I go out of/over the bridge. \_\_\_\_\_
- 8) I go across/up the hill. \_\_\_\_\_
- 9) I go into/down my school. \_\_\_\_\_

 **6. Describe the pictures. Use the prepositions of direction from exercise 3. Listen and check.**

Example:

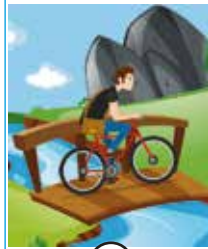


*The boy jumps into the water.*



①

\_\_\_\_\_ the road.



②

\_\_\_\_\_ the bridge.



③

\_\_\_\_\_ the box.



④

\_\_\_\_\_ the stairs.



⑤

\_\_\_\_\_ the road.



⑥

\_\_\_\_\_ the wall.



7

\_\_\_\_\_ the building.



8

\_\_\_\_\_ the tunnel.



9

\_\_\_\_\_ the box.



10

\_\_\_\_\_ the stairs.



11

\_\_\_\_\_ school.



12

\_\_\_\_\_ his mother.



stairs

a fence

through

over

down

out of

into

from

across

up

a bird house

a path

a flower bed

a road

along

to

past

## 10C: AROUND TOWN. Lessons 94–96

 1. a) Match the words with the pictures. Listen and check.

Example: *opposite = picture 6*

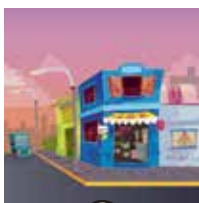
opposite  
turn left  
on the corner

go past  
turn right  
crossroads

roundabout  
at the traffic lights  
go straight on



1



2



3



4



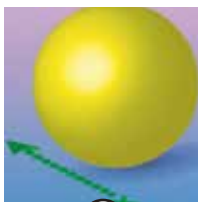
5



6



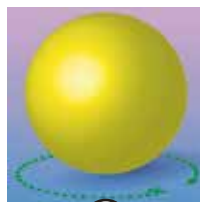
7



8



9



10


 b) Work with the partner. Point to a picture. Ask your partner. Answer his questions.

Number 6.



Opposite.



 2. A girl wants to go to the zoo. She asks a man in the street to help her. Look at the map, read the text, follow the directions on the map and show how she goes to the zoo.

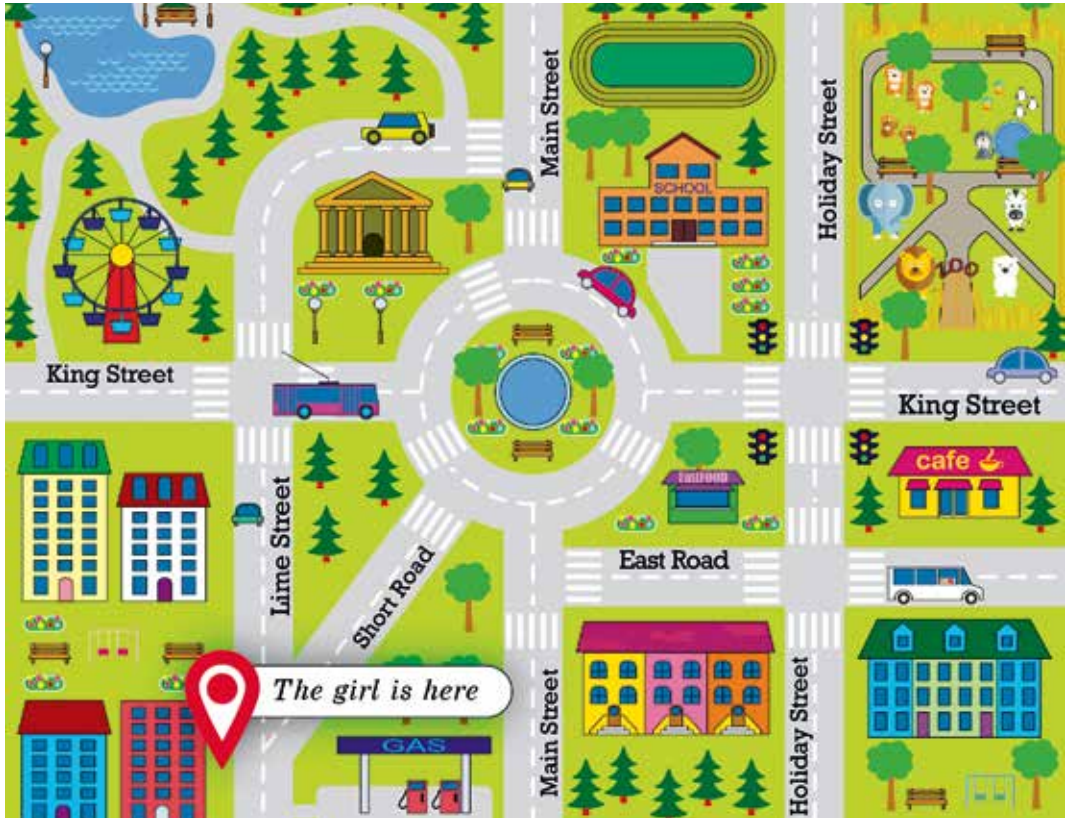
**Girl:** Excuse me. Could you tell me the way to the zoo?

**Man:** You are on Lime Street. Short Road is in front of you. Go along Short Road until you get to the roundabout. Go around the



roundabout and turn right. Walk past the café and when you get to King Street, turn right again. Go straight on until you get to the traffic lights. At the traffic lights turn left. The zoo is on your right, just on the corner of King Street and Holiday Street.

**Girl:** Thank you very much, Sir.



**3. Read or listen to the instructions. Follow the instructions on the map. Label the friend's house, the stadium, the theatre. Compare with your partner.**

**Girl:** Excuse me, do you know the way to the stadium?

**Woman:** You are in Lime Street. Go along Lime Street until you get to the crossroads. Cross King Street and go straight on for about 500 meters. The theatre is on your right. Walk past the theatre and turn right. Go straight on until you get to the crossroad. Cross Main Street and turn left. Go along Main Street for about 300 meters. The stadium is on your right.

**Girl:** Thank you very much!



4. The girl wants to get to the school. Read the instructions and complete the gaps with the correct directions. Use exercises 2 and 3 to help. Listen and check.

**Girl:** Excuse me, where's the school, please?

**Man:** You're on Lime Street. Short Road is (1) \_\_\_\_\_ you. Go (2) \_\_\_\_\_ Short Road until (3) \_\_\_\_\_ the roundabout. Turn right. Go (4) \_\_\_\_\_ the roundabout. Walk (5) \_\_\_\_\_ Main Street and the cafe. On King Street turn (6) \_\_\_\_\_ and (7) on for about 300 meters. Turn left at the (8) \_\_\_\_\_ and go (9) \_\_\_\_\_ Holiday Street for about 400 meters. The school is on your (10) \_\_\_\_\_ .

**Girl:** Thank you very much.



5. a) Write two more similar dialogues.

b) Read your dialogue to your partner. He will follow the map and find the place. Listen to your partner's dialogue, find his places. Use the phrases from exercises 2–4 and the *Useful phrases* box.



### Useful phrases

#### Asking for directions

*Can you tell me the way to the (zoo)?*

*Excuse me, is there a (zoo) near here?*

*Excuse me, where's the (school), please?*

#### Giving directions

*Turn left (at the traffic lights).*

*Go straight on for about (200 meters).*

*Go straight on until the traffic lights/(you get to...).*

*Go along (the street).*

*It's on your left (right).*



opposite

turn left

on the corner

go past

turn right

crossroads

roundabout

go straight on at the traffic lights

go around

go straight on

## 10D: UNUSUAL TOWNS. Lesson 97

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 1. a) How would you define town?

 b) Read the definition and compare.

A town is generally accepted as any region bigger than a village and smaller than a city. It has its own government, name, and boundary. However, some towns are very unique.

 2. Do you know any unique towns? What makes them unique? Is your town/village unique?

 3. Read the text and identify what makes each town unique.

 4. Read the text. Complete the table.

1) Which town was built by a Chinese millionaire?	<u>Hallstat</u>
2) In which city cyclists are often attacked?	_____
3) Which city is uninhabited?	_____
4) Which city has two postal codes?	_____
5) In which city you can walk around with a rifle?	_____
6) In which city Baboons steal people's food?	_____
7) In which city you can see polar bears?	_____
8) In which city you can see Baboons, lions and other wild animals?	_____
9) Which city is almost empty?	_____
10) Which city has 26 cemeteries?	_____
11) In which city the Mayor is a woman?	_____
12) Which city was a popular place among people who were looking for gold?	_____
13) In which city there are many more women than men?	_____
14) In which city you can see golf carts instead of cars?	_____
15) In which city there are only four traffic lights?	_____


## 10 of the World's Unique Towns

- 1) **The Villages** is a town in Florida that was built for retired people. It has over 100,000 inhabitants. There are no children in this town and there are 10 women to one man. The citizens of this town use golf carts to move around the town.
- 2) **Busingen am Hochrhein** is a German town in Switzerland. The town is separated from Germany by 700 meter long strip of land. It has Swiss and German postal and telephone codes.
- 3) Almost all of the 200 or so people in **Whittier**, Alaska live inside a one 14-story building called Begich Towers. There is a police station, post office, store, church, video rental shop, playground, and a health center – all located inside the building.
- 4) The town of **Colma**, California has more dead people than living people, with 1,500 living inhabitants and over 1.5 million dead inhabitants. The history of the town goes back to the Gold Rush of 1849 when many people migrated to San Francisco and died there.
- 5) **Monowi, Nebraska**, has only one resident: 77-year-old Elsie Eller. It is the smallest town in the US. Elsie works in the town's only tavern and library. In the 1930s the town had a population of about 150 people, but by 2000 it had population of only two people: Elsie and her husband, Rudy. Elsie's husband died in 2004. Every year Elsie pays tax to the town to pay for its four streetlights.
- 6) The city of **Ordos**, Inner Mongolia, China, has been called the largest ghost town in China. It was built for more than a million people, but only 2 percent of it was occupied. The rest of the town is empty. People who move to the town to start a business get an office space and the Internet connections for free.
- 7) **Longyearbyen**, Spitsbergen in Norway is the northernmost city in the world. Noone is allowed to die there. If someone is ill then they're flown out of the city. People can move around with rifles, because there are many polar bears there. People cannot have cats, because cats hunt birds.
- 8) The **Asymmetric Warfare Training Center (AWTC)** in Virginia is an uninhabited town built by the US Army to train its soldiers. The town has a school, church, mosque, train station, gas station, football field, bank, subway, and bridge.

- 9) **Marloth Park** is close to the Kruger National Park and there are many lions, hippopotamuses, giraffies, elephants, and crocodiles there. People cannot build fences around their houses. The only fence that separates the townspeople from the park is a small 1.2-meter to keep people out of the park. Baboons are known to enter houses to steal food from refrigerators. Lions often attack cyclists on the roads.
- 10) The real **Hallstat** is a UNESCO World Heritage Site in Austria. There is a copy of this town in China. It cost \$940 million to build this town.

 5. What do these numbers refer to?



 6. Tell your partner which town is the most interesting. Which town/towns would you like to visit? Why? Which town would you like to live in?

## STOP AND CHECK 5. Lessons 98–99



### 1. Match the words with their definitions.

shoe shop	newsagent's	bookshop	clothes shop
greengrocer's	baker's street market		supermarket
butcher's	pharmacy		

- a) You can buy almost everything at a supermarket  
b) You buy meat at a \_\_\_\_\_  
c) You buy newspapers at a \_\_\_\_\_  
d) You buy medicine at a \_\_\_\_\_  
e) You buy T-shirts, skirts and trousers at a \_\_\_\_\_  
f) You buy sandals and boots at a \_\_\_\_\_  
g) You buy bread and cakes at a \_\_\_\_\_  
h) You buy fruit and vegetables at a \_\_\_\_\_  
i) You buy books at a \_\_\_\_\_  
j) You buy things in the open air at a \_\_\_\_\_



### 2. a) Make questions with *be going to*.

- a) When/you/finish/your homework?  
When are you going to finish your homework?  
b) What time/you/leave home tomorrow?  
c) What/you/watch on TV tonight?  
d) When/you/see your relatives?  
e) Where/you/go for your next holiday?  
f) What/you/to buy in the supermarket?



### b) Answer the questions.



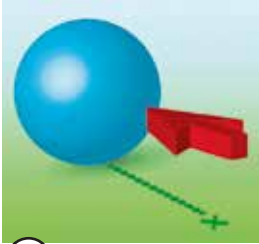
### c) Ask and answer.



### 3. Complete the words with *a, e, i, o, u*.

- a) m \_\_\_ nt \_\_\_ n  
b) f \_\_\_ ld  
c) ch \_\_\_ rch  
d) ph \_\_\_ rm \_\_\_ cy  
e) m \_\_\_ sq \_\_\_  
f) r \_\_\_ v \_\_\_ r  
g) sq \_\_\_ r \_\_\_  
h) l \_\_\_ k \_\_\_  
i) br \_\_\_ dg \_\_\_  
j) m \_\_\_ rk \_\_\_ t  
k) m \_\_\_ s \_\_\_ m  
l) p \_\_\_ l \_\_\_ c \_\_\_ st \_\_\_ t \_\_\_ n

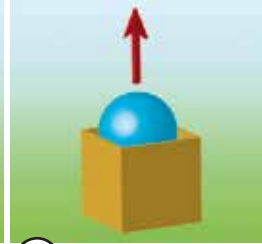
 4. Write down correct prepositions



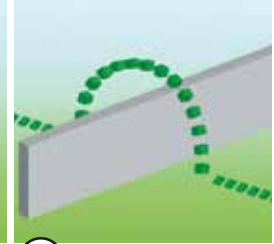
① to



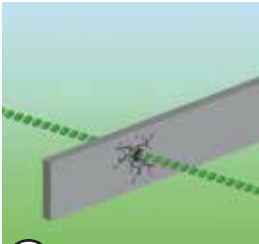
② \_\_\_\_\_



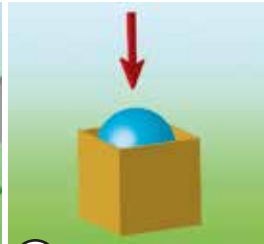
③ \_\_\_\_\_



④ \_\_\_\_\_



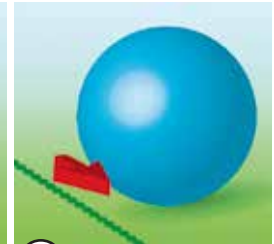
⑤ \_\_\_\_\_



⑥ \_\_\_\_\_



⑦ \_\_\_\_\_



⑧ \_\_\_\_\_

 5. Write down the phrases of direction next to the pictures



① go around



② \_\_\_\_\_



③ \_\_\_\_\_



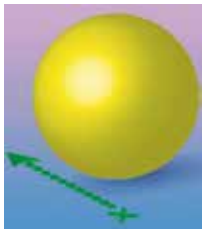
④ \_\_\_\_\_



⑤ \_\_\_\_\_



⑥ \_\_\_\_\_



⑦ \_\_\_\_\_



⑧ \_\_\_\_\_



⑨ \_\_\_\_\_



⑩ \_\_\_\_\_



## 6. Complete the dialogue

**A:** Excuse me, Sir. Can you help me, please?

**B:** Of course. Where do you want to go?

**A:** Where is the nearest \_\_\_\_\_?

**B:** Go \_\_\_\_\_

\_\_\_\_\_

**A:** Thank you!

**B:** You are welcome.



# UNIT 11

## 11A: ROOMS. Lessons 100–101

 1. a) Match the rooms to the pictures. Listen and check.

living room  
toilet

kitchen  
bedroom

bathroom  
pharmacy

dining room



①



②



③



④



⑤



⑥

 b) Point and say

2. Where do you do these activities? In pairs, ask and answer the questions.



Where do you eat?

I eat in the dining room.



eat



sleep



watch TV



have a shower



cook

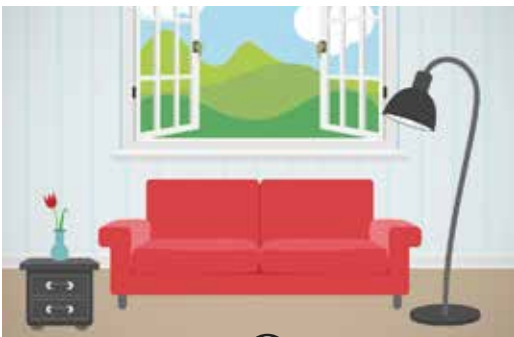


do homework



read

3. Look at the pictures. Which room is it? Which room do you want to have? Why?



a



b



4. a) Read the text about Aigul's living room. Don't pay attention to the gaps. Which of the rooms in the pictures is her living room?

My living room isn't very big. There's a sofa and an armchair. There are some photos. There aren't any pictures. (1) \_\_\_\_\_ are some books on the shelves. (2) \_\_\_\_\_'s a TV on the wall. There are (3) \_\_\_\_\_ flowers. There aren't (4) \_\_\_\_\_ newspapers in the room. There's (5) \_\_\_\_\_ lamp. There's (6) \_\_\_\_\_ carpet on the floor.

b) Read the text again. Complete the sentences with *some*, *any*, *there* (x2) and *a* (x2).

Example: (1) There are some books on the shelves.



5. Complete the table.

	singular	plural
(+)	There's a sofa.	There (1) _____ some flowers.
(-)	There (2) _____ a computer.	There (3) _____ any chairs.
(?)	(4) _____ a lamp? Yes, there is. No, there isn't.	(5) _____ any books? Yes, there are. No, there aren't.



6. Answer the questions.

1) Look at the sentences.

When do we say *There isn't a...* and when do we say *There aren't any...?*

a) There isn't a computer.

b) There aren't any chairs.  
[eni]

2) Look at the sentences.

What is the difference?

a) There are nine photos.

b) There are some photos.  
[səm]



## 7. Listen and say.

[ð]	there	this	that	they	mother	father	the	their	with
[θ]	bathroom	think	third	three	Thursday	birthday	month		

There's [ðe'ris] a bathroom in the house. There's a table in the kitchen.

There are [ðe'ra] some chairs in the living room. There are two armchairs.

There isn't [ðe'riznt] a lamp on the table. There isn't a dining room.

There aren't [ðe'ra:nt] any flowers in the bedroom. There aren't any pictures on the wall.



## 8. a) Make sentences about Aigul's living room.

- |                 |           |               |                 |
|-----------------|-----------|---------------|-----------------|
| 1) a carpet     | 3) a TV   | 5) any chairs | 7) any CDs      |
| 2) some flowers | 4) a lamp | 6) some books | 8) any pictures |



There's a carpet.

There are some flowers.



## b) Ask and answer questions about Aigul's living room?

- |             |           |            |             |
|-------------|-----------|------------|-------------|
| 1) a lamp   | 3) a TV   | 5) books   | 7) a carpet |
| 2) pictures | 4) chairs | 6) flowers | 8) CDs      |

Is there a lamp?

Yes, there is.

Are there any pictures?

No, there aren't.





9. Look at picture A in exercise 3. Complete the sentences about the room in the picture.

- a) There's a sofa in the living room.
- b) There \_\_\_\_\_ some flowers.
- c) There are \_\_\_\_\_ books.
- d) There \_\_\_\_\_ pictures on the wall.
- e) There aren't \_\_\_\_\_ newspapers.
- f) There isn't \_\_\_\_\_ chair.
- g) \_\_\_\_\_ there \_\_\_\_\_ photos in the living room?  
No, \_\_\_\_\_.
- h) \_\_\_\_\_ there \_\_\_\_\_ carpet in the living room?  
Yes, \_\_\_\_\_.



10. Put *some*, *any* or *a/an* into the gaps. Listen and check.

- 1) There are *some* books on the table.
- 2) There aren't \_\_\_\_\_ flowers in the vase.
- 3) There's \_\_\_\_\_ carpet on the floor.
- 4) There aren't \_\_\_\_\_ lamps in the dining room.
- 5) There isn't \_\_\_\_\_ radio in the kitchen.
- 6) There are \_\_\_\_\_ photos on the wall.
- 7) There's \_\_\_\_\_ TV in the living room.
- 8) There's \_\_\_\_\_ armchair.



11. Describe your living room.



My living room is big. There's a sofa...



living room  
dining room

kitchen  
toilet

bathroom  
bedroom

## 11B: FURNITURE Lessons 102-104

1. a) Match the words to the pictures. Listen and check.

a desk

an armchair

a chest of drawers

shelves

a wardrobe

a sofa

a coffee table

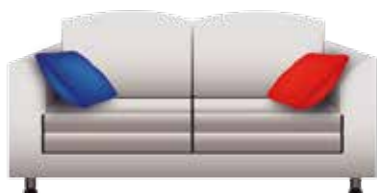
a chair

a bookcase

a cupboard

a bedside table

a bed



1



2



3



4



5



6



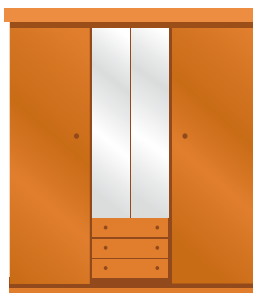
7



8



9



10



11



12

b) Point and say



What's this?

It's a sofa.



2. a) Look at the picture of the bedroom. Describe it. What pieces of furniture can you see? Whose bedroom is it, a girl's or a boy's?

b) Read the text and check your answers.

*Dear Mum and Dad,*

*How are you? Don't worry about me. Everything is fine with me. Aigul and her parents are nice people. They live in a house. There are three bedrooms, a living room, a kitchen and a dining room in the house. I like my bedroom. It's not very big, but it's comfortable. There's a*



*bed, a desk, a wardrobe, a lamp, a bedside table and a carpet on the floor. Every morning I make my bed. I keep my room tidy. There is a computer on my desk. There are books and copybooks, pens and pencils on the shelves. I put my clothes in the wardrobe. There is a lamp on the bedside table. I also put my alarm clock on it. There is a carpet on the floor. All the things are blue. You know my favourite colour is blue.*

*Say hello to granny and granddad.*

*Love you all.*


*Bye,*

*David.*

c) Read the text again. Mark the statements as True or False. Correct false sentences.

Example: 1 – False. There are three bedrooms, a living room, a kitchen and a dining room.

- 1) There are two bedrooms, a living room and a kitchen.
- 2) David makes his bed.
- 3) David is an untidy boy.
- 4) There is a computer on the desk.
- 5) There are pens and pencils on the desk too.
- 6) There are clothes in the wardrobe.

 4. a) Complete the questions with *is there* or *are there*. Write two more questions.

- 1) Is there a desk in your house/flat?
- 2) \_\_\_\_\_ a wardrobe in your house/flat?
- 3) \_\_\_\_\_ any chairs in your house/flat?
- 4) \_\_\_\_\_ a bed in your house/flat?
- 5) \_\_\_\_\_ any shelves in your house/flat?
- 6) \_\_\_\_\_ a bookcase in your house/flat?
- 7) \_\_\_\_\_ ?
- 8) \_\_\_\_\_ ?

 b) In pairs, ask and answer. Take notes if necessary.



Is there a desk in your house/flat?

Yes, there is.



 c) Write a paragraph about your partner's house/flat.



There's a desk in Fatima's bedroom.



---

a desk	an armchair	a chest of drawers	shelves
a wardrobe	a sofa	a coffee table	a chair
a bookcase	a cupboard	a bedside table	a bed

---



## 11C: HOUSEHOLD OBJECTS. Lessons 105–107

1. a) Match the words to the pictures. Listen and check.

a kettle  
curtains  
a fridge

a mirror  
a bath  
a fireplace

a plant  
a carpet  
a sink

a cooker  
a washbasin  
cushions



1



2



3



4



5



6



7



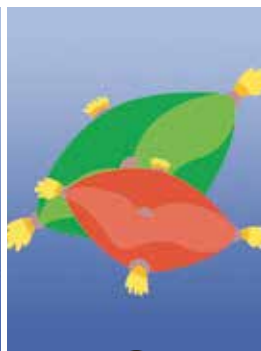
8



9



10



11



12


 b) Point and say

What's number 1?

It's a fridge. What's number 4?

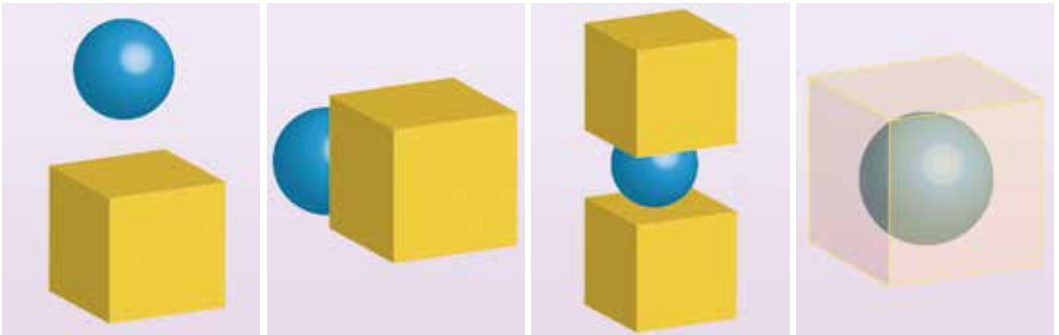
It's a cooker.



 2. Which objects can you usually find in the following rooms? One object can be in more than one room.

a living room	a bedroom	a bathroom	a kitchen
<i>cushions</i>			

3. Study the prepositions of place.

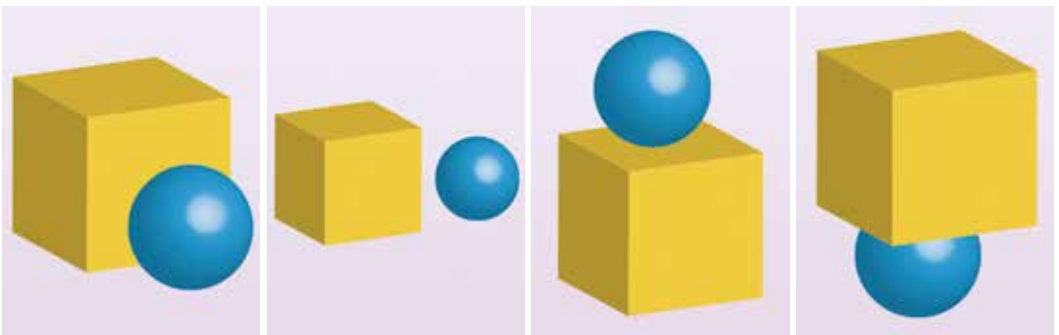


above

behind

between

in



in front of

next to

on

under

4. Look at the picture. What objects can you see in the picture?



5. Complete the gaps with the prepositions of place according to the picture. Listen and check.

behind	between (x2)	on (x3)	next to
in front of	above	in	under

**David:** This is a picture of my living room in my country.

**Aigul:** Wow. It's very big and beautiful.

**David:** Yes. It's our favourite room because all the family relaxes here. We enjoy spending time together, sitting and talking or reading.

**Aigul:** What's in the picture (1) \_\_\_\_\_ the lamps (2) \_\_\_\_\_ the fireplace?

**David:** It's a landscape painting. The painter painted the White Cliffs of Dover.

**Aigul:** There's a coffee table (3) \_\_\_\_\_ the sofa. What books are (4) \_\_\_\_\_ the coffee table?

**David:** They're my parents' books. They like reading books sitting (5) \_\_\_\_\_ the sofa.

**Aigul:** Oh, look at that plant (6) \_\_\_\_\_ the sofa. It's amazing.

**David:** I used to take care of it. I watered it every other day. The sofa is (7) \_\_\_\_\_ the plant and the lamp. There are cushions (8) \_\_\_\_\_ the sofa. There are windows (9) \_\_\_\_\_ the sofa and the armchair. There's a carpet (10) \_\_\_\_\_ the coffee table. There's some wood (11) \_\_\_\_\_ the fireplace.

**Aigul:** David, I think you miss your parents and your house.

**David:** Yes, I do.

6. Look at the picture. Make sentences using appropriate prepositions of place. Listen and check.

Example: 1 – *There's a cat in the bag. OR The cat is in the bag.*



1



2



3



4



5



6



7



8

7. Work in pairs. Ask and answer questions about your classroom.



Where's the map?

It's on the wall.



8. Read the definitions and match them with the right word.

bath	cushions	curtains	fridge	carpet
washbasin	cooker	sink	mirror	

- a) You keep food here. fridge
- b) You look at yourself in it. \_\_\_\_\_
- c) You wash your hands here. \_\_\_\_\_

- d) You wash your body here. \_\_\_\_\_  
e) You wash the dishes here. \_\_\_\_\_  
f) You put them on the sofa to sit comfortably. \_\_\_\_\_  
g) You cook on it. \_\_\_\_\_  
h) You put it on the floor. \_\_\_\_\_  
i) You cover a window with it. \_\_\_\_\_



**10. Draw a picture of your favourite room. Write a short paragraph about it using prepositions of place.**



---

a kettle	a mirror	a plant	a cooker
curtains	a bath	a carpet	a washbasin
a fridge	a fireplace	a sink	cushions
behind	between	on	next to
in front of	above	in	under

---

## 11D: MY GRANDPARENTS' HOUSE. Lesson 108

 1. In pairs, ask and answer the questions:

- 1) How often do you visit your grandparents?
- 2) Where do they live?
- 3) Can you describe their house/flat?

2. Match the words with their definitions to the pictures.



- a) jer toshok – a quilt on the carpet where you can sit comfortably
- b) juurkan – a warm wool blanket
- c) tush kiyiz – a cloth on the wall with handmade ornaments on it
- d) chest – a large wooden box

 3. a) Read the text about Aigul's grandparents' house. In which order do the things in exercise 2 appear in the text.

- 1) *jer toshok*
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

 b) Read the text again. Complete the table with the words from the box.

painting	room	bedroom	house	chest	plant	guests
----------	------	---------	-------	-------	-------	--------

I love visiting my grandparents. They live in a two-room (1) *house* which consists of a living room, a bedroom and a kitchen. The house is not very big but it's comfortable. In the living room they have a low table and lots of jer toshoks. The toshoks are decorated with Kyrgyz

ornaments. My granny likes making them. When (2) \_\_\_\_\_ come, they remove the table so that there's room for everyone to sleep on the floor. There isn't a sofa or armchairs. On the wall there is a painting of Ala Archa Pass. I don't think the (3) \_\_\_\_\_ is expensive but it's amazing. I like the (4) \_\_\_\_\_ in the corner of the room because it's green and beautiful.

My grandparents' (5) \_\_\_\_\_ is next to the living room. There isn't a bed there because they like to sleep on the floor. There's a tush kiyiz on the wall. The tush kiyiz is colourful: red, yellow, blue, green, orange, and purple. There's an old wood chest in the corner of the room. My granny's parents gave it to her when she got married to my granddad. I don't know what's in the chest because my granny never allows me to look into it. There's a stock of juurkans on the (6) \_\_\_\_\_. There are curtains next to the chest. The curtains are white with small flowers on them. I like this (7) \_\_\_\_\_ because it's quiet.



c) Read the text again. Are the sentences True or False? Correct False sentences.

- 1) Aigul lives with her grandparents. F. *Aigul visits her grandparents.*
- 2) The house is small.
- 3) The tush kiyiz is on the floor.
- 4) There's an old wood chest in the living room.



4. a) Put the nouns into the appropriate column.

low table	old wood chest	amazing painting	plant
armchair	bedroom	expensive painting	sofa
<b>A</b>		<b>B</b>	
<i>low table</i>			



b) Say the words and phrases




c) Complete the rule with *a* or *an*.

- a) We use \_\_\_\_\_ before consonants.
- b) We use \_\_\_\_\_ with vowels a, e, i, o, u.

## 5. Repeat after your teacher

[ðə]	the low table	the bedroom	the sofa	the plant
[ði]	the armchair	the expensive painting		
	the old wooden chest	the amazing painting		

 **6. Look at all the examples of *a*, *an* and *the* from the text into your copybook. Complete the rule with *a/an* and *the*.**

- We use \_\_\_\_\_ for singular nouns.
- We use \_\_\_\_\_ for singular and plural nouns.
- We use \_\_\_\_\_ when we mention something for the first time.
- We use \_\_\_\_\_ when we mention something again.
- We use \_\_\_\_\_ when we know or can see which thing we're talking about.

 **7. Put in *a/an* or *the*.**


- This is a table. The table is black.
- This is \_\_\_\_\_ tomato. \_\_\_\_\_ tomato is red.
- That is \_\_\_\_\_ house. \_\_\_\_\_ house is big.
- This is \_\_\_\_\_ umbrella. \_\_\_\_\_ umbrella is open.
- That is \_\_\_\_\_ apple tree. \_\_\_\_\_ apple tree is tall.
- This is \_\_\_\_\_ girl. \_\_\_\_\_ girl is beautiful.

 **8. Find mistakes in sentences and correct them.**

Example: *I ate an apple for snack. The apple was sweet.*

- I ate the apple for snack. An apple was sweet.
- A present you bought for me is very nice.
- My mother works in the office. Office is just around a corner.
- Jakyp has got bike. Bike is old.
- There is the book on a table. Book is very interesting.
- Bolot wants to buy the jacket. He likes a brown jacket more than a black one.
- Can you pass the salt, please?

---

	a low table	an old wooden chest	a plant	amazing
	a painting	an armchair	an bedroom	expensive
			a sofa	

---



# UNIT 12

## 12A: DESCRIBE IT! Lessons 109–110

1. a) Match the pairs of adjectives with the pictures. Listen and check.

Example: *cheap – expensive = picture 12*

cheap – expensive

fast – slow

good – bad

healthy – unhealthy

friendly – unfriendly

clean – dirty

quiet – noisy

old – modern

safe – dangerous

interesting – boring

big – small

hot – cold



①



②



③



④



⑤



⑥



7



8



9



10



11



12

b) Point and say



Number 12.

Cheap – expensive



c) Work with a partner. Cover the words. Say any adjective. Your partner says the opposite.



Cheap.

Expensive.



2. Look at the stress patterns. Put the adjectives from exercise 1a into the correct column. Listen and check.

(one-syllable)	(two-syllables)	(three-syllables)	(three-syllables)
<i>cheap</i>	<i>healthy</i>	<i>dangerous</i>	<i>expensive</i>



3. Describe the pictures. Use the adjectives from the exercise 1.  
Listen and check.



①

*She is drinking  
hot tea.*



②

\_\_\_\_\_



③

\_\_\_\_\_



④

\_\_\_\_\_



⑤

\_\_\_\_\_



⑥

\_\_\_\_\_



⑦

\_\_\_\_\_



⑧

\_\_\_\_\_



4. a) Choose six adjectives from exercise 1a. Write six sentences about your partner, but DO NOT ask any questions.

Example: 1) *My partner always buys expensive clothes.*

2) *My partner lives in a big house.*

3) *My partner...*

b) Work with your partner. Read your sentences and find how many of them are true.

I think you always buy expensive clothes. Do you?

Yes, I do.

I think you live in a big house. Am I right?

No, I live in a small house.



5. Look at the pictures. Write adjectives to describe them



old and modern



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



good/bad

small/big

friendly/unfriendly

quiet/noisy

fast/slow

clean/dirty

safe/dangerous

old/modern

expensive/cheap

interesting/boring

healthy/unhealthy

## 12B: A CITY OR THE COUNTRY? Lessons 111–113

1. Look at the pictures. Which picture shows a city life? Which picture shows a country life? Describe what you see in every picture.



1



2

- Look at the adjectives in the box. Which adjectives describe life in the country? Which adjectives describe life in a city?

I think fast is about the life in a city.



Yes, I agree. And expensive is about a city too.



good/bad	fast/slow	expensive/cheap	small/big	clean/dirty
interesting/boring		friendly/unfriendly		safe/dangerous
healthy/unhealthy		quiet/noisy		old/modern

3. a) Look at the sentences. Which of these sentences do you think are true? Correct the sentences which you think are wrong.

- 1) The country is cheaper than the city.
- 2) The country is slower than the city.
- 3) The country is bigger than the city.
- 4) The country is more modern than the city.
- 5) The country is dirtier than the city.



- [ə]                      The country is slower than the city.  
                               [ə]                                      [ə]    [ə]    [ə]
- [ə]                      The country is bigger than the city.  
                               [ə]                                      [ə]    [ə]    [ə]



**6. Write comparatives for these adjectives.**

old    new    hot    rich    young    noisy    serious    beautiful    weak



**7. Complete the short conversations with the comparative forms of adjectives.**

Example: a) *Life in the country is slower than the city life. (slow)*

- 1) a) Bishkek is \_\_\_\_\_ Osh. (big)  
     b) Yes, that's true. Osh is \_\_\_\_\_ Bishkek. (small)
- 2) a) Moscow is \_\_\_\_\_ Bishkek. (expensive)  
     b) I agree with you. In Bishkek life is much \_\_\_\_\_ in Moscow. (cheap).
- 3) a) Bishkek is \_\_\_\_\_ Osh. (old)  
     b) No, it isn't. Bishkek is \_\_\_\_\_ Osh. (modern)
- 4) a) The river Talas is \_\_\_\_\_ the river Naryn. (long)  
     b) You aren't right. The Talas is \_\_\_\_\_ the Naryn. (short)
- 5) a) Ala-Too square is \_\_\_\_\_ at night \_\_\_\_\_ during the day. (dangerous)  
     b) Yes, it's much \_\_\_\_\_ in the daytime. (safe)
- 6) a) Lebedinovka is \_\_\_\_\_ Bishkek \_\_\_\_\_ Pokrovka. (near)  
     b) Yes, Pokrovka is \_\_\_\_\_ Lebedinovka. (far)
- 7) a) Summers in Kyrgyzstan are \_\_\_\_\_ winters. (dry)  
     b) And they are also \_\_\_\_\_ winters. (hot)



**8. a) What do you think about these things? Make true sentences.**

Example: *Listening is more interesting than reading.*

- 1) Listening and reading (interesting)
- 2) Grammar and pronunciation (boring)
- 3) Reading and writing (easy)
- 4) English and my language (difficult)
- 5) Classwork and homework (important)



 b) Work with a partner. Compare your ideas.

I think listening is more interesting than reading.

I agree.



I don't agree. I think reading is more interesting.



 9. Write the comparative form of the adjectives. Listen and check.

**Adjectives**

**Comparative form**

clean

cleaner

far

\_\_\_\_\_

tall

\_\_\_\_\_

high

\_\_\_\_\_

ugly

\_\_\_\_\_

beautiful

\_\_\_\_\_

famous

\_\_\_\_\_

bad

\_\_\_\_\_

little

\_\_\_\_\_

good

\_\_\_\_\_

 10. Write sentences comparing two things.

Example: *Norway is colder than Egypt.*

- a) Norway/Egypt/cold
- b) English grammar/English vocabulary/difficult
- c) fruit/hamburgers/healthy
- d) reading books/watching films/interesting
- e) newspapers/magazines/serious
- f) girls/boys/strong
- g) city/country/dangerous

## 12C: TOP CITIES OF THE WORLD. Lessons 114–116

1. a) Look at these photos. Where do you think these places are? Why are these places famous?



- b) Read or listen to the conversation between Aigul and David and check your ideas.

**Aigul:** Look! What a beautiful city! Where is it?

**David:** I think it's in Italy, but I'm not sure. Let's read about it.

**Aigul:** Wow! You were right. It's Vatican. This city is also a country.

**David:** And it's the smallest city and the smallest country in the world! Its territory is less than a square kilometer! There are only 800 people living there.

**Aigul:** And what's the biggest city in the world?

**David:** I think it's New York. It's really big!

**Aigul:** No, it's not. I looked it up on the Internet! Tokyo – Yokohama is bigger than New York city and it's the biggest city in the world. It's also the busiest city in the world.

**David:** I know that people often call Tokyo “The City of Lights”.


**Aigul:** If you look at the photo of Tokyo at night, you can understand why it has this name. It's really beautiful!

**David:** And what's the most beautiful city in the world?


**Aigul:** There are a lot of beautiful cities. I think it's really difficult to choose the best.

**David:** You know, in England we say “East or west – home is best.”

- c) David said the proverb “East or west – home is best.” How do you understand it?

 2. Look at the **highlighted** adjectives in exercise 1b. Work with a partner and answer the questions:

- How many things do we compare in every sentence?
- Do the sentences show differences or similarities?
- Which three letters do you put at the end of short (one-syllable) adjectives (e.g. *small*)?
- Why is the word *big* different? Why do you put double g in this word?
- What word do you put before long adjectives (e.g. *beautiful*)?
- What do we put at the end of the adjectives which end in -y (e.g. *friendly*)?
- What article do we use before the adjectives?
- Do we use “than” after the superlative adjectives?
- What is the superlative form of *good*?


	Adjective	Comparative form
<b>one-syllable (short adjectives)</b>	small safe	+ <b>est</b> = <i>smallest</i> + <b>st</b> = <i>safest</i>
<b>one-syllable (consonant-vowel-consonant)</b>	hot big	+ <b>test</b> = <i>hottest</i> + <b>gest</b> = <i>biggest</i>
<b>long adjectives (two and more syllables)</b>	boring dangerous	<b>most</b> + adjective = <i>most boring</i> <b>the most</b> + adjective = <i>the most dangerous</i>
<b>Exceptions</b>	good bad little much/many far	<i>best</i> <i>worst</i> <i>least</i> <i>most</i> <i>farthest/furthest</i>

 a) What are the superlative forms of these adjectives? Listen and check.

Example: *young* – *the youngest*

young	old	interesting	bad	expensive
nice	modern	quiet	cheap	ugly

 b) Practice saying the adjectives.

-  4. Complete the questions with the superlative adjectives. Ask and answer the questions.

**How well do you know your country?**

Example: 1) Which is the highest mountain in Kyrgyzstan?

(high)

b) Pobeda Peak

- 1) Which is \_\_\_\_\_ mountain in Kyrgyzstan? (high)  
a) Khan Tengri                      b) Pobeda Peak                      c) Lenin peak
- 2) Which is \_\_\_\_\_ town in Kyrgyzstan? (dry)  
a) Tokmok                              b) Kant                                  c) Balykchy
- 3) Which is \_\_\_\_\_ city in Kyrgyzstan? (cold)  
a) Bishkek                              b) Naryn                                  c) Talas
- 4) Which is \_\_\_\_\_ city? (hot)  
a) Osh                                      b) Bishkek                                  c) Cholpon-Ata
- 5) Which is \_\_\_\_\_ lake in Kyrgyzstan? (deep)  
a) Chatyr Kul                              b) Sary-Chelek                              c) Issyk-Kul

-  5. Work in pairs. Ask and answer the questions about your country.



What's the most beautiful city or town?

I think it's..., because...



What's/beautiful/city or town? Why?

What's/popular/place for tourists? Why?

What's/good/time of a year to visit Kyrgyzstan? Why?

What's/bad/time of a year to visit Kyrgyzstan? Why?

What's/good/means of transport to travel around Kyrgyzstan?

What's/tasty/food to try in Kyrgyzstan?

-  6. Complete the sentences with the superlative form of the adjectives.

**Listen and check.**

- a) Calgary in Canada is the cleanest city in the world. (clean)  
b) Russia is \_\_\_\_\_ country in the world. (big)  
c) Mumbai in India is \_\_\_\_\_ city in the world. (noisy)

- d) Hong Kong is \_\_\_\_\_ city to buy a flat. (expensive)  
e) Bologna has \_\_\_\_\_ university in the world. It opened in 1088. (old)  
f) Luxembourg is \_\_\_\_\_ country in the world. (rich)



**7. Write superlative sentences and give your examples.**

Example: *friendly/animal*

*I think the friendliest animal is the dog.*

- a) dangerous/animal  
b) funny/actor  
c) beautiful/actress  
d) boring/TV programme  
e) strange/animal  
f) good/film  
g) noisy/person in my family

## 12D: LET'S TALK! Lesson 117



1. Find the names of eight towns of Kyrgyzstan

	1	2	3	4	5	6	7	8	9	10
A	Q	B	W	E	R	T	Y	U	K	I
B	O	A	I	O	P	U	Z	G	E	N
C	A	L	S	S	D	F	G	H	R	J
D	K	Y	L	H	H	Z	X	C	B	V
E	B	K	A	R	A	K	O	L	E	N
F	M	C	Q	W	E	R	E	T	N	Y
G	U	H	T	O	K	M	O	K	I	O
H	P	Y	A	S	D	D	F	A	G	H
I	J	J	K	N	A	R	Y	N	L	Z
J	X	C	V	B	N	M	Q	T	W	E



2. a) Play *Telepathy*. Think of an adjective for each sentence.

- 1) Germany is \_\_\_\_\_ than Italy.
- 2) Women are \_\_\_\_\_ cooks than men.
- 3) Reading books is \_\_\_\_\_ than watching TV.
- 4) Cycling is \_\_\_\_\_ than walking.
- 5) Living in a city is \_\_\_\_\_ than living in a country.



b) Work with your partner. Guess your partner's adjectives.



3. Complete the sentences with the correct form of an adjective.

Listen and check.

- 1) I'm *taller* than Sasha. (tall)
- 2) I'm \_\_\_\_\_ than Alibek. (old)
- 3) My mobile is \_\_\_\_\_ than Edik's. (small)
- 4) My hair is \_\_\_\_\_ than Nadira's. (short)
- 5) My house is \_\_\_\_\_ from the school than Bakyt's house. (far)
- 6) My bag is \_\_\_\_\_ than Rinat's. (big)



4. a) Change the names in exercise 3 into the names of your classmates to make True sentences. Read your sentences to a partner.

b) Make more True sentences with the adjectives in the box.

cheap	young	good	near to	long	fast
-------	-------	------	---------	------	------

Example: *My pen is cheaper than Rustam's.*



5. a) Put the words from the box into the correct stress pattern group. Listen and check.

unfriendly different	<del>long</del> wet	dry ugly	funny serious	beautiful friendly	short similar
● <b>(one-syllable)</b>	● ● <b>(two-syllables)</b>	● ● ● <b>(three-syllables)</b>	● ● ● <b>(three-syllables)</b>	● ● ● <b>(three-syllables)</b>	
<i>long</i>					




b) Write the pairs of opposite adjectives from exercise 5a.

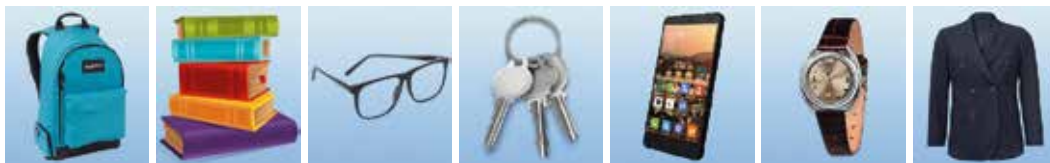
Example: *long – short*

## STOP AND CHECK 6. Lessons 118–119

 1. Mark the statements as *True* or *False*

	True	False
1) To compare two things, we add -er to many adjectives.	_____	_____
2) We add -est to make the superlative form of many adjectives.	_____	_____
3) We never change the spelling of the adjective before adding -er/-est.	_____	_____
4) We often use “than” after a comparative.	_____	_____
5) We often use “the” before a superlative.	_____	_____
6) With longer adjectives, we use “more” + adjective or “most” + adjective.	_____	_____
7) There are a lot of irregular comparatives and superlatives.	_____	_____

 2. Look at the objects under the picture of a room. “Put” the objects in any place in the room (for example: a bag – under the chair; books – on the bed, etc.). Don’t say your partner where the objects are. Ask your partner the questions.







Is there a bag on the table?

Are there the books under the chair?

 **3. Complete the sentences with *a/an, the* or *no article*.**

Example: *We saw a film yesterday.*

- 1) We saw \_\_\_\_ film yesterday. \_\_\_\_ film was very interesting.
- 2) It was \_\_\_\_ sunny day. \_\_\_\_ sky was blue.
- 3) Does Bakyt go to \_\_\_\_ university?
- 4) This is \_\_\_\_ computer. \_\_\_\_ computer is not very expensive.
- 5) I bought \_\_\_\_ book for him. \_\_\_\_ book is about animals.
- 6) My friend lives in \_\_\_\_ flat in \_\_\_\_ city centre.
- 7) Where's Samat? I think he's in \_\_\_\_ garden.
- 8) Tell me \_\_\_\_ time, please.

 **4. Choose the right answer**

Example: 1 – A

	A	B
1	There's a sofa.	There are a sofa.
2	Is a picture in the bedroom?	Is there a picture in the bedroom?
3	Are there some chairs in the kitchen?	Are there any chairs in the kitchen?
4	There are some flowers on the table.	There is some flowers on the table.
5	Are there a books?	Are there any books?
6	Is there a TV? Yes, there is	Is there a TV? Yes, there are.

 5. Write what is in the picture

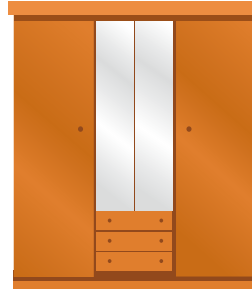
Example: 1 – a cupboard



①



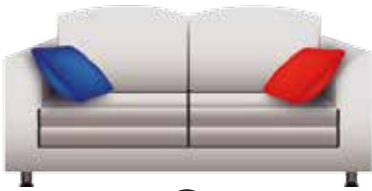
②



③



④



⑤



⑥



⑦



⑧



⑨




⑩



⑪



⑫

 6. Choose the right option.

- 1) The cooker is next to the fridge.  
a) in                      b) behind                      c) next to
- 2) The mirror is \_\_\_\_\_ the wall.  
a) on                      b) over                      c) in
- 3) There are cushions \_\_\_\_\_ the sofa.  
a) under                      b) on                      c) between
- 4) There's a picture \_\_\_\_\_ the fireplace.  
a) above                      b) under                      c) in front of

- 5) The washbasin is \_\_\_\_\_ the bathroom.  
 a) next to            b) above            c) in
- 6) The coffee table is \_\_\_\_\_ the sofa and the armchair.  
 a) on            b) between            c) under



7. Divide the words into two groups according to their sound they contain. Listen and check.

father	thumb	them	mother	there	thought
brother	think	they	month	three	those
	tooth	math	thin	those	
[ð]			[θ]		
<i>Father</i>					



8. Open the brackets, put adjective into comparative or superlative form. Listen and check.

I went on holiday last year but it was a disaster! My hotel room was *smaller* than (small) the one in the photograph in the brochure. I think it was \_\_\_\_\_ (small) room in the hotel. The weather was terrible too. It was \_\_\_\_\_ (cold) in England. The beach near the hotel was very dirty – it was \_\_\_\_\_ (dirty) all the beaches on the island. The food was \_\_\_\_\_ (expensive)

I expected and I didn't have enough money. One day I went shopping in a big department store and I broke a vase. It was (expensive) vase in the whole shop. But \_\_\_\_\_ (bad) thing all was that I lost my passport and I couldn't go back home. It was \_\_\_\_\_ (horrible) holiday in my life.



9. Rewrite the story. Make it more positive.

Example: *My room was smaller bigger than the one in the photograph.*

# UNIT 13

## 13A: A DINNER PARTY. Lessons 120–121

 1. Discuss with your partner.

- a) Do you like going to parties?
- b) What do you do at a party?
- c) When was the last time you went to a party? What kind of party was it? Did you like it? Why/why not?

 2. Match the words to the pictures. Listen and check.

a gift  
music

a mask  
a room

balloons  
food

a party game  
a cake



①



②



③



④



⑤



⑥



⑦



⑧



3. a) Match the verbs with the nouns. Write the collocations in your notebook. Listen and check.

Example: *eat delicious food*

- |                      |                             |
|----------------------|-----------------------------|
| 1) eat               | a) music                    |
| 2) blow up           | b) delicious food           |
| 3) buy/get/give/open | c) a cake                   |
| 4) listen to/enjoy   | d) balloons                 |
| 5) decorate          | e) a mask                   |
| 6) wear              | f) a party game             |
| 7) play              | g) a gift                   |
| 8) eat/cut/make      | h) a room with the balloons |



b) Ask and answer



delicious food

eat delicious food



4. Read or read to the dialogue. Where's David? What kind of party is it?

**David:** Hello?

**Mom:** Hello David. It's good to hear your voice. How are you, darling?

**David:** Hi Mom! It's great to talk to you. I'm doing well. How is everyone at home?

**Mom:** We're all well. Are you busy now? Can you talk?

**David:** Well, at the moment we're getting ready for a dinner party. Aigul's granny is here. She came from Naryn yesterday. All the relatives are here to say hello to her. Aigul's mother is cooking in the kitchen now. She isn't working today because it's Sunday.

**Mom:** Are you and Aigul helping to prepare the food?


**David:** No, Aigul is preparing a gift for her granny, and I'm talking to you!


**Mom:** Oh, well, I'd better let you go so that you can help with the preparations. We'll call again tomorrow when it's quieter there. Enjoy the party!

**David:** Thanks Mom! Thanks for calling. Talk to you tomorrow.


 5. Read the highlighted sentences and answer the questions.

- When is the action happening in each sentence?
- What is the form of the Present Continuous Tense?
- What time phrases do we use in the Present Continuous?

 6. Read the rule and complete the examples with the verbs in the brackets.

 We form the present continuous with the verb **be** and the verb + **-ing**.  
We use the present continuous to talk about actions that are happening now.

Positive	Negative
1) <u>I'm talking</u> to you. (talk)	7) <u>I'm not preparing</u> a gift for my granny. (prepare)
2) You _____ in the pool. (swim)	8) You _____. (work)
3) He _____ football. (watch)	9) He _____ a room with the balloons. (decorate)
4) She _____ in the kitchen. (cook)	10) She _____ a cake (cut).
5) We _____ ready for a dinner party. (get)	11) We _____ a lift. (use)
6) They _____ lunch. (have)	12) They _____ next to the windows. (sit)

 7. Read the spelling rules for the Present Continuous Tense. Write the examples from the sentences in exercise 6.

Spelling rules: verb + -ing	Examples from the text
1) Most verbs: + -ing <i>wear - wearing, drink - drinking</i>	<u>talking</u> , _____, _____, _____
2) Verbs ending in -e: e - -ing <i>drive - driving, dance - dancing</i>	_____, _____, _____, _____
3) Verbs ending in one vowel + one consonant: double consonant + -ing <i>chat - chatting, run - running</i>	_____, _____, _____, _____

 8. Listen and say the words.

[ŋ]    cooking    talking    sleeping    chatting    doing    crying    having

 **9. Add *-ing* to the verbs.**


Example: *read* – *reading*

Read, live, sit, get, use, rain, sleep, smile, put, eat, give, stop

 **10. Make present continuous positive (+) and negative (-) sentences using verbs from the box.**


open    listen    wear    eat    decorate    play    blow up    make

- 1) (+) Andrei *is wearing* a mask.
- 2) (-) My mother \_\_\_\_\_ a cake.
- 3) (+) The children \_\_\_\_\_ a party game.
- 4) (-) Zuhra and Kubat \_\_\_\_\_ the room with the balloons.
- 5) (+) I \_\_\_\_\_ the present.
- 6) (+) Almaz \_\_\_\_\_ the balloon.
- 7) (-) We \_\_\_\_\_ to music.
- 8) (+) You \_\_\_\_\_ delicious food.

 **11. Think of three people you know very well: family members and/or friends. Write sentences about what they are doing now.**



I think my mother is cooking now.

 **12. Write *true* sentences about what is happening now. Use the present continuous, positive or negative.**

- 1) It/rain. It's raining./It isn't raining.
- 2) I/wear/a school uniform
- 3) My parents/work
- 4) My sister/brother/watch TV
- 5) I/sit/on the sofa
- 6) I/do/my homework



to eat/cut/make a cake  
to play a party game  
to eat delicious food

to wear a mask

to listen to music

to buy/get/give/open a gift

to blow up balloons

to decorate a room

## 13B: A BIRTHDAY PARTY. Lessons 122–124

1. a) Match the words to the pictures. Listen and check.

Example: *Picture 1 – candles on the cake*

a party hat

candles on the cake

a birthday card

streamers

a group photograph

a birthday song



1



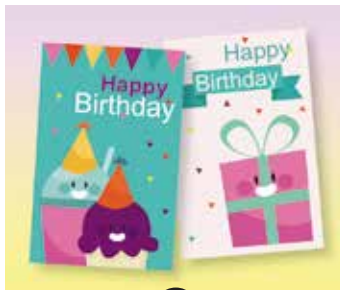
2



3



4



5



6

b) Point and say



Number 5

A birthday card



2. a) Match the verbs to the nouns. Listen and check.

Example: *decorate a room with streamers*

1) decorate

a) the birthday song for somebody

2) light/blow out

b) a group photograph

3) sing

c) a room with streamers



- |                        |                            |
|------------------------|----------------------------|
| 4) take                | d) a party hat             |
| 5) give/send/write/get | e) the candles on the cake |
| 6) wear                | f) a birthday card         |

 b). Test your partner. Say a noun, your partner says the verbs that go with this noun.



candles

light and blow out the candles on the cake



 3. Read or listen the dialogue. Answer the questions below.

- Where's David?
- Whose birthday is it today?
- What is Aigul doing?
- What is David's father doing?

**David:** Hello, Mum.

**Mrs. Hall:** Hi, David. How are you, my dear?

**David:** I'm fine. Thank you. And you? How's dad?

**Mrs. Hall:** We're fine. I hear the music playing. Where are you David?

**David:** I'm at a birthday party. Today is Aigul's birthday.

**Mrs. Hall:** What is Aigul doing?

**David:** She's blowing out candles on the cake.

**Mrs. Hall:** Are you having a good time?

**David:** Yes, Mum. What is Dad doing?

**Mrs. Hall:** He's sitting here, next to me, listening to us.

**David:** Hi Dad!

**Mr. Hall:** Hi David. It seems there are a lot of parties in Kyrgyzstan!

**David:** Well, people here like to visit their relatives, and they are also very hospitable. They always cook a lot of delicious food when relatives visit them. And, of course, we are celebrating Aigul's birthday today!

**Mr. Hall:** Of course! Enjoy yourself.

**Mrs. Hall:** OK, David, have fun.

**David:** I will. Bye, Mum. Bye Dad. I miss you both!

**Mrs. Hall:** We miss you too! Bye David.

**Mr. Hall:** Bye David.

 4. a) Read or listen to the dialogue again. Find the questions in the Present Continuous.

- 1) What is Aigul doing?
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

 b) How do we form the questions in the Present Continuous? Complete the table.

Question word	?		
What	(1) <u>am</u> I	do write work	+ (6) _____
Where	(2) ___ you		
How	(3) ___ he/she/it		
Why	(4) ___ we		
	(5) ___ they		
	+	-	
Yes,	I am. you are. he/she/it is. we are. they are.	No,	I'm not. you aren't. he/she/it isn't. we aren't. they aren't.

 5. a) Write the questions. Listen and check.

- 1) you/wear/a school uniform? Are you wearing a school uniform?
- 2) we/study/Italian?
- 3) you/sit/next to a girl?
- 4) the teacher/write?
- 5) it/rain?
- 6) we/sit/in our classroom?

 b) Ask and answer the questions.



Are you wearing a school uniform?

Yes, I am.



 6. a) Look at the picture. Write the questions.

- 1) Azamat/dancing? *Is Azamat dancing?*
- 2) Samara/wear/a pink T-shirt and jeans?
- 3) Malik, Said and Amir/give/birthday gift to Nigora?
- 4) Olga/wear/a party hat?
- 5) Olga/blow out/the candles on the cake?
- 6) Aziza and Keremet/decorate the room with streamers?
- 7) Chynara and Mahabat/drink/juice?




 b) Ask and answer the questions.



Is Azamat dancing?

Yes, he is.



 7. Write questions and positive (+) or negative (-) short answers.

- a) she/phone/her friend? (-)  
*Is she phoning her friend? No, she isn't.*
- b) Tanya/smell/the flowers? (+)
- c) Philip/blow up/the balloons? (+)

- d) Asel and Asyl/listen/to music? (-)
- e) you/sing/the birthday song for him? (-)
- f) they/eat/a birthday cake? (+)
- g) he/chat/to his friend? (-)



**8. Write “Wh” question for every sentence. Listen and check.**

- 1) Ron is visiting his grandmother right now. *Who is Ron visiting right now?*
- 2) The children are playing outside at this moment.
- 3) We are playing tennis today after school.
- 4) Look! The dogs are lying under a tree.
- 5) Tami and Tali are studying in the library this week.
- 6) The boys are crying now because their dog is sick.
- 7) Listen! She’s singing in the shower.
- 8) They are watching the film “Titanic” right now.
- 9) Mr. and Mrs. Levi are leaving because it’s late.
- 10) Miri is walking slowly in the park.
- 11) I am eating a cheese sandwich right now.
- 12) Liron is sitting in her room.
- 13) Vered is thinking about her parents tonight.
- 14) I am having lunch with my sister at “Apropo” now.
- 15) Esther is planning to go to Eilat’s.



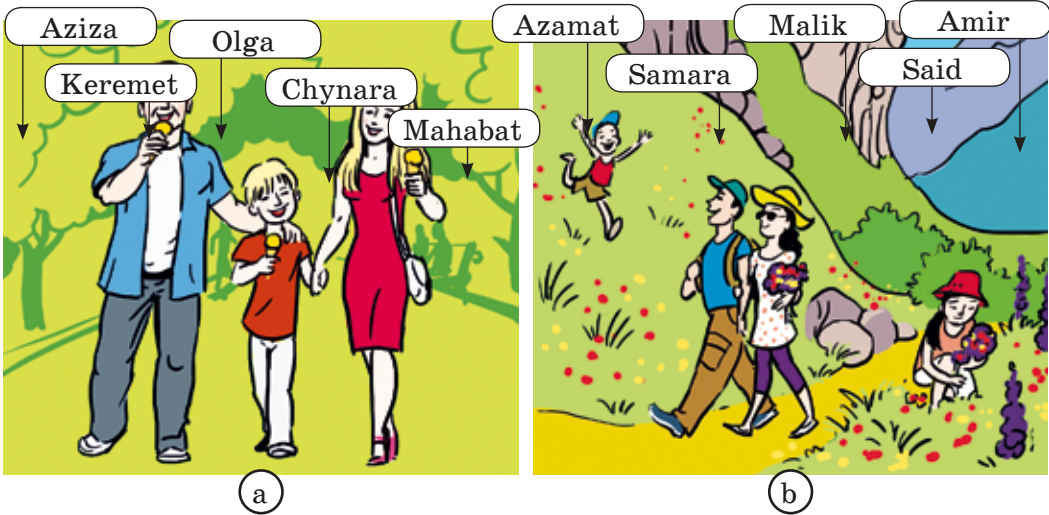
- 
- |                            |  |
|----------------------------|--|
| to wear a party hat        | to give/sent/write/get a birthday card |
| to sing a birthday song    | to light/blow out candles on the cake  |
| to take a group photograph | to decorate a room with streamers      |
-

## 13C: TODAY IS DIFFERENT. Lessons 125–127

1. Answer the question.

What do you usually do on your birthday? On New Year? On Nooruz? On Mother's Day?

2. Look at the pictures. What can you see in the pictures? Describe them to your partner.



3. a) Listen or read the texts and match the texts with the pictures in exercise 2.

<p style="text-align: center;">①</p> <p style="text-align: center;"><b>David</b></p> <p>On Mother's Day my dad and I usually do the housework and cook something special for my mom. I give my mother a present. I make the presents for her myself. My dad always gives my mom her favourite flowers.</p>	<p style="text-align: center;">②</p> <p>But this Mother's Day is different. We are in the park. My mother is wearing a beautiful red dress. We're eating ice cream now. We're enjoying our day.</p>
<p style="text-align: center;">③</p> <p style="text-align: center;"><b>Aigul</b></p> <p>On Nooruz my family usually goes to Ala-Too Square. We watch the concert and eat sumolok. We take photos of ourselves.</p>	<p style="text-align: center;">④</p> <p>But this Nooruz is different. We're in the mountains. We're walking and breathing fresh air. My brother is running around and I'm picking beautiful flowers.</p>



b) Read or listen to the texts again and answer the questions.

- 1) What does he/she usually do on this day?
- 2) Why is it different today? What is he/she doing?



4. Read the sentences. Which Tense is used?

**David:** On Mother's Day my dad and I usually do the housework and cook something special for my mom. We're eating ice cream now.

**Aigul:** On Nooruz my family usually goes to Ala-Too square. My brother is running around and I'm picking some beautiful flowers.




5. a) Complete the rules.

We use the Present Continuous when we talk about:

- a) routine actions
- b) actions that are happening now

We use the Present Simple when we talk about:

- a) routine actions
- b) actions that are happening now

 **b) Which time phrases do we use with the Present Simple and the Present Continuous?**

usually	now	always	often	at the moment
every day	sometimes	never	today	
<b>Present Simple</b>	<i>usually</i>			
<b>Present Continuous</b>				

 **6. Choose the best verb form, Present Simple or Present Continuous.**

It's the end of August. I usually (1) get ready for school. My parents (2) \_\_\_\_\_ (buy) a school uniform and school supplies for me. But this year is different. Right now I (3) \_\_\_\_\_ (sunbathe) on the beach. I (4) \_\_\_\_\_ (sit) on the sunchair. I (5) \_\_\_\_\_ (wear) swim trunks.

Today I (6) \_\_\_\_\_ (wear) a beautiful purple dress and black shoes. I (7) \_\_\_\_\_ (carry) a purple bag. I (8) \_\_\_\_\_ (go) to my best friend's birthday party. But in the evenings I usually (9) \_\_\_\_\_ (read) books. Sometimes I (10) \_\_\_\_\_ (watch) TV.







 **7. Each sentence has a mistake. Find it and correct it!**

- ~~He's have a shower now.~~ *He's having a shower now.*
- My father always reads a newspaper, but now he reads a magazine.
- Look at Karim. What does he do?
- Every day Alina is drinking apple juice.
- At the moment Talgat and Azat do their homework together.

- f) It often rains here, but now the sun shines.
- g) Right now we're go to the cinema.
- h) I'm never drinking coffee.

**8. Look at the pictures and answer the questions.**

	<p>I'm an actor.</p> <p>Mark</p>		<p>I'm a cook.</p> <p>Andrei</p>
	<p>I'm a singer.</p> <p>Aigerim</p>		<p>I'm a teacher.</p> <p>Sabira</p>

- |   |   |
|---|---|
| <p>1) What does Mark do?<br/><u>He's an actor.</u></p> <p>2) Is he acting now?<br/>_____</p> <p>3) What's he doing?<br/>_____</p> <p>4) What does Aigerim do?<br/>_____</p> <p>5) Is she singing now?<br/>_____</p> <p>6) What's she doing?<br/>_____</p> | <p>7) What does Andrei do?<br/>_____</p> <p>8) Is he cooking now?<br/>_____</p> <p>9) What's he doing?<br/>_____</p> <p>10) What does Sabira do?<br/>_____</p> <p>11) Is she teaching now?<br/>_____</p> <p>12) What's she doing?<br/>_____</p> |
|---|---|



## 13D: BIRTHDAY PARTIES AROUND THE WORLD.

### Lesson 128

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#### 1. Ask and answer the questions

- 1) When is your birthday?
- 2) Do you usually celebrate your birthday?
- 3) How do you celebrate your birthday?
- 4) When was the last time you went to a birthday party?
- 5) Whose party was it? What did you do?
- 6) Which birthday party do you think was the best? Why do you think so?
- 7) How are you planning to celebrate your next birthday?
- 8) When do you think the history of birthday parties started?

#### 2. a) Listen or read the text and check your answer to question №7.

### **Birthday Traditions Around the World**

Birthday parties are always important for children, but did you ever think how the history of birthday parties started?

The tradition of birthday parties started in Europe a long time ago. People used to think that evil spirits were particularly attracted to people on their birthdays. To protect them from harm, friends and family spent some time with the birthday person and brought good thoughts and wishes. This is how birthday parties began.

At first it was only kings who were recognized as very important people to have a birthday celebration. A formal ball was planned and announcements were sent throughout the land. As time went by, children became included in birthday celebrations. The first children's birthday

parties occurred in Germany and were called Kinderfeste. Kinderfeste was a celebration with a cake, decorations and fun games to play.

Some traditions are quite similar in many parts of the world; birthday candles which carry wishes up to God, birthday games, and birthday pinches or taps which ensure good luck for the coming year. Some traditions are more specific to certain countries.



**b) Listen or read the text again and mark the statements below as True or False**

- 1) The tradition of birthday parties is a new tradition. *F*
- 2) The tradition started in Europe.
- 3) Family and friends used to gather together to protect the birthday person from harm.
- 4) The first people to celebrate birthdays were women.
- 5) The first birthday party for a king took place in Germany.
- 6) They invited guests from abroad to celebrate birthday parties of kings.
- 7) In all over the world people celebrate birthdays in a similar way.
- 8) We blow candles on birthdays to carry wishes up to God.



**3. Read about birthday party traditions all round the world and match the tradition with the country.**

1) The birthday child receives a gift of money. Friends and relatives are invited to have lunch and usually eat noodles.	<i>Canada</i>
2) Certain symbolic objects are put into the birthday cake. If your piece of cake has a coin in it, then you will be rich.	<i>Aruba</i>
3) Greasing the nose with butter or margarine. The greased nose makes the child too slippery for bad luck to catch them.	<i>China</i>
4) Children take a treat to school for their classmates and all teachers. Each teacher gets a treat and gives the birthday child a small gift like a pencil or a postcard. The birthday child does not have to wear the school uniform.	<i>Denmark</i>

<p>5) There is a flag outside a window to show that someone who lives in that house is having a birthday. Parents put presents around the child's bed while he or she is sleeping.</p>	<p><i>Germany</i></p>
<p>6) A mother wakes up at sunrise and lights the candles on the birthday cake. The candles are left burning all day long. After dinner everyone sings the birthday song and the birthday person blows out the candles and opens the presents.</p>	<p><i>Brazil</i></p>
<p>7) The birthday child receives a pull on the ear for each year they have been alive. The birthday person also gives the first slice of cake to the person that is the most special to them, usually mom or dad. At the age of 15, the girl dances a waltz with her father or grandfather. She dances with a total of 15 partners. Each partner symbolizes a year of her life.</p>	<p><i>England</i></p>
<p>8) In this country they hold initiation ceremonies for groups of children instead of birthdays.</p>	<p><i>Africa</i></p>

# UNIT 14

## 14A: TRANSPORT. Lessons 129–130

1. a) Find the means of transport in the pictures

Example: *picture 1 = a trolleybus*

an airplane/a plane

a motorbike

a scooter

a bus

a taxi

a mini bus/a marshrutka

a trolleybus

a bicycle

a train



1



2



3



4



5



6



7



8



9



10

b) Point and say

 2. a) Put the means of transport from exercise 1a in order from the fastest to the slowest.

Example: 1 – a plane

 b) Work with a partner and compare your ideas. Is the order the same?



I think number 1 is a plane. It's the fastest.

Yes, I agree.



 3. Work with a partner and discuss the questions.

- 1) How often do you travel by airplane? By train? By taxi?
- 2) How do you usually get to school?
- 3) How do people usually get around in your city/town/village?
- 4) What's the cheapest way to travel around your town or city?
- 5) What's the fastest way to travel in your town or city?
- 6) What's the most popular transport among old people in your town or city?
- 7) What's the least popular transport in your town or city?
- 8) How do police officers usually get around in your town or city?



I never travel by plane. What about you?

I travel by plane every year.



 4. a) Read the text and put numbers from the box in the gaps. Listen and check.

6 (six)	23,000 (twenty-three thousand)
532 (five hundred and thirty-two)	603 (six hundred and three)
157 (one hundred and fifty-seven)	7000 (seven thousand)

### Amazing transport facts!

Hartsfield-Jackson Atlanta International Airport (ATL) is the largest airport in the world. 101,491,106 (one hundred and one

million, four hundred and ninety-one thousand, one hundred and six) passengers flew to and from the airport in 2016!

Airbus A380 is the largest passenger airplane today. It can take (a) \_\_\_\_\_ passengers!

Japanese Bullet Train is the fastest train in the world. It travels at (b) \_\_\_\_\_ kilometers per hour!


In London there's the longest train station. It's 600 meters long. You wait for a train in the territory that is about (c) \_\_\_\_\_ football fields!

Mumbai train can take 1,800 passengers, but in a rush hour (d) \_\_\_\_\_ people take a train! It's really difficult to get on – or get off!

It would take (e) \_\_\_\_\_ days to travel to the Moon by car with the speed 115 km per hour non-stop. Of course we don't have the cars that can drive to the Moon yet!

Every time when you ride a motorbike, you risk your life. Motorbikes are the most dangerous means of transport. There were (f) \_\_\_\_\_ people killed in a five year period!

 b) Which fact surprised you the most?

 5. a) Look at the text again and choose the correct words that go together.

Example: *fly to Atlanta*

- |                          |             |
|--------------------------|-------------|
| 1) fly <i>to/in</i>      | Atlanta     |
| 2) wait/ <i>wait for</i> | a train     |
| 3) ride/ <i>take</i>     | a train     |
| 4) get <i>on/in</i>      | a train     |
| 5) get <i>off/out</i>    | a train     |
| 6) travel <i>with/by</i> | car         |
| 7) drive/ <i>ride</i>    | a car       |
| 8) drive/ <i>ride</i>    | a motorbike |

 b) Work with a partner. Test each other



Fly

To Atlanta





6. Which of the verbs from exercise 5 a can you use with these means of transport?



\_\_\_\_\_ ride \_\_\_\_\_



\_\_\_\_\_ travel \_\_\_\_\_



\_\_\_\_\_ get on \_\_\_\_\_



\_\_\_\_\_ travel by \_\_\_\_\_



\_\_\_\_\_ take \_\_\_\_\_



\_\_\_\_\_ take \_\_\_\_\_



**We say:**

go/travel *by* bus/*by* car/*by* taxi/*by* train, etc.

NOT *by* the car OR *by* a car.

BUT go *on* foot NOT go *by* foot



7. Complete the sentences with *by*, *to*, *on*, *off*, *for* or *from*. Listen and check.

- a) A lot of people go to work by car.
- b) My school isn't far from home so I walk \_\_\_\_\_ school every day.
- c) This marshrutka goes \_\_\_\_\_ the market to the city centre.
- d) In more than seventy countries, cars drive \_\_\_\_\_ the left.
- e) Yesterday I waited \_\_\_\_\_ the bus for thirty minutes.
- f) There were very many people on the bus stop. I couldn't get \_\_\_\_\_ the bus.
- g) Step back and let people get \_\_\_\_\_ before you get \_\_\_\_\_.




---

a car	an airplane/a plane		a motorbike
a bus	a mini bus/a marshrutka		a scooter
a taxi	a trolleybus	a train	a bicycle
a million	to fly	to	to wait for
to ride	to take	to get on/off	to travel by
to drive	a hundred	a thousand	

---



## 14B: FROM BISHKEK TO ISSYK-KUL. Lessons 131–133




-  1. a) Read or listen to the conversation between Aigul and David. What are they talking about? What does David want to know?

**David:** You've got a lot of photographs from Issyk-Kul. How often do you go there?

**Aigul:** Every summer. We've got some relatives there. They live in Cholpon-Ata.

**David:** Issyk-Kul is such a beautiful place! I would like to go there one day. How long does it take to get to Cholpon-Ata? And how much does it cost?

**Aigul:** You can get to Cholpon-Ata in different ways. So, look...

-  b) Talk to your partner. How can you get to Cholpon-Ata. Think of minimum three ways.

-  2. Read or listen about the different ways to get to Cholpon-Ata. Answer the questions.

- How many different means of transportation does Aigul mention?
- How long does each journey take?
- How much does each journey cost?

You can get to Cholpon-Ata by car. It takes four to five hours and costs about 1000 soms. That's the price of petrol for your car. If you

don't have a car, you can take a taxi. You pay about 500 soms per person. The time is about the same. Or you can get to Cholpon-Ata by marshrutka or by bus. This is the most popular way to travel to Issyk-Kul. Marshrutka costs about 300 soms and it takes from four to five hours to get to the place. Buses are more expensive but children under 10 can have a 50% discount. You pay only 165 som for a child. The journey takes about five hours. Another way to get to Issyk-Kul is by train. It goes from Bishkek to Balykchy. In summer the train goes there everyday. It costs 70 soms, but it's not quite comfortable. The train leaves at 6.40 in the morning and the journey takes about five hours. From Balykchy you can take a taxi, a bus or a marshrutka to get to Cholpon-Ata. Finally, you can get to Cholpon-Ata by bicycle. It's the cheapest but the most difficult way to get there. You pay for the food and water, and you can't get to Cholpon-Ata by bicycle if you aren't trained. The trip takes a minimum 12 hours.

 3. Work with a partner. Discuss the questions.

- Which is the most expensive way to get to Cholpon-Ata?
- Which one is the cheapest way to get to Cholpon-Ata?
- Which is the most difficult way? Why?
- Which way is the fastest and which one is the slowest?
- Which way to travel would you recommend to David? Why?

Complete the gaps with *can* or *can't* (*can not*).

- (+) You can get to Cholpon-Ata by car.  
 (-) You \_\_\_\_\_ get to Cholpon-Ata by bicycle if you aren't trained.  
 (?) \_\_\_\_\_ I go to Cholpon-Ata by plane?



We use *can* to say that it is *possible* to do something.



We use *can't* to say that it is *impossible* to do something.

We don't use *to* after the verb *can*.

*You can take a taxi.* NOT *You can to take a taxi.*

We always use the base form of the verb after *can*.

*He can go there by bicycle.* NOT *He can goes there by bicycle.*

We don't use *do* or *does* to make a question.

*Can you go there by plane?* NOT *Do you can go there by plane?*



4. a) Listen to the sentences. Mark sentences (+), (-) or (?).

Example: a  +

a)

c)

e)

g)

i)

b)

d)

f)

h)

j)



c) Listen, and write down the whole sentence



d) Read these sentences



5. a) Which of these things can you do in your city or town? Make true sentences.

Example: *You can't walk with a dog in the park.*

- a) walk with a dog in the park
- b) eat food from different countries
- c) travel by trolleybus
- d) meet people from different countries
- e) travel by taxi
- f) go to a café without parents
- g) ride a bicycle without a helmet
- h) go swimming to the river
- i) find a taxi easily



b) Compare your sentences with a partner.



6. Write down eight sentences with *can* and *can't* to say what is possible and what is not possible to do in your home.

Example: *I can play computer games after I do all my homework.*

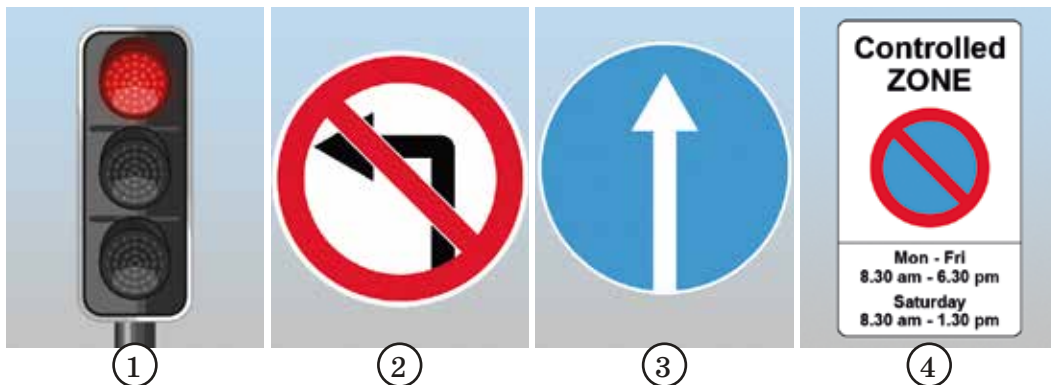
*Children can't watch TV after 10.00 in the evening.*

*You can/can't...*

*My father can/can't ...*

## 14C: TRAFFIC RULES. Lessons 134–136

1. a) Look at the traffic signs you can see in the street. What do they mean?



- b) Match the signs with their meanings

- You *can't* turn left here.
- You *have to* stop.
- You *don't have to* pay on Sundays.
- You *can* only go straight.

2. Look at the highlighted verbs in exercise 1b. Which verb means:

- it is very important/necessary to do something? (If you don't do it, you will have a serious problem.) have to
- it is not necessary to do something? (You can do it if you want)  
\_\_\_\_\_
- it is OK to do something? (If you do it, there is no any problem)  
\_\_\_\_\_
- it is not OK to do something? (If you do it, you will have a serious problem) \_\_\_\_\_

3. Look at the pronunciation of *have to* and *don't have to*. Listen and repeat after the teacher.

You **have to** stop.  
[ˈhæftə]

You don't **have to** pay.  
[ˈhæftə]

4. Read these sentences.

- 1) You have to go.
- 2) You have to buy a ticket.
- 3) You don't have to come early.
- 4) You don't have to drink it.
- 5) You have to get up early.



**Positive form (+)**

I/you/we/they he/she/it	have to has to	stop.
----------------------------	-------------------	-------

**Negative form (-)**

I/you/we/they he/she/it	don't have to doesn't have to	stop.
----------------------------	----------------------------------	-------

**Question form (?)**

Do I/you/we/they **have to** stop?

Does he/she/it **have to** stop?

Yes, I/you/we/they **do**.  
No, I/you/we/they **don't**.  
Yes, he/she/it **does**.  
No, he/she/it **doesn't**.



5. Look at the signs below. Use the pictures to complete the sentences with *have to*, *don't have to*, *can* or *can't*. Listen and repeat.



①



②



③



④



⑤



⑥




⑦



⑧

- 1) You can't drive in this direction.
- 2) You \_\_\_\_\_ use your mobile.
- 3) You \_\_\_\_\_ go out here.
- 4) You \_\_\_\_\_ turn right or go straight.
- 5) You \_\_\_\_\_ go at fifty kilometers an hour.
- 6) You \_\_\_\_\_ pay for the second drink.
- 7) You \_\_\_\_\_ cross the road here.
- 8) You \_\_\_\_\_ start walking.

 6. a) Work with a partner or small group. Use *has to/doesn't have to/can* and *can't* to prepare the list of rules for a good student.

*A good student has to do all homework well.*

*A good student doesn't have to...*

*A good student can...*

*A good student can't...*

 b) Compare your lists with other students. How many ideas are the same?

 7. Look at the signs. Write down the sentences.



(a)

You can't turn right.



(b)

You \_\_\_\_\_ drive slowly.



(c)

You \_\_\_\_\_ ride a bike.



(d)

You \_\_\_\_\_ park your car here.



You \_\_\_\_\_ find something to eat and drink here.

e



You \_\_\_\_\_ take pictures here.

f



You \_\_\_\_\_ be very careful.

g




You \_\_\_\_\_ slow down at 8 PM or on Sundays.

h

## 14D: WEIRD LAWS. Lesson 137

---

 1. Do you know any strange or funny laws? What are they?

 2. Read or listen to the text and choose the strangest and the funniest laws? Which of these laws do you want for our country?

- 1) In Victoria, only a qualified electrician can change a light bulb. It's illegal to change it yourself unless you are a qualified electrician. If not you would have to pay a fine up to 10 Australian dollars.
- 2) In Milan, you have to smile at all times, except during funerals or hospital visits. If you don't, you have to pay a fine.
- 3) Winnie the Pooh is banned from playgrounds in Tuszyn, in Poland. Local authorities say Winnie is inappropriate for little children because Pooh is partly undressed.
- 4) In England people cannot die in the House of Parliament.
- 5) Eboli is a small town in Italy and people cannot kiss in a moving car there.
- 6) In Melbourne, Australia, you cannot vacuum your house between 10 pm and 7 am during weekdays and 10 pm and 9 am during the weekends.
- 7) In Russia you have to wash your car before you drive it or you will have to pay fine.
- 8) In Switzerland, flushing the toilet after 10 pm in an apartment building is illegal. The Swiss government consider it as noise pollution.
- 9) In Canada, by law, one out of every five songs on the radio have to be sung by a Canadian.
- 10) It is against the law not to walk your dog at least three times a day in Tornio, Italy.
- 11) A law passed in 2009 in Japan states that it is illegal to be fat. Yes, you cannot be fat in Japan.





**3. Look at the following rules. Rewrite them using can, can't, have to, and don't have to.**

Example: *In Venice, you cannot feed the pigeons.*

- 1) In Venice, it is illegal to feed the pigeons.
- 2) In Scotland, if someone knocks on your door and requires the use of your toilet, you must let them enter.
- 3) In Oklahoma, it is possible to be arrested for making ugly faces at a dog.
- 4) In Samoa, it is illegal to forget your wife's birthday.
- 5) In Baltimore, Maryland, taking a lion to the cinema is illegal.
- 6) In Texas, if you are going to commit a crime, you legally must give 24 hours notice to the police. Either orally or in written form.
- 7) In France, it's illegal to name a pig Napoleon.
- 8) In Providence, Rhode Island, selling toothpaste and a toothbrush to the same customer on Sunday is illegal.
- 9) It is illegal to fish while sitting on a giraffe's neck in Chicago.



**4. A Mayor of your city announced a contest for the wierdest law. Work in pairs and create 5 weird laws.**

## STOP AND CHECK 7. Lessons 138–139



1. Open the brackets, put verb into correct form of the Present Continuous Tense.

- 1) My friends \_\_\_\_\_ (organize) a birthday party at the moment.
- 2) Said \_\_\_\_\_ (buy) a present for his mother.
- 3) Idris and Fatima \_\_\_\_\_ (not eat) ice cream, they are doing homework.
- 4) Amir and I \_\_\_\_\_ (not water) the trees in the garden, we \_\_\_\_\_ (relaxing).
- 5) I \_\_\_\_\_ (enjoy) the party now.
- 6) My mother \_\_\_\_\_ (not make) a cake, she's cooking dinner.
- 7) You \_\_\_\_\_ (not get) a birthday present, you \_\_\_\_\_ (get) a birthday card.
- 8) We \_\_\_\_\_ (not ride) a horse, we \_\_\_\_\_ (ride) a bike.



2. a) Look at the sentences below. Write a general question for every sentence.

- 1) Amanda is doing aerobics. *Is Amanda doing aerobics?*
- 2) Rahat and Musa are walking to school at the moment.
- 3) You are doing your homework.
- 4) Emil is playing computer games.
- 5) The sun is shining.



b) Look at underlined words. Write a special question for every sentence.

Example: *What is Amanda doing?*



3. Write these numbers with words. Listen and check.

1	2,000	<i>two thousand</i>
2	3,567,708	
3	342,457	
4	109	
5	9,909	

6	1,435	
7	780	
8	5,401	



**4. Complete sentences with the most appropriate word.**

		A	B	C
1	It is already nine O'clock. I _____ be at work.	can	<u>have to</u>	don't have to
2	I am home alone. I _____ prepare dinner myself.	have to	can	cannot
3	I _____ find my keys any- where. I wonder where they are.	can	cannot	don't have to
4	You _____ help me if you don't want to.	can	don't have to	have to
5	You have eaten all the food in the fridge! Now I _____ go shopping again.	can	don't have to	have to
6	_____ help me with Maths please?	Do you have to	Can you	Don't you have to
7	You _____ answer me imme- diately. Take your time.	can	don't have to	have to
8	He _____ hurry. He has plenty of time.	don't have to	doesn't have to	can
9	When you have a small child in the house, you _____ be careful.	can	cannot	have to
10	For example, you _____ leave small objects lying around.	can	cannot	have to
11	Such objects _____ be swal- lowed, causing serious injury or even death.	can	cannot	have to
12	I _____ believe that you failed your test!	can	cannot	have to
13	_____ I borrow your pen?	can	cannot	have to

# UNIT 15

## 15A: FEELINGS AND EMOTIONS. Lessons 140–141

1. a) Match the words to the pictures. Listen and check.

angry	sleepy	sad	hungry	shy
surprised	tired	happy	nervous	



① She's \_\_\_\_\_



② He's \_\_\_\_\_



③ She's \_\_\_\_\_



④ She's \_\_\_\_\_



⑤ He's \_\_\_\_\_



⑥ She's \_\_\_\_\_



⑦ He's \_\_\_\_\_



⑧ She's \_\_\_\_\_



⑨ He's \_\_\_\_\_

 b) Point and say




What's number 1?

happy



 2. a) Look at the pictures of Aigul and David. How are they feeling?



 b) Read or listen to the dialogue between Aigul and David. Check your answers.

**Aigul:** Hello, David. How are you today?

**David:** I'm happy.

**Aigul:** Why are you happy?

**David:** Because I talked to my parents on the phone.

**Aigul:** Oh, that's nice.

**David:** Are you OK, Aigul?

**Aigul:** No. I'm nervous about my English test is tomorrow.

**David:** Don't worry, I'm sure you'll do fine. I know you always do your homework and participate actively in class.

**Aigul:** Thanks.

 c) Read the dialogue again and answer the questions.

1) How is David feeling? Why?

2) How is Aigul feeling? Why?

 3. Make up a dialogue with your partner.


A: How are you today?

B: I'm feeling \_\_\_\_\_.

A: Why are you \_\_\_\_\_?

B: I'm feeling \_\_\_\_\_ because \_\_\_\_\_.

A: Oh, that's nice./Oh, that's too bad.

 4. Complete the sentences with an adjective from the box. Listen and check.


angry	sleepy	sad	hungry	shy
surprised	tired	happy	nervous	

- 1) After the football match Steve was very tired. He went to bed early.
- 2) I was \_\_\_\_\_ because someone took my book.
- 3) Aisuluu gets \_\_\_\_\_ when she speaks in front of people.
- 4) I feel \_\_\_\_\_ in the afternoon because I get up very early in the morning.
- 5) Janybek was \_\_\_\_\_ because he didn't eat anything for breakfast.
- 6) Aizada was \_\_\_\_\_ when she was a student.
- 7) He was \_\_\_\_\_ because he got 'excellent' on his History exam.
- 8) When Bermet lost her gold ring, she felt \_\_\_\_\_.
- 9) I was \_\_\_\_\_ when I saw Tom in the park. He was in New York city.

 5. a) Complete these sentences. Make them true about yourself.

- 1) I was tired when *I came home after 7 lessons*.
- 2) I was feeling hungry when I \_\_\_\_\_
- 3) I usually feel sad when I \_\_\_\_\_
- 4) I sometimes feel sleepy when I \_\_\_\_\_
- 5) I felt surprised when my parents \_\_\_\_\_
- 6) I was angry when \_\_\_\_\_
- 7) I feel happy when \_\_\_\_\_
- 8) I feel shy if \_\_\_\_\_

Write two more situations.

 b) Read the second part of your sentence. Your partner will try to guess the first one.

Example: A: *I came home after 7 lessons.*

B: *Did you feel tired?*

A: *Yes, I did!*

 6. Ask and answer the questions.

How do you feel...

a) when you're late for school?

b) when you have an exam?

c) when you get good marks?

d) when you're at the party where you don't know anybody?

e) \_\_\_\_\_

f) \_\_\_\_\_



How do you feel when you're late for school?

When I'm late for school, I feel nervous. What about you?



angry

sleepy

sad

hungry

shy

surprised

tired

happy

nervous

## 15B: HEALTH PROBLEMS. Lessons 142–144

1. a) Match the words to the pictures. Listen and check.

a stomach ache  
a fever

a bruise  
a toothache

a cough  
a sore throat

a headache  
a runny nose



① She's got  
a headache



② He's got  
\_\_\_\_\_



③ He's got  
\_\_\_\_\_



④ She's got  
\_\_\_\_\_



⑤ She's got  
\_\_\_\_\_



⑥ He's got  
\_\_\_\_\_



⑦ She's got  
\_\_\_\_\_



⑧ He's got  
\_\_\_\_\_

b) Point and say



What's number 1?

She's got a headache.






 2. Describe the picture.



 3. Match the collocations. Listen and check.

Example: *serious symptoms*

- |            |                    |
|------------|--------------------|
| 1) serious | a) sport           |
| 2) avoid   | b) nose            |
| 3) do      | c) the tissue away |
| 4) wash    | d) symptoms        |
| 5) stuffy  | e) your hands      |
| 6) throw   | f) the flu         |

 4. Read or listen to the text and check your answers.

### Influenza

Influenza has got a nickname. Most people call it “the flu”. People get the flu in winter months. Some of them have got serious symptoms, so they have to go to the hospital. If you don’t want to be ill, you need to keep your body healthy, to sleep well, to drink water, to eat fruits and vegetables, and to do sport. Another way to avoid the flu is to wash your hands very often.

People who have the flu have a fever, a cough, a sore throat, a runny and stuffy nose and a headache. The flu spreads from person to person through the coughs and sneezes of people who are ill with the flu. Cover your mouth and nose when you sneeze or cough with a tissue. Then throw the tissue away.



5. Read the text again and answer the questions

- 1) When are people usually ill with the flu?
- 2) What are the symptoms of the flu?
- 3) What do you need to do not to catch the flu?

6. Look at the pictures. Are the sentences true or false? Correct false sentences.

Example: *Picture 1 – He’s got a headache. → False. He’s got a stomach ache.*



① He’s got a headache.



② She’s got a fever.



③ He’s got a headache.



④ He’s got a toothache.



⑤ He’s got a bruise.



⑥ She’s got a sore throat.



⑦ She’s got a stomach ache.



⑧ He’s got a toothache.



a stomach ache  
a fever

a bruise  
a toothache

a cough  
a sore throat

a headache  
a runny nose

## 15C: TREATMENTS. Lessons 145–147

1. a) Match the words to the pictures. Listen and check.

plaster    medicine    injection    cream    syrup    Vitamin C



①



②



③



④



⑤



⑥

b) Point and say.

2. a) Match the words to make collocations. Listen and check.

- |           |                             |
|-----------|-----------------------------|
| 1) put    | a) some medicines           |
| 2) take   | b) an injection             |
| 3) put on | c) Vitamin C                |
| 4) take   | d) some cream on the bruise |
| 5) take   | e) a plaster                |
| 6) have   | f) some syrup               |

b) Test your partner. Say a noun and your partner says the whole collocation.



Cream

Put some cream on the bruise



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

- a) When you've got the flu, how do you feel?
- b) What do you do to get better?

 4. a) Read and complete the dialogue with the words from the box.

doctor	school	bed
--------	--------	-----

**David:** What's the matter with you, Aigul?


**Aigul:** I've got a terrible headache, an awful sore throat, a cough, a fever and a runny nose. Sorry, I have to sneeze. ATCHOO!

**David:** Oh, that's too bad. I think you've got the flu. Are you taking any medicine?

**Aigul:** Yes, I am. And I'm drinking a lot of liquid.

**David:** You **shouldn't** go to (1) school. You **should** stay in (2) \_\_\_\_\_.  
If you still don't get better, you **should** see the (3) \_\_\_\_\_.

**Aigul:** OK, David. Thanks a lot for your advice.

 b) Read the dialogue again. Find out what advice David gave to Aigul. What other advice can you give to Aigul?

 5. Choose the correct option.

"*You should stay in bed*" means:

- 1) You have to stay in bed.
- 2) I think it's a good idea if you stay in bed.



**Positive form (+)**

I/you/he/she/it/we/they **should** relax.

**Negative form (-)**

I/you/he/she/it/we/they **shouldn't (= should not)** relax.

**Question form (?)**

**Should** I/you/he/she/it/we/they relax?

**Yes,** I/you/he/she/it/we/they **should.**

**No,** I/you/he/she/it/we/they **shouldn't.**



6. a) Look at the pronunciation of **should** and **shouldn't**. Repeat after the teacher.

You should take some medicines.

*[[ʃəd]*

You shouldn't drink cold water.

*[[ʃədnt]*



b) Listen and repeat after the teacher. Copy the rhythm.

a) You should relax.

d) You shouldn't eat junk food.

b) You should call the doctor.

e) What should I do?

c) You shouldn't go to school.

f) Should I ask for help?



7. Complete the sentences with *should* or *shouldn't*.

1) She's got a stomach ache. She shouldn't eat too much.

2) Jazira's got a cough. She \_\_\_\_\_ take a cough syrup.

3) Azamat 's got a bruise on his knee. He \_\_\_\_\_ put cream on his knee.

4) Bolotbek's got a headache. He \_\_\_\_\_ take some medicines.

5) Jane's got a fever. She \_\_\_\_\_ go to school.

6) Mirgul's got a toothache. She \_\_\_\_\_ see the dentist.

7) Taalay's got a sore throat. He \_\_\_\_\_ drink cold water.

8) Boris's got a runny nose. He \_\_\_\_\_ blow his nose.

9) Mari's got the flu. She \_\_\_\_\_ take Vitamin C. She \_\_\_\_\_ have an injection.



8. Write advice for the following health problems.

Health problems	Advice	Health problems	Advice
I've got a toothache	<i>You shouldn't eat sweets.</i>	I've got a cough.	
I've got a headache.		I've got a fever.	
I've got a stomach ache.		I've got a sore throat.	
I've got a bruise.		I've got a runny nose.	

9. Ask and answer the questions. Use the dialogue below as an example. Take notes.

Example: A: *What's wrong?*

B: *I've got a headache.*

A: *You should take some aspirin.*

B: *OK, thanks!*

10. Your friend has got an allergy. Give her some advice using *should/shouldn't*.

Example: *You should take some medicines.*



- 1) take/some medicines
- 2) wear/sunglasses
- 3) wear/a mask

- 4) smell/flowers and plants
- 5) work/outdoors



to put a plaster

to put on some cream

to take medicine

to take some syrup

to have an injection

to take Vitamin C

## 15D: HEALTHY LIFESTYLE. Lesson 148

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### 1. Talk to your partner. Answer the questions.

- 1) How would you define a healthy person?
- 2) Are you a healthy person?
- 3) What do you do to stay healthy?
- 4) What should people do to stay healthy?

### 2. Read the text and compare your ideas. Listen and check.

Most people would agree with the definition of good health as being in a state where you are free from sickness. Despite this, there are many different opinions about how a person can actually have good health. A \_\_\_\_\_. But there are some steps that healthy people can make in order not to get sick.

One of the best things you can do for your body is exercise. But how much is enough? Not everyone agrees on exactly how much people should exercise each day. Some people think that doing simple things like cleaning the house are helpful. B \_\_\_\_\_. One thing experts do agree on is that any kind of exercise is good for you.

C \_\_\_\_\_. Foods like vegetables and fruits should be eaten several times each day. It is also important to eat foods high in fiber such as beans, grains, fruit and vegetables. Fiber helps your body to digest the food you eat. Avoiding foods with a lot of sugar, salt and fat is a good idea. Eating these kinds of foods can lead to a variety of health problems.

In today's modern world, we all have some level of stress in our life. D \_\_\_\_\_. Money problems, work and relationships with other people can all cause stress.

The things I've just mentioned are only some of the ways that people can have good health. E \_\_\_\_\_.

### 3. Read the text again. Find where in the text you can put these sentences.

- 1) Different things cause stress for different people.
- 2) People used to only think of their health when they were sick.


- 3) Other people do heavy exercise everyday such as running or swimming.
- 4) Doing these simple things can help you to have a better life now and will lead to a longer and happier life in the future.
- 5) Along with exercises, having a healthy diet can help to stay healthy.

 4. Discuss in a group and continue the list of steps that people can take to be healthy.



# UNIT 16

## 16A: WHAT'S YOUR PERSONALITY? Lessons 149–150

-  1. a) Do you believe that a birth date can say who you are and what you are good at? It also can help you to understand what you need to learn to become better. Read the text below and check.


*First, you need to know your birth number.*

*For example, your birthday is on 15th December, 2005.*

*Add up the numbers in your birth date like in the example:*

$$15 + 12 + 2005 = 1 + 5 + 1 + 2 + 2 + 0 + 0 + 5 = 16 = 1 + 6 = 7$$

*The birth number in this example is “7”.*

-  b) Now count your birth number.

-  2. Read the texts below and identify who you are.

### Number 1

You are **optimistic** and know what you want to get in life. You like when you are the first and the best. You have good memory and can do a lot of things at the same time.

### Number 2

You're good diplomats. You're tactful and **generous**. You're usually **hard-working** and sometimes **shy**. Friendship is very important to you.

### Number 3

You're **sociable** and very often **romantic**. You like when people are happy. You are very popular and like going to the parties.

### Number 4

You're **hard-working**. Your home and your family are very important for you. You like spending time in nature.

### Number 5

You're **active** and **intelligent**. You like travelling and taking risk. You like learning new things and visiting new places.

### Number 6

You're **honest** and **romantic**. You aren't **selfish**. People know that they can ask you for help when they have problems.

### Number 7

You don't like noisy people. You can control your feelings and emotions. You're **thoughtful**. You have good intuition and imagination.

### Number 8

You can solve problems very well. You're **confident** and usually get what you want. You have your own rules for life.

### Number 9

You're very **charming** and have a talent to find new friends. You're **generous** and kind. You always try to help your friends.

3. Work with your partner and compare your results. Do you think the information is true about you?

4. a) Look at the words in bold in all the shapes above. Work with a partner and match the words with their meanings.



1 optimistic



2 generous



3 hard-working



4 shy



5 sociable



6 romantic



7 active



8 intelligent



9 selfish



10 honest



11 thoughtful



12 confident

- a) You give a lot of time and/or money to people. = *Picture 2*
- b) You are very sure of yourself.
- c) You are very positive about the future.
- d) You are quiet and serious because you're thinking about something.
- e) You are in love.
- f) You can think, understand and learn things fast and well.
- g) You always tell the truth.
- h) You have a lot of energy and can do a lot of things.
- i) You work very hard.
- j) You don't think about other people.
- k) You are nervous about meeting other people.
- l) You like talking to other people.

 b) Which adjective always has a negative meaning?


 c) Practise saying the words. Test each other.



You give a lot of time and/or money to people.

Generous.



 5. Which three adjectives best describe you/your best friend/your parents/your English teacher?



6. Find the adjectives in the wordsnake. Write them down.

confident optimistic thoughtful generous honest shy selfish sociable intelligent romantic active

- a) confident                      g) \_\_\_\_\_  
 b) \_\_\_\_\_                      h) \_\_\_\_\_  
 c) \_\_\_\_\_                      i) \_\_\_\_\_  
 d) \_\_\_\_\_                      j) \_\_\_\_\_  
 e) \_\_\_\_\_                      k) \_\_\_\_\_  
 f) \_\_\_\_\_



7. Complete the sentences with an adjective from exercise 4a.

- a) Aliya is a very generous person. She often buys me something to eat.  
 b) Alisher is a \_\_\_\_\_ person. He often gets nervous when he meets new people.  
 c) My new classmate likes reading a lot and he knows so many interesting things. I think he's really \_\_\_\_\_.  
 d) I don't like Saddam! He always thinks only about himself and he never thinks about me. He's so \_\_\_\_\_.  
 e) Maria always tells the truth. She's very \_\_\_\_\_ and that's why she's my best friend.  
 f) My father is a \_\_\_\_\_ person because he spends a lot of time at work.  
 g) I never feel \_\_\_\_\_ when my teacher asks me the questions. I feel very nervous.



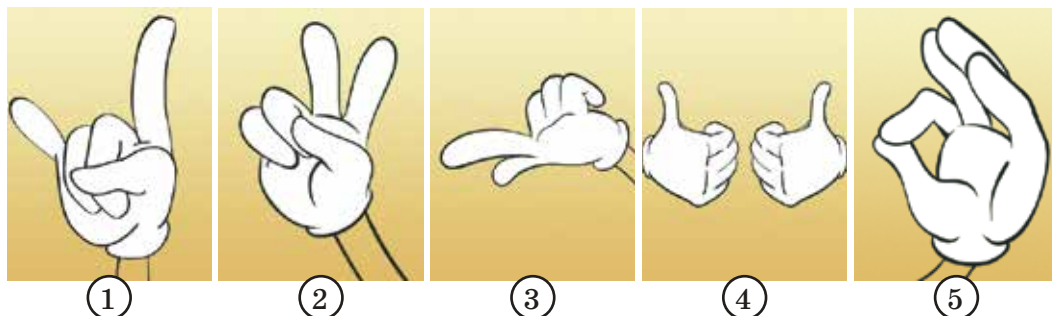

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optimistic	generous	hard-working	shy
sociable	romantic	active	intelligent
selfish	honest	thoughtful	confident

---

## 16B: BODY TALK. Lessons 151–153

1. a) Match the pictures to the phrases



thumbs up

come here

horns

V-gesture

OK-gesture

b) What do these gestures mean?

2. Read and listen to the text and check your ideas.

People talk to each other with the help of different languages. They exchange news and ideas, show their feelings and emotions. Our body can talk too. Body language is a very strong instrument to say what we think and feel, but you must be very careful with it. Why? Because gestures can have different meanings in different countries.

### Thumbs up

This is a very popular gesture in many countries. It shows that we like something or agree with something. But in some Islamic countries, for example in Bangladesh, it's very rude.



### Come here

In the USA you can use this gesture to ask somebody to step forward. But you shouldn't use it in Asian countries where people use it to call dogs. If you use this gesture in Philippines, the police can arrest you!





### Horns

When you raise your index finger and little finger in Spain or Italy, you want to say that your partner is cheating on you. Fans of heavy metal understand this gesture as “Rock on!” In some parts of Africa you can use this gesture to wish bad luck to other people.



### V-gesture

There are two variants of this gesture. It means victory or peace. People, especially in Japan, use this gesture posing on a photograph as a friendly gesture. But watch out! When the palm of your hand faces you, in the UK, Australia, Ireland and New Zealand this gesture is very rude.



### OK-gesture

In many English-speaking countries this gesture means that everything is good. But be careful to use this gesture in Brazil. For Brazilian people it's very rude.

 3. Look at these gestures. Do people use them in Kyrgyzstan? What do they mean?





9



10



11



12



13



14



15




16



17



18

 4. Play the miming game. You show a gesture to your partner and (s)he must say the meaning.




It's OK.



 5. Read the situations and answer the questions.


- 1) Marina got a new bicycle for her birthday.
  - How did she feel?
  - What gesture do you think she used?
- 2) You're waiting for your friend at home. Your friend is twenty minutes late.
  - How do you feel?
  - What gesture(s) is/are it possible to use in this situation?

- 3) You're taking a test. The lesson is over. The teacher asks you to give her your notebook, but you have three more sentences to write.
  - How do you feel?
  - What gesture(s) is/are it possible to use in this situation?
- 4) Your teacher asked you the question from the last homework which you didn't do.
  - How did you feel?
  - How do you think your teacher felt?
  - What gesture(s) is/are it possible to use in this situation?
- 5) Adilet left his jacket in class. It started raining in the afternoon.
  - How did Adilet feel?
  - What gesture(s) is/are it possible to use in this situation?
- 6) Your friend asks you to go to the cinema with him instead of school.
  - How do you feel?
  - What gesture(s) is/are it possible to use in this situation?
- 7) Anara wanted to make a surprise for her mother. She wanted to clean all of the house before her mother would come home from work. She worked for a long time and finished cleaning the house at the moment when her mother opened the door.
  - How did Anara feel?
  - How did her mother feel?
  - What gesture(s) is/are it possible to use in this situation?

 6. Work with a partner and think about different situations when you can use other gestures from exercises 1 and 2.



You can show it to say that the film you saw in the cinema wasn't good.

 7. Act out this scene with your partner using as many gestures and body language as possible.

A: Hey you!

B: Me?

A: Yeah. Come here!

B: Can I help you with something?

A: Don't you know me????



**B:** Hmm. Oh! We met last week, right? Your name is \_\_\_\_\_.

**A:** That's right! How are you?

**B:** Bad, sorry! I just lost my wallet!

**A:** Oh no! Do you remember where you left it?

**B:** That is the problem... I don't know!!! And all my money is in it!

**A:** Listen I am running late but I will help you look.

**B:** Oh no no no! I can't ask you to do that. Don't worry about it!

**A:** Well, then good luck with finding it!

**B:** Thanks and nice to see you again!

**A:** Nice to see you too. I'll call you! Bye!

**B:** Bye!



8. Answer the following questions. Use the exercises above as a sample.

Example: *To call a waiter in Kyrgyzstan you should raise your index finder.*

- 1) How do you signal a waiter in your country?
- 2) What are some gestures you know?
- 3) What are some good gestures in your country?
- 4) What are some insulting gestures in your country?
- 5) Do you know any gestures that have different meanings in different countries?
- 6) What are some gestures that you have seen in films but you don't know the meaning of?
- 7) What are some gestures that you used when you were a child that you don't use anymore?
- 8) What gesture in your culture do you think is unique for your culture?
- 9) What gestures, in your opinion, are understood by people anywhere in the world?
- 10) Can you say anything in sign language?
- 11) How much do people in your country use their hands when they talk?
- 12) How do you signal that someone is crazy?
- 13) How do you signal that you're bored? tired? angry?

- 14) How do you gesture “Go away!”, “money”, “come here”?
- 15) What are your friend’s favorite gestures?
- 16) Do you “talk” with your hands? Do you talk with your hands when you talk on the phone?
- 17) Do you think some gestures are universal?
- 18) What are the gestures for “I don’t know”/”You are crazy”/”money”/“come here” in your country?

## 16C: ONCE UPON A TIME. Lessons 154–156

1. Work with a partner. Look at the pictures and the words. All of them come from a story. What do you think the story is about?



a poor man



money



a beautiful girl



pebbles [ˈpeblz]  
(little stones)



jail [dʒeɪl]  
(a prison; a place  
for criminals)



wedding

a moneylender

[ˈmʌnɪləndə]

(It's a person who gives you money for a short time. You have to give the money back, usually more than you took)





## 2. Read or listen to the text and answer the questions

Once upon a time there lived a man. He took a large sum of money from a moneylender but he couldn't give it back on time. The moneylender, who was old and ugly, liked the man's beautiful daughter. He said to the man, "I'll forget about the money if your daughter marries me." The man was shocked. He didn't want to give his daughter to the moneylender.



## 3. Answer the questions

- 1) How did the man feel?
- 2) What advice can you give to the man and his daughter?
- 3) What do you think happened next?

Then the moneylender told them, "I'll put one black pebble and one white pebble into an empty bag. Your daughter has to take one pebble out of the bag. If she picks a black pebble, she will be my wife. And I'll forget about the money you have to give me back. If she picks a white pebble, she doesn't have to be my wife and you don't have to give the money back. But if she doesn't agree to take a pebble, you will go to jail."



## 4. Answer the questions

- 1) How did the man feel?
- 2) Do you think the moneylender found a good way to solve the problem?

- 3) Should the man and his daughter agree to pick the pebbles? Why?
- 4) What do you think happened next?

They were in the man's garden on the path with white and black pebbles. The moneylender picked up two pebbles. When he picked them up, the girl saw that he took two black pebbles and put them into the bag. He then asked the girl to pick one pebble out from the bag.

 5. Answer the questions

- 1) How did the girl feel?
- 2) How did the moneylender feel?
- 3) What personality did the moneylender have?
- 4) What advice can you give to a girl?
- 5) What do you think happened next?

The girl put her hand into the bag and picked out one pebble. When she took her hand out, the pebble fell on the path where the other pebbles were and got lost. "Oh, I'm sorry!" she said. "I lost the pebble. But don't worry. If you look into the bag, you will see what colour pebble is there. So, I lost the other pebble." The moneylender couldn't say that he was not honest. The girl and her father went home happily.

 6. Answer the questions


- 1) How did the girl feel at the end of the story?
- 2) How did the girl teach the moneylender a lesson?
- 3) What personality did the girl have?




*The moneylender couldn't say that he was not honest.*

not honest = dishonest

not happy = unhappy

 7. a) Work with a partner and check the meaning of the words in the box.

active   sociable   possible   real   sleepy   friendly   kind   patient

-  b) Add *in-*, *un-*, or *im-* to make the opposites of the adjectives from exercise 7. Listen and check.

Example: *active* = *inactive*


-  c) Work with a partner and test each other.



happy

unhappy



-  8. Complete the sentences with the correct adjective or its opposite from exercise 4.

- 1) Aidana is very *unsociable*. She doesn't like talking to other people.
- 2) My brother is really \_\_\_\_\_. He can't wait even five minutes!
- 3) In the morning I always feel very \_\_\_\_\_. It's very difficult for me to wake up early.
- 4) I think the story that he told me was \_\_\_\_\_. I don't believe him at all.
- 5) I'm usually \_\_\_\_\_ in the afternoon. I think I can do a lot of things.
- 6) A good teacher has to be \_\_\_\_\_ and help the students when they have problems.
- 7) The new boy in my class is very \_\_\_\_\_. He is always rude and angry.



inactive  
unsleepy

unsociable  
unfriendly

impossible  
unkind

unreal  
impatient

## 16D: ONCE UPON A TIME IN KYRGYZSTAN.

### Lesson 157

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1. Look at the picture. Do you know this person? What do you know about him?



2. Read or listen to the text and mark the statements as True or False

On a very very cold winter day, Aldar Kose was travelling across the steppe. Aldar was very cold. As he walked along, he saw the local bai heading towards him. Immediately, Aldar Kose threw open his coat and took off his hat.

“Greetings, Aldar Kose! Why, you are burning up. What is the matter?” said the bai.

“It is this magic coat,” explained Aldar Kose. “It is too warm. The holes let all of the cold out, and when little cool air does come in, blows right out through the next hole. I am melting from the heat.”

When the bai heard that Aldar Kose had something wondrous that he himself did not have he wanted to get it.

“My poor man,” said the bai. “How you suffer! Let me help you. I will trade my fur coat and hat with you.”

Aldar Kose thought about the bai’s offer, hiding his smile. “Sir, you are generous, but I cannot accept the trade,” he said. “My father gave me this coat.”

Now the bai wanted the coat even more. He said, “Take my coat and my horse.”

Aldar Kose didn't agree. Then the bai said, "Take my fur coat, my hat, my horse and this bag of gold!"

Well, Aldar Kose gave his old coat and his old horse to the bai. He put on the fur coat and the hat, took the bag of gold, and got on his new horse. The bai sat on the old horse and put on a very old coat. The bai was very pleased with himself. Aldar Kose said, "Aha! I forgot..."

- 1) It happened on a hot summer day. *False. It was on a cold winter day.*
- 2) The loca bai was a rich man.
- 3) The bai was much bigger than Aldar.
- 4) When Aldar saw the bai, he took off his coat.
- 5) The bai knew Aldar.
- 6) The bai was jealous.
- 7) Aldar got a fur coat, a new hat, a horse, and gold for his old coat.
- 8) Aldar's coat belonged to his father.
- 9) Aldar was very happy to get the new coat.


 3. a) What do you think Aldar Kose told the bai?

 b) Read and check your ideas. Were you right?

As Aldar Kose turned to ride away, he paused. "Aha! I forgot the magic in the coat works only for me. Good-bye!"

 4. Work in pairs answer the questions.

- 1) Do you think the story happened in reality?
- 2) Do you feel sorry for the bai. Why? Why not?
- 3) People say about people like Aldar Kose "Empty belly, but always merry. What do you think it means?
- 4) What adjectives can you use to describe Aldar?
- 5) What adjectives can you use to describe Aldar?
- 6) Do you know anybody who is like Aldar?

 5. Role play. Make up a dialogue between Aldar Kose and the bai. Use appropriate gestures. Act out the dialogue.



## STOP AND CHECK 8. Lessons 158–159

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**1. Dogs can't speak and don't have hands or fingers to show gestures, but you can watch at their body to understand how they feel. Can you understand dogs' body language well?**

1) When you come home or wake up in the morning and your dog greets you with a stretch, he:

- a) wakes up
- b) does a dog yoga
- c) says "Hello"



2) When your dog is yawning or licking the nose, he:

- a) feels sleepy
- b) feels hungry
- c) feels stressed



3) When you yawn and your dog yawns back at you, he:

- a) is trying to make you feel better
- b) is imitating you
- c) is making you angry



4) When your dog puts his tail up in the air and the front legs are on the ground, he:

- a) feels angry and wants to attack somebody
- b) feels playful
- c) wants to say "Thank you"



5) When your dog opens his mouth widely, he:

- a) feels happy
- b) feels shy
- c) feels thoughtful



6) When your dog raises his paw and touches you or another dog, he:

- a) says that he's honest
- b) says "Good bye"
- c) says that he needs something.





**2. This is an article about healthy eating. The titles of the paragraphs were removed.**

A. cut down on salt

B. dangers of animal fat

C. five-a-day

D. drink a lot of water

E. cut down on sugar

1) \_\_\_\_\_

People who eat a lot of fruit and vegetables do not have heart problems. You should eat five portions of fruit and vegetables a day. One portion is e.g. a banana, an apple, one slice of melon or pineapple or two plums. Remember that potatoes are not included on that list.

2) \_\_\_\_\_

Eating too much salt can raise your blood pressure. And people with high blood pressure have heart disease. 75% of the salt we eat is already in the food we buy.

3) \_\_\_\_\_

Having too much animal fat can cause heart disease. Products that have a lot of fats are meat pies, cheese, butter, cream, cakes. You should replace butter and fat meat with vegetable oils, which don't contain animal fat.

4) \_\_\_\_\_

Having sugary foods and drinks too often can cause tooth ache. Cutting down on sugar will help you control your weight. Sugar is added to many types of food e.g. fizzy drinks, juices, sweets, biscuits, cakes, ice cream.

5) \_\_\_\_\_

We should be drinking about 6 to 8 glasses of water every day and even more when the weather is warm. Don't drink too much coffee or tea as they can dehydrate you.









**3. Now read these sentences and decide whether they're true or false:**

	True	False
1) Eating vegetables and fruit is good for your heart	■	<input type="checkbox"/>
2) One melon is a portion of fruit	<input type="checkbox"/>	<input type="checkbox"/>
3) Potatoes can be eaten as part of your five-a-day	<input type="checkbox"/>	<input type="checkbox"/>

	True	False
4) Eating much salt increases blood pressure	<input type="checkbox"/>	<input type="checkbox"/>
5) High blood pressure doesn't cause you any harm	<input type="checkbox"/>	<input type="checkbox"/>
6) There is a lot of salt in the food we buy	<input type="checkbox"/>	<input type="checkbox"/>
7) Eating animal fats causes heart problems	<input type="checkbox"/>	<input type="checkbox"/>
8) There is a lot of animal fat in vegetable oils	<input type="checkbox"/>	<input type="checkbox"/>
9) Sugary food is good for your teeth	<input type="checkbox"/>	<input type="checkbox"/>
10) You should drink a lot of water to stay healthy	<input type="checkbox"/>	<input type="checkbox"/>

 **4. Look at the signs. Write the short answers.**

<p>1) Can I bring a bottle of lemonade with me? <u>No, you can't</u></p>	
<p>2) I'm 17 years old. Can I go in? _____</p> <p>3) My brother is 19 years old. Can he go in? _____</p>	
<p>4) My brother is 19 years old. Can he go in? _____</p> <p>5) Do I have to be minimum 18 years old to go in? _____</p>	
<p>6) Can I drive at 50 km per hour? _____</p> <p>7) Do I have to drive at 65 km per hour? _____</p>	
<p>8) I've got a dog. Can it come in? _____</p>	
<p>9) I want to turn right. Can I do it? _____</p> <p>10) Do I have to turn left?</p>	



**5. Choose the right adjective**

- 1) The teacher was (a) angry/(b) *happy* when we didn't do our homework.
- 2) Alina is very (a) *tired*/(b) *happy* because today it's her birthday.
- 3) When you're unhappy, you feel (a) *hungry*/(b) *sad*.
- 4) Keremet was (a) *tired*/(b) *surprised* because she worked the whole day.
- 5) Shamil is very (a) *sleepy*/(b) *shy* now because he watched TV all night.
- 6) He was (a) *tired*/(b) *surprised* to see so many people at his birthday party.
- 7) People usually feel (a) *nervous*/(b) *angry* during a job interview.

**6. Fill in the gaps with the vowels a, o, e, i, u, y.**

- |                     |                       |
|---------------------|-----------------------|
| 1) a stomach__ch__  | 5) a c__ __gh,        |
| 2) a br__ __s__     | 6) a f__v__r          |
| 3) a r__nn__ n__s__ | 7) a t__ __th __ch__  |
| 4) a h__ __d __ch__ | 8) a s__r__ thr__ __t |


**7. Complete the sentences with the phrases from the box using *should* or *shouldn't*.**

watch TV at night	take Vitamin C	work a lot
play computer games much	have lunch	take aspirin

- 1) My friend's got a headache. He \_\_\_\_\_.
- 2) Jane feels tired. She \_\_\_\_\_.
- 3) Mike always feels sleepy. He \_\_\_\_\_.
- 4) I'm hungry. You \_\_\_\_\_.
- 5) My father's angry about my bad mark on Maths. You \_\_\_\_\_.
- 6) I've got the flu. You \_\_\_\_\_.

# UNIT 17

## 17A: READY TO TRAVEL. Lessons 160–161

 1. Match the pictures to the places. Listen and check.

Example: *Picture 1 – Mount Sulaiman Too*

Tash Rabat

Manas Complex

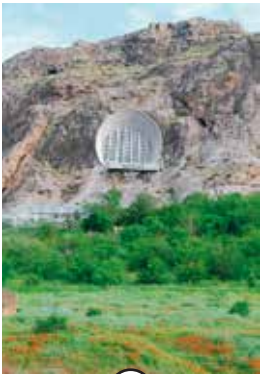
Ala-Archa National Park

Lake Issyk-Kul

Mount Sulaiman Too

The Burana Tower

Arslanbob Walnut Forest



①



②



③



④



⑤



⑥



⑦

 2. Where are these places? Ask and answer with your partner.



Where's Tash Rabat?

I don't know.

It's in Naryn.




 3. Match a place with an activity.

1) Mount Sulaiman Too	a) sunbathe and swim in the lake
2) Manas Complex in Talas	b) climb the mountain
3) Lake Issyk-Kul	c) climb to the top of the minaret [ˌmɪnəˈret]
4) Tash Rabat	d) visit a museum and a mausoleum [ˌmɔːsəˈliːəm]
5) Ala-Archa National Park	 e) walk in the forest and gather the walnuts
6) The Burana Tower	f) climb the mountain and visit a large museum [mjuːˈziəm] and 2 mosques
7) Arslanbob Walnut Forest	g) take photographs of the ancient [ˈeɪnʃ(ə)nt] caravanserai [ˌkærəˈvænsəri] with 31 rooms

 4. a) Read or listen to the text and check.

Aigul's got a lot of great plans for this summer because she wants to show David some of the beautiful places in Kyrgyzstan. Firstly, Aigul's parents are going to take Aigul and David to the Burana Tower to climb to the top of the minaret. Secondly, they're going to Ala-Archa National Park to climb the mountain. Thirdly, they're going to Tash Rabat to take photographs of the ancient caravansarai with 31 rooms. Then they're going to lake Issyk-Kul to sunbathe and to swim in the

lake. Next they're going to Manas Complex in Talas city to visit a museum and a mausoleum. After that they're going to Mount Sulaiman Too to climb the mountain and to visit a large museum and 2 mosques. Finally, they're going to Arslanbob Walnut Forest to walk in the forest and to collect the walnuts.

 b) Read the text again and remember the order of their journey. Then work in pairs and say the order of their journey to each other.

First, they are going to the Burana Tower to climb to the top of the minaret.



Second, they're going to Ala-Archa National Park to climb the mountain.



 5. Do these sentences mean the same?

They're going to Manas Complex because they want to visit a museum and a mausoleum.

They're going to Manas Complex to visit a museum and a mausoleum.



We use **the infinitive (to + verb)** to say **why** a person does something.

*I go to the baker's to buy bread.*

(= *I go to the baker's because I want to buy bread.*)

NOT ~~I go to the baker's for to buy bread.~~

~~I go to the baker's for buy bread.~~

 6. Work in pairs. Student A is Aigul. Student B is going to interview Aigul. Ask and answer questions about Aigul's plan.

Why are you going to Manas Complex?



To visit a museum and a mausoleum.




 7. Complete the sentences using *to* and the phrases in the box.

study in Oxford University  
buy a present for my sister  
visit our grandparents

~~buy some meat~~  
borrow books  
help you

pass her exam  
learn English

- 1) Sania went to the butcher's to buy some meat.
- 2) I go to the library \_\_\_\_\_.
- 3) Joldoshbek went to the USA \_\_\_\_\_.
- 4) Aizada is learning English \_\_\_\_\_.
- 5) Sabira is studying hard \_\_\_\_\_.
- 6) I'm saving money \_\_\_\_\_.
- 7) We go to Kochkor \_\_\_\_\_.
- 8) Here's the book \_\_\_\_\_.

 8. Read the sentences. Are the reasons *true* for you? if not, change them so they are true for you.

Example: I go to school to have fun. *False. I go to school to study.*

- 1) I go to school to have fun.
- 2) Next week I'm going shopping to buy a T-shirt.
- 3) I go for a walk to relax.
- 4) Next weekend I'm going to do the housework to help my mother.
- 5) I read English books to learn more words.
- 6) I'm going to visit my grandmother to eat her cake.
- 7) I watch films to get information about actors.
- 8) I trust my mother to keep my secrets.

  9. Why do people do these things? Tell your partners.

- 1) learn English
- 2) go to work
- 3) read newspapers
- 4) watch television
- 5) listen to music
- 6) study at university



Why do people learn English?

to get a better job

to travel abroad







### Pronunciation silent letters

Some English words have a 'silent' letter, e.g. *climb* [klaɪm] we don't pronounce the *b*.



**10. Listen and repeat the words. Copy them in your notebook and cross out the 'silent' letter in each one.**

listen	walk	answer	butcher's	bought
talk	weight	sightseeing	pocket	



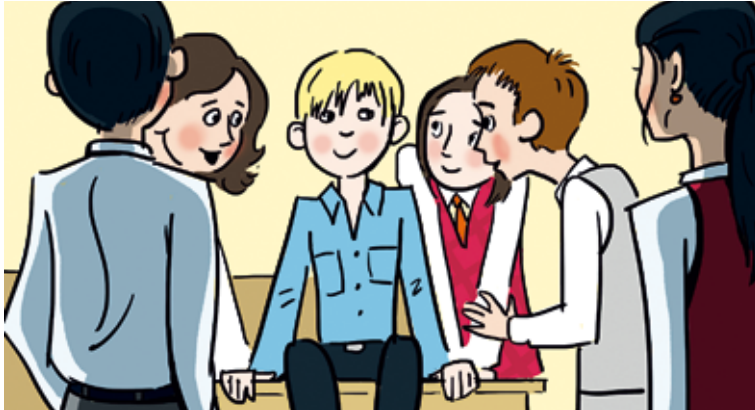
**11. Rewrite the sentences using the infinitive of purpose (to+verb).**

- 1) I went to the greengrocer's and I bought fruit and vegetables.  
*I went to the greengrocer's to buy fruit and vegetables.*
- 2) Anvar talked to his friend and he invited him to his birthday party.
- 3) Svetlana's going home because she wants to look after her granddaughter.
- 4) Jibek caught a taxi because she wanted to get to work quickly.
- 5) Kairat moved to China because he wanted to learn Chinese.
- 6) She's on a diet because she wants to lose weight.
- 7) Marina's studying hard because she wants to become a doctor.

## 17B: GETTING READY TO GO HOME. Lessons 162–164

1. a) Look at the picture. What do you think the schoolchildren are talking about?

b) Read or listen to the dialogue and check your ideas.



**Aigul:** David, very soon you will be at home!  
**David:** Yes, I will. I will be at home next Monday. I will miss Kyrgyzstan.  
**Schoolchildren:** We will miss you, David!  
**David:** I will cook beshbarmak for my parents. I will tell my friends about Kyrgyz music and I will show my geography teacher the pictures of lakes, rivers, mountains and fields. I am sure he will be interested in geography of the Kyrgyz Republic. The thing that I won't miss is marshrutkas!

c) Are the children talking about past, present or future?



I, We,  
He, She, It,  
They, You

will + V  
won't + V

is used when we talk about  
future

*My teacher will like the pictures.*

*David will cook beshbarmak for his parents.*

*He won't (=will not) miss minibuses.*

*NOT David ~~will cooks~~ plov. David ~~will to miss~~ Kyrgyzstan.*



**2. Read the dialogue. What will David miss about Kyrgyzstan? What will he not miss?**

**Schoolchildren:** Will you miss Kyrgyz food?

**David:** Yes, I will!

**Aigul:** Will you miss the school?

**David:** Yes, I will!

**Aigul:** Will you miss the hot weather?

**David:** No, I won't. Will you speak English?

**Schoolchildren:** Yes, we will and we will email to you every day!



**Will**

**I, we  
he, she, it  
they, you**

**miss us?**

*Will he miss us? Yes, he will. No, he won't  
Where will go? He will go to school.*



**3. Put the words in the box in the appropriate column**

tomorrow	yesterday	last week	in 2007
on holidays	when I was 9 years old	now	every day
often	at the moment	soon	5 days ago
every summer	next week/month/year	usually	tonight
on my last birthday	in a week/month/year	the day after tomorrow	
<b>present</b>	<b>past</b>	<b>future</b>	
...	...	<i>tomorrow, ...</i>	



**4. a) Open the brackets. Put the verb into correct form of Future Simple tense.**

- I forgot my dictionary at home!  
– Don't worry, I will give you mine. (give)
- It's a great present! Your mother \_\_\_\_\_ it. (love)
- I think Aidana \_\_\_\_\_ the test. She is the best at Maths in our class. (pass)
- Jack is too tired \_\_\_\_\_ to the cinema. (go)
- Sandy \_\_\_\_\_ the novel very quickly. It is very quickly. (finish)

- 6) I \_\_\_\_\_ a famous singer. (become)
- 7) My friends \_\_\_\_\_ an exam next week. They had it last week. (have)
- 8) Aigul \_\_\_\_\_ to school tomorrow. (go)
- 9) In 2100 robots \_\_\_\_\_ the housework. (do)
- 10) Dad \_\_\_\_\_ home at 4 o'clock. (be)



will = 'll

will not = won't

 b) Read the sentences above. Use short form.

Example: *I'll give you mine.*

5. Put the words into the correct order.


Example: *Will you go out tonight?*


- 1) go out/will/you/tonight?
- 2) Ben/tomorrow/go dancing/will?
- 3) in June/get married/they/will.
- 4) next week/won't/it/be cold.
- 5) by car/she/travel/will.
- 6) live/on the Mars/won't/people.
- 7) Gary/move/will/to NewYork.
- 8) London/to/go/Joe/will/when?

 6. Interview your partner. Report to the class.

- 1) How will you use English in the future?
- 2) What will you do this weekend?
- 3) Do you want to get married? When will you get married?
- 4) Will you have children? How many children will you have?
- 5) How will fashion change in the future?
- 6) When will people live on another planet?
- 7) What will you do after this class?
- 8) What will you do after you finish school?
- 9) What other things will change about life in the future?
- 10) How do you think you will change in the future?
- 11) Where will you be and what will you be doing in 10 years?



 1. a) Look at the picture. What do you think Aibek and Aigul are talking about?

 b) Read or listen to the text and check your ideas.

### Planning a Party

**Aigul:** What horrible weather today. I'd love to go out, but I think it will just continue raining.

**Aibek:** Oh, I don't know. Perhaps the sun will come out later this afternoon.

**Martha:** I hope you're right. Listen, I'm going to have a farewell party for David this Saturday. Would you like to come?

**Aibek:** Oh, I'd love to come. Thank you for inviting me. Who's going to come to the party?

**Aigul:** Well, a number of people are still thinking? But, Akylai and Damira are going to help out with the cooking!

**Aibek:** Hey, I'll help, too!

**Aigul:** Would you? That would be great!

**Aibek:** I'll make pizza!

**Aigul:** That sounds great! I know Kamila is going to be there. I'm sure she'll love it.

**Aibek:** Kamila? Maybe I'll bake a cake...

**Aigul:** No, no. She doesn't like cakes. She'll love your pizza!

**Aibek:** Well, if you say so... Is there going to be a theme for the party?

**Aigul:** No, I don't think so. Just a chance to get together, have fun and say goodbye to David.

**Aibek:** I'm sure it'll be lots of fun.



## 2. Read the text again and answer the questions.

- 1) Why isn't Aigul going out?
  - a) The weather's bad.
  - b) She has an appointment.
  - c) She's going to have a party.
- 2) What does Aibek think might happen?
  - a) The weather will get worse.
  - b) The sun will come out later.
  - c) It'll get colder soon.
- 3) What's Aigul going to do soon?
  - a) Go to work
  - b) Make lunch
  - c) Have a a party
- 4) Why does Aibek change his mind about making pizza for the party?
  - a) He doesn't have all the ingredients necessary.
  - b) He's nervous about Kamila.
  - c) He can't come to the party.
- 5) What's the theme of the party?
  - a) There's no theme.
  - b) The theme is "Spiderman and other superheroes".
  - c) It's David's birthday party.



### Differences between Will and Going to

---

**You can use both 'will' or 'going to' in the future, but we generally use 'going to' when speaking about plans:**

*Mary: What's Ann going to do next week?*

*Susan: She's going to visit her friend in Chicago next week.*

---

**'Will' is used to make predictions:**

*Peter: What do you think about Tom.*

*John: I think he'll win the election the next month.*

---

**Make promises:**

*Son: I promise I'll clean up after the party.*

*Mom: Okay, you can have a party next week.*

---

**React to situations and information as they arise:**

*Student: I don't understand this grammar.*

*Teacher: I'll help you. What don't you understand.*



3. Use *will* or *going to* to complete the gaps.

- 1) What \_\_\_\_\_ you \_\_\_\_\_ (do) next weekend?  
Do you have any plans?
- 2) David: I'm hungry!  
Ken: I \_\_\_\_\_ (make) you a sandwich. What do you want?
- 3) I \_\_\_\_\_ (finish) the report by the end of next week.  
You can believe me.
- 4) What do you think you \_\_\_\_\_ (study) when you go to college in five years?
- 5) He promises they \_\_\_\_\_ (deliver) the package by the end of the week.
- 6) I've finally made up my mind.  
I \_\_\_\_\_ (become) a lawyer when I grown up.
- 7) It's hard to predict the future.  
I think we \_\_\_\_\_ (live) here for a long time, but you never know.
- 8) I've bought my ticket.  
I \_\_\_\_\_ (fly) to Chicago next week.



4. Read or listen to the dialogue and answer the questions.

**Aigul:** It's finally Saturday! Let's party!

**David:** What time are Damira and Akylai coming?

**Aigul:** They are coming at 3 p.m. We are going shopping, then we are cooking all together. What are you going to do?

**David:** I'm meeting the boys at 2 p.m., and we are going to the cinema together. Then we are going to ZUM to buy some party music and going home and then we are eating your delicious food, dancing, playing game and having a good time.

- a) Are Aigul and David talking about future, past or present?
- b) Are they talking about their plans?
- c) Have they discussed these plans with their friends beforehand?
- d) What grammar structure is used to express future arrangements?



**We use Present Continuous (*be + Ving*) to talk about *future arrangements* (plans which you have organized)**

*We are going to the cinema.*

*The girls are coming at 3 o'clock.*

**For the plan that hasn't been arranged, we usually use *going to***

*I'm going to watch TV after school.*

*(this is my plan, but I haven't organized it)*



### 5. Use *will*, *be going to* or the Present Continuous?

- 1) My father \_\_\_\_\_ (go) to Australia next week.
- 2) "What are your plans for the future?"  
"I \_\_\_\_\_ (be) a famous actor!"
- 3) I don't think schools \_\_\_\_\_ (change) very much in the next few years.
- 4) Our computer broke down yesterday, so we \_\_\_\_\_ (buy) a new one soon.
- 5) Look at that man on the bridge! He \_\_\_\_\_ (jump)!
- 6) I think that people \_\_\_\_\_ (live) on the moon by 2050.
- 7) Peter is not studying hard enough. He \_\_\_\_\_ (fail) his exams.
- 8) The sun is shining and the sky is so blue. It \_\_\_\_\_ (be) a nice day.
- 9) "The phone is ringing!"  
"Ok, don't worry, I \_\_\_\_\_ answer it!"
- 10) I hope robots \_\_\_\_\_ (do) the housework in the future.
- 11) I can't come to the cinema with you. I \_\_\_\_\_ (meet) John at 8.00.
- 12) "I can't find my glasses!"  
"Don't worry, I \_\_\_\_\_ (help) you find them."
- 13) My sister and I \_\_\_\_\_ (travel) to India in July.
- 14) Those cars are going too fast! They \_\_\_\_\_ (crash).
- 15) "I'm going out. Do you want to come with me?"  
"Why not? I \_\_\_\_\_ (take) my sweater."
- 16) "Mum, can I go out now? I promise I \_\_\_\_\_ (do) my homework tonight!"



- 17) I \_\_\_\_\_ (buy) some new clothes. My old ones are too small.
- 18) When I grow up I probably \_\_\_\_\_ (not/watch) so much tv.
- 19) Mandy and John \_\_\_\_\_ (get married) on June 25.
- 20) Tomorrow the weather \_\_\_\_\_ (be) sunny and dry.
- 21) “This exercise is too difficult for me!”  
“Don’t worry, I \_\_\_\_\_ (help) you!”
- 22) “\_\_\_\_\_ (go out) tonight?”  
“Yes, I \_\_\_\_\_ (go) to the pub.”
- 23) Do you think Diana \_\_\_\_\_ marry Tom?”  
“No, I don’t think so.”
- 24) “It’s Diana’s birthday tomorrow!”  
“What \_\_\_\_\_ (buy) her?”
- 25) “\_\_\_\_\_ people eat insects in 2030?”  
“They probably \_\_\_\_\_.”



**6. a) Write three sentences about your real plans or arrangements. Write one more sentence about something that is NOT your future arrangement.**

Example: “*We’re moving to a new house soon*” or  
“*I’m going to see the new Godzilla movie tonight*”



**b) Tell your partner all four sentences. Your partner will guess which sentence is not true about you.**

## 17D: SPECIAL OCCASIONS. Lesson 169

1. a) Match the pictures to the special occasions. Listen and check.

Wedding  
Birthday

New Year  
Mother's Day

Ramadan  
Passing an exam

Children's Day



①



②



③



④



⑤



⑥



⑦

b) Point and say.

2. Match the phrases with the special occasions. (Use some of the phrases with more than one occasion.)

Thanks for coming!

Happy Birthday!

Many happy returns!

Happy Ramadan!

Happy Children's Day!

Good luck!

Happy New Year!

Congratulations!

Happy Mother's Day!

I hope you'll be very happy!

It's lovely, thank you very much!



3. Read the beginnings of the short dialogues. Choose the appropriate phrase from exercise 2.

- 1) \_\_\_\_\_ . This present is for you, my dear.
- 2) Mom, \_\_\_\_\_. I love you.
- 3) – I have to go. I’ve got an exam tomorrow.  
– \_\_\_\_\_ .
- 4) It’s 12 o’clock. \_\_\_\_\_ , everybody.
- 5) – We’ve got good news for you. We’re getting married next month.  
– \_\_\_\_\_ .
- 6) \_\_\_\_\_ , my honey. You’re the best son in the world.
- 7) \_\_\_\_\_ , dear brothers. Help yourself to food.



4. What do you do on these special occasions? Choose one occasion and tell your partner using the phrases in the box.

organize a party

wear special clothes

invite friends/relatives

wear a party hat/mask

blow up balloons

sing a birthday song for somebody

light/blow out the candles on the cake

decorate a room with the balloons and streamers

give/get presents

make/cut/eat a cake

have a nice meal

play a party game

take a group photograph

listen to/enjoy music

eat delicious food



5. Look at the pictures. Match the different ways of saying goodbye with the pictures.



①



②



③



4




5



6

a) – Have a nice day. – Thank you. You too.	b) – Take care, dad. – You too.	c) – Goodbye. – Goodbye.
d) – Good night. – Good night.	e) – Bye Bye, mummy. – Bye, honey.	f) – See you later/soon. – See you.

 **6. Match the short dialogues in exercise 5 with the situations.**

- 1) you say goodbye to someone late at night when you're going to bed;  
*Good night*
- 2) a shop assistant says goodbye to a customer in a shop;
- 3) you say goodbye if you plan to see someone again, soon;
- 4) a child says goodbye to his/her parents; or parents say goodbye to his/her child.
- 5) you say goodbye;
- 6) you say goodbye to someone when you're not going to see him or her for at least a week or more.

 **7. Practise the conversations in exercise 5 with your partner.**

 **8. a) Look at the picture. Guess what David is going to do.**





**b) Read or listen to the dialogue. Check your answer.**

**David:** I had a great time in Kyrgyzstan. It's the most beautiful country in the world.

**Aigul:** I'm proud of my country.

**David:** Thank you for everything. You showed me a lot of beautiful places in Kyrgyzstan. You did a lot for me. I learned a lot from you.

**Aigul:** I also learned a lot from you. David, I hope we'll meet again one day.

**David:** I hope so too. We can write e-mails to each other.

**Aigul:** And we can send photos to each other.

**David:** Goodbye, Aigul.

**Aigul:** Goodbye, David. Have a safe flight!



**9. Rearrange the words to make phrases. Listen and check.**

- 1) returns/happy/Many! Many happy returns!
- 2) New/Happy/Year!
- 3) Birthday/Happy!
- 4) very/I/you'll be/hope/happy!
- 5) lovely/It's, much/thank/very/you!
- 6) Ramadan/Happy!
- 7) Happy/Day/Mother's!
- 8) Children's/Happy/Day!
- 9) coming/for/Thanks!




---

Thanks for coming!	Happy Children's Day!	Happy Birthday!
Happy New Year!	Many happy returns!	Congratulations!
Happy Ramadan!	Happy Mother's Day!	Good luck!
I hope you'll be very happy!		It's lovely, thank you very much!

---

## STOP AND CHECK 9. Lesson 169

### 1. Complete the sentences with the correct word from the box.

intelligent  
sociable

generous  
thoughtful

active  
romantic

optimistic  
selfish

- 1) Nikita likes buying people presents. He's *generous*.
- 2) Alima loves going to parties and talking to people. She's \_\_\_\_\_.
- 3) My father often gives my mum flowers. He's very \_\_\_\_\_.
- 4) Sasha often finds negative things in everything. He's not \_\_\_\_\_.
- 5) Erkin's preparing for the test. He's serious and \_\_\_\_\_.
- 6) My grandfather is 80 years old, but he never stays at home for a long time. He's \_\_\_\_\_.
- 7) My little brother learns new things very quickly. I think he's \_\_\_\_\_.
- 8) My sister ate all the cake and didn't think about me. She's \_\_\_\_\_.

### 2. Match the gestures with their meaning.

Example: *l. = h (It's OK)*



①



②



③



④



⑤



⑥



⑦



⑧

- a) Stop/no
- b) Come here!
- c) I don't know
- d) Good luck
- e) Bad idea.
- f) Who, me?
- g) I'm impatient.
- h) It's OK.



**3. Write down the opposite forms of the adjectives. Listen and check.**

- |                              |                     |
|------------------------------|---------------------|
| a) honest – <u>dishonest</u> | f) real – _____     |
| b) happy – _____             | g) sleepy – _____   |
| c) active – _____            | h) friendly – _____ |
| d) sociable – _____          | i) kind – _____     |
| e) possible – _____          | j) patient – _____  |



**4. Correct the mistakes in these sentences.**

- 1) I go to the pharmacy for to buy medicine. *I go to the pharmacy to buy medicine.*
- 2) Katya went to the library because borrow the books.
- 3) Shirin opened the window for get some fresh air.
- 4) Mahmud went to Dubai to going the sightseeing.
- 5) Damir is waiting for get a taxi to work.
- 6) I phoned him to I say goodbye.
- 7) Umar turned on the television because to watch the news.



**5. What do you say to your family members in these situations?**

- 1) It's 1 January. Happy New Year!
- 2) It's Ramadan holiday today.
- 3) Your sister is getting married.
- 4) Your brother turns 15 tomorrow.
- 5) It's Mother's Day today.
- 6) Your brother is going to take an exam tomorrow.
- 7) It's Children's Day today.
- 8) Your cousin got the first place in the swimming competition.

## REVISION. Lesson 170



1. Complete the sentences with *can*, *can't*, *have to* and *don't have to*.

- 1) I *have to* make my bed in the morning.
- 2) We \_\_\_\_\_ wear a school uniform at our school.
- 3) In my free time I \_\_\_\_\_ paint.
- 4) I've got a dictionary. I \_\_\_\_\_ buy another one.
- 5) You \_\_\_\_\_ take photographs in the museums.
- 6) We \_\_\_\_\_ go to school on Sunday.
- 7) She \_\_\_\_\_ read because she forgot the book.
- 8) My grandparents \_\_\_\_\_ get up early because they don't work.
- 9) You \_\_\_\_\_ buy a jacket in a clothes shop.



2. Read about the situations. Write what each person should/shouldn't do.

Example: *Murat should go to bed early. He shouldn't spend so much time with his friends.*

- 1) Murat is a sociable person. He's got lots of friends. He spends most of his time with them. After playing football with them, he comes home. He starts chatting with them on the phone and texting messages again. He can't live without his friends. He's got problems at school because he doesn't have time to do his homework and he's always sleepy during the lessons.
- 2) Aidai is a very shy person. She always does her homework and she doesn't miss any classes. But she doesn't answer the teachers' questions. She only says 'Yes' or 'No.' Aidai doesn't want to speak in front of the class. Also, she hasn't got any friends.





**3. Give advice using should/shouldn't.**

- 1) She's got a headache.  
*She should take aspirin.*
- 2) He's got a cough.
- 3) He's got a stomach ache.
- 4) She's got a toothache.
- 5) She's got a runny nose.
- 6) He's got a bruise.
- 7) She's got a fever.
- 8) He's got a sore throat.



**4. Continue the sentences using the infinitive of purpose.**

- 1) He needs some money to buy a CD.
- 2) Marina is going to the supermarket to \_\_\_\_\_.
- 3) I study at school to \_\_\_\_\_.
- 4) We went to the city centre to \_\_\_\_\_.
- 5) Kasym studies hard to \_\_\_\_\_.
- 6) We use a mobile phone to \_\_\_\_\_.
- 7) I'm learning English to \_\_\_\_\_.
- 8) Jalil got up early to \_\_\_\_\_.



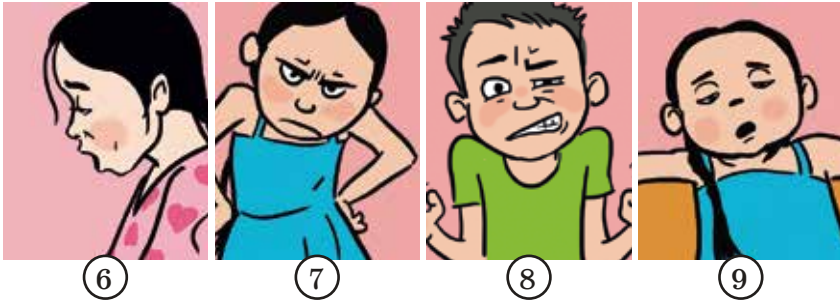
**5. Complete with *for, by (x2), off, on (x3), to (x3)*.**

- 1) go by bus
- 2) walk \_\_\_\_\_ school
- 3) go \_\_\_\_\_ the market
- 4) drive \_\_\_\_\_ the left
- 5) travel \_\_\_\_\_ car
- 6) wait \_\_\_\_\_ the bus
- 7) get \_\_\_\_\_ the bus
- 8) fly \_\_\_\_\_ Turkey
- 9) get \_\_\_\_\_ a train
- 10) go \_\_\_\_\_ foot

 6. Write sentences using the words from the box.

Example: *Picture 1 – She’s shy.*

angry	nervous	hungry	happy	tired
sleepy	sad	shy	surprised	



 7. Complete the sentences with the words from the box.

shy	selfish	sociable	thoughtful
optimistic	generous	intelligent	romantic
hard-working	confident	active	honest

- 1) My friend is *hard-working*. He works late at night.
- 2) Tanya is \_\_\_\_\_ because she’s positive about life.
- 3) Kate feels nervous and comfortable with other people; she is very \_\_\_\_\_.
- 4) Erdan isn’t \_\_\_\_\_. He doesn’t want to give anything to other people.
- 5) Maksat likes going out with his friends. He’s a \_\_\_\_\_ person.
- 6) Kemal always gives his girlfriend flowers and takes her to the theatre. He’s so \_\_\_\_\_.

- 7) My sister is \_\_\_\_\_ because she knows the answers to a lot of questions.
- 8) Jyldyz is \_\_\_\_\_. She thinks only about herself.
- 9) Malik's father never lies. He's \_\_\_\_\_.
- 10) She isn't afraid of anything. She's always \_\_\_\_\_.
- 11) Sultankan works a lot, goes to the gym and participates in competitions. He's very \_\_\_\_\_.
- 12) You're thinking about something. You look \_\_\_\_\_.



**8. Put the words in the correct column. Listen and check.**

active	plane	fever	bus	train	sleepy
hungry	angry	happy	mean	cake	honey
[i:]	[ʌ]	[æ]	[ei]		
		<i>active</i>			

# GRAMMAR REFERENCE

## 1 A

### POSSESSIVE ADJECTIVES

Subject pronouns	I	You	He	She	It	We	They
Possessive adjectives	My	Your	His	Her	Its	Our	Their

Possessive adjectives don't change with plural nouns.

*Our dog/Our dogs* (**NOT** *Ours dogs*)

**His** = for a man.

*Adilet and his friend.*

**Her** = for a woman.

*Bermet and her friend.*

**Their** = for men, women, animals, and things.

*Men and their hobbies. Women and their children.*

*Dogs and their teeth.*

#### Be careful!!!

It's = it is

*It's a cat. = It is a cat*

Its = possessive

*Its name is Milly.*

## 1 B

### NOUNS

#### Regular nouns

Singular	Plural	Spelling
<i>a book</i> <i>a boy</i>	<i>books</i> <i>boys</i>	Add <b>-s</b>
<i>a box</i> <i>a watch</i>	<i>boxes</i> <i>watches</i>	Add <b>-es</b> after <b>x, ch, sh, s</b>
<i>a dictionary</i> <i>a country</i>	<i>dictionaries</i> <i>countries</i>	Consonant + y = add <b>-ies</b>

## Irregular nouns

Singular	Plural
a man [mæn]	men [men]
a woman ['wʊmæn]	women ['wɪmɪn]
a child	children
a person	people

## A OR AN?

Use **a** before a consonant sound (*b, c, d, etc.*): **a** book, **a** cat.

Use **an** before a vowel sound (*a, e, i, o, u*): **an** apple, **an** envelope.

Don't use **a/an** with plural nouns: *They are keys. They are umbrellas.*

## THIS OR THESE?

Use **this** to talk about a singular noun: "What's **this**?" "It's a pen."

Use **these** to talk about a plural noun: "What are **these**?" "They're pens."

## 1 C

## THE VERB BE

Positive (+)	Negative (-)
I <b>am</b> /I'm	I <b>am not</b> /I'm not
You <b>are</b> /you're	You <b>are not</b> /you aren't
He <b>is</b> /he's	He <b>is not</b> /he isn't
She <b>is</b> /she's	She <b>is not</b> /she isn't
It <b>is</b> /it's	It <b>is not</b> /it isn't
We <b>are</b> /we're	we <b>are not</b> /we aren't
You <b>are</b> /you're	you <b>are not</b> /you aren't
They <b>are</b> /they're	they <b>are not</b> /they aren't

Example: *She is a student. = She's a student.*

*We are not teachers. = We aren't teachers.*

## 2 B

### THE VERB BE (?)

Questions (?)	Short answers
<p><b>Am</b> I ... ?</p> <p><b>Is</b> he/she/it ... ?</p> <p><b>Are</b> you/we/they ... ?</p>	<p>Yes, I <b>am</b>./No, I'<b>m not</b>.</p> <p>Yes, he/she/it <b>is</b>.</p> <p>No, he/she/it <b>isn't</b>.</p> <p>Yes, you/we/they <b>are</b>.</p> <p>No, you/we/they <b>aren't</b>.</p>

## 2 C

### POSSESSIVE CASE 'S

<p><i>Manny is Ellie's husband.</i></p>	<p><b>We use person + 's for possessions and relatives.</b></p> <p><i>Svetlana's mother. Adilet's house.</i></p>
<p><i>Ellie is possums' sister.</i></p>	<p><b>We use s' with regular plural nouns.</b></p> <p><i>My parents' friends.</i></p>
<p><i>It's James's house.</i></p>	<p><b>We use 's with irregular plural nouns.</b></p> <p><i>Women's children. Children's school.</i></p>

#### Be careful!!!

**Ben's** friend.  
**Ben's** Italian.

*Ben and his* friend.  
*Ben is* Italian.

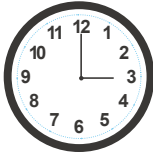
## 2 D

### TELLING THE TIME

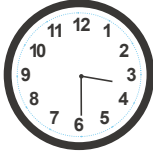
You can ask *What's the time?* Or *What time is it?*

Use *It's + time* to say the times.

Say *o'clock* only when the big hand points to 12.



*It's three o'clock.*



**NOT** *It's half past three o'clock.*

You can also say the times like this:

*3.45 = three forty-five.*

*2.15 = two fifteen.*

## 3 A, B, C

### PRESENT SIMPLE ALL VERBS (+) AND (-)

We use the present Simple for:

1. Things which are always or generally true.

*David lives in London. British people like animals.*

2. Habits or routines.

*I wake up early in the morning. She doesn't drink coffee.*

(+)	(-)	Short form
I sleep. You sleep. He/she/it sleeps. We sleep. They sleep.	I don't sleep. You don't sleep. He/she/it doesn't sleep. We don't sleep. They don't sleep.	don't = do not doesn't = does not

## Spelling

Add **-s** after most verbs: *plays, works, visits, etc.*

When the verb ends in *o, s, sh, ch, or x*, add **-es**: *watches, goes, washes, etc.*

When the verb ends in consonant (*b, d, n, etc.*) + *y*, add **-ies**: *studies.*

When the verb ends in vowel (*a, e, i, o, u*) + *y*, don't change *y*, add **-s**:  
*stays, plays.*

Irregular forms: *go – goes [gəʊz], have – has, do – does [dʌz]*

## 3 D

### PRESENT SIMPLE ALL VERBS (?)

(?)	Short answer Yes	Short answer No
<b>Do</b> I sleep? you sleep? we sleep? they sleep?	Yes, I <b>do</b> . you <b>do</b> . we <b>do</b> . they <b>do</b> .	No, I <b>don't</b> . you <b>don't</b> . we <b>don't</b> . they <b>don't</b> .
<b>Does</b> he sleep? she sleep? it sleep?	he <b>does</b> . she <b>does</b> . it <b>does</b> .	he <b>doesn't</b> . she <b>doesn't</b> . it <b>doesn't</b> .

## 4 A

### COUNTABLE/UNCOUNTABLE NOUNS

Countable nouns		Uncountable nouns
Singular	Plural	Singular
<b>a</b> banana <b>an</b> orange	three bananas some oranges	water ( <b>NOT</b> one water) garlic ( <b>NOT</b> two garlics)



## 4 B

### THERE IS/ARE and SOME/ANY

Use **some** in (+) positive sentences.

Use **any** in (-) negative sentences and (?) questions.

Use **there is** with singular countable and uncountable nouns.

Use **there are** with plural nouns.

	Countable	Uncountable
(+) There is There are	<i>a banana</i> <i>some potatoes</i>	<i>some water</i>
(-) There isn't There aren't	<i>a banana.</i> <i>any potatoes</i>	<i>any water</i>
(?) Is there Are there	<i>a banana?</i> <i>any potatoes?</i>	<i>any water?</i>

Use **a/an** with singular countable nouns.

Use **some** with plural countable nouns and uncountable nouns in (+) positive sentences.

Use **any** with plural countable nouns and uncountable nouns in (-) negative sentences and (?) questions.

## 4 C

### HOW MUCH/MANY... ?

Use **How much ... ?** with uncountable nouns.

- *How much meat have we got?*
- *Three kilos.*

Use **How many ... ?** with countable nouns.

- *How many friends have you got?*
- *Five.*

## 5 A

### ADVERBS OF FREQUENCY

Adverbs		
I	always usually often sometimes hardly ever never	have breakfast.

### WORD ORDER

	Adverb	Verb	
I	never	go	to the nightclubs.
What time do you	usually	finish	your classes?
Do you	ever	sleep	during the day?

	To be	Adverb	
I	am	never	lazy.
He	is	always	angry.
They	are	usually	tired after work.

**Adverbs of frequency go before the verb.**

**Adverbs of frequency go after be. NOT** *They always are tired.*

## 5 B

### OBJECT PRONOUNS

<b>Subject pronouns</b>	I	You	He	She	It	They
<b>Object pronouns</b>	Me	You	Him	Her	It	Them

Use *me, him, her, us* and *them* for people.

*Who is she?*  
*Do you know her?*

Use <i>it</i> and <i>them</i> for things.	<i>I play volleyball.</i> <i>I like <u>it</u>.</i>
Use object pronouns after prepositions.	<i>Listen to <u>me</u>!</i>

## 5 C

### CAN/CAN'T

Positive (+)	<i>I/you/he/she/it/we/they <u>can</u> sing.</i>
Negative (-)	<i>I/you/he/she/it/we/they <u>can't</u> sing.</i>
Questions (?)	<i><u>Can</u> I/you/he/she/it/we/they sing?</i>
Answers	<i>Yes, I/you/he/she/it/we/they <u>can</u>.</i> <i>No, I/you/he/she/it/we/they <u>can't</u>.</i>

We use **can** to talk about ability.

**Can/can't** have the same form for all persons.

*I/you/he/she/it/we/they can dance.*

cannot (-) = can't

Don't use **to** after can.

*I can sing. NOT I can to sing.*

There is no **do/does** in the question.

*Can he type? NOT Does he can type?*

## 6 A

### ADVERBS OF MANNER

Adjective	Adverb	
loud	loudly	+ <b>-ly</b>
happy	happily	consonant + y - + <b>ily</b>
good early	well early	irregular
fast hard late	fast hard late	irregular

Adverbs of manner tell us ‘how’ people do things.

Adverbs usually go after the verb.

*She sings beautifully.* **NOT** *She beautifully sings.*

Not all words that end in *-ly* are adverbs, e.g. friendly = adjective.

*She’s a friendly person.*

7 A

PAST SIMPLE: WAS/WERE/COULD

Positive (+)			Negative (-)			
I	was	popular.	I	wasn't	popular.	
You	were		You	weren't		
He/she/it	was		He/she/it	wasn't		
We	were		We	weren't		
They	were		They	weren't		
Question (?)			(+)	(-)		
Was	I	famous?	Yes,	I was.	No,	I wasn't.
Were	you			you were.		you weren't.
Was	he/she/it			he/she/it was.		he/she/it wasn't.
Were	we			we were.		we weren't.
Were	they			they were.		they weren't.

Use *was/were* to talk about the PAST.

*I was born in Bishkek.*

Short forms: *wasn't = was not; weren't = were not*

Positive (+)			Negative (-)		
I	could	swim.	I	couldn't	swim.
You			You		
He/she/it			He/she/it		
We			We		
They			They		

Question (?)			(+)		(-)	
Could	I	swim?	Yes,	I <b>could</b> .	No,	I <b>couldn't</b> .
	you			you <b>could</b> .		you <b>couldn't</b> .
	he/she/it			he/she/it <b>could</b> .		he/she/it <b>couldn't</b> .
	we			we <b>could</b> .		we <b>couldn't</b> .
they	they <b>could</b> .	they <b>couldn't</b> .				

Use **could** to talk about abilities in the PAST.

*I could swim when I was five.*

Don't use **to** after **could**.

*I could ~~to~~ swim.*

Short forms: **couldn't = could not**.

## 7 B

### PAST SIMPLE: POSITIVE (+)

I/You/He/She/It/We/You/They	worked.
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Use the past simple for the action that happened in the past.

Spelling rules:

Most verbs: *watch* + **-ed** = *watched*

Verbs ending in **-e**: *live* + **-d** = *lived*

Verbs ending in a consonant and **-y**: *study* + **-y -ied** = *studied*

Verbs ending in a vowel and **-y**: *play* + **-y -yed** = *played*

Verbs ending in a short vowel and a consonant: **double consonant + -ed**: *plan* - *planned*

## 7 C

### PAST SIMPLE: NEGATIVE (-)

**didn't = did not**

I/You/He/She/It/We/You/They	work yesterday.
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## 8 A

### PAST TIME PHRASES

#### 1. IN, ON, AT

<b>in</b>	+ months	<i>in September, in January, etc.</i>
	+ seasons	<i>in winter, in spring, etc.</i>
	+ years	<i>in 1985, in 2013, etc.</i>
	+ decades	<i>in the 1990s, in the 1970s, etc.</i>
	+ centuries	<i>in the 17th century, in the 21st century, etc.</i>
<b>on</b>	+ days	<i>on Monday, on Friday, etc.</i>
	+ dates	<i>on 21st October, 24th December, etc.</i>
	+ parts of days	<i>on Tuesday morning, on Saturday evening, etc.</i>
<b>at</b>	+ times	<i>at 5.30, at 8 o'clock, etc.</i>

#### 2. AGO

**ago = before now**

I was in Russia	ten years two weeks a month	ago.
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#### 3. LAST AND YESTERDAY

Don't use **in, on, at** with last and yesterday:  
*last night, yesterday afternoon.*

## 8 C

### PAST SIMPLE QUESTIONS

Question form		
<b>Did</b>	I/you/he/she/it/we/they	<b>sleep</b> well today? <b>work</b> well yesterday?
Short answers		
Yes, No,	I/you/he/she/it/we/they	did. didn't.

In questions we put **Did** before the subject.  
*Did you go shopping? NOT You went shopping?*

**Did + subject + verb**

Don't use **Did** with **be**.

*Were you tired after school? NOT Did you be tired after school?*

## PAST SIMPLE: SPECIAL QUESTIONS

What	did	you Farhat she they	do last Saturday?
Who			send the message?
Where			live at Issyk-Kul?
When			have holidays
What time			go home?
Why			leave early?
How			get to school?

## 9 B

### GOING TO

You use **be going to** to talk about your future plans and intentions.

Positive (+)	Negative (-)	Questions	Short answer Yes	Short answer No
I'm (am) going to sleep.	I'm not (am not) going to sleep.	Am I going to sleep?	Yes, I am.	No, I'm not.
You/we/they 're (are) going to sleep.	You/we/they aren't (are not) going to sleep.	Are you/we/they going to sleep?	Yes, you/we/they are.	No, you/we/they aren't.
He/she/it 's (is) going to sleep.	He/she/it isn't (is not) going to sleep.	Is he/she/it going to sleep?	Yes, he/she/it is.	No, he/she/it isn't.

Use **be going to + Verb (infinitive)**

We often use *future time expressions* with **to be going to**:  
*tonight, tomorrow, next week, etc.*  
*next week NOT the next week*

## 11 A

### THERE IS/ARE; SOME/ANY

	Singular	Plural
(+)	There's <b>a</b> lamp. <i>There is</i>	There are <b>some</b> books on the table.
(-)	There isn't <b>a</b> carpet. <i>There is not</i>	There aren't <b>any</b> chairs. <i>There are not</i>
(?)	Is there <b>a</b> photo?	Are there <b>any</b> pictures?
(✓)	Yes, there is.	Yes, there are.
(✗)	No, there isn't.	No, there aren't.

Use **some** and **any** with plural nouns.

Use **a/an** with singular nouns.

**Some** = not an exact number

Use **some** in (+) sentences and **any** in (-) and (?)

## 11 D

### ARTICLES A/AN AND THE

a/an	the
We use <b>a</b> before consonants. We use <b>an</b> with vowels a, e, i, o, u.	We pronounce [ðə] before consonants. We pronounce [ði] with vowels a, e, i, o, u.
We use <b>a/an</b> for singular nouns.	We use <b>the</b> for singular and plural nouns.
We use <b>a/an</b> when we mention something for the first time. <i>This is <b>a</b> book.</i>	We use <b>the</b> when we mention something again. <i><b>The</b> book is great.</i> We use <b>the</b> when we know or can see which thing we're talking about. <i>How much is <b>the</b> bike?</i>



## COMPARATIVE AND SUPERLATIVE FORMS OF ADJECTIVES

	Adjective	Comparative	Superlative
Short adjectives (one-syllable) Short adjectives ending -e	old new safe nice	+ <b>er</b> = older (than) + <b>er</b> = newer (than) + <b>r</b> = safer (than) + <b>r</b> = nicer (than)	+ <b>est</b> = the oldest + <b>est</b> = the newest + <b>st</b> = the safest + <b>st</b> = the nicest
Adjectives ending vowel-consonant-vowel	big fat slim	+ <b>ger</b> = bigger (than) + <b>ter</b> = fatter (than) + <b>mer</b> = slimmer (than)	+ <b>gest</b> = the biggest + <b>test</b> = the fattest + <b>mest</b> = the slimmest
Adjectives ending -y	easy lazy	+ <b>ier</b> (than) + <b>ier</b> (than)	+ <b>iest</b> = easiest + <b>iest</b> = laziest
Long adjectives (two and more syllables)	modern beautiful	<b>more</b> modern (than) <b>more</b> beautiful (than)	<b>the most</b> modern <b>the most</b> beautiful
Exceptions	good bad little many/ much far	<b>better</b> (than) <b>worse</b> (than) <b>less</b> (than)  <b>more</b> (than) <b>farther/further</b> (than)	<b>the best</b> <b>the worst</b> <b>the least</b>  <b>the most</b> <b>the farthest/</b> <b>the furthest</b>

Use comparative adjectives to compare people/things.

*Russia is bigger than Italy.*

Use superlative adjectives to compare people/things with ALL other people/things in their group.

*Russia is the biggest country in the world.*

Don't forget to use **the** before the superlative forms.

*The smallest/the youngest*

## 13 A

### PRESENT CONTINUOUS (+) (-)

#### Positive (+)

Full form	Short form	V + -ing
I am you are he/she/it is we are they are	I'm you're he/she/it's we're they're	working. laughing.

#### Negative (-)

Full form	Short form	V + -ing
I am not you are not he/she/it is not we are not they are not	I'm not you aren't he/she/it isn't we aren't they aren't	working. laughing.

We use the present continuous to talk about actions that are happening now.

## 13 B

### PRESENT CONTINUOUS (?)

Question word	Verb be	Verb + -ing	✓		✗	
What Where How Why	am I are you is he/ she/it are we are they	doing? writing? working?	Yes,	I am. you are. he/she/it is. we are. they are.	No,	I'm not. you aren't. he/she/it isn't. we aren't. they aren't.

## 13 C

### PRESENT SIMPLE VS PRESENT CONTINUOUS

Present Simple	Present Continuous
<p>Use the Present Simple for routine actions.</p> <p><i>Every day I play chess.</i></p>	<p>Use the Present Continuous for actions which are happening now.</p> <p><i>I'm playing chess now.</i></p>
<p>Use the following time phrases in the Present Simple:</p> <p><i>always, usually, often, sometimes, hardly ever, never, every day</i></p>	<p>Use the following time phrases in the Present Continuous:</p> <p><i>now, at the moment, today</i></p>

## 14 B, C

### HAVE TO and DON'T HAVE TO

#### Positive form (+)

I/you/we/they he/she/it	<b>have to</b> <b>has to</b>	stop.
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#### Negative form (-)

I/you/we/they he/she/it	<b>don't have to</b> <b>doesn't have to</b>	stop.
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#### Question form (?)

<b>Do</b> I/you/we/they <b>Does</b> he/she/it	<b>have to</b> stop?	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>don't</b> . Yes, he/she/it <b>does</b> . No, he/she/it <b>doesn't</b> .
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We use **have to** when it is important or necessary to do something.

You **have to** drive on the right in Kyrgyzstan.

He **has to** be at home at 9 o'clock.

We use **don't have to** when it is not necessary to do something.

You **don't have to** come to the party if you don't want to.

### CAN and CAN'T

We use **can** when it is OK to do something.

You **can** stop your car here.

We use **can't** when it is not OK to do something.

You **can't** take photos in the museum.

## 15 C

### SHOULD/SHOULDN'T

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#### Positive form (+)

I/you/he/she/it/we/they **should** relax.

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#### Negative form (-)

I/you/he/she/it/we/they **shouldn't** (= **should not**) relax.

---

#### Question form (?)

**Should** I/you/he/she/it/we/they relax?

Yes, I/you/he/she/it/we/they **should**.

No, I/you/he/she/it/we/they **shouldn't**.

---

We use **should/shouldn't** to give advice.

*You should relax. (= I think it's a good idea if you relax.)*

We use **should/shouldn't** with the base form of the verb.

*You should work a lot.*

**Should/shouldn't** is the same for all persons.

*I/you/he/she/we/they should call the doctor.*

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## 17 A

### INFINITIVE OF PURPOSE

We use **the infinitive (to + verb)** to say why a person does something.

*I go to the baker's to buy bread. (= I go to the baker's because I want to buy bread.)*

#### NOT

*I go to the baker's for to buy bread.*

*I go to the baker's for buy bread.*

## 17 B

### FUTURE WILL

I, We, He, she, It, They, You	<b>will + V</b> <b>won't +V</b>	<b>is used when we talk about future</b>
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*My teacher will like the pictures.*

*David will cook beshbarmak for his parents.*

*He won't (= will not) miss minibuses.*

### NOT

*David will cooks plov.*

*David will to miss Kyrgyzstan.*

Will	I, we he, she, it they, you	miss us?
Will he miss us?	Yes, he will. No, he won't	
Where will go?	He will go to school.	

# IRREGULAR VERBS

Verb	Past Simple	
be [bi:]	was /were	быть
become [bɪ'kʌm]	became [bɪ'keɪm]	становиться
begin [bɪ'gɪn]	began [bɪ'gæn]	начинать
blow [bləʊ]	blew [blu:]	дуть, надувать
break [breɪk]	broke [brəʊk]	ломать
bring [brɪŋ]	brought [brɔ:t]	приносить
build [bɪld]	built [bɪlt]	строить
buy [baɪ]	bought [bɔ:t]	покупать
can	could [kʊd]	мочь, уметь
catch [kæʃ]	caught [kɔ:t]	ловить, поймать
choose [tʃu:z]	chose [tʃəʊz]	выбирать
come [kʌm]	came [keɪm]	приходить
cost [kɒst]	cost	стоить
cut [kʌt]	cut	резать
do [du:]	did	делать
draw [drɔ:]	drew [dru:]	рисовать
dream [dri:m]	dreamt [dremt]	мечтать
drink [drɪŋk]	drank [dræŋk]	пить
drive [draɪv]	drove [drəʊv]	водить (машину)
eat [i:t]	ate [et]/[eɪt]	есть, кушать
fall [fɔ:l]	fell [fel]	падать
feed [fi:d]	fed [fed]	кормить
feel [fi:l]	felt [felt]	чувствовать
fight [faɪt]	fought [fɔ:t]	драться
find [faɪnd]	found [faʊnd]	находить
fly [flaɪ]	flew [flu:]	летать
forget [fə'get]	forgot [fə'gɒt]	забывать
get [get]	got [gɒt]	получать
give [gɪv]	gave [geɪv]	давать
go [gəʊ]	went [went]	идти, ходить
grow [grəʊ]	grew [gru:]	расти, вырастать
have [hæv]	had	иметь
hear [hɪə]	heard [hɜ:d]	слышать

<b>Verb</b>	<b>Past Simple</b>	
hide [haɪd]	hid [hɪd]	прятать, прятаться
keep [ki:p]	kept [kept]	держать, не отдавать; хранить
know [nəʊ]	knew [nju:]	знать
learn [lɜ:n]	learnt [lɜ:nt]	учить
leave [li:v]	left	покидать, уезжать
let [let]	let	позволять; выпускать
lose [lu:z]	lost [lɒst]	терять
make [meɪk]	made [meɪd]	делать, создавать, творить
mean [mi:n]	meant [ment]	значить
meet [mi:t]	met	встречать
must [mʌst]	had to	должен, обязан
pay [peɪ]	paid [peɪd]	платить
put [pʊt]	put [pʊt]	класть, ставить, помещать
read [ri:d]	read [red]	читать
ride [raɪd]	rode [rəʊd]	ездить верхом
run [rʌn]	ran [ræn]	бежать
say [seɪ]	said [sed]	говорить
see [si:]	saw [sɔ:]	смотреть
sell [sel]	sold [səʊld]	продавать
send [send]	sent [sent]	посылать, отправлять
shine [ʃaɪn]	shone [ʃəʊn]	сиять
show [ʃəʊ]	showed [ʃəʊd]	показывать
sing [sɪŋ]	sang [sæŋ]	петь
sit [sɪt]	sat [sæt]	сидеть
sleep [sli:p]	slept [slept]	спать
smell [smel]	smelt/smelled	нюхать, чувствовать запах
speak [spi:k]	spoke [spəʊk]	говорить
spell [spel]	spelt/spelled	писать или произносить по буквам
spend [spend]	spent [spent]	проводить (время); тратить
stand [stænd]	stood [stu:d]	стоять
swim [swɪm]	swam [swæm]	плавать
take [teɪk]	took [tu:k]	брать
teach [ti:tʃ]	taught [tɔ:t]	учить



Verb	Past Simple	
tell [tel]	told [təʊld]	рассказывать
think [θɪŋk]	thought [θɔ:t]	думать
throw [θrəʊ]	threw [θru:]	бросать
understand [ˌʌndə'stænd]	understood [ˌʌndə'stuːd]	понимать
wake [weɪk]	woke [wəʊk]	просыпаться
wear [weə]	wore [wɔ:]	носить
win [wɪn]	won [wɒn]	побеждать
write [raɪt]	wrote [rəʊt]	писать

## PHONETIC SYMBOLS

Consonants			Vowels and diphthongs		
<b>p</b> pen /pen/	<b>s</b> so /səʊ/	<b>i:</b> see /si:/	<b>ʌ</b> cup /kʌp/		
<b>b</b> bad /bæd/	<b>z</b> zoo /zu:/	<b>i</b> happy /'hæpi/	<b>ɜ:</b> bird /bɜ:rd/		
<b>t</b> tea /ti:/	<b>ʃ</b> shoe /ʃu:/	<b>ɪ</b> sit /sɪt/	<b>ə</b> about /ə'baʊt/		
<b>d</b> did /dɪd/	<b>ʒ</b> vision /'vɪʒn/	<b>e</b> ten /ten/	<b>eɪ</b> say /seɪ/		
<b>k</b> cat /kæt/	<b>h</b> hat /hæt/	<b>æ</b> cat /kæt/	<b>əʊ</b> go /gəʊ/		
<b>g</b> got /gɒt/	<b>m</b> man /mæn/	<b>ɑ</b> father /'fɑ:ðə(r)/	<b>aɪ</b> five /faɪv/		
<b>tʃ</b> chain /tʃeɪn/	<b>n</b> no /nəʊ/	<b>ɒ</b> got /gɒt/	<b>aʊ</b> now /naʊ/		
<b>dʒ</b> jam /dʒæm/	<b>ŋ</b> sing /sɪŋ/	<b>ɔ:</b> saw /sɔ:/	<b>ɔɪ</b> boy /bɔɪ/		
<b>f</b> fall /fɔ:l/	<b>l</b> leg /leg/	<b>ʊ</b> put /pʊt/	<b>ɪə</b> near /nɪə(r)/		
<b>v</b> van /væn/	<b>r</b> red /red/	<b>u</b> actual /'æktʃuəl/	<b>eə</b> hair /heə(r)/		
<b>θ</b> thin /θɪn/	<b>j</b> yes /jes/	<b>u:</b> too /tu:/	<b>ʊə</b> pure /pjʊə(r)/		
<b>ð</b> this /ðɪs/	<b>w</b> wet /wet/				

## A

**abroad** [ə'brɔ:d] *adv.* – за границей, за границу

**accept** [ək'sept] *v.* – принимать

**act** [ækt] *v.* – играть (роль)

**add** [æd] *v.* – прибавлять, добавлять

**adjective** ['ædʒɪktɪv] *n.* – прилагательное

**adventure** [əd'ventʃə] *n.* – приключение

**adverb** ['ædvɜ:b] *n.* – наречие

**aerobics** [eə'rəʊbɪks] *n.* – аэробика

**after** ['ɑ:ftə] *prep.* – после

**afternoon** [ɑ:ftə'nu:n] *n.* – послеполуденное время; *in the ~* днём, после обеда

**again** [ə'gen]; [ə'geɪn] *adv.* – ещё, вновь, опять

**alarm-clock** [ə'la:klɒk] *n.* – будильник

**also** ['ɔ:lsəʊ] *adv.* – тоже, также

**always** ['ɔ:lweɪz] *adv.* – всегда

**amazing** [ə'meɪzɪŋ] *adj.* – изумительный, удивительный

**ancient** ['eɪnʃ(ə)nt] *adj.* – древний; старинный

**angry** ['æŋɡri] *adj.* – сердитый, разгневанный; *be with ~* – сердиться/гневаться на кого-л./что-л.

**appear** [ə'pɪə] *v.* – 1) показываться, появляться; 2) образовываться, начинать своё существование

**archer** ['ɑ:ʃə] *n.* – стрелок

**armchair** ['ɑ:mtʃeə] *n.* – кресло

**arrive** [ə'raɪv] *v.* – прибывать, приходить

**athletics** [æθ'letɪks] *n.* – атлетика

**attractive** [ə'træktɪv] *adj.* – привлекательный

**autumn** ['ɔ:təm] *n.* – осень

**avoid** [ə'vɔɪd] *v.* – избегать

## B

**bake** [beɪk] *v.* – печь, выпекать

**baker's** ['beɪkəz] *n.* – булочная

**ballerina** [ˌbælə'ri:nə] *n.* – балерина

**ballet** ['bæleɪ] *n.* – балет

**balloon** [bə'lu:n] *n.* – шар; *blow up a ~* – надуть шар

**basket** ['bɑ:skɪt] *n.* – корзина

**bath** [bɑ:θ] *n.* – ванна

**bathroom** ['bɑ:θru:m] *n.* – ванная

**bean** [bi:n] *n.* – боб

**bedroom** ['bedru:m] *n.* – спальня

**bedside table** ['bedsaɪd teɪbl] *n.* – ночной столик

**behind** [bi'hænd] *prep.* – за, сзади, позади

**between** [bi'twi:n] *prep.* – между

**bicycle** [ˈbaɪsɪkl] *n.* – велосипед  
**birthday** [ˈbɜːθdeɪ] *n.* – день рождения; ~ *cake* – именинный торт; ~ *song* – песня ко дню рождения; ~ *card* – открытка ко дню рождения; *celebrate* ~ – справлять день рождения  
**blanket** [ˈblæŋkɪt] *n.* – одеяло  
**bonfire** [ˈbɒn,faɪə] *n.* – костёр  
**bookcase** [ˈbukkeɪz] *n.* – книжный шкаф  
**boring** [ˈbɔːrɪŋ] *adj.* – скучный, неинтересный  
**bottle** [ˈbɒt(ə)l] *n.* – бутылка  
**bow** [bəʊ] *n.* – лук (оружие)  
**bridge** [brɪdʒ] *n.* – мост  
**bruise** [bruːz] *n.* – ушиб; синяк  
**burn** [bɜːn] *v.* – гореть, пылать, жечь, сжигать  
**bury** [ˈberɪ] *v.* – 1) хоронить; 2) зарывать, закапывать  
**bus** [bʌs] *n.* – автобус  
**busy** [ˈbɪzi] *adj.* – занятый  
**butcher's** [ˈbuʃəz] *n.* – мясной магазин  
**butter** [ˈbʌtə] *n.* – сливочное масло  
**buy** [baɪ] *v.* – покупать, купить

## С

**call** [kɔːl] *v.* – называть; позвонить  
**camera** [ˈkæmərə] *n.* – фотоаппарат  
**candle** [ˈkændl] *n.* – свеча, свечка; *light* ~s – зажечь свечи; *blow out* ~s – задуть свечи  
**capital** [ˈkæpɪt(ə)l] *n.* – столица  
**cardboard** [ˈkɑːdbɔːd] *n.* – картон

**care** [keə] *n.* – забота; *take* ~ *of somebody* – заботиться о ком-то  
**careful** [ˈkeəfʊl] *adj.* – осторожный, внимательный, аккуратный  
**carpet** [ˈkɑːpɪt] *n.* – ковёр  
**carrot** [ˈkærət] *n.* – морковка  
**carry** [ˈkæri] *v.* – носить, нести  
**cartoon** [kɑːˈtuːn] *n.* – мультфильм  
**castle** [ˈkɑːsl] *n.* – замок  
**cauldron** [ˈkɔːldr(ə)n] *n.* – казан  
**cave** [keɪv] *n.* – пещера  
**celebrate** [ˈseləbreɪt] *v.* – праздновать  
**cemetery** [ˈsemətəri] *n.* – кладбище  
**century** [ˈsentʃəri] *n.* – век, столетие  
**cereal** [ˈsiəriəl] *n.* – овсянка, овсяная каша, хлопья (к завтраку)  
**charming** [ˈʃɑːmɪŋ] *adj.* – очаровательный  
**chat** [tʃæt] *v.* – болтать, беседовать  
**cheap** [tʃiːp] *adj.* – дешёвый  
**check** [tʃek] *v.* – проверять  
**chess** [tʃes] *n.* – шахматы  
**chest** [tʃest] *n.* – 1) сундук; 2) грудная клетка  
**chest of drawers** [tʃest əv ˈdrɔːəz] *n.* – комод  
**chicken** [ˈtʃɪkɪn] *n.* – цыплёнок, курица  
**China** [ˈtʃaɪnə] *n.* – Китай  
**Chinese** [tʃaɪˈniːz] *n.* – китаец, китайский язык; *adj.* – китайский  
**chop** [tʃɒp] *v.* – рубить  
**church** [tʃɜːʃ] *n.* – церковь  
**cinema** [ˈsɪnəmə] *n.* – кинотеатр  
**classmate** [ˈklaːsmeɪt] *n.* – одноклассник  
**clean** [kliːn] *adj.* – чистый  
**clear** [kliə] *adj.* – ясный, отчётливый

**clothes** [kləʊðz] *n.* – одежда  
**club** [klʌb] *n.* – клуб  
**coffee table** [ˈkɒfi teɪbl] *n.* – журнальный столик  
**colour** [ˈkʌlə] *n.* – цвет  
**colourful** [ˈkʌləfʊl] *adj.* – красочный, яркий  
**comfortable** [ˈkʌmfətəb(ə)] *adj.* – удобный, уютный, комфортабельный  
**company** [ˈkʌmpəni] *n.* – компания  
**compare** [kəmˈpeə(r)] *v.* – сравнить, сравнивать  
**competition** [,kɒmpəˈtɪʃ(ə)n] *n.* – состязание, соревнование; *participate/take part in a ~* – участвовать в соревновании  
**complete** [kəmˈpli:t] *v.* – завершать, заканчивать  
**composer** [kəmˈpəuzə] *n.* – композитор  
**concert** [ˈkɒnsət] *n.* – концерт  
**confident** [ˈkɒnfɪd(ə)nt] *adj.* – самоуверенный, самонадеянный  
**consonant** [ˈkɒnsənənt] *n.* – согласная (буква)  
**conversation** [,kɒnvəˈseɪʃ(ə)n] *n.* – разговор, беседа  
**cooker** [ˈkʊkə] *n.* – газовая плита  
**cough** [kɒf] *n.* – кашель; *v.* – кашлять  
**course** [kɔ:s] *n.* – курс; *language ~* – языковой курс  
**cover** [ˈkʌvə] *v.* – покрывать, укрывать, закрывать  
**cream** [kri:m] *n.* – крем, мазь  
**crossroad** [ˈkrɒsrəʊd] *n.* – перекрёсток  
**cruel** [ˈkru:əl] *adj.* – жестокий; жестокосердный, безжалостный

**cupboard** [ˈkʌbəd] *n.* – шкаф  
**curtain** [kɜ:t(ə)n] *n.* – занавеска, штора  
**cushion** [ˈkʊʃ(ə)n] *n.* – диванная подушка  
**cut** [kʌt] *v.* – резать, разрезать  
**cycling** [ˈsaɪklɪŋ] *n.* – езда на велосипеде, велоспорт

## D

**day** [deɪ] *n.* – день  
**dangerous** [ˈdeɪndʒ(ə)rəs] *adj.* – опасный  
**deaf** [def] *adj.* – глухой  
**decorate** [ˈdekəreɪt] *v.* – украшать, декорировать  
**deep** [di:p] *adj.* – глубокий  
**defeat** [diˈfi:t] *v.* – одержать победу (над кем-либо), наносить поражение (кому-либо)  
**definition** [,defɪˈnɪʃ(ə)n] *n.* – определение, формулировка  
**delicious** [diˈlɪʃəs] *adj.* – очень вкусный  
**describe** [dɪˈskraɪb] *v.* – описывать  
**dessert** [dɪˈzɜ:t] *n.* – десерт, сладкое (блюдо)  
**diary** [ˈdaɪəri] *n.* – дневник, ежедневник  
**die** [daɪ] *v.* – умирать, скончаться  
**difference** [ˈdɪfrəns] *n.* – отличие, различие, разница  
**different** [ˈdɪfrənt] *adj.* – разный, различный  
**difficult** [ˈdɪfɪk(ə)lt] *adj.* – трудный

**dining room** [ˈdaɪnɪŋru:m] *n.* – столовая (комната)  
**direction** [di'rekʃ(ə)n]; [daɪ(ə)'rekʃ(ə)n] *n.* – направление  
**dirty** [ˈdɜ:ti] *adj.* – грязный  
**dish** [dɪʃ] *n.* – блюдо; посуда  
**dive** [daɪv] *v.* – нырять, бросаться в воду  
**dress** [dres] *n.* – платье; *v.* – одеваться  
**drive** [draɪv] *v.* – 1) ездить; ехать (на автомобиле); везти, подвозить (на машине); 2) гнать; *drive away* – прогонять  
**dry** [draɪ] *adj.* – сухой  
**during** [ˈdʒuəɪŋ] *prep.* – в течение, во время

## Е

**early** [ˈɜ:li] *adj.* – ранний; *adv.* – рано  
**earn** [ɜ:n] *v.* – зарабатывать  
**easy** [ˈi:zi] *adj.* – лёгкий  
**eat** [i:t] *v.* – есть, кушать  
**empty** [ˈempti] *adj.* – пустой  
**enjoy** [ɪn'dʒɔɪ] *v.* – наслаждаться  
**entrance** [ˈentrən(t)s] *n.* – вход  
**envelope** [ˈenvələʊp] *n.* – конверт  
**exam** [ɪg'zæm] *n.* – экзамен; *take an ~* – сдавать экзамен; *pass an ~* – сдать экзамен  
**exchange** [ɪks'tʃeɪndʒ] **student** – студент по обмену  
**expensive** [ɪk'spensɪv] *adj.* – дорогой, дорогостоящий  
**extra** [ˈekstrə] *adj.* – дополнительный

## F

**factory** [ˈfæktəri] *n.* – фабрика  
**far** [fɑ:] *adj.* – далёкий  
**fast** [fɑ:st] *adj.* – быстрый; *adv.* – быстро  
**favourite** [ˈfeɪvərɪt] *adj.* – любимый  
**feast** [fi:st] *n.* – празднование, торжество, банкет, пир, званый обед (ужин)  
**feed** [fi:d] *v.* – кормить  
**feel** [fi:l] *v.* – чувствовать, испытывать  
**fence** [fens] *n.* – забор  
**fever** [ˈfi:və] *n.* – лихорадка, жар  
**few** [fju:] *adj.* – немногие, немного  
**fight** [faɪt] *n.* – бой, драка, спор, ссора; *v.* – драться, сражаться, воевать  
**film** [fɪlm] *n.* – фильм, *v.* – снимать фильм  
**fireplace** [ˈfaɪəpleɪs] *n.* – камин  
**firework** [ˈfaɪəwɜ:k] *n.* – фейерверк  
**flat** [flæt] *n.* – квартира  
**float** [fləʊt] *v.* – 1) держаться на поверхности воды, 2) плыть в воздухе (об облаках и т. п.), парить  
**floor** [flɔ:] *n.* – пол  
**flour** [flaʊə] *n.* – мука  
**flower** [ˈflaʊə] *bed* – клумба  
**flu** [flu:] *n.* – грипп  
**fluent** [ˈflu:ənt] *adj.* плавный, беглый; *to speak English fluently* – свободно говорить по-английски  
**fluorescent** [flɔ:'res(ə)nt] *adj.* – флуоресцентный  
**follow** [ˈfɒləʊ] *v.* – следовать, идти за, преследовать, гнаться

**football** [ˈfʊtbɔ:l] *n.* – футбол  
**forest** [ˈfɒrɪst] *n.* – лес  
**France** [frɑ:ns] *n.* – Франция  
**free** [fri:] *adj.* – свободный  
**French** [frentʃ] *n.* – француз, французский язык; *adj.* – французский

**fridge** [frɪdʒ] *n.* – холодильник  
**fry** [fraɪ] *v.* – жарить  
**full** [ful] *adj.* – полный  
**funny** [ˈfʌni] *adj.* – смешной, забавный

## G

**garlic** [ˈgɑ:lɪk] *n.* – чеснок  
**generous** [ˈdʒen(ə)rəs] *adj.* – щедрый  
**Germany** [ˈdʒɜ:məni] *n.* – Германия  
**German** [ˈdʒɜ:mən] *n.* – немец, немецкий язык; *adj.* – немецкий  
**gesture** [ˈdʒestʃə] *n.* – жест  
**get** [get] *v.* – получать; ~ *up early/late* – вставать рано/поздно  
**get together** – собираться; встречаться  
**gift** [ɡɪft] *n.* – подарок; *birthday* ~ – подарок ко дню рождения  
**glasses** [ˈglɑ:sɪz] *n.* – очки  
**good** [ɡʊd] *adj.* – хороший; *be ~ at sth* – быть способным к чему-либо  
**graduate** [ˈgrædʒʊ,eɪt] *v.* – ~ *from* – оканчивать вуз/школу  
**grape** [greɪp] *n.* – виноградина; (grapes) виноград  
**Great Britain** [ˌgreɪtˈbrɪt(ə)n] *n.* – Великобритания

**greengrocer's** [ˈɡri:n,grəʊsəz] *n.* – овощной магазин, овощная лавка  
**guest** [gest] *n.* – гость  
**gym** [dʒɪm] *n.* – спортзал

## H

**half** [hɑ:f] *n.* – половина  
**happy** [ˈhæpi] *adj.* – счастливый  
**hard** [hɑ:d] *adj.* – усердный, прилежный; *adv.* – усердно; ~-*working* – трудолюбивый, работающий  
**hardly** [ˈhɑ:dlɪ] **ever** [ˈevə] *adv.* – почти никогда, едва ли когда-нибудь  
**harvest** [ˈhɑ:vɪst] *n.* – урожай  
**hate** [heit] *v.* – ненавидеть  
**headache** [ˈhedeɪk] *n.* – головная боль  
**healthy** [helθɪ] *adj.* – здоровый, полезный  
**heat** [hi:t] *v.* – нагревать; разогревать, подогревать, согреть  
**high** [haɪ] *adj.* – высокий  
**highlight** [ˈhaɪlaɪt] *v.* – выделять; *n.* – яркий, запоминающийся момент, кульминация  
**holiday** [ˈhɒli,deɪ] *n.* – отпуск, каникулы  
**holy** [ˈhəʊli] *adj.* – священный, святой  
**homework** [ˈhəʊmwɜ:k] *n.* – домашнее задание; *do* ~ – учить уроки  
**honest** [ˈɒnɪst] *adj.* – честный  
**horse** [hɔ:s] *n.* – лошадь, конь; ~ *racing* – скачки; *ride a* ~ – ехать верхом на лошади;

**hospitable** [ˈhɒspɪtəb(ə)l] *adj.* – гостеприимный  
**hospital** [ˈhɒspɪt(ə)l] *n.* – больница  
**hot** [hɒt] *adj.* – горячий, жаркий  
**hot air balloon** *n.* – воздушный шар  
**housework** [haʊswɜ:k] *n.* – домашние дела, *do* ~ – делать работу по дому  
**huge** [hju:dʒ] *adj.* – большой, гигантский, громадный, огромный  
**hungry** [ˈhʌŋɡri] *adj.* – голодный  
**hunt** [hʌnt] *v.* – охотиться  
**hurry** [ˈhʌri] *v.* – спешить, торопиться

## I

**ice-cream** [ˈaɪskri:m] *n.* – мороженое  
**ill** [ɪl] *adj.* – больной, нездоровый  
**imagination** [ɪ,mædʒɪˈneɪʃ(ə)n] *n.* – воображение, фантазия  
**important** [ɪmˈpɔ:t(ə)nt] *adj.* – важный, значительный, существенный  
**in** [ɪn] *prep.* – в, внутри  
**in front of** *prep.* – перед, впереди  
**index** [ˈɪndeks] **finger** [ˈfɪŋɡə] – указательный палец  
**India** [ˈɪndiə] *n.* – Индия  
**Indian** [ˈɪndiən] *n.* – индеец; *adj.* – индийский  
**ingredient** [ɪnˈɡri:diənt] *n.* – ингредиент, компонент  
**injection** [ɪnˈdʒekʃn] *n.* – инъекция, укол  
**intelligent** [ɪnˈtelɪdʒ(ə)nt] *adj.* – умный, сообразительный, смывлённый

**intention** [ɪnˈtenʃ(ə)n] *n.* – намерение  
**interesting** [ˈɪnrəstɪŋ] *adj.* – интересный  
**interview** [ˈɪntə,vju:] *n.* – интервью, собеседование; *v.* – брать, взять интервью; *job* ~ – собеседование при приёме на работу  
**invent** [ɪnˈvent] *v.* – изобретать  
**invite** [ɪnˈvaɪt] *v.* – приглашать  
**irregular** [ɪˈregjələ] *adj.* – неправильный, не отвечающий нормам  
**Italy** [ˈɪtəli] *n.* – Италия  
**Italian** [ɪˈtæljən] *n.* – итальянец, итальянский язык; *adj.* – итальянский

## J

**jail** [dʒeɪl] *n.* – тюрьма  
**jam** [dʒæm] *n.* – джем, варенье  
**Japan** [dʒəˈpæn] *n.* – Япония  
**Japanese** [dʒæpəˈni:z] *n.* – японец, японский язык; *adj.* – японский  
**jeans** [dʒi:nz] *n.* – джинсы  
**jogging** [ˈdʒɔɡɪŋ] *n.* – бег трусцой, пробежка  
**join** [dʒɔɪn] *v.* – соединять, объединять, (*join in*) присоединяться (принять участие в чём-л.)  
**judo** [ˈdʒu:dʒu] *n.* – дзюдо  
**juice** [dʒu:s] *n.* – сок  
**juniper** [ˈdʒu:nɪpə] *n.* – можжевельник

## К

- karate** [kə'ra:ti] *n.* – карате  
**kettle** ['ketl] *n.* – чайник  
**key** [ki:] *n.* – ключ  
**kimono** [ki'məʊnəʊ] *n.* – кимоно  
**kitchen** ['kitʃɪn] *n.* – кухня  
**Kyrgyz** ['kɜ:ɡɪz] *n.* – кыргыз, кыргызский язык; *adj.* – кыргызский  
**Kyrgyzstan** [,kɜ:ɡɪ'stɑ:n] *n.* – Кыргызстан

## L

- lamb** [læm] *n.* – баранье мясо  
**lamp** [læmp] *n.* – лампа, светильник  
**landscape** ['lændskeɪp] *n.* – пейзаж, пейзажная живопись  
**language** ['læŋɡwɪdʒ] *n.* – язык  
**large** [lɑ:dʒ] *adj.* – большой, крупный  
**last** [lɑ:st] *v.* – продолжаться, тянуться, длиться; *adj.* – последний, прошлый, недавний  
**late** [leɪt] *adj.* – поздний: *be late* – опаздывать; *adv.* – поздно  
**laugh** [lɑ:f] *v.* – смеяться, хохотать  
**learn** [lɜ:n] *v.* – учиться, выучиться, изучать  
**lesson** ['les(ə)n] *n.* – урок, занятие  
**letter** ['letə] *n.* – буква; *capital* ~ – главная буква  
**life** [laɪf] *n.* – жизнь  
**light** [laɪt] *n.* – свет; *v.* – освещать, зажигать  
**living room** ['lɪvɪŋru:m] *n.* – гостиная  
**long** [lɒŋ] *adj.* – длинный

- lose** [lu:z] *v.* – терять  
**loud** [laʊd] *adj.* – громкий, шумный  
**low** [ləʊ] *adj.* – низкий  
**lunch** [lʌntʃ] *n.* – обед

## M

- magazine** [,mæɡə'zi:n] *n.* – журнал  
**main** [meɪn] *adj.* – главный  
**make** [meɪk] *v.* – делать; создавать, творить; готовить (блюдо или напиток); *make up* – мириться  
**mammoth** ['mæməθ] *n.* – мамонт  
**married** ['mæərɪd] *adj.* – женатый, замужняя  
**marshmallow** ['mɑ:ʃ,mæləʊ] *n.* – маршмэллоу  
**mask** [mɑ:sk] *n.* – маска; *wear* ~ – носить маску  
**match** [mætʃ] *n.* – спичка  
**mausoleum** [,mɔ:sə'li:əm] *n.* – мавзолей  
**meal** [mi:l] *n.* – еда, трапеза  
**mean** [mi:n] *v.* – значить, означать  
**medicine** ['medsɪn] *n.* – лекарство, медикамент  
**meet** [mi:t] *v.* – встречать  
**melon** ['melən] *n.* – дыня  
**memory** ['mem(ə)rɪ] *n.* – память, воспоминания  
**message** ['mesɪdʒ] *n.* – сообщение; *to text a* ~ – писать сообщение (с помощью электронных средств связи, например sms)  
**mirror** ['mɪrə] *n.* – зеркало  
**modern** ['mɒd(ə)n] *adj.* – современный



**money** [ˈmʌni] *n.* – деньги; *save* ~ – копить, экономить деньги  
**moneylender** [ˈmʌnɪləndə] *n.* – ростовщик, кредитор  
**month** [mʌnθ] *n.* – месяц  
**morning** [ˈmɔːniŋ] *n.* – утро; *in the* ~ – утром  
**mosque** [mɒsk] *n.* – мечеть  
**mountain** [ˈmaʊntɪn] *n.* – гора  
**mouth** [maʊθ] *n.* – рот  
**move** [muːv] *v.* – двигаться  
**movement** [ˈmuːvmənt] *n.* – движение  
**mug** [mʌg] *n.* – кружка  
**museum** [mjuːˈziəm] *n.* – музей  
**mushroom** [ˈmʌʃrʊm] *n.* – гриб  
**mystery** [ˈmɪst(ə)rɪ] *n.* – тайна, загадка, головоломка

## N

**national** [ˈnæʃən(ə)l] *n.* – национальный  
**nationality** [ˌnæʃənəlɪti] *n.* – национальность  
**need** [niːd] *v.* – нуждаться  
**neighbour** [ˈneɪbə] *n.* – сосед; соседка  
**nervous** [ˈnɜːvəs] *adj.* – нервный, нервничающий, взволнованный  
**necessary** [ˈnesəs(ə)rɪ] *adj.* – необходимый  
**never** [ˈnevə] *adv.* – никогда  
**new** [njuː] *adj.* – новый  
**news** [njuːz] *n.* – новости  
**newspaper** [ˈnjuːzpeɪpə] *n.* – газета  
**next to** [nekst] *prep.* – рядом с, рядом за, возле

**noisy** [ˈnɔɪzi] *adj.* – шумный  
**notice** [ˈnəʊtɪs] *v.* – замечать  
**now** [naʊ] *adv.* – теперь, сейчас

## O

**object** [ˈɒbdʒɪkt] *n.* – предмет, вещь  
**often** [ˈɒf(ə)n] *adv.* – часто  
**oil** [ɔɪl] *n.* – растительное масло  
**on** [ɒn] *prep.* – на, на поверхности чего-л.  
**onion** [ˈɒnjən] *n.* – репчатый лук  
**opposite** [ˈɒpəzɪt] *prep.* – напротив  
**orange** [ˈɒrɪndʒ] *n.* – апельсин; *adj.* – оранжевый  
**organize** [ˈɔːgənaɪz] *v.* – организовывать, устраивать  
**other** [ʌðə] *adj.* – другой  
**outlaw** [ˈaʊtlɔː] *n.* – человек, объявленный вне закона, преступник

## P

**page** [peɪdʒ] *n.* – страница  
**paint** [peɪnt] *v.* – рисовать  
**painter** [ˈpeɪntə] *n.* – художник  
**painting** [ˈpeɪntɪŋ] *n.* – картина  
**palace** [ˈpælɪs] *n.* – дворец, резиденция короля или иного высокопоставленного лица  
**palm** (of a hand) [pɑːm] *n.* – ладонь  
**parent** [ˈpeərənt] *n.* – родитель  
**park** [pɑːk] *n.* – парк  
**party** [ˈpɑːti] *n.* – вечеринка; *dinner* ~ – званый обед; ~ *hat* – праздничный колпак

**path** [pɑ:θ] *n.* – дорожка, тропинка  
**paw** [pɔ:] *n.* – лапа (животного)  
**pay** [peɪ] *v.* – платить; *pay off* – расплачиваться сполна; рассчитываться с кем-л.; покрывать (долг)  
**pebble** [pebl] *n.* – галька, гравий  
**pepper** [ˈpepə] *n.* – перец  
**perfect** [ˈpɜ:fɪkt] *adj.* – совершенный, безупречный  
**pet** [pet] *n.* – домашнее животное  
**pharmacy** [ˈfɑ:məsi] *n.* – аптека  
**photograph** [ˈfəʊtə,grɑ:f] *n.* – фотография; *group ~* – групповая фотография; *take a ~* – фотографироваться  
**piano** [piˈæpəʊ] *n.* – пианино  
**picnic** [ˈpɪknɪk] *n.* – пикник  
**pick** [pɪk] *v.* – собирать, снимать; рвать, срывать (цветы, фрукты)  
**pineapple** [ˈpaɪnæpl] *n.* – ананас  
**pizza** [ˈpi:tʃə] *n.* – пицца  
**plan** [plæn] *v.* – планировать  
**plant** [plɑ:nt] *n.* – растение  
**plaster** [ˈplɑ:stə] *n.* – пластырь  
**plate** [pleɪt] *n.* – тарелка  
**play** [pleɪ] *v.* – играть  
**player** [ˈpleɪə] *n.* – игрок  
**playground** [ˈpleɪgraʊnd] *n.* – площадка для игр  
**plural** [ˈpluə(ə)l] *adj.* – множественный  
**point** [pɔɪnt] *v.* – показывать, указывать  
**pocket** [ˈpɒkɪt] *n.* – карман; *~ money* – карманные деньги  
**poke fun at** – дразнить, осмеивать, шутить над кем-либо

**policeman** [pəˈli:s mæn] *n.* – полицейский  
**polite** [pəˈlaɪt] *adj.* – вежливый  
**poor** [puə] *adj.* – бедный  
**popular** [ˈpɒpjələ] *adj.* – популярный, пользующийся известностью  
**possessive** [pəˈzesɪv] *adj.* – притяжательный  
**possible** [ˈpɒsəbl] *adj.* – возможный  
**potato** [pəˈteɪtəʊ] *n.* – картофелина, картошина  
**pray** [preɪ] *v.* – молиться  
**prepare** [prɪˈpeə] *v.* – приготовиться  
**preposition** [ˌprepəˈzɪʃ(ə)n] *n.* – предлог  
**prize** [praɪz] *n.* – приз, награда  
**procession** [prəˈseɪʃ(ə)n] *n.* – процессия  
**pronoun** [ˈprəʊnaʊn] *n.* – местоимение  
**pronunciation** [prəˌnʌn(t)sɪˈeɪʃ(ə)n] *n.* – произношение  
**pupil** [ˈpju:pɪl] *n.* – ученик  
**put** [put] *v.* – класть, ставить; *put on* – надевать



**quarter** [ˈkwɔ:tə] *n.* – четверть, четвертая часть  
**quiet** [ˈkwaɪət] *adj.* – тихий, спокойный, бесшумный

## R

- radio** [reɪdiəʊ] *n.* – радио  
**ready** [ˈredi] *adj.* – готовый (к чему-л); *get ~ for something* – готовиться к чему-л.  
**receive** [rɪˈsi:v] *v.* – получать  
**regular** [ˈregjələ] *adj.* – правильный, регулярный, систематический  
**relative** [ˈrelatɪv] *n.* – родственник  
**relax** [rɪˈlæks] *v.* – расслабляться, отдыхать  
**remind** [rɪˈmaɪnd] *v.* – напоминать  
**rice** [raɪs] *n.* – рис  
**rich** [rɪtʃ] *adj.* – богатый  
**rise** [raɪz] *v.* – в(о)сходить, вставать, подниматься, взбираться  
**river** [ˈrɪvə] *n.* – река  
**room** [ru:m] *n.* – комната, помещение; место, пространство, площадь  
**roundabout** [ˈraʊndə,baʊt] *n.* – участок дороги с круговым движением  
**rude** [ru:d] *adj.* – грубый  
**rule** [ru:l] *n.* – правило  
**runny nose** [ˈrʌni nəʊz] – сопливый нос; *have a ~* – сопливиться  
**Russia** [ˈrʌʃə] *n.* – Россия  
**Russian** [ˈrʌʃ(ə)n] *n.* – русский, русский язык; *adj.* – русский

## S

- sad** [sæd] *adj.* – грустный, печальный  
**safe** [seɪf] *adj.* – безопасный

- salad** [ˈsæləd] *n.* – салат  
**scientist** [ˈsaɪəntɪst] *n.* – учёный  
**search** [sɜ:tʃ] *v.* – искать; вести поиски, разыскивать  
**season** [ˈsi:z(ə)n] *n.* – сезон  
**sausage** [ˈsɔ:sɪdʒ] *n.* – сосиска, колбаса  
**selfish** [ˈselfɪʃ] *adj.* – эгоистичный  
**serious** [ˈsiəriəs] *adj.* – серьёзный  
**set off** *v.* – отправляться (в путь), взрывать  
**several** [ˈsev(ə)r(ə)l] *adj.* – некоторые, несколько  
**shape** [ʃeɪp] *n.* – форма, фигура  
**shelf** [ʃelf] *n.* – полка  
**shower** [ˈʃaʊə] *n.* – душ; *have a ~* – принимать душ  
**shy** [ʃaɪ] *adj.* – застенчивый, робкий  
**sign** [saɪn] *n.* – знак  
**similarity** [ˌsɪmɪˈlærəti] *n.* – сходство, подобие, схожесть  
**singular** [ˈsɪŋgjələ] *adj.* – единственный  
**sink** [sɪŋk] *n.* – раковина  
**size** [saɪz] *n.* – размер  
**ski** [ski:] *n.* – лыжа, *v.* – кататься на лыжах; *~ resort* – лыжная база  
**sleepy** [ˈsli:pi] *adj.* – сонный, сонливый  
**slow** [sləʊ] *adj.* – медленный  
**smile** [smaɪl] *v.* – улыбаться; *n.* – улыбка  
**snack** [snæk] *n.* – закуска, лёгкая закуска; *have a ~* – перекусить на ходу  
**sneeze** *n.* – чиханье; *v.* – чихать  
**sociable** [ˈsəʊʃəbl] *adj.* – общительный, коммуникабельный

**sofa** [ˈsəʊfə] *n.* – диван  
**sometimes** [ˈsʌmtaɪmz] *adv.* – иногда  
**sore throat** [ˈsɔː θrəʊt] *n.* – больное горло, боль в горле  
**sorry** [ˈsɒri] *adj.* – сожалеть о чём-нибудь, жалеть о чём-нибудь  
**sound** [saʊnd] *n.* – звук  
**soup** [su:p] *n.* – суп  
**souvenir** [ˌsu:v(ə)ˈniə] *n.* – сувенир  
**space** [speɪs] *n.* – космос  
**spaghetti** [spəˈɡeti] *n.* – спагетти  
**Spain** [speɪn] *n.* – Испания  
**Spanish** [ˈspæniʃ] *n.* – испанский язык, испанец  
**special** [ˈspeʃ(ə)l] *adj.* – особенный  
**spell** [spel] *v.* – писать или произносить (слово) по буквам  
**spend** [spend] *v.* – ~ *time* – проводить время; ~ *money on sth* – тратить деньги на что-то  
**spicy** [ˈspaɪsi] *adj.* – острый, пикантный, пряный (о пище)  
**sportsman** [ˈspɔːtsmæn] *n.* – спортсмен  
**spring** [sprɪŋ] *n.* – весна  
**square** [skweə] *n.* – площадь  
**stage** [steɪdʒ] *n.* – сцена  
**stair** [steə] *n.* – ступенька, лестница  
**stay** [steɪ] *v.* – останавливаться, оставаться; *stay up* – не ложиться спать  
**stem** [stem] *n.* – стебель  
**stomach ache** [ˈstʌmək eɪk] *n.* – боль в желудке, боль в животе  
**stone** [stəʊn] *n.* – камень  
**story** [ˈstɔːri] *n.* – рассказ, история, статья

**strange** [streɪndʒ] *adj.* – странный, необычный  
**straw** [strɔː] *n.* – солома  
**strawberry** [ˈstrɔːbəri] *n.* – клубника  
**streamer** [ˈstri:mə] *n.* – узкая лента  
**stretch** [stretʃ] *n.* – растяжка, вытягивание, растягивание  
**strong** [strɒŋ] *adj.* – сильный  
**study** [ˈstʌdi] *v.* – изучать, учиться  
**stuffy nose** [ˈstʌfi nəʊz] – заложенный нос, заложенность носа  
**stylish** [ˈstailɪʃ] *adj.* – модный, элегантный, стильный  
**successful** [səkˈsesfʊl] *adj.* – успешный, удачный  
**sugar** [ˈʃʊɡə] *n.* – сахар; ~ *bowl* – сахарница  
**summer** [ˈsʌmə] *n.* – лето  
**sunbathe** [ˈsʌnbeɪð] *v.* – загорать  
**superlative** [suːˈpɜːlətɪv] *adj.* – превосходный  
**surprised** [səˈpraɪzd] *adj.* – удивлённый, изумлённый, в изумлении  
**sweet** [swi:t] *n.* – конфета  
**swimming** [ˈswɪmɪŋ] *n.* – плавание; ~ *pool* – бассейн  
**symptom** [ˈsɪmptəm] *n.* – симптом  
**syrup** [ˈsɪrəp] *n.* – сироп

## T

**tail** [teɪl] *n.* – хвост  
**take** [teɪk] *v.* – брать, взять; ~ *children to school* – везти детей в школу  
**takeaway** [ˈteɪkəweɪ] *n.* – готовая еда, продающаяся на вынос

**take a picture** – снимать, фотографировать  
**take place** – случаться  
**tasty** [ˈteɪstɪ] *adj.* – вкусный  
**team** [ti:m] *n.* – команда  
**tear** [tɪə] *n.* – слеза  
**teenager** [ˈti:neɪdʒə] *n.* – подросток  
**television** [ˈteli,vɪz(ə)n] *n.* – телевидение, телевизор  
**temple** [ˈtempl] *n.* – храм, церковь  
**theatre** [ˈθiətə] *n.* – театр  
**thoughtful** [θɔ:tful] *adj.* – задумчивый, содержательный  
**throat** [θrəʊt] *n.* – горло; *sore ~* – больное горло, боль в горле  
**throw** [θrəʊ] *v.* – бросать, кидать; *~ away* – выбрасывать, выбросить  
**thumb** [θʌm] *n.* – большой палец (руки)  
**tidy** [taɪdi] *adj.* – аккуратный, опрятный, чистый  
**time** [taɪm] *n.* – время  
**tired** [taɪəd] *adj.* – усталый  
**tissue** [ˈtɪʃu:] *n.* – бумажная салфетка  
**today** [təˈdeɪ] *adv.* – сегодня  
**together** [təˈgeðə] *adv.* – вместе, друг с другом  
**toilet** [ˈtɔɪlɪt] *n.* – туалет  
**tomato** [təˈma:təʊ] *n.* – помидор  
**tomorrow** [təˈmɒrəʊ] *adv.* – завтра, завтрашний день  
**tonne** [tʌn] *n.* – тонна  
**toothache** [ˈtu:θeɪk] *n.* – зубная боль  
**top** [tɒp] *v.* – покрывать, накрывать  
**torch** [tɔ:ʃ] *n.* – фонарь, факел  
**tour** [tuə] *n.* – тур  
**tower** [ˈtauə] *n.* – башня

**toy** [tɔɪ] *n.* – игрушка  
**trace** [treɪs] *n.* – след  
**traditional** [trəˈdɪʃ(ə)n(ə)l] *adj.* – традиционный  
**traffic** [ˈtræfɪk] *n.* – движение  
**train** [treɪn] *n.* – поезд  
**train** [treɪn] *v.* – тренироваться  
**travel** [ˈtræv(ə)l] *v.* – путешествовать  
**trip** [trɪp] *n.* – поездка, путешествие  
**tunnel** [ˈtʌn(ə)l] *n.* – туннель  
**Turkey** [ˈtɜ:ki] *n.* – Турция  
**Turkish** [ˈtɜ:kiʃ] *n.* – турецкий язык; *adj.* – турецкий  
**turn** [tɜ:n] *v.* – поворачивать(ся)  
**type** [taɪp] *v.* – печатать

## U

**ugly** [ˈʌɡli] *adj.* – страшный, некрасивый, безобразный  
**umbrella** [ʌmˈbrelə] *n.* – зонт  
**USA (the USA)** *n.* – США, Соединённые Штаты Америки  
**upside down** – вверх тормашками, с ног на голову  
**use** [ju:z] *v.* – пользоваться, употреблять  
**usually** [ˈju:z(ə)li] *adv.* – обычно

## V

**village** [ˈvɪlɪdʒ] *n.* – деревня, село  
**visit** [ˈvɪzɪt] *v.* – посещать, навещать  
**vocabulary** [vəˈkæbjʊl(ə)rɪ] *n.* – список слов

**volleyball** [ˈvɒlibɔ:l] *n.* – волейбол  
**vowel** [ˈvaʊəl] *n.* – гласная (буква)

## W

**walk** [wɔ:k] *n.* – ходьба, прогулка;  
*v.* – ходить; идти пешком, гулять; *go for a ~* – прогуляться, пойти погулять

**walnut** [ˈwɔ:lnʌt] *n.* – грецкий орех

**wardrobe** [ˈwɔ:drəʊb] *n.* – гардероб

**wash** [wɒʃ] *v.* – мыть

**washbasin** [ˈwɒʃbeɪs(ə)n] *n.* – умывальная раковина

**watch** [wɒtʃ] *v.* – ~ *TV* – смотреть телевизор

**water** [ˈwɔ:tə] *n.* – вода; *mineral ~* – минеральная вода; *v.* – поливать

**watermelon** [ˈwɔ:təmelən] *n.* – арбуз

**weak** [wi:k] *adj.* – слабый

**wealth** [welθ] *n.* – состояние, богатство

**wear** [weə] *v.* – носить (одежду)

**weather** [ˈweðə(r)] *n.* – погода

**wedding** [ˈwedɪŋ] *n.* – свадьба

**week** [wi:k] *n.* – неделя

**wet** [wet] *adj.* – влажный, сырой

**whole** [həʊl] *adj.* – целый, цельный

**wild** [waɪld] *adj.* – дикий (о животных); дикорастущий (о растениях)

**winter** [ˈwɪntə] *n.* – зима

**wood** [wud] *n.* woods – лес

**wooden** [ˈwud(ə)n] *adj.* – деревянный

**woolen** [ˈwʊlən] *adj.* – шерстяной

**work** [wɜ:k] *n.* – работа; *v.* – работать

## Y

**yawn** [jɔ:n] *v.* – зевать

**yesterday** [ˈjestə,deɪ] *adv.* – вчера

**young** [jʌŋ] *n.* – молодой

## Z

**zoo** [zu:] *n.* – зоопарк

Contents	Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
<b>1A</b>	Hello!		V: The alphabet Greetings P: Sounds [eɪ], [i:], [e ], [aɪ], [əʊ], [ju:], [ɑ:]		S: Introducing yourself W: Capital letters
<b>1B</b>	What English do you remember?		V: Numbers 0–100 Classroom language		
<b>1C</b>	Favourites	Possessive adjectives		David's favourite things	S: Talking about your favourite things and people
<b>1D</b>	Welcome to our school!	Singular/ Plural nouns Articles <i>a</i> and <i>an</i> <i>This/these/that/</i> <i>those</i>	V: Everyday objects		

**UNIT 1**

Contents		Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
<b>2A</b>	Countries and nationalities	Verb <i>be</i> : positive & negative	V: Countries and Nationalities P: Word stress		S: Where's he/she from? W: Capital letters with countries and nationalities	
<b>2B</b>	Is Aigul from Kyrgyzstan?	Verb <i>be</i> : questions	P: Sounds [æ], [i:], [i], [ɜ:]		S: Is he/she from...?	
<b>2C</b>	My favourite cartoon	Possessive case 's		Ice Age Cartoon	S: Talking about cartoons	
<b>2D</b>	Can you tell me the time, please?		V: Telling the time	Hickory Dickory Dock	S: What time is it?	
<b>UNIT 2</b>						
<b>Stop and Check 1</b>						



Contents	Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
<b>UNIT 3</b>	Teenagers in Kyrgyzstan	Present Simple: <i>I, you, we, they</i> in positive sentences	V: Verb phrases P: Sounds [ai], [ju:], [eə]	Teenagers in Kyrgyzstan	W: Writing about what you do on Sundays
	Meet my classmates!	Present Simple: <i>I, you, we, they</i> in negative sentences	V: Common verbs	Comparison of teenage life in Great Britain and Kyrgyzstan	S: Finding similarities W: Finding similarities
	We are so different!	Present Simple: <i>he, she, it</i> in positive and negative sentences	V: Common verbs P: Third person -s	We are so different!	W: third person -s spelling rules W: Writing about a friend's habits, likes and dislikes
	My penfriend	Present Simple: Yes/No questions Special questions	V: Common verbs	My penfriend	S: Talking about penfriends S: Interviewing a partner

Contents	Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
<b>UNIT 4</b>	4A Food	Countable/ Uncountable nouns <i>A/an/some</i>	V: Food P: Sounds [i:], [æ], [e], [i]		S: Talking about favourite food
	4B Let's cook something tasty!	<i>There is/are</i> <i>Some/any</i>	V: Food	Cooking beshbarmak	S: Checking what's on the table
	4C My favourite dish	<i>How much/</i> <i>how many</i>	V: Food P: Word stress	Ingredients of my favourite dish	S: Finding out how much/how many
	4D Food around the world		V: National dishes V: Food	Food around the world	S: Personal preferences in food W: Writing about your national dish
<b>Stop and Check 2</b>					

Contents	Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
5A	Healthy life	Present Simple with adverbs of frequency	V: Everyday activities	Mr. Healthy's habits	S: How different are you? W: Writing about your life and habits
5B	Sport is great!	Object pronouns	V: Types of sport V: Phrases with <i>play, do, go.</i>	Why do I like sport?	S: Talking about sport W: Writing about the sport you do
5C	Kyrgyz sports- man's abilities	<i>Can/can't</i> for abilities	P: <i>can/can't</i> – strong and weak forms; P: Sentence stress; intonation in question forms	A great Kyrgyz sportsman and writer	S: What can you do? W: Things you can and can't do
5D	What can you do well?	Adverbs of manner	V: Word formation: adj + <i>-ly</i> P: Word stress	What can Aigul do?	S: Talking about how people do things

UNIT 5

Contents	Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
<b>6A</b>	When is your birthday?	Prepositions of time	V: Seasons. Months. Dates. Ordinal numbers; P: Sound [θ]		S: Asking and answering questions about seasons, months, dates. W: Spelling of ordinal numbers. W: Spelling of months
<b>6B</b>	Public holidays in Kyrgyzstan	Phrasal words	V: Holiday's attributes	Public holidays in Kyrgyzstan	S: Talking about public holidays in Kyrgyzstan
<b>6C</b>	A British holiday	Adjective-noun combinations	V: Holiday's attributes V: Adjectives and their opposites. P: [aɪ]	Guy Fawkes Night	S: Talking about British holidays
<b>6D</b>	Unusual festivals		V: Holiday related vocabulary	Unusual festivals	S: Talking about unusual festival
<b>UNIT 9</b>					
<b>Stop and Check 3</b>					

Contents	Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
<b>UNIT 7</b>	<b>7A</b> Legends live with us	Past Simple: <i>was, were, could</i> – all forms	V: Attributes V: Saying years in English P: Pronunciation: <i>was/were</i> – strong and weak forms	Nooruz Legend	S: Speculating about the pictures S: Asking and answering questions about the past
	<b>7B</b> Kyrgyz prima ballerina	Past Simple: regular verbs positive sentences	V: Words related to ballet V: Common regular verbs P: <b>-ed</b> ending	Bubusara Beishenalieva	S: Talking about your past W: Spelling of the past forms of regular verbs
	<b>7C</b> A great painter and actor	Past Simple: regular verbs negative sentences	V: Art words	Suimenkul Chokmorov	S: Saying true sentences about yourself W: Writing four things you didn't do last weekend
	<b>7D</b> Legends we tell			Legends about Issyk-Kul lake	S: Reconstructing a legend from key words W: Creating your own legend about lake Issyk-Kul

Contents	Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
<b>8A</b>	A blast from the past	Prepositions with past time phrases	V: Past time phrases		S: Guessing true/false information about the past S: Talking about famous people
<b>8B</b>	Films, films, films...	Past simple: irregular verbs	V: Common irregular verbs P: Irregular verbs	Short summaries of films	W: Making sentences in the Past Simple Tense
<b>8C</b>	Robin Hood	Past simple: questions	V: Words related to the legend	A legend about Robin Hood	S: Talking about legends S: Talking about students' past
<b>8D</b>	Life in the past	Past simple: questions	V: Words to talk about cave people	Life in the past	S: Talking about life in the stone age
<b>UNIT 8</b>					
<b>Stop and Check 4</b>					

Contents		Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
<b>9A</b>	Going shopping	Revision: <i>can</i> for abilities	V: Types of shops P: Word stress	Unusual shops in London	S: Talking about a shop you want to visit W: A shop you know very well	
	Planning your weekend	<i>Going to</i> : future plans and intentions	V: Future time phrases P: <i>Going to</i>	David and Aigul's plans for the weekend	S: Talking about plans W: What are your plans for the weekend?	
	Doing shopping	<i>One</i> and <i>ones</i> to avoid repetition	V: Useful language for buying and selling	Buying a present	S: Role-play: In a shop	
	Shopping business			Shopping business	S: Talking about shopping business	

**UNIT 9**

Contents	Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
<b>10A</b>	World around us	<b>Revision:</b> adjectives and their place in a sentence	V: Places in a city/town V: Geographical places V: Adjectives that go with geo- graphical places		S: What is there in your town?
<b>10B</b>	A detective	Prepositions of movement		A detective	
<b>10C</b>	Around town	Prepositions of movement	V: Phrases to give directions	How to get to the Zoo?	S: Asking and giving directions W: Describing your way
<b>10D</b>	Unusual towns			Ten of the world unique towns	S: Talking about towns W: Writing about a unique town
<b>UNIT 10</b>					
<b>Stop and Check 5</b>					



Contents	Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
<b>11A</b>	Rooms	Revision: <i>there is/there are; some/any</i>	V: Rooms. P: [ð], [θ] <i>there is/there are</i>	Aigul's living room	S: Describe your living room
<b>11B</b>	Furniture	Revision: <i>there is/there are</i>	V: Items of furniture	David's room	S: Describing your house/flat W: Describing your bedroom
<b>11C</b>	Household objects	Prepositions of place	V: Household objects	David's living room	S: Asking and answering questions about the classroom W: Describing your favourite room
<b>11D</b>	My grandparents' house	Articles: <i>a, an, the</i> and zero	V: Furniture P: <i>the</i> [ðə] and [ði]	My grandparents' house	S: Talking about shopping business

UNIT 11

Contents	Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
<b>12A</b>	Describe it!	Revision: adjectives	V: Adjectives to describe places P: Stress patterns		
<b>12B</b>	A City or the Country?	Comparative adjectives	V: Adjectives to describe places P: schwa [ə]		S: Describing pictures
<b>12C</b>	Top cities of the world	Superlative adjectives		Top cities of the world	S: East or west – home is best. S: How well do you know your country?
<b>12D</b>	Let's talk	Revision: comparative and superlative adjectives. <i>There is/there are</i> <i>Going to for plans</i>	V: Revision: adjectives and their opposites P: Stress patterns		S: How similar are your plans?
<b>UNIT 12</b>					
<b>Stop and Check 6</b>					

Contents	Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
<b>UNIT 13</b>	<b>13A</b> A dinner party	Present Continuous: positive and negative	V: Attributes of a party V: Verb-noun collocations P: [ɪ]	Getting ready for a party	W: Spelling -ing S: What's happening now?
	<b>13B</b> A birthday party	Present Continuous: questions	V: Birthday party attributes V: Verb-noun collocations	David at a birthday party	S: Talking about a birthday party
	<b>13C</b> Today is different	Present Simple vs Present Continuous	V: Time phrases	Today is different	S: Talking about special events S: Describing pictures
	<b>13D</b> Birthday parties around the world			Birthday traditions around the world	S: Talking about birthday traditions

Contents		Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
<b>UNIT 14</b>	<b>14A</b>	Transport	Prepositions <i>on</i> , <i>to</i> , <i>for</i> , <i>by</i> and <i>from</i>	V: Means of transport P: Word stress V: Verb-noun collocations V: Big numbers	Amazing transport facts	S: Talking about transport in your town S: Discussing amazing facts about transport
	<b>14B</b>	From Bishkek to Issyk-Kul	<i>Can</i> and <i>can't</i> for possibilities	P: <i>Can</i> – all forms	How to get to Cholpon-Ata	S: What can you do in your city? W: Transportation in your city or town
	<b>14C</b>	Traffic rules	<i>Have to/don't have to; can/can't</i>	V: Traffic signs P: <i>have to</i>		W: Rules for a good student
	<b>14D</b>	Weird laws			Weird laws	S: Discussing weird laws W: Creating a weird law
<b>Stop and Check 7</b>						

Contents	Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
<b>15A</b>	Feelings and emotions		V: Feelings and emotions	How are they feeling?	S: Talking about your feelings S: How do you feel in different situations?
<b>15B</b>	Health problems		V: Health problems V: Collocations P: word stress	Influenza	
<b>15C</b>	Treatments	Giving advice: <i>should/shouldn't</i>	V: Medical vocabulary V: Collocations P: <i>should/shouldn't</i>	Aigul is ill	S: Giving advice
<b>15D</b>	Healthy lifestyle			Healthy lifestyle	S: Talking about how to be healthy

UNIT 15

UNIT 16					
Contents	Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
<b>16A</b>	What's your personality?		V: Personality adjectives P: Word stress	Birth date	
<b>16B</b>	Body talk		V: Gestures and language to describe gestures V: Revision of adjectives of feelings and personality	Body language	S: Talking about gestures in your country S: Role-play
<b>16C</b>	Once upon a time...		V: Word building: negative prefixes	Once upon a time...	S: Giving advice S: Solving a problem
<b>16D</b>	Once upon a time in Kyrgyzstan			Aldar Kose	S: Discussing a fairy-tale S: Role-play
<b>Stop and Check 8</b>					

Contents	Topics	Grammar	Vocabulary/ Pronunciation	Reading	Speaking/ Writing
<b>17A</b>	Ready to travel	Infinitive of purpose	V: Geographical names V: Places and activities P: Silent letters	Going around Kyrgyzstan	S: Why do people do these things?
<b>17B</b>	Getting ready to go home	Future will: all forms	V: Future time phrases	Getting ready to go home	S: Talking about future plans
<b>17C</b>	Goodbye, David!	Will vs. present continuous and be going to		Goodbye, David!	S: Talking about future plans W: Writing about plans and arrangements
<b>17D</b>	Special occasions		V: Useful phrases for special occasions V: Saying <i>Good bye</i>	Short conversations At the airport	S: What do people say in these situations?
<b>UNIT 17</b>					
<b>Stop and Check 9</b>					
<b>UNIT 18</b>	Revision				

Grammar Reference .....	308
List of irregular verbs .....	327
Phonetic symbols .....	329
English-Russian dictionary .....	330

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