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АНГЛИС ТИЛИ

6-класс

Окутуу кыргыз тилинде жүргүзүлгөн мектептер үчүн окуу китеби

Кыргыз Республикасынын Билим берүү жана илим министрлиги сунуштайт

Рецензенти Жаманова В. К. – КББА

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6-класстын «Англис тили» окуу китеби жалпы билим берүүчү мектептердин окууметодикалык комплекси болуп саналат жана Кыргыз Республикасынын мамлекеттик билим берүү талаптарынын негизинде иштелип чыкты.

Окуу китептин максаты – пикир алышуу каражаты катары англис тилин колдонуу болгондуктан, кеп ишмердигинин төрт түрүн (угуу, сүйлөө, окуу жана жазуу) тең камтыйт. Бул этапта тексттин мазмуну менен таанышканда изденип окуу үчүн ар түрдүү тексттер камтылды. Ошондой эле угуу жана сүйлөө кеп ишмердиктерине өзгөчө көңүл бурулду.

ШАРТТУУ БЕЛГИЛЕР







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— Оюн тапшырмалары

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УДК 000.000.0 ББК 00.0 Англ я 000 1A Welcome Lessons 1–3

1. a) Look at the picture. Where are the teenagers? What are they doing?

1. b) Listen to the dialogue to check your ideas.

Aigul: Hello. My names's Aigul.

Tom: Hi, I'm Tom. Nice to meet you.

Aigul: Nice to meet you

too.

Tom: Are you a new

student?

Aigul: Yes, I am. Is anyone

sitting here?

Tom: No. You can sit

next to me.

Aigul: Thanks.

Tom: Why did you change

schools?

Aigul: I heard that we'll

use English in all our classes at this

school. I'd like

to improve my English so that I can study abroad. What's more, students from different countries study here. It will be interesting to make friends with them.

Tom: Yes, you're right. In our class, there are 14 students from 10 different countries: America, Canada, Turkey, China, India, Great Britain, Russia, Spain, France, and Japan.

Aigul: Wow. I'm excited to get to know all of them...



- 1. c) Listen to the dialogue again. Then practise the dialogue with your partner.
- 21) 1. d) What else do you think Tom and Aigul talked about?
- 2)) 2. a) Look at the pictures of Tom's classmates on his web page. What do you think he writes on his web page?
- 2. b) Read the text and check your answers.



Welcome to my page.

Hi, my name is Tom, and I'm from America. This is a picture of my classmates at an international school in Bishkek, where I'm currently living because of my parents' jobs. I've been to numerous countries, but Kyrgyzstan is one of my favorites because it is stunning; its landscapes are among the most beautiful in the world.



Living in a foreign country is cool, especially when you've got so many loyal friends and classmates. What makes us feel close to each other is our diversity. We all **come** from different countries and different families, and yet we get along with each other very well. What's more, we've got great passions such as painting, swimming and cycling. When we get together, we enjoy each other's company. And all these differences make us interesting, unusual, and unique.

This is my classmate Raj, whose parents are from the city of Agra in India. He's longing to become a computer programmer. His hunger for knowledge and determination to be good at computer programming has contributed to his most recent success in the competition "International Olympiad in Computer Programming". He took the first place out of participants from 15 countries. He got a trophy for winning the competition. Raj believes determination is key to success. Raj was firm to reach his goal to participate in the competition by working hard every day. He's an excellent example for us to follow.



This is my new classmate Aigul from Kyrgyzstan. When she sings, her amazing voice, accompanied by the komuz (a national musical instrument), makes my skin crawl. It was her grandfather who taught her to play the komuz. Since then, she has sung Kyrgyz folk songs and learned to play kuus (a music genre that often expresses the dramatic and lyrical moments of Kyrgyz culture). Moreover, Aigul knows a lot of legends about her country. In our History class, she tells us interesting legends and facts about her country.



3. Read the text again. Are the sentences True or False?

- 1) Tom is studying in America at the moment. False. Tom is living and studying at an international school in Bishkek.
- 2) Tom has visited a lot of countries.
- 3) Tom and his friends are not different from each other.
- 4) Raj is good at computer programming because of his strict parents.
- 5) Raj continues doing something although it is very difficult.
- 6) Aigul's voice is marvelous.
- 7) Aigul's grandfather is teaching her to play the komuz.



4. Match the words in the box with their definitions.

achieve passion loval amazing determination diversity

- 1) A range of many people or things that are very different from each other. \rightarrow diversity
- 2) To succeed in reaching a particular goal especially by making an effort for a long time
- 3) Very surprising, especially in a way that makes you feel pleasure or admiration
- 4) Remaining faithful to somebody/something and supporting them or it
- 5) A very strong feeling of love, hatred, anger, enthusiasm.
- 6) The quality that makes you continue trying to do something even when this is difficult.

(1) 5. Discuss the following questions with a partner.

- a) What is social networking?
- b) What are the pros and cons of social networking?
- c) What information do you have on your webpage?
- d) What kind of information should you put on social networking sites?
- e) How different would your life be if there were no Facebook, Twitter or Instagram?

Grammar



6. Match each highlighted verb phrase in the webpage with a tense.

- 1) Present Simple: come, ...
- 3) Present Perfect:

2) Present Continuous:

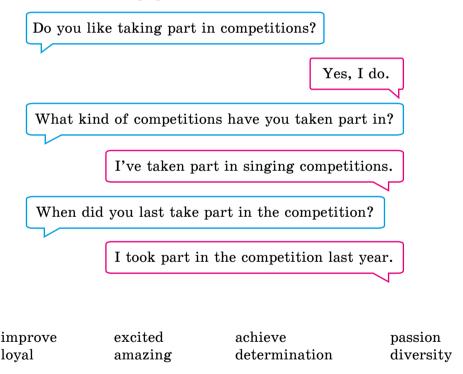
4) Past Simple:



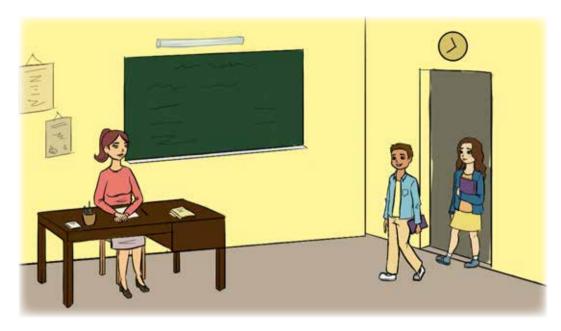
7. a) Write the negative form for each sentence and name the tense.

- 1) I like taking part in competitions. I don't like taking part in competitions. (Present Simple)
- 2) I won the prize for winning the competition.
- 3) I've been to foreign countries.
- 4) I'm reading a really interesting book.
- 5) I went to the kindergarten when I was a child.
- 6) I've tried sushi.

- 7) I'm preparing for an oral presentation.
- 8) I do exercise every day.
- 7. b) Tick the affirmative or negative sentences which are true for you.
- 1) I like taking part in competitions. $\sqrt{/I}$ don't like taking part in competitions.
- 8. a) Write the question form for each sentence and the short answers Yes and No.
- 1) Do you like taking part in competitions? Yes, I do./No, I don't.
- 8. b) Ask your classmate the questions. If your classmate answers Yes, ask two more follow-up questions.



this



that

1. a) Complete the conversation with the words in the box.

surname

you Tom: Hi, Aigul. How are (1) you? Aigul: Fine, thanks, Tom. And you? Tom: I'm OK. Aigul, (2) _____ is our English teacher, Miss Kelly. Miss Kelly: Hello, Aigul. Nice to meet you. Hello, Miss Kelly. Nice to meet you (3) _____. Aigul: Tom: Aigul is new to the school. Miss Kelly: Oh, right. Can you spell your name, please? Aigul: A-I-G-U-L. Miss Kelly: What's your (4) ____? My surname's Asankulova. Aigul: Miss Kelly: Can you spell (5) _____, please? That's A-S-A-N-K-U-L-O-V-A. Aigul: Miss Kelly: Thank you, Aigul.



1. b) Listen and check your answers.

too



1. c) In groups of three, practise reading the conversation.

2. a) Work in groups of three. Write a new conversation about Aigul's first meeting with a new teacher. Look at the dialogue in exercise 1a.
2. b) Practise the conversation.
3. Match the most suitable reaction to the following phrases.
 a) I really enjoyed meeting you too. b) See you. c) Pleased to meet you too. d) Fine, thanks. And you? e) I hope to see you again. f) Same to you.
Reading
4. a) Match the words to make collocations.
a) places 2) social b) nervous and uncomfortable c) advice 4) give somebody d) contact with someone e) skills
4. b) Fill in the gaps with the above collocations.
 a) Don't <u>feel nervous and uncomfortable</u>, just be yourself! b) are important when we communicate and interact with each other. c) There are some rules how to behave in d) My parents always which I think useful in my life. e) You should be careful when you with a stranger.
5. In pairs, answer the following questions:
 a) How often do you make a contact with new people? b) Is it easy or difficult for you to make a contact with new people? c) How do you behave in this situation?
C -) West with some state of the first state of the state

6. a) Work with your partner and make a list of tips that you can give to your friend when meeting someone for the first time.

Example: Speak with a positive tone of voice.

Remember his name and use it during the conversation.



6. b) Look at the tips below and compare your ideas. How many of your ideas are in the text?

- (1) When meeting an unfamiliar person and making contact with them, people need some social skills. They feel nervous and uncomfortable during their first meeting. It's normal because they don't know what opinion he will have of them and what relationship they will have after the first meeting. (2) _ _____. At this age, teenagers take everything to heart. They're too worried about their appearance, someone's opinion of them and their relationship with other people. (3) ______. One of these situations is, of course, having a contact with new people in different places: school and public places. (4)
 - Face the speaker.
 - · Speak confidently with a positive tone of voice.
 - · Remember the speaker's name and use it when addressing him.
 - Be interested in the speaker and ask questions that get him to talk about himself.
 - Be a good listener and react to what he's saying through eye contact, head nodding and using such words and phrases as "Really?, Uh-huh, Me too, That's interesting!"



7. Read the text again and complete the gaps with the following sentences.

- a) Especially teenagers have a hard time in this situation because of some factors related to their age.
- b) Here are our tips for teenagers to be successful in the first meeting with someone of their age:
- c) When meeting an unfamiliar person and making contact with him people need some social skills.
- d) That's why parents and school teachers need to give them advice about different situations.

(2)) 8. Work in pairs and discuss.

- a) Do you agree with the tips given in the text?
- b) Do you agree with the text that it's difficult especially for teenagers to make a contact with unfamiliar people?
- c) Who do you think is the best person to get advice from?

Saying phone numbers



9. a) Match the said phone numbers with their written form.

 (0702) 620-938
 (0312) 995-732

 (0555) 148-778
 (0772) 590-631

- a) oh-three-one-two, double nine-five, seven-three-two (0312) 995-732
- b) oh-double seven-two, five-nine-oh, six-three-one
- c) oh-five-five, one-four-eight, double seven-eight
- d) oh-seven-oh-two, six-two-oh, nine-three-eight
- (2)) 9. b) Listen, check and repeat.



10. Write the digital numbers.

- a) Oh-double seven-oh, one-two-five, two-double three -(0770) 125–233
- b) Oh-double seven-six, four-nine-eight, five-one-two
- c) Oh-double five-oh, one-eight-seven, oh-eight-seven
- d) Oh-three-one-two, five-four-three, seven-two-three
- e) Oh-double five-eight, double one-two, five-nine-six
- (2) 11. Work in pairs. Say the following phone numbers.
- a) (0705) 426-715
- d) (0779) 671-985
- g) (03944) 249-09

- b) (0312) 550-729
- e) (0777) 630-824
- h) (03137) 412-33

- c) (03922) 207-77
- f) (03722) 546-55



12. Write any five phone numbers in your copybook, but don't show them to your partner. Dictate them to your partner.



feel nervous and uncomfortable
public place give me advice
eye contact head nodding

social skills make contact



1. a) Match the words and phrases to the pictures.

listen	work in pairs	ask/answer	speak	read
write	open your book	check your answers	;	

Example: Picture 1 - check your answers.



- 1. b) Listen and repeat the instructions.
- 2)) 2. Work with a partner. Follow the instructions.
- 3. Choose an instruction and mime it. Your classmate guesses it.
- 4. Read and listen to the instructions.

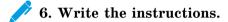
<u>Underline</u>	Open your <u>book</u> .		
Circle	Open your book.		
Tick 🗸	1. √ 2. 3.		
Complete	Open your <u>book</u> .		
Cross out	Open your book.		
Match	Open in pairs Work the text Read your book		

5. a) Look at exercise 4. Cover the first column and check yourself.

Open your book. – Underline

5. b) Point to the sentences in the second column. Test your classmate.





Example: I'm from Kyrgyzstan. - Underline Kyrgyzstan.

- a) I'm from Kyrgyzstan.
- b) I'm from Kyrgyzstan.
- c) I'm from Kyrgyzstan. I'm from France.
- d) I'm from _____.
- e) Kyrgyzstan Kyrjyzstan
- f) Bishkek Japan
 Madrid Kyrgyzstan
 Tokyo Spain

7. Who says the following instructions, a teacher (T) or a student (S).

- a) I'm sorry I'm late. (S)
- b) Sit down, please.
- c) Listen to me.
- d) May I come in?
- e) How do you say 'солнце' in English?
- f) Sorry, I don't understand.
- g) Open your books at page 10.
- h) What does 'square' mean?
- i) How do you spell it?
- j) Do the exercise.

8. "Do as I say, not as I do"

The teacher will give you some instructions and do the actions. You repeat the words that the teacher says, but copy the actions only when they match with the instructions. When the actions and what the teacher says don't match, you DON'T copy the action, but DO what the teacher says.

9. a) Complete the sentences with the correct word from the box.

homework	pronounce	explain	mean
speak	spell	partner	repeat
more slowly	in English	write	page

- a) How do you spell "forehead"?
- b) What's ______?
- c) What _____ are we on?
- d) How do you _____ this word?
- e) Can you _____ this on the board, please?
- f) Who's my _____?
- g) What does "script" _____?
- h) Could you speak ____?
- i) Can you _____ that, please?
- j) What's the _____ for today's?
- k) Can you _____ this grammar again?
- l) Could you _____ up, please?
- - 9. b) Listen to the teacher. Repeat the phrases.
- 10. Discuss with a partner what questions from exercise 9a you will ask in the following situations.

Example: - You are late. What do you say?
- I'm sorry, I'm late. May I come in?

- 1) You don't know what "script" means.
- 2) You want your teacher to write something on the board.
- 3) You didn't hear well what the teacher said.
- 4) You don't know



- 5) You don't know how to say the word correctly.
- 6) You didn't understand the rule and want more clear information.
- 7) Your teacher or partner is speaking very quietly and you can't hear them well.
- 8) You don't know how to spell "forehead".
- 9) You don't know who you're working with.

- 10) You don't know which page the teacher is looking at.
- 11) You want to ask about today's homework.
- 12) Your teacher or your partner is speaking very fast.



🖊 11. Work with a partner. Make up a dialogue. Use minimum 8 classroom language phrases from exercises 1a and 9a.

Example: Teacher: Open your books at page 17.

Student: Can you repeat that, please?

Teacher: OK. Open your books at page 17. Complete the

phrases with the correct word.

Student: What does "phrase" mean?



📝 12. Make flashcards with the useful phrases and questions that you can use in the classroom. Put them on the walls.



circle tick complete underline cross out match pronounce explain mean spell flashcard

2A School subjects

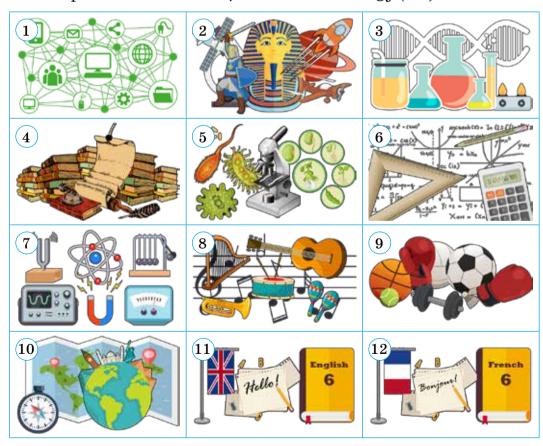
Lesson 9-11



1. a) Match the subjects to the pictures.

Maths	English	History	Music
Physics	Chemistry	Literature	Geography
Biology	Physical Education (PE)		French
	Information Technology (IT)		

Example: $Picture 1 \rightarrow Information Technology (IT)$



1. b) Repeat the school subjects in the table. Notice the stress.

	=-	=	-=
Maths French	English History Music Physics	Chemistry Literature Geography	Biology

- 1. c) Which two subjects are not in the table? Underline the stress in these words?
- 2)) 2. Work in pairs. Point to the pictures of exercise 1a and ask your classmate.

What's number 1? It's Information Technology.

- 3. Read the sentences and correct the wrong statements.
- a) We study numbers, shapes and do calculations in History. *It's* false. We study numbers, shapes and do calculations in Maths.
- We study past events, especially events of a particular period or country in Geography.
- c) We do exercise and learn to play sport in PE.
- d) We study the language people from the US, the UK and in many other countries speak in Music.
- e) We study living organisms, their structure, functioning, evolution in Biology.
- f) We see maps, learn about other countries, cities, population in Geography.
- g) We study forces such as heat, light, sound, pressure, gravity and electricity in Literature.
- h) We do experiments in IT.
- 4. Which of the subjects from exercise 1 a do you study? Do you study any others?
- 5. a) Read the text about different schools around the world and answer the questions below.

In which country/countries...

- 1) do children usually have lunch at home?
- 2) do children start going to school the earliest in age?
- 3) do new students come to classes throughout the first year?
- 4) do children have the strictest rules about uniform?
- 5) do children start their school year without paying attention to the day of the week?
- 6) do children get presents on the first school day?
- 7) do children start the school year in winter?
- 8) it is not necessary to be able to write when you start your school?



As you know, I have a lot of students in my class who come from different countries. Today we had a very interesting lesson about schools. I was so surprised to find so many differences. The date school starts, the age at which the kids start going to school, grading system, and school subjects – the variation is huge!

Fascinated by all the differences, I decided to tell you some fun facts about schools around the world. Enjoy!

My friend from Germany told us that children don't need to know how to write their names on entering schools, but they must know how to hold a pen correctly. On their first school day, they get a school cone. It can be filled with sweets, snacks, lunch boxes, little books and small gifts. Children can only open it at school. I think it's great!

In Russia children always start school on September 1st, even if it's a holiday, or the weekend. This is both the first day of autumn and the first day of school. It is known as *Knowledge Day*. Most kids bring a change of shoes to school. Elementary school through high school are usually in the same building.

Dutch children go to school on their fourth birthday! During the first year new kids come to classes throughout the year. I think it makes a lot of problems for their teachers! The kids get to play and learn social skills and only start "real school" when they're six.

Schools in Nigeria start in January and end in December. The school year is divided into trimesters with two months off between each one. Nigerian schools are very strict about dress code, including hair styles, jewellery and accessories.

In Brazil, schools run from 7 a.m. to midday. So, the kids can eat lunch with their parents.

Parents of kids in Swiss schools have to pick them up for lunch. The children get a lunch break between 12 and 2 p.m. and that's when

they get home to have lunch. If they have working mothers, a special Mittagstisch (lunch table) is set for them.

5. b) Compare the schools in different countries with your school. How many differences and/or similarities can you find? What from rules from the text above would you like to have in your school? Discuss with your partner. Use the phrases from the Useful language box during your conversation.

Useful language			
How to give your opinion:	In a conversation, react to what the other person says using phrases		
To me,	such as:		
Personally, I think	Really?		
In my opinion,	That's interesting!		
I don't think (that)	Me too!		
I think (that)	Do you?		

Grammar

Object pronouns



6. Complete the table with the object pronouns.

Subject pronouns	I	you	he	she	it	we	they
Object pronouns	me						

7. Choose the correct answer.

- 1) Do you like Math?
- 2) Do you like your English teacher?
- 3) Do you enjoy reading poems?
- 4) Do you like Michael Schumacher?
- 5) Do you enjoy cleaning the classroom?
- 6) Do you like going for a run?
- 7) Do you like computers?

- Yes, I love it / her.
- Yes, (s)he's/it's great.
- Yes, I quite like them / it.
- Yes, him / he's all right.
- No, I can't stand her/it.
- I don't mind it / its.
- Yes, I adore them / it.

8. Choose the suitable word to fill in the blanks.

- 1) Can you pass me the jam, please. (I, me, we)
- 2) I'm going to the shop, so I will take _____ with me. (they, she, her)

(it, I, he) 4) Don't forget to take the CDs to _____. (they, them, we) 5) Make sure to be polite with _____. (vou, he, him) 6) I'm excited about _____.

3) Atai cannot wait to experience _____.

- (it, we, thev)
- 7) This dress looks nice. Do you think it fits _____? (I, me, he)

9. Rewrite the sentences replacing the underlined words with the correct personal pronoun (subject or object).

- 1) Nurdan and Emir are playing tennis. → They are playing tennis.
- 2) Bolot is hungry. Bolot is eating a sandwich.
- 3) My sister and I went to the cinema.
- 4) Every morning Atabek reads newspapers.
- 5) I gave some cake and a glass of orange juice to my friend Sergei.
- 6) Meerim is the best student in our school. The director gave a certificate to Meerim.
- 7) Alice saw John and Ben in the library.
- 8) Jane has lunch with her classmates.
- 9) My teacher, Mrs White, wants to talk to my parents.



10. a) Study the box below and do the exercises.

In English we have a lot of different phrases that can help us say how much we like or don't like something. These phrases make our language richer and more natural.

Put the phrases into the correct place in the table.

He's brilliant. It's awful. I don't mind it. It's not bad. I love it. I hate it. I can't stand her. She's all right. It's great. I really like her. He's terrible. It's OK. I like it. I don't like him.

Good	Quite good	Bad
He's brilliant.	It's not bad.	It's awful.

- 10. b) Listen, check and repeat.
- 11. a) Write any five nouns. You can use singular or plural common nouns and names.

Example: Watching TV, Mirbek Atabekov, horses, computers, fashion

21) 11. b) Ask your classmate about your nouns. Use a subject pronoun or an object pronoun in your answer. Don't forget to use the phrases from exercise 10.

Do you like watching TV?

Yes, I really like it. I turn it on right after I come home.

What do you think of Mirbek Atabekov?

He's great. I like the way he sings.



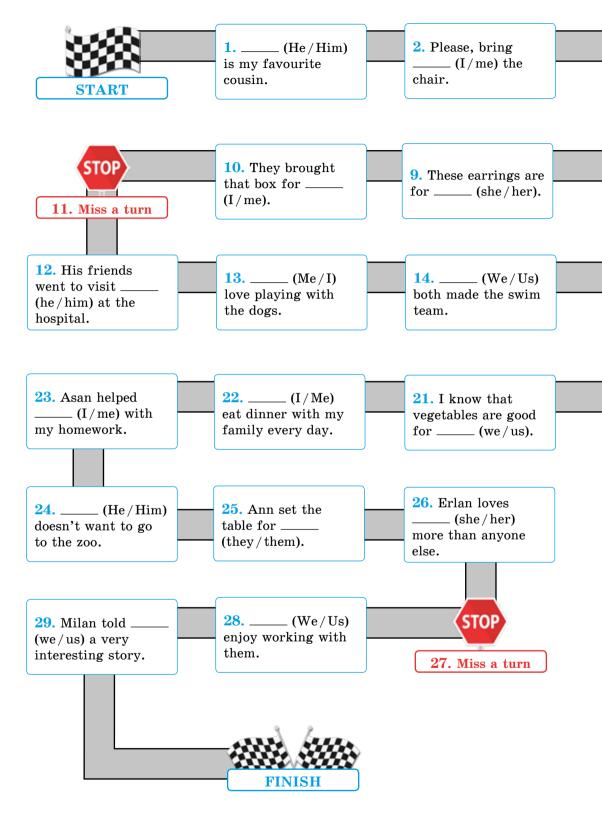
🗎 12. Race to the Finish

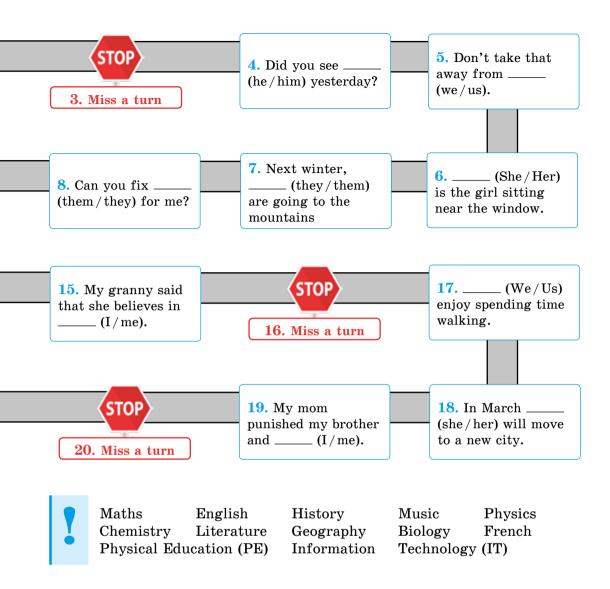
• Play in small groups. You will need a coin the game) and a counter for each player.



(only to start

- Put your counters onto the start.
- Player 1 tosses a coin. If you have a HEAD, move two steps. If you have a TAIL, move one step.
- For example, Player 1has a TAIL and goes to square 1. Player 1 must choose the correct form of the pronouns. If your team likes your answer, you stay on your place. If you made a mistake, YOU LOSE YOUR TURN.
- Who is the winner? The one who knows PRONOUNS MYSTERY and gets to the finish first!
- · If you choose a subject pronoun, you move one space.
- · If you choose an object pronoun, you move two spaces.

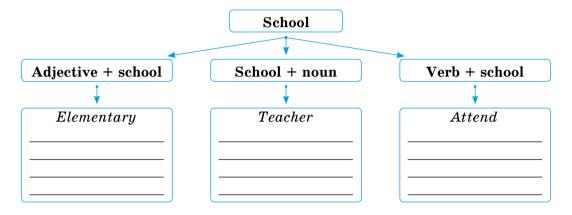






1. a) Look at the words and write them under the appropriate circle.

elementary	teacher	attend	go to
bus	library	public	start
high	student	uniform	secondary
finish	private	leave	



1. b) Listen, check and repeat.

Pronunciation [A] or [ju:]

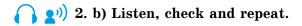
The letter u can be pronounced [Λ] or [ju:].



2. a) Put the words in the correct column.

pupil	study	university	public	computer
education	subject	compulsory	result	bus
student	uniform			

[A]	[ju:]



3. a) Read the text.

- Which of the collocations in exercise 1 are in the text?
- · Add more collocations with the word school to the spider map.

(2) 3. b) Read the text again and answer the questions.

- 1) What types of schools are in the USA?
- 2) What subjects do they study?
- 3) Are they the same in Kyrgyzstan?

Schools in the U.S.

(1) American Elementary School

At the age of five, U.S. children begin elementary school. At elementary school they learn the basic skills of reading, writing and arithmetic, as well as history, geography, crafts, music, and physical education. They attend elementary school for five years and then go to middle school.

(2) _____

Students start middle school at the age of 11. Middle school is 3 years – 6th, 7th, and 8th grade. Some students go to Junior High School which is also three years – 7th, 8th and 9th grade. They've got both compulsory and elective classes. Compulsory subjects are maths, English, social science (a subject that combines history, government



and geography) and natural science (i.e. chemistry, biology, anatomy and physiology, physics). Students can also choose some elective subjects that they like such as foreign languages, band, home economics, chorus and art.

After middle school or junior high, the students go to high school. The last grade of high school is 12th grade. If students go to middle school, high school is 4 years (9th, 10th, 11th and 12th). If students go to junior high, high school is three years (10th, 11th and 12th). Compulsory courses may include English, mathematics, foreign language, physical education, art, music, natural sciences, and social studies. However,

students can still choose the level of their classes and elective subjects with the help of their parents and a school guidance counselor. Students receive a diploma after they graduate from high school. Then American students may go to college or university.

In the USA, there are both public schools and private schools. Public schools provide free education for students. About 85–90% of students in the US attend public schools. About 10% of students in the US attend private schools.



- 3. c) Read the text again. Match the paragraphs with three of the headings. There are two extra headings that you don't need.
- a) Types of Schools
- b) Scholarship Programs
- c) American Elementary School
- d) The American Education System
- e) Middle School, Junior High and High School



- 3. d) Decide if these sentences are True or False. Correct false sentences.
- 1) In the US children start going to school at the age of five. True
- 2) Students can choose all their subjects.
- 3) Students don't have to go to high school.
- 4) After high school students can study at a college or a university.
- 5) Most students go to public schools.

Project work: Lapbook

You are going to create your own lapbook! But what is it? It's a collection of mini-books about interesting topics. This collection is so big that you can read it only if you put it on your laps! Look at the examples below.









Do you like them? They are really nice, but I think your lapbook will be even better! What is your lapbook going to be about?

Education!

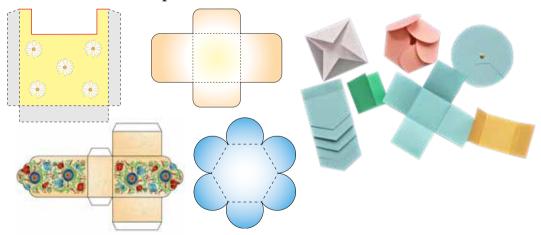
You can write about education in Kyrgyzstan or about education in any other country. Or maybe you want to write about education 100 years ago? Choose the topic and LET'S GO! What do you need?

- 1 file folder
- white or coloured paper
- glue stick
- stapler

- · scotch
- scissors
- · coloured pencils or crayons
- your imagination!

How to do it? It's easy! Just follow the steps below:

1) Take a piece of paper and draw a plan, for example: You need to think about the design of the elements. Look at the examples below:



2) Cut out the details and glue them on the file folder.



3. Write down the information.



21) 4. Organize the gallery to see what your classmates made!



elementary school private school school uniform school student start school compulsory subjects public school high school school bus attend school finish school elective subjects secondary school school teacher school library go to school leave school



1. a) Match the words with the objects in the pictures.

a pencil sharpener a tube of glue a pencil case an eraser coloured pencils a ruler a schoolbag a protractor [prəˈtræktə(r)] scissors a pair of compasses [ˈkʌmpəsiz]



1. b) Listen, check, and repeat.

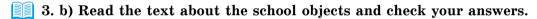
2)) 2. Look at the school objects in exercise 1. Test your partner.

What's number 1?

It's an eraser.

21) 3. a) Work with a partner and answer the following questions:

- 1) When was the first ruler invented?
 - a) More than 500 years ago.
 - b) More than 1500 years ago.
 - c) More than 2500 years ago.
- 2) Who invented the first quality pencil?
 - a) A soldier.
 - b) A writer.
 - c) An artist.
- 3) Why was the round pencil invented?
 - a) To help writers.
 - b) To help carpenters.
 - c) To help artists.



The History of School Objects

Nowadays it is very difficult to imagine a student who hasn't got any stationery* in their school bags. But who invented them and when? Let's try to answer these questions together.

Let's start with the ruler, I'm sure you've got it. It is believed that the first ruler that we use almost every day was invented by ancient civilizations, such as the Greeks and Egyptians about 1500 BC. The first rulers were made of wood or ivory**. They were about the length of a man's foot and the width of a man's thumb. The rulers we use today are often made from plastic or metal. They are very comfortable to use if you need to measure objects that are not completely straight.

And do you have pencils in your pencil case? The history of the modern pencil is also very surprising. People tried to make pencils many years ago, but the result was not very good – the pencils were very easy to break and not comfortable to use. In 1795, Nicolas-Jacques Conte invented the first quality pencil on earth. You may think that the first person who invented the pencil was a writer, but it's not true. The first pencil maker was a soldier! NJ Conte created several different kinds of pencils. He made round pencils for

^{*} stationery - materials for writing, e.g. paper, pens and envelopes.

^{**} ivory - long teeth of elephants and some other animals.

artists to make their work comfortable. He made square pencils for carpenters* so that the pencils wouldn't roll away.

Grammar

Have got

	2
	7
•	

4. Complete the table with have got.

Positive	Interrogative
I have (1) <i>got</i>	Have I (7)?
He/she/it (2) got	Has he/she/it (8)?
You/we/they have (3)	(9) you/we/they got?
Negative	Short answers
I (4) got	Yes, I have. / No, I haven't.
He/she/it (5) got	Yes, he/she/it has.
You/we/they have not (6)	No, he/she/it hasn't.
	Yes, you/we/they have.
	No, you/we/they haven't.

5. Complete	the	sentences	with	have	got,	has	got,
han't got							

hasn't got.		

- 1) Oksana <u>has got</u> a runny nose. Now she's taking a medicine.
- 2) My cousin _____ two bikes but he doesn't want to share one of them with me.
- 3) I'm thirsty I _____ enough money to buy a packet of juice.
- 4) What's wrong?
 - I ______ something in my eye.
- 5) Jantai ______ a car. He walks everywhere.
- 6) It's a nice house but it _____ a garden.
- 7) Farhad ______ a judo lesson today.
- 8) Timur _____ lots of electronic things in his house.

haven't got or

^{*} carpenter - a person whose job is making and repairing wooden objects.

Speaking

(a) Work in pairs. Ask your classmate what s/he has got in his/her bag.

Have you got a pencil sharpener?

Yes, I have.
Here it is.

No, I haven't.
It's at home.

(2) 6. b) Tell the class about your classmate.

Oksana's got a book and a pencil case, but she hasn't got a ruler and scissors.

7. Write three sentences with have got and but. Write about you and your family.

Example: I've got a bicycle but I haven't got a car.

My brother's got a ruler but he hasn't got a pencil case.

Grammar

Have



When we talk about possession, *have got* means the same as *have*. We often use *have got* in spoken English.

She's got enough time for her homework. = She has enough time for homework.

They always **have got** the same ideas on the topic. = They always **have** the same ideas on the topic.

The past of have and have got is had.

- 8. Rewrite the sentences using the correct form of have got.
- 1) We don't have any butter in the fridge. \rightarrow We haven't got any butter in the fridge.
- 2) Susan has good social skills.
- 3) Do you have a pair of compasses? No, I don't.
- 4) I have some coloured pencils, a pencil sharpener and an eraser in my pencil case.
- 5) Karim has a lot of homework today.

- 6) Does she have a bad cold? Yes, she does.
- 7) They have an important meeting today.
- 8) Do Azamat and Samara have a flat in the centre of the city? Yes, they do.

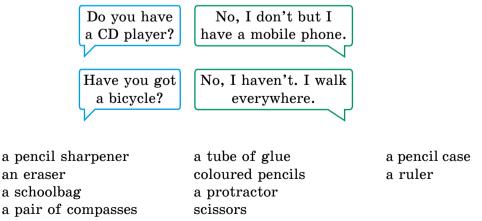
-	9.	Put	do / does	or	have	/ has	into	the	gaps.
	D -		1			1	_ 41		

1)	<u>Do</u> you and your sister have the same taste in fashion?
	No, we don't. I like casual clothes but my sister likes smart clothes
2)	she got a new camera?
	Yes,
3)	you a wardrobe in your bedroom?
	Yes,
4)	they got an English dictionary?
	No,
5)	Sabyr have a lot of farm animals?
	Yes, he
6)	your house have a garden?
	Yes,
7)	your telephone got internet connection?

Speaking

No, it _____.

- 21) 10 Make a list of important personal possessions. Ask your partner questions using have got or have. In pairs, find three things that:
- your partner hasn't got/doesn't have but you've got/have.
- your partner has got/has but you haven't got/don't have



- 2)) 1. Choose one or two quotations you like and discuss them with your partner.
- 1) "One language sets you in a corridor for life. Two languages open every door along the way."

Frank Smith

2) "Language is the road map of a culture. It tells you where its people come from and where they are going."

Rita Mae Brown

3) "With languages, you can move from one social situation to another. With languages, you are at home anywhere."

Edmund De Waal

4) "Speak a new language so that the world will be a new world."

Rumi

- 2. Work in pairs. Answer the questions.
- 1) Why are you learning English?
- 2) What techniques do you use to learn it better?
- 3. Read what teenagers write about learning English and find out:
- 1) Why are they learning English?
- 2) What techniques do they use to learn English?

1. Akzyinat

I'm so motivated to learn English. I'm going to apply for an exchange program to study abroad. Therefore, I practise a lot by myself. I consult with grammar reference books, listen to tapes and read books in English.

2. Daniel

If I learn English, I'll have such a good opportunity. In the future I can get a well-paid job in an international company. I know I make a lot of mistakes but it doesn't stop me to learn English. I learn from my mistakes and I take risks. I try to speak a lot to foreigners wherever it's possible, to my classmates in my English classes and to my friends in an English club. I want to make my speech fluent.

3. Meerim

I want to travel abroad. I'd like to learn about different countries and their cultures. I don't set unachievable goals, for example, learn 50 words a day or read an English book in 3 days. Instead I learn about 10 words from the book I'm reading. I'm so realistic in setting of my study goals. I always write my plans what I should do next day. It really helps me to achieve my ultimate goal. I practise constantly every day. Practice makes perfect. The more I practice, the more fluent I will become in English.

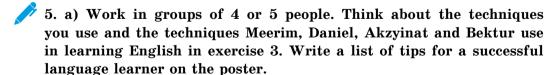
4. Bektur

planning to be such professional computer programmer. I can find more information connected with this field in English. It's impossible to learn all English words. If I don't understand some words, I try to guess them from the context. Every day I revise everything I have learned. I learn better when I see textbooks with pictures, posters and diagrams. Also I tube videos and films.



4. Read the texts again. Complete the gaps with the names.

- a) Daniel takes every opportunity to improve his speaking skill.
- b) _____ thinks she can make her English fluent by practising a lot.
- c) _____ uses his guessing skill.
- d) _____ learns English without anybody's help.
- e) _____ is realistic in setting goals.
- f) _____ is not afraid of making mistakes.
- g) _____ wants to get education abroad.
- h) _____ is learning English to read English books connected with the field of his interest.
- i) _____ would like to work for an international company.



Example: 1) Practise English constantly every day.

2) Guess the meanings of new words when you're reading a book or speaking to someone.

5. b) Put your poster on the wall.

Grammar

So/such	So	/ 5	suc	h
---------	----	-----	-----	---

(2) 6. Read the sentences. What do the underlined words mean?
I'm so motivated to learn English.
I'm so realistic in setting of my study goals.
I'll have such a good opportunity.
I'm planning to be <u>such</u> a professional computer programmer.
7. a) Complete the rules with so or such.
a) + a/an + adjective + singular countable noun b) + adjective
7. b) Now look at the following sentences and write rules for them.
1) This actress has got such beautiful eyes.
2) It was such cold lemonade.
8. Complete the gaps with so or such.
1) It was <u>such</u> terrible weather. I couldn't go out.
2) His presentation about Scotland was interesting.
3) Anna's friends are friendly.
4) I don't want to drink cold water.
5) The exam was difficult. She had to prepare for it for a month.
6) The bus was full that I decided not to get on.
7) My neighbor bought beautiful furniture.
8) unusual souvenirs are hard to find.
9) I'm surprised to see him here.
9. Complete the gaps with such or such a/an.
1) Ski resort Nooruz is <u>such a</u> good place to go skiing.
2) We found lovely cafe on the way home. It serves
delicious food.

3) They're having _____ good time.

4) My sister always gives me _____ useful advice.

5) He's _____ happy person. I've never seen him being sad.

6)	She studied at prestigious university.
7)	It was sunny day. The children enjoyed playing in the
	lake.
8)	Joan is reading interesting book.
9)	Oh, this is nice present. Thank you.
	10. Complete the second sentence so that it means the same as the first.
1)	The reality show was so interesting It was such an interesting
	show.
2)	Anton's father is such an intelligent person. → Anton's father is
	so intelligent.
3)	My new job is so interesting. → I have such
4)	She's such a pretty girl. → She's so
5)	The test was so difficult. → It was such
6)	You had such a good idea. → Your idea was so
	·
7)	Jibek's dress is so beautiful. → Jibek has got such
	·
8)	They've got such expensive cars. → Their cars are so
	·
	be motivated to do something apply for an exchange program get a well-paid job take a risk achieve goals be realistic in setting goals
	be realistic in setting goals

3A My family

Lessons 22-24

- 21) 1. Discuss the following questions with your classmates.
- a) What is the best environment to raise a family in (e.g. city, village, house, apartment, etc.)?
- b) Is there anything funny or different about your family?
- c) Does someone in your family maintain a family tree? How far back can you trace your family history?
- d) Who is your oldest relative? Who is your youngest relative?
- e) Which side of the family is bigger: your father's side or your mother's side?
- 2. a) Look at the title of the magazine article. Does the title tell you what the reading will be about? What does the word "value" in the title suggest about the text?
- 2. b) Read the text and compare your ideas.

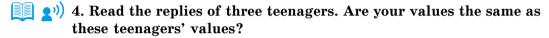
Family values

Family plays a significant role in people's life. Being part of a good family is one of the greatest gifts people get in life. In fact, a family can be compared to a tree. People have got many relatives such as their parents, their siblings, their wife or husband, their children, and other relatives. Family members share many things, for example, physical characteristics, interests, and living quarters. Moreover, family members share responsibilities within the family. They can take turns to do the washing up, cook or do other domestic chores. Living in unity with other family members and having the same values make a family close. Family values include the qualities that are most important to you as a family such as honesty, patience, freedom, etc. Different families share different values because every

family has its own moral and ethical principles. What is the most important value in your family?

(2)) 3. Answer the questions.

- a) Why does the author compare a family to a tree?
- b) The author states that family members share all the things and responsibilities within the family. What about your family?
- c) Why do you think a family plays an important role in our life?
- d) What family values do you have in your family?



Daniel

Respect is an important value in my family. My parents have taught me to respect every member of our family, their interests, and their opinion. Regardless of their age, I have a respect for everybody. I've been learning a lot from my dear grandparents who are keen on passing their knowledge and experience to me and my siblings. Even my little brother, who is just four years old, gives me an example of being happy because seeing him always smiling encourages me to be positive about life. Watching him overcome the obstacles on his way and get his favourite toy from the top of the closet gives me an idea of being determined in achieving your goals. Respecting both my grandparents and my little brother's points of view gets me to learn something from them. Having respect for other people allows me to be more open-minded and to accept different ideas. I always listen to what my family members say to me, but it doesn't mean that I always agree with them. I respect their opinion and they respect mine.

Emir

Trust is our family value, which my parents have taught me since birth. I can rely on my family members, especially when I have problems in school or my relationship with my friends. Once I told my father that writing an essay was difficult for me and he taught me how to produce a nice essay. Trusting my father helped me a lot improve my writing skill. My family gives me support and advice, which I use to solve my problems. I trust my family to help me in any situation. By the same token, both my parents and brothers count on me and expect me to help them. I cannot imagine my life without my family's trust.

Sultankhan

In my family, honesty is our most important value. My parents have taught me to be honest. Telling lies can badly affect a person's reputation. Once a person tells a lie, people stop believing him or her. My mother told me a story about a shepherd boy who lied to his villagers; he told them that a wolf had come to eat their sheep, which wasn't true. When a wolf really did come and was eating their sheep, none of villagers came because they didn't believe the boy. Thus, no one wants to have a relationship with a dishonest person. In my family I am always honest and confess to doing something wrong. I believe that strong family is built on honesty.



(1) 5. Are the statements True or False? Correct false statements.

- a) Daniel learns a lot both from his grandparents and his little brother. True.
- b) Daniel always agrees with everybody's opinion.
- c) Emir counts on his family members.
- d) Emir's family members don't want him to help them.
- e) According to Sultankhan, dishonesty can spoil one's reputation.
- f) The moral of the story about a shepherd boy is that no one can believe a person who always tells lies to them.



6. Match the words with their meanings.

to affect	to trust	to rely on	to avoid
values	open-minded	sibling	to respect

- 1) A brother or sister sibling
- 2) Willing to listen to, think about or accept different ideas
- 3) To need or depend on somebody/something
- 4) To have a very good opinion of somebody/something
- 5) Beliefs about what is right and wrong and what is important in life
- 6) To have confidence in somebody; to believe that somebody is good, sincere, honest
- 7) To prevent something bad from happening
- 8) To produce a change in somebody / something



7. Write a complete sentence using the words below.

Example: As babies, we rely on our parents.

to rely on a friend to respect values siblings parents open-minded troubles someone's opinion family

to trust health to avoid father to affect leader

21) 8. Discuss with a partner what you should do when...

- a) your parents do not understand you because they grew up in a different generation.
- b) you don't agree with some of your family values.
- c) your brother thinks that it's the girl's job to do the washing up and to clean the house.
- d) one of your siblings is not honest about his marks.



9. Write 8 to 10 sentences describing your family values.

Grammar

Possessive case 's



He's a student. She's on holiday. s = is

This is Timur's car. 's = the car of Timur.

My daughter's name is Anna. (daughter is singular.)

My daughters' names are Anna and Natasha. (daughters is plural.)

Daniel is Charles's son. Daniel is Charles' son.



10. Put in missing possessive apostrophes.

- 1) Marat's success at college made his family happy.
- 2) Parents and family form a childs first relationships.
- 3) Family plays a great role in childrens life.
- 4) Telling lies can badly affect a persons reputation.
- 5) Tom is currently living in Bishkek because of his parents jobs.
- 6) I respect everybodys opinion.
- 7) Carlos children rely on me.
- 8) My friends families are keen on skiing and skating.

Grammar

Possessive adjectives and possessive pronouns

21) 11. Compare the sentences. Do they have different meanings?



These are Anara's books. These are her books. These books are hers.



This is Masha and Sasha's house. This is their house. It's theirs.

Personal pronouns	Possessive adjectives	Possessive pronouns
I have a new house.	This is my house.	It's mine.
You have a new house.	This is your house.	It's yours.
He has a new house.	This is his house.	It's his.
She has a new house.	This is her house.	It's hers.
It has a new house.	This is its house.	It's its.
We have a new house.	This is our house.	It's ours.
You have a new house.	This is your house.	It's yours.
They have a new house.	This is their house.	It's theirs.



Use *my*, *your*, *her*, *our*, and *their* before nouns. (possessive adjective + noun)

Use *mine*, *yours*, *hers*, *ours*, and *theirs* alone (without a noun).

You can use his and its before nouns and alone.

	Don't use an apostrophe (') with possessive pronouns.
	12. Use possessive adjectives or possessive pronouns in these sentences:
1)	Example: The red coat belongs to me. It's my coat. It's mine. That big modern camera belongs to Jim. It's camera. It's
2)	The car in front of the house belongs to the Browns. It's
3)	car. It's The watch on the shelf belongs to Burul. It's watch. It's
4)	This record belongs to us. It's record. It's

5) That bike belongs to you, Mark. It's _____ bike. It's ____

	13. Choose the right word.	
1)	1) Is this your/yours mobile? Is	this your mobile?
2)	2) It's their/theirs problem.	
3)	3) Are these your/yours shoes?	
4)	1) Is this camera your/yours?	
5)	5) That's not $my/mine$ umbrella. $My/mine$ is	blue.
6)	3) They know $our/ours$ address but we don't k	know their/theirs.
7)	7) They have two children but we don't know	their/theirs names.
	14. Write the correct possessive pronoun for	each sentence:
	Example: That car belongs to me. That car i	<u>s mine</u> .
1)) That photograph belongs to them. That pho	tograph is
2)	2) That bracelet belongs to me. That bracelet i	.s
3)	B) This suitcase belongs to us. This suitcase is	•
4)	1) These football boots belong to him. The	ese football boots are
۲\	,	1 11 771 1
5)	5) This computer game belongs to me and my	brother. This computer
G)	game is	
O)	6) That motorbike belongs to that man. That r	notorotke is
	15. Put in the missing possessive pronoun or a	adjective:
1)) Is that the Taylors' house? Yes, it's <u>his</u> .	
-	2) This is ball. It belongs to me.	
	B) Burul has bought that cassette. It's	
4)	4) The bag on the chair is It belong	gs to you.

5) Is that Fred's mobile? Yes, it's _____.6) That camera belongs to Gulnaz. It's _____ camera. 7) We live here and we like _____ new home very much. 8) Give the bird _____ food. to affect to trust to rely on to avoid family values open-minded sibling to respect responsibility domestic chores patience dishonesty to have a respect for somebody

1. a) Explain this statement. Do you agree or disagree with it?

To have good friends, you must be a good friend.

1. b) Think of your best friend. Why is that person your best friend? What do you like about your best friend? Tell your partner.



My best friend is Dinara. When I'm sad, she's always ready to listen to my problems. I feel that I'm not alone.

- 1. c) Work in pairs. Make a list of the qualities of a good friend. For example:
- · Good friends listen to each other.
- · Good friends help each other when they've got problems.
- · Good friends respect each other.
- 2. a) Read the text. Which qualities of a good friend you mentioned in exercise 1c are in the text?

Example: Sabyr - Good friends respect each other.

My best friend



Shirin

My best friend, Dilbar, lives next door to me. What's more, we're in the same class at the same school! We spend most of our free time together and that is why we know a lot about each other. We had our ups and downs, but we could solve all our problems together. I can share all my secrets with her because I'm sure that she is very reliable and trustworthy. I know she'll always be there for me.



I've got lots of friends, but only one of them I can call "my best friend". His name's Timur. He's the same age as I am. Our hobbies are playing chess and swimming, and we're also interested in the same music. Our favourite singer is Eminem. We both think that he's

a cool dude! We love the same subject at school. That's Geography. Why is Timur my best friend? I think we've got a lot in common.

My best friend is Sarah. We get on well together. What I like about her? She's the best adviser I've ever known. She is always ready to give me a hand. For example, I don't often know what to wear for parties. So, Sarah is always there to help me choose the right clothes. I also give her advice when she needs it. I think, we know each other better than our parents know us. It's very important to have someone to give you advice.



My best friend's name is Rustam. I think I'm very different from my best friend. I'm short and thin but Rustam is tall and well-built. He plays basketball and does karate. As for me, I don't like sports at all. I love watching films instead. I know about almost all the actors, their lives, and their films, but Rustam can't even remember



the names of the films he has seen! Why are we friends? Just because we respect each other and each other's interests. When we get together it's always fun to talk about different things.

2. b) Read the text again. Complete the gaps with the names.

Example: a) Shirin and Dilbar are neighbours.

- 1) _____ and ____ are neighbours.
- 2) _____ and ____ give each other advice.
- 3) _____ differs from his best friend.
- 4) _____ shares her secrets with her best friend.
- 5) _____ and ____ speak on different topics.
- 6) _____ has got the same hobbies as his best friend.



3. a) Look at the highlighted phrases in the paragraphs above and match them with the expressions below.

- 1) "She is always ready to help me" ready to give me a hand.
- 2) "We had good moments and bad moments" -
- 3) "We have similar interests" -
- 4) "I can count on her when I need a friend" -
- 5) "We like one another's company" -
- 6) "I can trust her" -
- 7) "She is good, honest, and sincere" -

3. b) Spend 1-2 minutes to remember the phrases from exercise 3a. Work with the partner and test each other.

She is always ready to help.

Ready to give me a hand.

Grammar

Present Simple (+), (-)



4. Complete the table for the Present Simple in positive and negative sentences.

Positive (+)	Negative (-)
I play	I play
he/she/it	he/she/it
you/we/they	you/we/they

Pronunciation



5. a) Write the words in the correct column.

gives	likes	watches	relaxes	
respects	spends	dresses	works	
knows	studies	gets	finishes	

[z]	[s]	[iz]
gives	likes	watches





) 5. b) Listen and repeat.



6. Look at the examples in the second column. Complete the rules with -es, -ies, -s, irregular, or does not.

Rules	Examples
a) Most verbs add <u>-s</u> .	He gives/she thinks/it works.
b) Verbs ending in -s, -ss, -sh, -ch add	He watches/she washes/it finishes.
c) Verbs ending in a <i>consonant</i> + y, y changes to	He studies/she carries/it flies.

Rules	Examples
d) Verbs ending in a <i>vowel</i> + <i>y</i> , <i>y</i> change.	He plays/she enjoys/it pays.
e) Go, have, and do are	He does [dAz]/she goes [gauz]/it has (not he haves)



7. Complete the sentences with the correct form of the verbs in exercise 5a. Not all the verbs are used.

Example: He doesn't get up early in the morning (-).

- a) He $\underline{\hspace{1cm}}$ early in the morning (-).
- b) Aizada _____ her parents and grandparents. (+)
- c) My best friend _____ me good advice. (+)
- d) Our lesson _____ at 12.00 p.m. (-)
- e) My aunt ______ beautifully. (+)
- f) Vladimir _____ the answers to all my questions. (-)
- g) Jack _____ even at weekends. (+)
- h) She _____ for her exam. (+)



8. a) Write true sentences about yourself with the Present Simple positive or negative.

Example: I share my secrets with my friend./I don't share my secrets with my friend.

- a) share my secrets with my friend
- b) walk to school
- c) do karate
- d) enjoy shopping
- e) study history
- f) do homework every day
- g) take the dog for a walk
- (2) 8. b) Work in pairs. Listen to your partner's sentences. Then tell the class about your partner.

Meerim shares her secrets with her friend.



9. Change the sentences.

1) He lives in a big house in the country. I live in a big house in the country.

2)	Jamilya gets up early.
	We
3)	They don't drink coffee.
	She
4)	We study History.
	He
5)	You don't like Indian food.
	She
6)	I always do my homework.
	Sanjar
7)	My father watches sport on TV.
	You
8)	Alen studies Maths at university.
	They
9)	Elvira and Azamat live in New Zealand.
	Mirgul
10)	She doesn't share her secrets with her sister.
	I .

Writing



10. Write a paragraph about your best friend.

- Look at the paragraphs in exercise 2 a.
- · Notice how the teenagers describe their best friends. E.g., what they do together, what are good features of their best friend, why they are best friends.
- · Think of your best friend.
- Take notes of what you do together with your friend, what are good features of your best friend, and why you're best friends.
- · Write a paragraph describing your friend.
- Read your paragraph and check for grammar and spelling mistakes.



respect somebody spend time together tell somebody one's secret get on well together have a lot in common have ups and downs

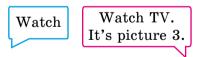
adviser / share secrets with somebody give somebody advice reliable/give a hand trustworthy be there for somebody

1. a) Match the photos to verb phrases in the box.

go for a walk listen to music watch TV play computer games go to the cinema read books meet friends play the guitar



- 1. b) Listen, check, and repeat the phrases.
- 1. c) Test your partner. Say the verb and your classmate calls the whole phrase and show the picture.



- 2.) 2. a) Discuss with your classmate. Who do 12-year old teenagers spend more time: their friends or their family?
- 2. b) Read the text and check your answer.

It's interesting to know who 12-year old teenagers spend more time, with their family or their friends. A journalist interviewed some teenagers. Do you want to know the result?



I can't say that I spend more time with my family. I'd rather say that I spend more time at home, being alone. I like reading books alone at home. I like reading books when it's quiet and when nobody disturbs you. Most of my friends spend their free time playing computer games but it's different for me. I don't play any computer

games and hardly ever surf the internet. I think playing computer games is for lazy teenagers. Sometimes on the weekends I go for a walk with my friends. We stroll in the park or go to the cinema.



I think I spend more time with my friends than with my family. My parents very often work long hours and I have to be at home alone. I hate being alone — it's too boring. When my parents are at work, I often invite my friends over and we play computer games. Our favourite game is Minecraft. About two months ago, I started

learning to play the guitar and my friends became my audience. They say that I'm making some progress and I want to believe them!



I like going to the cinema to see new films and cartoons. My mother says that I'm a cinemaddict. My favourite actor is Orlando Bloom. I have seen all the films in which he was starring and I have some really nice posters of him in my room. I go to the cinema with my friends or my family. Every evening after dinner I

go for a walk with my family because my friends live far away from me. And I watch TV with my family at weekends. On weekdays I go to school, do my homework, and help my parents.

2. c) Read the text again. Who says these sentences?

- a) I like reading short stories. → Nurzada likes reading short stories.
- b) I watch TV at weekends.
- c) I play computer games with my friends.
- d) I don't play computer games.
- e) I go for a walk with my family.

2)) 2. d) Discuss the questions with your partner.

- 1) Write a list of five activities you enjoy doing with your family and a list of five activities you enjoy doing with your friends. Then discuss: How different are the two lists? Why do you think this is?
- 2) Who do you spend more time with, your family or your friends?

	at the questions of a er's questions in the co	an interviewer with Burul. Put the rrect places.
Example:	(1) Do you go to the c	inema?
b) Do you wa	o for a walk with your atch TV? o to the cinema?	friends?
Interviewer: Burul: Interviewer: Burul: Interviewer: Burul:	Yes, I do. I like goi and cartoons. I go to family. (2)	rening to the cinema to see new films the cinema with my friends or my vening after dinner I go for a walk se my friends live far away from me. V with my family at weekends. On ool, do my homework, and help my
Grammar	valo (2)	
Present Sim 4. Comple	•	sent Simple in interrogative sentences.
Inte	errogative (?)	Negative (-)
I play	?	Yes, I/No, I
Does he/she	/it play? we/they play?	Yes, he/she/it does./ No, he/she/it doesn't Yes, you/we/they/ No, you/we/they
a) – <u>Do</u> you – Yes, I <u>d</u>	our father work in ho	

No, they _____d) - _____ Jane go to the cinema with her friends?

- Yes, she _____

e)	— it rain a lot in spring in Kyrgyzstan?	
	- Yes, it	
f)	– Marat and Anvar play football?	
	- Yes, they	
g)	you play the piano?	
	- No, I	

6. a) Put the words in the correct order to make questions.

- 1) go for a walk/your parents/do/with you? → Do your parents go for a walk with you?
- 2) you/do/shopping/like?
- 3) at the weekend/do/play/you and your friends/tennis?
- 4) listen to rap music/your best friend/does?
- 5) your mother/does/every day/cook?
- 6) like/do/computer games/you.
- (e) 6. b) Work in pairs. Ask and answer the questions from exercise 6a.
- 21) 7. a) Read the activities. Find out which of your classmates do the activities in the table. Also find out who they do these activities with.

Example: A: Do you go for a walk?

B: Yes, I do.

A: Do you go for a walk with your family or your friends?

B: I go for a walk with my friends.

Activity	Classmates
 go for a walk listen to music watch TV play computer games 	Aigul (her friend)
5) go to the cinema6) read books7) meet friends8) play the guitar	

(2)) 7. b) Tell the class.

My classmate, Aijan spends most time with her friends.

	read newspapers?
	he listen to classical music?
	•
	people in your country like sport?
	,
,	she earn much money?
	you eat lunch at school?
	·
·	Daniyar usually wear jeans?
•	•
	Fatima and Rasul play musical instruments?
•	·
•	they play sport in the gym?
– Yes,	•

go for a walk play computer games meet friends listen to music go to the cinema play the guitar watch TV read books



1. a) Match pictures 1-12 with the words from the box.

Example: play = picture 4

play	sweep [swi:p]	cook	listen to
watch	take	brush	wash
iron [ˈɑɪən]	sing	dance	wait for



- 1. b) Listen and repeat the words.
- (2)) 1. c) Describe the activities in the pictures.

 Example: picture 1 = cook dinner/cook meal
- 2)) 2. Work with a partner. Test each other.



21) 3. a) Look at the pictures. What are the people doing?

3. b) Which pictures can go with the following verbs: wash, play, brush, take and wait for? Match the verbs with the pictures. Some verbs can go with more than one picture.

Example: wash = picture 1.



3. c) Make the phrases to describe the pictures.

Example: $picture 1 = wash \ a \ car$.

2') 3. d) It is important to remember the words that often go together. Practise saying the phrases from exercises 1c and 3c. Then test your partner like this:



Play football, play board games, play chess.



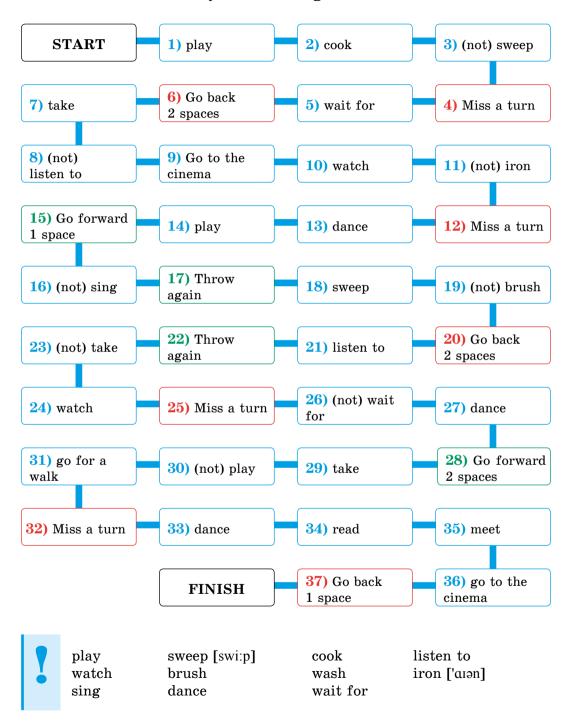
4. Complete the sentences with the verbs from the box. Use the verbs in the correct form.

Example: Mu father always watches TV in the evenings.

sweep	wait for	play	listen	brush
watch	iron	take	wash	listen
a) My fathe	er always	TV in the ev	enings.	
b) I	to a radio when	I drive to wor	k. I never	$_$ to the CD
player.				
- 0	ner Azamat loves	sport: he	football, bac	lminton and
d) My sister	· lives in the bathr	oom! She	the shower fo	r two hours.
, ,	the clothes			
•	e do the housew	·	•	
•	it.	,		v
	my teet	h before and a	after the breakfa	ast.
h) My frier	nd is really impa	tient. She ca	n't mor	e than five
minutes!				
5. "Sper	nding Time"			

- Take 4 small pieces of paper and write your name on each piece.
- · Work in groups of 4. Collect all pieces of paper in your group and mix them.
- Put all the cards with names face down in a pile in the center of a desk.
- You need a dice and a counter. Player 1 rolls a dice and goes along the board as many steps as the dice shows, for example, number 3.
- Player 1 takes one card with the names from the pile and makes up a sentence about the person whose name is there. For example, Nursultan doesn't sweep the floor on Fridays. OR Nursultan never sweeps the floor. OR Nursultan doesn't sweep the floor in his sister's house.. etc.
- · If Nursultan says that information is true about him and grammar is correct, Player 1 can stay on his place. If the information is not true or grammar is not correct, Player 1 goes back to the place where he/she was before.
- · Now Player 2 rolls the dice.

- REMEMBER! You must go back if: 1) information is not correct.
 2) you make a grammar mistake.
- · The winner is the Player who first gets to the FINISH.



4A Yes, I love it!

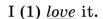
Lessons 32-33



1. a) Complete the key words and phrases from the box.

don't mind don't like like hate love really like







I (2) _____ it.



I (3) _____ it.





I (4) _____ it. I (5) ____ it.



I (6) _____ it.



ຼາງ 1. b) Listen, check and repeat.



2. a) Aigul found two more friends at school. Read about Kashi and Lorenzo. What do they like?





Kashi loves Maths and Physics, really likes dancing and doesn't mind spending time with friends outside. She doesn't like doing housework and hates shopping for food.

Lorenzo loves dancing, really likes being outside and likes sport. He doesn't mind playing computer games sometimes, but he doesn't like staying at home a lot. He hates cold weather.

2. b) Look at the activities in the box. What activities do you think Kashi likes and what activities do you think Lorenzo likes?

going to the gym [dʒɪm]	playing football	sweeping
doing homework	listening to music	watching TV
playing chess	taking photos	

(1) 2. c) Listen and check your answers. Are you similar to Kashi or Lorenzo? Why?

Grammar



love/like/don't mind/hate + plural noun verb + -ing

Present Simple: he and she

She loves apples.

She doesn't like computer games.

He hates cold weather.

He doesn't mind sweeping the floor.

3. a) Complete the table to show the spelling rules of the -ing form.

Most verbs	Verbs ending in -e	Verbs ending in consonant + vowel (a, e, i, o, u) + consonant
$\begin{array}{ccc} cook & \longrightarrow & \underline{cooking} \\ watch & \longrightarrow & (1) & & \\ play & \longrightarrow & (2) & & \\ study & \longrightarrow & (3) & & \\ \end{array}$	dance → <u>dancing</u> take → (4) drive → (5)	$\begin{array}{ccc} \text{shop} & \xrightarrow{shopping} \\ \text{swim} & & (6) & \phantom{aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa$

(1) 3. b) Compare with a partner. Listen, check and repeat.



4. a) Match pictures 1-12 with the words from the box.

Example: playing chess - picture 3

playing chess	sleeping	playing com	puter games	
doing homework	doing the	housework	spiders	flying
watching TV	coffee	swimming	dogs	singing



4. b) Work with a partner. Ask your partner what he or she likes and doesn't like. Use the pictures to help you.

Do you like playing chess?

No, I don't – I hate it!

It's OK. I don't mind it.

Yes, I love it!



don't mind sleeping doing homework flying sweeping

hate playing computer games doing the housework watching TV playing chess playing chess spiders going to the gym taking photos



1. a) Read about different types of behavior in different countries. Is there any new information for you? Tell your partner.



I study at the International School now. In my class there are a lot of students from different countries. Now I know a lot of things about how people in different countries live.

When people visit a foreign country, they don't often think about what they can and what they can't do there. But it's very important, because differences

in culture very often can become the reason for problems if you don't know about them.

For example, people in many countries often give flowers as a present for different events, like birthday, dating, weddings and many others. But be careful! Some flowers are not a good present. In Russia and Kyrgyzstan, carnations are the symbol of Victory Day. In Germany and Italy people never present carnations, because they are the symbol of death there.



Tourists in Germany sometimes make another mistake when they use a knife for eating boiled potatoes. Germans think that you don't like their cooking and think that potatoes are not well-cooked.



Spitting is usually a bad habit in most countries. But in African tribe Maasi people always spit on their hands before they shake hands with other people. They often spit on children because they wish them health and good luck!



In many countries showing tongue is not very polite and people hardly ever do it in public places. In India people usually show their tongue when they are angry. People are so different!



- (1) 1. b) Do you know any other interesting traditions? Tell your classmates.
- 2) 2. Look at the highlighted words in the text. Answer the questions.

- a) What question do all these words and phrases answer? What do we call them?
- b) What grammar tense do we use these words and phrases with?
- c) Put the highlighted words from the text onto the diagram.

 $0\% \rightarrow 10\% \rightarrow 20\% \rightarrow 30\% \rightarrow 70\% \rightarrow 90\% \rightarrow 100\%$ never always

- d) Choose the correct position A, B or C for the highlighted phrases.
- 1) I A listen B to music C
- 2) He A is B late for classes C



3. Put the adverb of frequency in the correct place in the sentence.

Example: In Thailand people touch other people's head. (never)
In Thailand people never touch other people's head.

- 1) In Japan people take off their shoes before they enter the house. (always)
- 2) In Arabic countries people eat when they are standing or walking. (never)
- 3) People give yellow flowers in Bulgaria. (never)
- 4) Russians touch other people's clothes and ask where people got them. (often)
- 5) Swiss watches cost a lot of money. (sometimes)
- 6) People in Germany give flowers wrapped in paper. (hardly ever)
- 7) In China watches are bad presents. (usually)



4. a) Choose the adverbs from the box to make the true sentences about your partner. Don't ask any questions.

always	usually	often	sometimes
not often	hardly ever	never	

For example: She hardly ever listens to rock music.

- 1) He/she listens to rock music.
- 2) He/she reads poems.
- 3) He/she goes to school on Saturdays.
- 4) He/she visits relatives.
- 5) He/she watches TV in the morning.
- 6) He/she sweeps the floor.

- 7) He/she plays board games.
- 8) He/she wears red clothes.
- 4. b) Work with a partner. Read the sentences to your partner to check your ideas. How many correct ideas do you have?

I think that you usually listen to rock music.

Yes, that's right.

No, I never listen to rock music. I don't like it. I like hip hop.

Project work "My family traditions"

You are going to do a project about your family traditions. You need:

- · White and coloured paper
- · Coloured pencils or crayons
- Scissors
- · Glue
- Take a piece of paper and divide it into eight sections. In every section you are going to write different information. See the plan below.
- Don't forget! You can use drawings, different elements (envelopes, notebooks, pockets, etc.) to make your work more interesting to read.

Section 1	Section 2	Section 3	Section 4
Write information about your family: how many people are there? What are their names? How old are they? What are their hobbies? etc.	Write down what people in your family always do. For example: We always have dinner together at 7 o'clock. We always visit our relatives on Sundays. etc.	Write down what people in your family usually do. For example: We usually watch comedies in the evenings.	Write down what people in your family often do. For example: We often cook plov.

Section 5	Section 6	Section 7	Section 8
Write down	Write down	Write down	Write down
what people	what people	what people	what people
in your family	in your family	in your family	in your family
sometimes do.	don't often do.	hardly ever do.	never do.
For example:	For example:	For example:	For example:
We sometimes	We don't	We hardly ever	We never drink
go to the cinema.	often buy new	go abroad.	cold tea.
	furniture.		



always not often knife usually hardly ever show tongue often never polite sometimes spit



1. a) Read the text and answer the questions:

- a) What is the name of Aigul's new project?
- b) What is the Guinness Book?
- c) How many people are there in Aigul's Book?
- d) Why does she put them in her book?

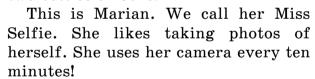
I really like studying in my new school. We often do interesting projects here. My new project is about my classmates. I call it "Aigul's Book of Class Records".

I like surfing the Internet. Some time ago I found information about the Guinness Book. In this book you can find a lot of interesting facts about very unusual and interesting people, about animals, nature and many other things.

In my class there are a lot of interesting students. I want to make a book about them.

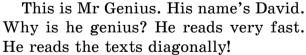


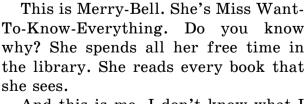
This is James, He's Mr Big Lunch, He can eat four hamburgers and drink two bottles of Coke!





This is Natasha, our Miss Gymnast. She started doing gymnastics ten years ago, and now she's twelve.







And this is me. I don't know what I can do very well, but I want to be in my book too! Can you help me?







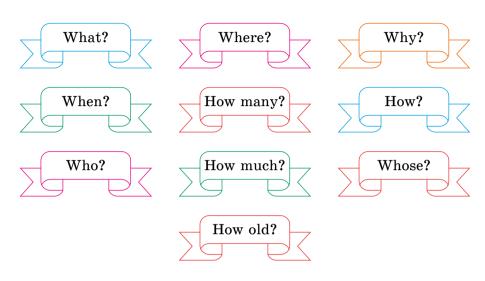




1. b) Look at the text again and answer the questions.							
1) Who likes taking photos?							
2) Who likes	-						
*	vid in Aigul's Book?						
o) why is Da	via in riigai 5 Book.						
Why?	do you think is the most						
	the question words from t ul's friends.	he box and complete t	he questions				
How?	How many?	What kind of?	When?				
What?	How much?	Where?	Why?				
How often?	Who?						
1) What do A	Aigul's friends like?						
· 	hamburgers can James	est for the lunch?					
,	Coke can James drink?						
,	does Marian take photo						
•	did Natasha start doin						
	is David genius?	g gymnastics:					
•	does he read books?						
,	does Merry-Bell live?						
•	<u> </u>						
,	, and the second se						
10)	10) doesn't know what he/she can do well?						
Grammar							
Graiilliar							
3. a) Look use to ask	at the questions in exercise about:	se 2. Which question w	vord(s) do we				
a person? Who?							
a place?							
a time?							
a thing?							
the reason for	the reason for something?						
the way you do something?							
3. b) We often add another word to <i>How</i> and <i>What</i> to make two-word							
questions, for example How many? Find three examples in exercise 2.							

4. Complete the sentences with the correct question words.

Example: _____ is your hobby? Drawing What? is your hobby? Drawing



 are you late?	I've missed the bus.
 lessons do you have?	Six lessons.
 is that man near the door?	My uncle.
 do you go to the club?	At 6 o'clock.
 is your sister?	She's eleven.
 are you crying?	I've lost my keys.
 is the kitten?	Under the chair.
 will you get to Osh?	By car.
 do you usually do in the evenings?	Watch TV.
 is the coffee?	It's 150 som.
 sports do you like?	I like basketball.
 bag is it?	It's Aigul's bag.
	sports do you like?

Word order in questions

Question words	Helper (auxiliary verb)	Subject (+ main verb)
What	do	Aigul's friends like?
How often	does	Marian take photos?



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

- 1) get up/in the morning/you/do/what time? What time do you get up in the morning?
- 2) you/do/go dancing/how often?
- 3) go to school/how/you/do?
- 4) your/when/birthday/is?
- 5) what kind of / like / you / music / do?
- 6) favourite/what/vour/is/colour?
- 7) you/how much/do/take/sugar/in your tea?
- 8) learn English / do / why / you?

(2) 5. b) Ask your partner the questions from exercise 5a.



6. "What is the question?"

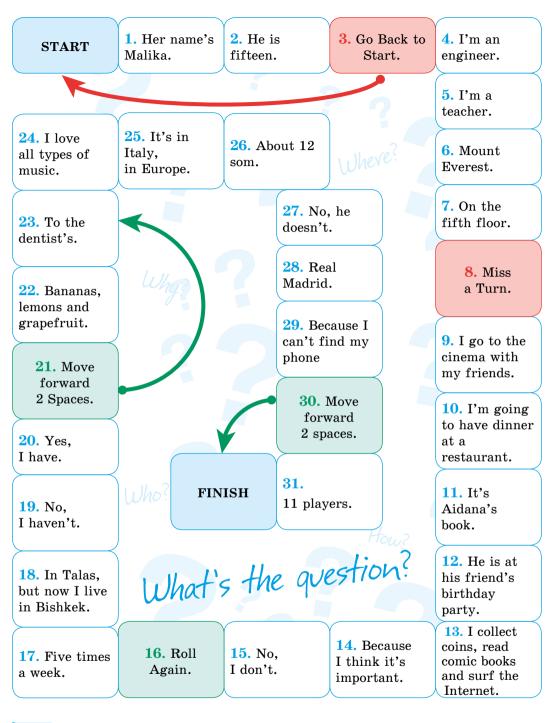
• Play in small groups of 3-4 people. You need a dice counters for each player.

· Player 1 throws a dice and makes as many steps along the board as the number on the dice shows. For example, Player 1 stops on number 2. There is an answer there: He is fifteen.

and

- Player 1 must think of a question that matches the answer. For example, How old is your brother? Or How old is your friend? Or How old is Ansar? etc.
- If all the players like the question because it has GOOD GRAMMAR and it MATCHES the answer, Player 1 can stay on his place.
- If the players don't like the question, Player 1 goes back to the place where he/she was before.
- If you are not sure, ask your teacher to help you. But YOU know everything yourself!







surf the Internet read the text diagonally

genius take a photo of somebody do gymnastics

1. a) Look at the photos of different countries around the world. What countries are they?

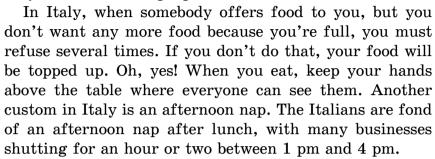


- 1. b) Work with your partner or in small groups. Discuss what you know about customs and etiquette rules that people have in these countries.
- 1. c) Look at the title of the lesson. How do you understand the proverb? Discuss with your partner.
- 2. a) Aigul and her friends are talking about some common etiquette and customs in their countries. Read the text and compare with your ideas. How many of your ideas did you find in the text?



People in Spain typically eat lunch from 2 o'clock and dinner from 9 o'clock. If you want to have dinner in a restaurant, don't arrive there early. Nobody will open the door for you because many of the restaurants will be closed. When you go to a bar, don't be shocked by dirty floors. It's normal to throw things, such as napkins, on the floor. It's a sign of a good bar!

In France, we give our friends and family a kiss when we greet them. But the number of kisses is different in different parts of our country. In Paris the kissing etiquette dictates four kisses and this is OK for male friends too. You start on the left. Down south you give only three kisses to people.



In Japan, it is very important to be always on time. We try not to show anger or aggression to other people. Japanese say that if you show these emotions, you lose your face. And when you greet other people, it's polite to bow. If you do that, other people may give you a smile for your efforts.

In India many people eat with their hands, but it's very important to eat or shake hands with your right hand. Another eating taboo is touching other people's food with your lips. That is why you can't take a bite out of anything and then pass it to another person. You can't drink from a shared bottle. If you really need to



Aimon



Santino



Hanako



drink, pour it directly into your mouth without touching a bottle with your lips. It's impolite to kiss, hug or hold hands in public, but some Indian men may hold hands as a sign of friendship.

Grammar

Direct / Indirect object

21) 3. Look at the two sentences and answer the questions.

Nobody will open the door for you. Nobody will open you the door.

- 1) Do the sentences have the same meaning?
- 2) Where is the subject in each of the sentences?
- 3) Where is the verb in each of the sentences?

- 4) Where is the object in each of the sentences?
- 5) How many objects does every sentence have?

Some verbs can have two objects — direct object and indirect object. Study the examples below and do the exercises.

DIRECT OBJECT



He broke the window.

A direct object is a person or a thing that "receives the action of the verb".

He broke (What?) the window. The window received the action of the verb. So "the window" is the direct object.



The ball hit the boy.

Who did the ball hit? The boy. The boy received the action of the verb. So "the boy" is the direct object.

INDIRECT OBJECT



She gave flowers to her mom.

An **indirect object** is a person or thing that the action of the verb is **done for** or **done to**.

To whom did she give flowers? To her mom. The action was done for her mom. So "her mom" is the indirect object.



She baked bread for her family.

For whom did she bake bread? For her family. So "her family" is the indirect object.

VERB PATTERNS - VERBS WITH TWO OBJECTS

There are two possible word orders, but the meaning is the same.

subject + verb + person + thing = subject + verb + thing + to/for + person

(indirect object)

(direct object)

(direct object)

(indirect object)



Mom reads her child a book. = Mom reads a book to her child.



Nick bought his wife a gift. = Nick bought a gift for his wife.

Remember the verbs for **subject** + **verb** + **person** + **thing**: give, lend, offer, pass, read, send, show, teach, tell.

Remember the verbs for subject + verb + thing + to/for + person: buy, find, get, make.



4. Look back at the text. Find the sentences with two objects. <u>Underline</u> the direct object and <u>circle</u> the indirect object.



5. Underline the indirect object.

- 1) Nurlan threw the dog a toy.
- 2) Jannat gave Amantur a birthday present.
- 3) My uncle always sends me money for new books.
- 4) The teacher baked us some cookies.
- 5) My granny grew us a pumpkin.
- 6) Ainura tossed Aliya a football.



6. Underline the correct preposition.

- 1) Could you send the money for / to me?
- 2) My friend explained the rules for/to me.

- 3) My mother bought these balloons *for / to* us for our party.
- 4) He told the same joke for / to everybody.
- 5) He showed his collections of stamps for / to her.
- 6) He described the house for / to her.
- 7) Murad is getting some ice-creams for / to us.
- 8) They didn't say hello for / to them.
- 9) I don't want to make breakfast for / to him.
- 10) Can you lend your pen for/to Olga?



7. Rewrite the sentences in exercise 6 without the prepositions. Be careful! Some sentences are not possible to use without prepositions.

Example: 1) Could you send me the money? 2) Not possible to rewrite.



etiquette napkins sign refuse nap lose your face shake hands take a bite hug

5A Geographical features

Lessons 43-44



1. a) Match the words with the pictures.

a desert	a river	a mountain	an ocean	a lake
a hill	an island	a sea	a forest	



- 1. b) Listen, check and repeat.
- 2)) 2. Test your partner.

What's number 1?

It's a mountain.

Pronunciation

		-
		\wedge
	_	- 7
-		//
7		•

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

desert	river	mountain	ocean	lake
hill	island	sea	forest	

desert	

(1) 3. b) Listen, check and repeat.

4. Choose the correct word in the brackets.

- 1) In a *desert* there isn't any water. (lake, river, desert)
- 2) I'm afraid of the ______ because it's deep. (sea, hill, desert)
- 3) Aisuluu is swimming in the _____. (mountain, river, island)
- 4) There are many rabbits in the _____. (forest, hill, island)
- 5) My brother is a climber. He likes climbing _____. (lakes, forests, mountains)
- 6) The Atlantic Ocean is one of the five _____. (rivers, oceans, seas)
- 7) Robinson Crusoe lived alone on the _____. (island, desert, river)
- 8) Ramil jumped into the _____. (mountain, forest, lake)
- 9) Their house is at the top of the _____. (island, hill, ocean)

Grammar

Definite article the and zero article (\emptyset)



5. Add more names of each geographical feature.

Geographical features	Examples	
Deserts:	the Gobi desert,	

Geographical features	Examples
A group of mountains, hills and islands:	the Tien-Shan Mountains, the Malvern Hills, the Channel Islands
Single mountains, hills and islands:	Everest, Makalu, Fiji Island,
Rivers:	the Naryn river,
Oceans:	the Indian,
Lakes:	Lake Baikal,
Seas:	the Caribbean Sea,
Forests:	the Congo Rainforest,

\nearrow 6. Complete the rules with the or zero article (\nearrow).

- 1) Use the with the names of oceans, seas and rivers.
- 2) Use _____ with the names of lakes.
- 3) Use _____ with the names of deserts.
- 4) Use _____ with the names of a group of mountains, hills and islands.
- 5) Use _____ with the names of single mountains, hills and islands.
- 6) Use _____ with the names of forests.

\nearrow 7. Put in the or zero article (\nearrow).

7) _____ Bali Island 1) the Atacama Desert 2) _____ Amazon River 8) _____ Red Sea 3) _____ Aral Lake 9) _____ Daintree Forest 4) _____ Dnieper 10) _____ Himalays 5) — Pacific Ocean 11) _____ Everest 6) _____ Cook Islands 12) _____ Issyk-Kul Lake

(1) 8. a) In pairs, answer the questions.

- a) Which desert has got the Nile and the Niger Rivers?
- b) Which mountains are young?
- c) Where can you see black sand?
- d) Which sea is in northern Europe?

8. b) Read the dialogue between Aigul and Tom. Compare your answers. **Aigul:** Tom, are you good at Geography? Yes, I am. I love Geography. Tom: Aigul: I'm doing a crossword. Can you help me? Tom: Yes, sure. What's the first question? **Aigul:** Which desert has got the Nile and the Niger Rivers? Tom: It's very easy. (1) The Sahara Desert. **Aigul:** Which mountains are young? Tom: I think (2) _____ Himalayas Mountains. **Aigul:** Where can you see black sand? Tom: On (3) _____ Bali Island. **Aigul:** Which sea is in northern Europe? Tom: It's (4) _____ Baltic Sea. 8. c) Read the dialogue again. Fill in the gaps with the or nothing (\bigcirc) . \nearrow 9. Fill in the gaps with the or nothing (\nearrow). a) Camels are the main animal of the Sahara desert. b) _____ Irtysh River is beautiful. c) ____ Lake Victoria is between three countries: Kenya, Uganda and Tanzania. d) In _____ Kalahari Desert, summer is very hot and winter is very cold. e) People live near ____ Congo River to water their fruit and vegetables. f) _____ Jamaica Island has got 120 rivers.



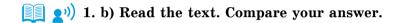
a desert a river a mountain an ocean a lake a hill an island a sea a forest

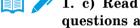
g) _____ Caribbean Islands are rich in fauna and flora.

5B

(1) 1. a) Describe the pictures. Which country is it?







- 1. c) Read the text again. Match the paragraphs 1-5 with the questions a-e.
- a) What does Kyrgyz mean?
- b) Where's Kyrgyzstan?
- c) Who's Manas?
- d) What's the capital of Kyrgyzstan?
- e) What's the flag of Kyrgyzstan like?

1. Where's Kyrgyzstan?

Kyrgyzstan is in Central Asia. Its neighbors are Kazakhstan to the north, Uzbekistan to the west, Tajikistan to the southwest and China to the southeast. Tourists come to Kyrgyzstan from different countries, for example, the United States of America, the United Kingdom of Great Britain, the Czech Republic, Germany and others.

The name Kyrgyz comes from the Turkic word for forty. Manas is the legendary hero who united forty tribes against the enemies.

3.

The national flag of Kyrgyzstan is red. There is a golden sun in the middle. This golden sun has got forty rays which mean the forty tribes of Kyrgyzstan. There is also a red ring in the middle of the golden sun. This ring with crossed lines represents the traditional roof of the vurt.

|--|

Bishkek is the capital of Kyrgyzstan. In the past it had different names such as Pishpek and Frunze. Bishkek is a large and green city. The streets are wide and there are a lot of trees and bushes there.

"Manas" is a very long Kyrgyz epic poem. Manas is a popular folk hero of the country. You can see this name everywhere. Bishkek has got streets, statues, universities, radio stations named after him. There is Manas Ordo, a historical park and museum built in his honor in Talas. There is also Manas International Airport.

1. d) Are the sentences True or False? Correct false sentences.

- a) Kyrgyzstan is in Eastern Asia. False. Kyrgyzstan is in Central Asia.
- b) Kazakhstan, Uzbekistan, Tajikistan and China are neighbours of Kyrgyzstan.
- c) People from different countries visit Kyrgyzstan.
- d) The name Kyrgyz means fifty.
- e) There is a golden yurt in the middle of the national flag.
- f) Bishkek had different names such as Manas, Pishpek and Frunze.
- g) Manas is a popular name in Kyrgyzstan.

(1) 1. e) Which information was new for you?

Grammar

Definite article the and zero article (\infty)



2. a) Complete the table.

Examples from the	Your examples	
Continents and regions of the world:	Central Asia,	Europe,
Countries:		Italy,
Countries with the words States, Kingdom, Republic		The Kyrgyz Republic,
Cities:		Paris,
People's names:		Ainura,



2. b) Study the examples in exercise 2a and complete the rules.

- 1) We use the zero article (\emptyset) with the names of the continents and regions of the world.
- 2) We use the zero article (\bigcirc) with the names of the countries.
- 3) We use the zero article (\bigcirc) with the names of the countries with the words States, Kingdom, Republic
- 4) We use the zero article (\bigcirc) with the names of the cities.
- 5) We use the /zero article (\bigcirc) with the people's names.

3. Put in the or zero article (\bigcirc).

- 1) (\emptyset) Middle Africa 7) _____ Tilek 8) _____ Aiturgan 2) _____ Western Europe
- 3) _____ New-York 9) _____ London
- 4) _____ United Kingdom 10) _____ Slovak Republic
- 11) _____ North America 5) _____ Osh
- _____ Turkey 12) ____ Kingdom of Belgium



🌈 🕬 4. Match the numbers in the map with the names of the continents.

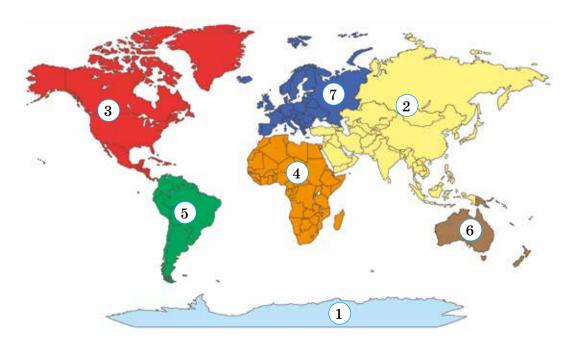
a) Asia

d) Europe

f) Africa

- b) Australia
- e) Antarctica
- g) South America

c) North America



5 .	Complete	the	sente
•	COLLEGE		~~~~

nces with the names of the continents.

- 6) Chile is in _____ 1) Canada is in *North America*. 2) Japan is in _____ 7) Germany is in 8) Thailand is in _____ 3) Kenya is in 4) Venezuela is in _____ 9) Austria is in _____ 5) Morocco is in _____ 10) Mexico is in

6. Find the mistakes and correct them. Some sentences are correct.

- a) My sisters are on holiday in Czech Republic. My sisters are on holiday in the Czech Republic.
- b) Sarah lives in the Republic of Belarus.
- c) My friend's house is in the Kant.
- d) They live in Karakol during the summer.
- e) The Australia is a continent and a country.
- f) Bishkek is the capital city of the Kyrgyz Republic.
- g) Peru is a country in the South America.
- h) The Aibek is going out with his friends this evening.

7. Write a short text about any continent or country. In your text use the names of continent and cities.



a legendary hero an epic poem a national flag

unite tribes a popular folk hero continent

represent

5C

1. a) Match the words with the pictures.

a valley ['væli] a plum [plʌm] pistachios [pi'sta:ʃiəʊz] cherries ['tʃeriz] a pear [peə] an orchard ['ɔ:tʃəd] almonds ['a:məndz] raspberries ['ra:zbəriz] currants ['kʌrənts]
a forest ['fɒrist]
walnuts ['wɔ:lnʌts]

Example: picture 1 - a forest



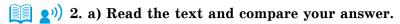
1. b) Listen, check and repeat.

2)) 1. c) Test your partner.

What's number 1?

It's a forest.

1. d) Tell each other what connection these words have to each other.



Arslanbob is a village, valley, mountains and a large walnut forest in the Jalal-Abad region of Kyrgyzstan. The Arslanbob walnut forest is in the mountains. The walnut trees in this forest are hundreds of years old, 30 meters high, 2 meters wide. The Arslanbob forest has got over 130 kinds of trees and bushes. It appeared about 1,000 years ago. According to the legend, Alexander the Great visited this forest and brought some walnut trees back to Greece. The walnuts from these trees had the name "Greek walnuts" from that time on.

The village of Arslanbob has about 11,500 people. For a month or more, the families from the village move into the forest to collect walnuts. People collect about 1,500 tons of walnuts.

In the Arslanbob Valley there are orchards with all different kinds of fruits and nuts: cherries, apples, raspberries, plums, pears, currants, almonds and pistachios. There are also other places in the Arslanbob Valley: Sacred Lake (lake Kol Mazar), Mount Babash Ata, caves and 2 waterfalls: "Big Falls" and "Little Falls." Here you can enjoy hiking and horseback riding in summer and skiing in winter.

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

- a) Where's Arslanbob?
- b) What does the legend say about the Arslanbob walnut forest?
- c) What fruits and nuts grow in the orchards?
- d) What other places can you visit?

2) 2. c) What do these numbers refer to?

130	11500	30	1,000	1,500	2
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Grammar

Articles: a/an and the

_	• •	,,_,
Arslanbob is (1) villag	e. (2) village	of Arslanbob
has about 11,500 people. (3)	walnut trees in the	his forest are
hundreds of years old, 30 meters	s old, 2 meters wide.	For a month
or more, (4) families from	the village move into	the forest to
collect (5) walnuts.		

3. Complete the sentences with the articles a/an, the or zero article (\bigcirc).

	4. Match the articles in exercise 3 with the rules.
	Example: Arslanbob is (1) \underline{a} village. \rightarrow Rule d
b) c)	We use zero article ((()) when we talk about people or things in general. We use the when we know or can see which thing we're talking about. We use the when we mention something again. We use a/an when we mention something for the first time.
	5. Read the sentences and answer the questions.
	I like cherries. C) The cherries in my garden are sweet. I like cheese. d) Put the cheese on the plate, please.
2)	Which of the sentences are about people or things in general? Which of the sentences are about particular people or things? Are the sentences True or False?
b)	When we talk about generalisations, countable nouns are in plural. When we talk about generalisations, uncountable nouns are in plural. When we talk about generalisations, we use the article $\it the$.
	6. Read the sentences. Are the sentences generalisations or not? Choose the correct answers.
2) 3) 4) 5) 6)	Lions / The lions are dangerous. Lions / The lions over there are going to attack the rabbit. I love classical music / the classical music. Weather / the weather in Naryn was bad yesterday. Food / the food in this restaurant is delicious. I like almonds / the almonds, but not pistachios / the pistachios. I hate snow / the snow.
	7. Fill in the gaps with the articles a/an , the or zero article (\emptyset).
2) 3) 4)	I like (②) plums. How much are pears? They're 80 som. She's reading magazine magazine is very interesting. Give me pen, please. You can buy cherries, currants and raspberries in the Osh market.

6) Sanjar has got ______ dog. _____ dog's name is Rex.
7) Do you know _____ people over there?
8) They've got _____ garden.



8. Correct the mistakes.

- 1) Go to a board, please.
- 2) Boys in my class are tall.
- 3) How much is a book? It's 500 som.
- 4) The boys are interested in cars.
- 5) There's the pear in the basket.
- 6) Bermet doesn't like the tomatoes.
- 7) I hate coffees.



a valley an orchard walnuts waterfall

a pear a forest cherries cave

currants pistachios raspberries hiking

a plum almonds collect walnuts horseback riding

5D Trip to the United Kingdom of Great Britain and **Northern Ireland Lessons 49–51**

Reading



(a) 1. Look at the fast facts, map and flag of the country. Answer the auestions.

- a) Can you guess which country it is?
- b) What do you know about this country?

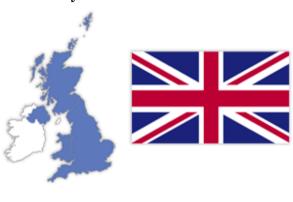
Fast facts

Capital: London

Population: 63,395,574 Official language: English Money: Pound sterling Area: 242,514 km²

Major rivers: Thames, Severn,

Tvne





2. Read the text and compare your answers.

1. What countries does the UK consist of?

The United Kingdom is in Western Europe to the northwest of France and between the North Atlantic Ocean and the North Sea. The United Kingdom is also called the UK. It's a unique country which consists of England, Scotland, Wales and Northern Ireland. England, Wales and Scotland also make up Great Britain. Great Britain and Northern Ireland together form the "United Kingdom of Great Britain and Northern Ireland". The Channel Tunnel, which opened in 1994, links the UK with France. It's the 2nd longest underground tunnel in the world.

2.

The capital city of the UK is London which is its political, economic and cultural centre. London is situated on the river Thames. It's one of the largest and the most beautiful cities in the world. Tourists can visit a lot of places of interest to get acquainted with this unusual city. One of them is Buckingham Palace which is the official residence of the Queen. Westminster Palace is the seat of the British Parliament. The British Museum is the biggest museum in London which contains ancient sculptures, manuscripts and coins.

British people live in the UK. British people can also be English, Scottish, Welsh, or Irish. It is said that the British are reserved in manners, dress and speech. They are famous for their politeness and especially for their sense of humour. The British have a strong sense of humour which sometimes can be hard for foreigners to understand.

The British start their day by having breakfast. A full English breakfast consists of bacon, sausages, fried tomatoes and toast. Cereals are also very popular in the UK. At midday people have lunch not with the members of the family but with colleagues or schoolmates. Schools and workplaces have canteens where children and adults can eat but the "packed lunch" is the most common thing to eat. A packed lunch consists of some sandwiches, a packet of crisps, an apple and a can of something to drink. For dinner British people can have "meat and two veg" which means a piece of meat with two different boiled vegetables and gravy. Gravy is a sauce made with the meat juice.

On Sunday people don't have to go to work or to school; so, they eat British food for Sunday lunch. For example, Roast Beef, Yorkshire pudding, Shepherd's Pie (minced lamb with mash potatoes), Steak and Kidney Pie, Bangers and Mash (sausages served with mash potatoes) and Fish and Chips.

3. Match the headlines with the paragraphs.

- a) Who are the British?
- b) What countries does the UK consist of?
- c) What do the British eat?
- d) What is the capital city of the UK?

4. Match the highlighted words in the text with the correct definitions.

- 1) a house, especially a large or impressive one residence
- 2) food made from the grain of cereals, often eaten for breakfast with milk -
- 3) belonging to a period of history that is thousands of years in the past -
- 4) unwilling to show feelings or express opinions -

- 5) a place where people have food and drink in a factory, a school, etc. –
- 6) very special or unusual -
- 7) an ability to understand funny things -

(1) 5. Read the text again and answer the following questions.

- 1) Where's the UK?
- 2) What countries does the United Kingdom of Great Britain and Northern Ireland consist of?
- 3) What places of interest are there in London?
- 4) Who are the British?
- 5) What are the characteristic features of British people?
- 6) Do you think these characteristic features are true for all British people?
- 7) What is a "packed lunch"?
- 8) Which of the British food would you like to try?

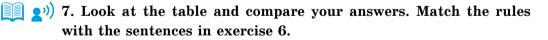
Grammar

Articles: a/an, the and zero article (\varnothing)



- (a) 6. Read the sentences below. Work out the rules why these articles are used with the underlined words in each case.
- a) The British Museum is the biggest museum in London.
- b) At midday people have lunch not with the members of the family but with colleagues or schoolmates.
- c) It's a unique country which consists of England, Scotland, Wales and Northern Ireland.
- d) The British are reserved in manners, dress and speech.







Rules

- 1) We often use $\frac{a}{an}$ + noun when we want to say what sb/sth is like.
- 2) We use *the* in front of nationality nouns to refer to "all the people in general."
- 3) We use *the* in front of the superlative adjectives.
- 4) We use zero article (-) with meals: have breakfast / lunch / dinner; before / after / for breakfast



8. Read the dialogue between Aigul and Tom. Complete the sentences with a/an, the or zero article.

Aigul: Hi, Tom. I'm looking for you.

Hi, Aigul. I'm getting ready for tomorrow's presentation on Tom: Geography.

Aigul: Yeah, you love making presentations. Last time your presentation was (1) the most interesting. What country are you going to tell about tomorrow?

Tom: Guess. It's a country in Great Britain. It's to the north of England. It's (2) _____ beautiful country with many mountains. forests, beaches, rivers and lakes.

Aigul: Is it Wales?

Tom: No. Men wear kilts and play bagpipes.

Aigul: I know. It's Scotland.

Tom: Yes, you're right. I also learned that Scotland is famous for its lake, Loch Ness. Legends say that (3) _____ giant monster called Nessie lives in Loch Ness.

Aigul: That's interesting.

Tom: (4) _____ Scottish have meat pies, sandwiches, and Scotch broth, a kind of soup for (5) ____ lunch. And...

Aigul: No, no, no. Don't tell me anything. It won't be interesting for me tomorrow.

Tom: OK. See you tomorrow.



9. Correct the mistakes. Some sentences are correct.

- 1) A great playwright, poet and actor, William Shakespeare, was born in Stratford-on-Avon, the UK on April 23, 1564. → Correct
- 2) Mountaineering is one of most dangerous kinds of sport.
- 3) What a nice dress!
- 4) A Kyrgyz like their national food, beshbarmak.
- 5) She's a most intelligent student in our class.
- 6) Marat always has the big dinner.
- 7) Most people have lunch in the canteen in their workplace or in a cafe near their work.
- 8) The French are proud of the Eiffel Tower.



a unique country consist of something official residence ancient reserved a sense of humour cereals canteen

6A What's in a name?

Lessons 52–53

- 1. With your partner, discuss the following questions.
- a) What does your name mean?
- b) Do you like your name? Do you want to change it to another name?
- c) Which names are popular in Kyrgyzstan at the moment? Why are they popular?
- d) Have you got a nickname? Do you like it? Why/not?
- 2)) 2. a) Answer the questions with your partner.
- a) What do the names 'Tom and Aigul' mean?
- b) Do you know a legend about Aigul?

(2) 2. b) Read the dialogue. Compare your answers.

Aigul: Hi, Tom. What are you doing?

Tom: I'm reading an interesting text from the newspaper. It says a person's name has a meaning and it affects our life and character.

Aigul: Let's check. I know the site that gives the meanings of the names.

Tom: OK. Tom is my nickname. My real name is Thomas.

Aigul: Hold on a minute. A person with the name 'Thomas' is quiet and clever. He likes working outdoors in nature. He's good at computers and Maths. Is it true?

Tom: Fantastic. I like working with computers. I'm interested in Maths. I like being in nature. What about your name?

Aigul: The name 'Aigul' means a flower that is beautiful like the moon. Aigul is a rare and beautiful flower which grows in Batken.

Tom: You're really beautiful. That's true.

Aigul: I know the legend about my name. A long time ago, a rich



man lived in Batken. He had a daughter, Aigul, with a face like the moon. She fell in love with the brave warrior Kozu Ulan. But he died in a battle. Aigul was very sad and came to the top of the mountain. Then she jumped off it. Shortly after that, beautiful flowers started growing on the rocks. These flowers got the name Aigul and the rock got the name Aigul-tash.

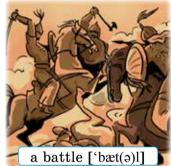
Tom: Oh, it's a nice but sad legend about love. Don't jump off the

mountain.

Aigul: Of course, I won't. I love life.

Glossary







Grammar

Past Simple in positive (+) sentences



3. Read the spelling rules in the table. Find more examples of regular verbs in the Past Simple from the legend about Aigul in exercise 2b and put them into the correct groups in the table.

Rules	Examples	Examples from the legend
1) -ed	work → worked	(1) <u>jumped</u> , (2)
2) -e → -d	dance → danced	(3), (4)
3) consonant $+ -y \rightarrow -ied$	marry → married	
4) vowel $+ -y \rightarrow -yed$	played, enjoyed	
5) double consonant + -ed	planned, travelled	

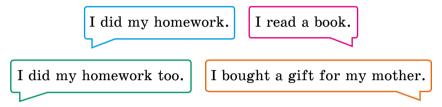
[d]		[t]			[id]	
lived died		jumped			started	l
4. b) Now in exercis		vords below. practise say				et colui
moved	looked	stopped		nted	visite	d
smiled	helped	decided	raı	ned		
5. Complete th	ne sentences	with the ver	bs from	the box	in the Pa	st Simn
smile travel						
Sillie traver	want	help m	arry	Talli	Start	move
It rained the	whole day	vesterday.				
They	•					
Nurjan		•	hello.			
				ne chai	rs from	anoth
) We			0			
classroom.		English thr	ee years	s ago.		
classroom.	_ learning	_	•	_	to anot	her wi
classroom.) I	_ learning	_	•	_	to anot	her wi
classroom.) I) Mark his friend.	_ learning fron	one part	•	_	to anot	her wi
classroom. I Mark his friend. They	_ learning fron in 20	one part o	of Kyrg	_	to anot	her wi
classroom. I Mark his friend. They	_ learning fron in 20	one part o	of Kyrg	_	to anot	her wi
classroom.) I) Mark his friend.) They) Karina	learning from in 20 t the legend	one part on part o	of Kyrg octor. I in exe	gyzstan		
) I) Mark his friend.) They) Karina	learning from in 20 to let the legender of these in	n one part of 15. become a do labout Aigurregular ver	of Kyrg octor. l in exer bs.	gyzstan rcise 2b	again an	d find t

•	O	•	J		•	
told	bought	gave	sold	became	did	
found	took	came	sent	read	wrote	
become _		5) send		9) fir	nd	
write		6) give		10) se	11	
come		7) take		11) bu	ıy	
tell		8) read		12) do		
	become _ write _ come _	found took become write come	found took came become 5) send write 6) give come 7) take	found took came sent become 5) send write 6) give come 7) take	found took came sent read become 5) send 9) fix write 6) give 10) se come 7) take 11) but	found took came sent read wrote become 5) send 9) find write 6) give 10) sell come 7) take 11) buy

-
S

8. Complete the sentences. Use the Past Simple forms from exercise 7.

- 1) Chyngyz Aitmatov wrote "The First Teacher" in 1962.
- 2) Roza Otunbaeva _____ the President of Kyrgyzstan in 2010.
- 3) Pablo Picasso ______ a Spanish painter.
- 4) On Elvis Presley's eleventh birthday, his parents _____ him a guitar.
- 5) Hans Christian Andersen _____ a lot of books in his childhood.
- 6) Walt Disney _____ drawing and photography classes as a boy.
- 9. Work in pairs. Tell each other things that you did last weekend. Find three things that you both did.





10. Correct the mistakes.

- a) Linda take a photo of a beautiful flower last weekend.
- b) They live in China in 1999.
- c) He hasd a test on English yesterday.
- d) Mira watchesd a film after cleaning the house.
- e) Samina's parents were angry because she come home late.
- f) Tahmina boughts a cabbage, a kilo of meat and two kilos of potatoes.
- g) Damira's grandmother told her fairy tales when she were a little girl.



a nickname rare fall in love with somebody a brave warrior a battle a rock

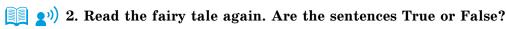
6B

1. a) Look at the pictures and try to guess what the fairy tale is about.



1. b) Read the fairy tale and compare your ideas.

Once upon a time there lived an old man who had nine sons. He was very upset because his sons didn't listen to each other and always fought with each other. Other young men beat them. One day the old man decided to teach them a lesson. He brought nine twigs from the wood and asked his sons to sit in front of him. He put all nine twigs into a bunch and gave it to them. His sons thought that their father wanted to know who was the strongest. The old man told his sons to break the bunch of nine twigs. But nobody could break it. Then he gave a twig to each son and told them to break it. His sons could easily break a twig. The old man said: "If all of you are in unity, nobody will break you. If you fight with each other, your enemies will break you as you broke every twig." Soon the old man died. His sons decided to follow their father's advice. They didn't fight with each other and lived happily in unity.



- a) The old man was upset because his sons didn't bring the twigs. False. He was upset because his sons fought with each other.
- b) Other young men were their friends.
- c) The old man wanted his sons to live in unity.
- d) His sons easily broke a bunch of twigs.
- e) They learned a lesson from his father.

Grammar

Past Simple: negative (-)



3. Find negative forms of the Past Simple in the fairy tale in exercise 1b. Complete the table with the negative form of the Past Simple.

I/vou/he/she/it/we/thev

(= did not) + verb.



4. Make negative sentences in the Past Simple.

- a) Guljan drank coffee. (milk) Guljan didn't drink milk.
- b) My mother did the washing up. (morning exercise)
- c) Kairat broke his leg. (arm)
- d) I made a cup of tea. (a cake)
- e) We visited a museum last weekend. (an art gallery)
- f) She bought a new dress for the party yesterday. (a T-shirt and jeans)
- g) As a child he liked playing football. (tennis)
- h) His parents watched a programme on TV last night. (a film)
- (2) 5. Tell each other what people didn't do 300 years ago? Use the verbs in the box.

listen watch have eat wear use

Example: People didn't listen to pop music.



6. Make the sentences negative.

- a) Our parents travelled to Italy.
- b) He had a bad dream.
- c) She wrote a book about her life.
- d) We ate a pizza and drank lemonade.

- e) Nagima and Fatima went to the cinema.
- f) Sabyr listened to the radio on the bus.
- g) They planned to arrive at the cafe at 5 o'clock.
- h) My classmates played computer games.

2¹⁾ 7. Speaking: Chain story

Work in groups of 3 or 4 people. In your group choose one of the beginnings of the fairy tale from the box. One person says a sentence to continue the first sentence. The next person continues the story. Continue until you make up a fairy tale. In your fairy tale use both positive and negative forms of the Past Simple.

- 1) In olden times there lived a Khan who had three sons.
- 2) Once upon a time there lived a king whose wife got ill and she felt that she was going to die. She called her daughter to her bedside.
- 3) A long time ago there lived a Khan who was famous for his wisdom through his territory.
- 4) Once upon a time there lived a king whose daughters were all beautiful, but the youngest was so beautiful.

Example: In olden times there lived a Khan who had three sons.

Student 1: He didn't want his sons to be lazy and he decided to send them to three different countries to see the world and to work.

Student 2: The Khan gave them a task to learn one skill which would be useful for them.



a bunch of twigs fight with somebody in front of somebody put twigs into a bunch be upset teach somebody a lesson enemy to be/live in unity follow somebody's advice

- (1) 1. a) Work in pairs. Answer the question.
- a) Do you know any legends about the places in Kyrgyzstan?
- b) What do you know about Kochkor village? Where is it?

(2) 1. b) Look at the phrases and pictures. Can you guess how Kochkor got its name?

a poor young man	Khan	a beautiful girl
fall in love with somebody	to marry	to breed camels



21) 2. a) Read the dialogue and compare your ideas.

Tom: I heard a lot about Kochkor village. It would be interesting to know how it got its name.

Aigul: There are many legends about Kochkor. One of the legends is about a poor, young man – traveler. While travelling, he stopped in one of the villages of Khan. Khan had a (1) <u>daughter</u> who was very (2) ______. A lot of young men tried to marry her but they were unsuccessful.

Tom: Did the young man see her?

Aigul: Yes, he did.

Tom: Was she really beautiful?

Aigul: Yes, she was. He fell in (3) _____ with her.

Tom: What did he do then?

Aigul: He asked the girl's father for permission to marry her. Khan laughed at him and wanted to teach him a lesson. He decided to give him a very difficult task.

Tom: Poor man. What task did Khan give him?

Aigul: Khan told the young man to breed (4) _____ for 10 years and to make their number more by 100 times. Khan said: "If you can do this task, you'll marry my daughter". The first (5) _____ was very cold. The (6) ____ was so strong that the voung man could not even open his eyes. The young man was very tired and hungry and he shouted, "Kach, kar. Kach, kar!" ("Go away, snow. Go away, snow!").

Tom: Did he stay alive?

Aigul: Yes, he did. Nature felt sorry for him. The wind became less strong, the snow stopped falling. The legend says that since that day it rarely snows in Kochkor.

Tom: Did the young man marry her?

Aigul: Yes, he did. The number of camels became more, and he married Khan's daughter. They had a (7) _____ who became a great warrior.

Oh, this legend is different from the legend about Aigul. I like Tom: legends with happy endings.



2. b) Read the conversation again and complete the gaps with the words in the box.

· · · · · · · · · · · · · · · · · · ·		son	beautiful	camels	wind	love	winter	daughter
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Grammar

Past Simple (?)



3. a) The questions are from the conversation between Aigul and Tom. Study the questions.

YES/NO QUESTIONS				
Sentences	Questions	Answers	Not	
He stayed alive.	– Did he stay alive?	Yes, he did.No, he didn't.	Did he stayed alive?Yes, he stayed.	
The young man married her.	Did the young man marry her?	Yes, he did.No, he didn't.	 Did the young manmarried her? No, the young mandidn't. 	
She was really beautiful.	- Was she really beautiful?	Yes, she was.No, she wasn't.	- Did she really was- beautiful?	

SPECIAL QUESTIONS					
Sentences	Questions	Not			
He asked the girl's father for permission to marry her.	- What did he do then?	- What did he did then?			
Khan told the young man to breed camels for 10 years.	What task didKhan give him?	- What task did Khan gave him?			

•))	3.	b)	Answer	the	questions
×	"/	υ.	\mathbf{v}_{j}	Allswei	uie	questions

- 1) What auxiliary verb do we use when making questions?
- 2) How do we answer yes / no questions?
- 3) What other question words do we use when making special questions?
- 4) Can you complete the forms of the verb be in the Past Simple?

a`) I	/he/	/she	/it	_	

b) we/vou/thev - _____

Pronunciation



(1) 4. Listen and repeat.

Did he stay alive? ${\mathcal I}$ Did he marry her? ${\mathcal I}$	(+) Yes, he did. ➤	(−) No, he didn't. `▲		
What did he do then? 🔌				
What task did Khan give him? 🔪				

5. Put did, was, or were into the gaps. Answer yes/no questions.

- a) Were you late for the lesson yesterday? - Yes, I was. - No, I wasn't. b) - _____ Aktan hungry after school?
 - Yes, he _____. – No, he _____.
- c) When _____ Aida take an exam?
- d) _____ he go to the supermarket the day before yesterday? – No, he _____. – Yes, he _____.
- e) What _____ your mother cook for dinner yesterday evening? f) - _____ they happy?
 - Yes, _____. – No. ______.
- g) When _____ vour brother born?
- h) Who _____ you talk to in the classroom yesterday?



6. Write the questions to match the answers. Start with the word in brackets.

- a) I went to the US three years ago. (When) When did you go to the US?
- b) Janysh phoned his friend? (Who)
- c) Anastasia was at home vesterday. (Where)
- d) My father washed his car last Sunday. (When)
- e) Asel did her homework after lunch. (What)
- f) My last birthday was last month. (When)
- g) We got home by bus. (How)
- h) They had lunch at 12 o'clock. (What time)



7. a) Make questions using you in the Past Simple.

- 1) What / wear / vesterday? \rightarrow What did you wear yesterday?
- 2) Where / go / last weekend?
- 3) / good at drawing as a child?
- 4) / have a glass of milk and a bowl of cereal for breakfast?
- 5) Where / go / on holiday / last year?
- 6) What time / have lunch / yesterday?
- 7) Where / yesterday?
- 8) / read / fairy tales / when you were a child?



(1) 7. b) Work in pairs. Ask and answer the questions.



8. Correct the mistakes.

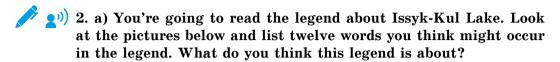
- 1) Did you took any pictures in Issyk-Kul?
- 2) What did you bought yesterday?
- 3) When did she learn to drive in 2014?
- 4) Who was he go to the theatre with last weekend?
- 5) Did you late for the lesson?
- 6) What did Ilgiz time have a shower?
- 7) Was they happy?
- 8) Where you last night?



a poor young man laugh at somebody marry

a beautiful girl fall in love with somebody to breed camels

- 21) 1. In pairs discuss the questions.
- a) Do you agree that a legend is a semi-true story?
- b) Do you know any legends about Issyk-Kul Lake? Tell your partner.





2. b) Listen to the legend and compare your list of words with the legend. How many of your words are in the legend? Compare your prediction about the legend.

Issyk-Kul Lake, called "the pearl of Kyrgyzstan", is a sacred place for Kyrgyz people. There are a lot of legends connected with Issyk-Kul. One of the legends says that once upon a time there lived a cruel khan. Coming back home from his hunt, he saw a girl of one poor man, and he was amazed by her incomparable beauty. Coming to his palace, the khan couldn't forget the girl, and got excited to remember her again and again. He ordered his servants to kidnap the girl from her village and bring her to his palace.

But the girl loved a young man. Before leaving for distant lands, he put his ring on the girl's finger and asked her not to remove it until he came back. "It will protect you from any misfortune!" the young man said. Every day the girl looked forward to exciting news about her young man.

So the girl rejected the Khan's love saving: "I love another man and cannot be a wife of the khan!" The girl was terrified and escaped to the mountains to hide herself from the khan's servants. Suddenly she found out that there wasn't a ring on her finger. The girl came back to the village to look for the ring, but the khan's servants caught her and took her to his palace. The khan kept her in the fortress and tried to persuade her to become his wife. She thought that her life without her young man would be boring and meaningless. She didn't want to become his wife and threw herself out of the window. The khan got his punishment for his evil-doings. Mountain water rushed down to the valley where was his palace and the whole valley disappeared under the lake. And at this place the lake formed.

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

mountains	village	khan	punishment	
beautiful	window	ring	love	

- 1) When did the khan see such a beautiful girl?
- 2) Did the girl accept the khan's _____? Why/not?
- 3) Whose _____ was on her finger?
- 4) Why did the girl escape to the _____
- 5) Why did she come back to the _____
- 6) What did the _____ want from the girl?
- 7) Why did she throw herself out of the _____
- 8) How did the khan get his _____?



(1) (2) 3. b) Listen to the legend again and answer the questions in exercise 3a.

(a) 4. Discuss the questions.

- a) Did you like the legend about Issyk-Kul Lake? Why/not?
- b) Do you think that the girl took the right decision to throw herself out of the window?
- c) What would you do in her place?
- d) What do you think the young man did after he returned from his journey?

Grammar

Adjectives ending in -ed or -ing

- 5. a) Read the sentences and answer the questions.
- a) She thought that her life without her young man would be boring and meaningless.
- b) The girl was terrified and escaped to the mountains to hide herself from the khan's servants.
- 1) Which of the underlined words refers to how the girl felt?
- 2) Which of the underlined words refers to what made her feel like that?
- 5. b) Read the legend again and find more examples with adjectives ending in -ed or -ing.
- 6. Choose the correct adjective with -ed or adjective with -ing in italics in these sentences.
- 1) The students were very *tired / tiring*.
- 2) Teachers find it annoyed / annoying when students are late for class.
- 3) His parents are usually worried / worrying when he's late.
- 4) I heard a very frightened / frightening story.
- 5) Bermet was *surprised* / *surprising* to find a letter on her table.
- 6) The children were terrified / terrifying when they heard a strange noise downstairs.
- 7) Horse riding can be an excited / exciting experience.
- 8) The boy was disappointed / disappointing by the test result.
- 9) When learning a new foreign language, grammar rules can be confused / confusing.
- 7. Use the word given in capitals at the end of these sentences to form a word with -ed or -ing that fits the gap.
- 1) The situation was *embarrassing* for the man and he felt uncomfortable. EMBARRASS
- 2) He's so _____ in Physics that he spends most of his time studying it. INTEREST
- 3) It was really ___ ___ not to go to the ski resort. DISAPPOINT
- 4) Listening to slow music is ______. RELAX

6)	I'm of height. FRIGHTEN
-,	Students are usually about their exams. WORRY
7)	Basketball is an sport. EXCITE
8)	It was to get a bad mark for her. DEPRESS
Sı	oeaking
	8. a) Complete the gaps with the correct adjective with -ed or -ing.
1)	Which of your subjects do you think are? (interested / interesting)
2)	What makes you feel? (worried/worrying)
3)	Do you get when somebody is talking on the phone in public places? (annoyed/annoying)
4)	Which do you find more, travelling by car or by public transport? (tired / tiring)
5)	What are you of? (frightened/frightening)
	What do you do if you feel? (depressed/depressing)
7)	What kind of activities do you think are? (excited/
	exciting)
_	8. b) Ask and answer the questions in exercise 8a.9. Tell your partner how you're feeling today and explain why. Use the following words from the box.
_	8. b) Ask and answer the questions in exercise 8a. 9. Tell your partner how you're feeling today and explain why. Use the
_) 8. b) Ask and answer the questions in exercise 8a.) 9. Tell your partner how you're feeling today and explain why. Use the following words from the box. annoyed pleased relaxed confused depressed surprised excited terrified frightened tired

10. Describe the following things in the box using the adjectives with -ing.

your first school day your dinner you had yesterday evening shopping news on TV your last holiday your present a TV program doing the housework

My first school day was interesting and exciting.



a sacred place kidnap somebody keep somebody in the fortress punishment persuade somebody to do something be amazed by something cruel escape look forward to something valley

7A Clothes make the man

Lessons 63-64



1. a) Match the words with the pictures.

Example: picture 1 = a shirt



a hat	 a sweater	 a jacket	 jeans	
a dress	 a skirt	 trousers	 trainers	
a shirt	 a coat	 socks	 boots	
a suit	 a T-shirt	 gloves	 shoes	

1. b) Listen, check and repeat.

2)) 2. Work with a partner. Cover the words and look at the pictures. Ask and answer the questions.

What's this?	It's a shirt.
What are these?	They're shoes.



3. a) Look at the photos of Tom and Aigul and complete the gaps with the words from the box.

top	T-shirt	shirt	skirt	waistcoat
trainers	sneakers	belt	jeans	



them with the words.

Today Aigul is wearing a nice plain black (1) <i>top</i> , a blue woolen (2),
a beautiful blue and white striped
(3) and (4)
Tom is wearing a pair of blue
(5), a comfortable white cotton
(6), a checked linen
(7), an expensive black leather
(8), and (9)
3. b) Listen and check.
4. Complete the table with the words from

Opinion	Design/Colour	Material	Clothes and accessories
nice	black	woolen	top

5. a) Look at the examples of different designs and materials and match

exercise 3a.

6 woolen floral cotton metal leather silk plastic wooden patterned denim 1 (10)

5. b) Add the words to the table in exercise 4.

Grammar



When you use several adjectives to describe a thing, follow the order:

opinion → design and/or colour → material → clothes or accessories

You don't need to use all types of the adjectives in one sentence.

It's a comfortable denim jacket. They are plain blue cotton trousers.

6. Look at the pictures of clothes in exercise 1 and write the description. For every item of clothes use minimum two adjectives.

Example: picture 1 - It's a warm checked cotton shirt.

- 21) 7. Work with a partner and answer the questions.
- a) What traditional clothes do people wear in your country? Describe them.
- b) When do people in your country wear traditional clothes?
- c) What do you know of other cultures where people wear very traditional clothes for special occasions?
- 2)) 8. a) Look at the photo of Douglas, Aigul's friend. Where's he from? What's he wearing?
- 8. b) Douglas's classmates ask him a lot of questions about his traditional costume. Read the text and put the questions onto the correct place.
- a) Why do Scottish men wear "a skirt"?
- b) Do Scottish men wear kilts every day?
- c) How did kilt help people to show patriotism?
- d) Why do Scottish people like kilts so much?
- e) Why did Scottish men wear kilts, not trousers?

1. Why do Scottish men wear "a skirt"?

A lot of people want to know why Scottish men wear "a skirt". The answer to the question is that this clothing is NOT a skirt. It's a kilt.

2. _____

When it comes to the national costume, we don't think that there is anything like Scottish kilts! They are colourful, very practical, exotic,



stylish and... cool! People around the world know the traditional kilts as a symbol of Scotland. It's also the symbol of patriotism!

3. _____

Scottish people were strong, proud and very patriotic. The English King George II in 1746 wanted to control the life of Scottish people and didn't let them wear kilts. But some Scots continued to wear kilts in protest. That's why the kilt became a symbol of Scottish culture and national pride.

4. _____

The weather in Highlands is sometimes very wet and the temperature is too cold at night. Scottish men used their kilts as a raincoat to cover their heads and as a blanket to cover their body at night. The kilts were also very comfortable when men climbed the mountains or crossed over the rivers. The trousers were too heavy for that.

5. _____

The kilt is "the national costume" of Scotland, but people don't wear it every day at the office or in the supermarket! People wear it for special occasions, like weddings, family parties, festivals and more.

Grammar

9. Study the examples in the box and complete the rules below.



These boxes are **very** heavy.

very heavy — it is difficult but possible to lift the boxes.



These boxes are too heavy.

too heavy — it is impossible to lift the boxes.

- We use too / very to say that something is more than we need, but it's OK.
- We use *too / very* to say that something is more than we need and we don't like it.
- We use too + adjective/verb
- We use very + adjective/verb

10. Add too or very to the sentences.

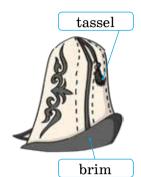
- 1) The box is *very* heavy, but I can lift it.
- 2) Mirlan is ______ young to understand this film. He'll understand when he's older.
- 3) Her cake was _____ tasty. I ate all of it.
- 4) I'm _____ sleepy to watch the rest of the film. Can you tell me tomorrow how it finishes?
- 5) Emilia runs _____ fast for me to keep up with her. I'm usually behind her.
- 6) I think it's _____ late to go for a walk. It's getting dark.
- 7) It's _____ cold today but I'm still going for a walk with my friends.



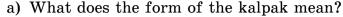
Clothes: a hat, a dress, a shirt, a suit, a sweater, a skirt, a coat, a T-shirt, a jacket, trousers, socks, gloves, jeans, trainers, boots, shoes.

Designs and materials: cotton, wooden, denim, metal, leather, patterned, woolen, silk, floral, plastic.

(white kalpak). What do you know about the history of this Kyrgyz traditional hat? Work with a partner and answer the questions below.

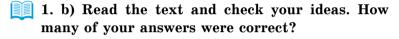


7B



- b) What detail of the kalpak is the symbol of life?
- c) What does the tassel on the kalpak mean?
- d) Why do Kyrgyz people decorate the kalpak with patterns?
- e) Is the colour of the brim important? Why?
- f) What can't you do with the kalpak?

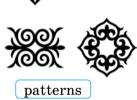




In Kyrgyz culture a kalpak is not just a hat. The kalpak is the symbol of the nation. Every detail of the kalpak has meaning.

The form of the kalpak is the shape of mount Khan Tengri. The four lines of the kalpak symbolize life.

The tassel symbolizes the connection between the man who wears it, his children and the history of his fathers.



The pattern represents the family tree.

The colour of the brim can show the age and life experience of the man who wears it.

In the past, twelve-year-old boys got kalpaks with green brims. The green brim means that they were just beginning their lives and had a lot of things to learn.

Twenty-four-year-old men got kalpaks with blue brims. Thirty-six-year-old men received kalpaks with brown brims. Brown showed that the men were married and could be useful for their Motherland. What does it mean to "be useful for their motherland?"



When a man was forty years old, he got a hat with a beige brim. It meant that the man was old enough to teach his children how to live.

A sixty-year-old man could wear a kalpak with a black brim. The black line on the white hat told people that the man was wise and could see what was good or bad.

Kyrgyz people respect their kalpak. In Kyrgyz tradition you can't:

- · kill a man with a kalpak on;
- play with your kalpak (for example, throw it up in the air);
- · put your kalpak on the ground;
- put your kalpak by your feet when you sleep. You must put it near your head;
- · sell your kalpak or give it like a present.

2.) 2. There are many sayings about the ak kalpak. Work with a partner and discuss how you understand them.

- · "If you lose your kalpak, you lose your head."
- · "Don't sell your kalpak or you will sell your mind."
- "Wear a kalpak and you won't be ill it's warm in winter and cool in summer."

	3. What i	s the infinit	ive form of the	words below	?				
a)	got		e	could _					
b)	meant _		f) said _					
c)	g) was								
d)	had		h	ı) told _					
	4. Complete the sentences with the verbs from exercise 3.								
	•		l football play			of boy.			
			_ us to prepar		st.				
			vhat his words rother		· ····and				
	•	•	nputer <u> </u>						
			red after the	=	on may.				
•		•	fficult exam y	_					
		•	s old, I	•	ith my toys	s all dav			
11,	When I w	as live year	5 01a, 1	pray w	ion my ooys	an aay.			
	5. a) Complete the groups of the irregular verbs with their past forms.								
	wore	broke	went	came	saw	sent			
	said	sold	caught	took	read	spoke			
	did	told	thought	held	gave	heard			

a) read	- <u>read</u>	say –	<u>said</u>	give	- <u>gave</u>
b) go		. do –		send	
c) take		break –		speak	
d) hold		sell –		tell	
e) see		come –		wear	
f) think	κ –	catch -		hear	
2")	5. b) Listen, ch	eck and repeat	··•		
211)	6. Say the verb	s in exercise 5a ent sound in ea	ı. Underline t ach line.	he past fo	orm of the verb
a) read	- read	say – sai	d	give -	gave
7. C	omplete the sen	itences with pa	st form of th	ie verbs ir	ı brackets.
1) Yeste	erday <i>was</i> my	friend's birth	dav. (be)		
	ne evening we			o)	
	$_{ m mother}$				
	ne party I			d yellow	jacket. (wear)
	erday I			-	
	my favo				on the beach.
(brea	ık, be)				
7) I	my favoui	rite T-shirt and	d it i	nto my b	ag. (take, put)
8) They	lovely lovely	y gloves in the	e shop near	my house	e. (sell)
trad	the internet or litional clothes i otama, or any o	in Kyrgyzstan,	for example, o	chapan, ko	
• the h	nistory of the i	tem of clothi	ng;		
what	it symbolizes	•			
• some	interesting fa	acts or legenda	s about the i	item of c	lothing; etc.
Write	e down this inf	ormation on a	poster or cr	eate a lap	book. Include
some pi	ctures to mak	e your poster	or lapbook	more in	teresting and
colourfu	ıl .				
Orgai	nize a gallery o	of your works	in the class	room.	
	tassel	brim	experience	e sh	nape
I	rregular verbs:	wore, broke, w	_		said, sold,
	aught, took, rea				

- 21) 1. Work with a partner and answer the questions.
- a) When was the last time you went to a birthday party?
- b) What did you wear?
- c) What clothes do you think are better for girls to wear for a party?
- d) What clothes do you think are better for boys to wear for a party?
- 2. Aigul wants to buy new clothes to go to her friend's birthday party. Read the dialogue between Aigul (A) and her mum (M) and answer the questions.
- a) What did Aigul want to buy? Why?
- b) What did Aigul's mum want to buy? Why?
- c) What did Aigul finally buy?
- d) Do you like her choice?
- A: I think it's easier to find something on the Internet than to spend the whole day in the market... Mum, look at these nice jeans! I think I found what I wanted.
- M: Aigul, you're going to a birthday party. I think you should buy a dress.
- A: Why? Jeans are more stylish than a dress.
- M: I don't think so. Look at this dress. It's as stylish as the jeans.
- A: But the jeans are more comfortable than the dress.
- M: Yes, you're right. Jeans are better than dresses to wear them every day. But don't forget, you're going to a party and must look smart. I think this dress is smarter than the jeans.
- A: I can buy a smart top then.
- M: If you buy these jeans with a top, it will be more expensive than the dress. The dress is cheaper.
- A: OK, let's buy the dress then.



•
•

3. a) Complete the sentences with the comparative form of the adjectives from the dialogue.

- The dress is cheaper _____ the jeans and a top.
- The jeans are _____ stylish ____ the dress.

- It's _____ to find something on the Internet than in the market. • Jeans are _____ dresses to wear them every day. • It's as stylish _____ the jeans. (a) 3. b) Work with a partner and answer the questions.
- a) How many things or people do we compare when we use the comparative adjectives?
- b) Does the comparative form of the adjectives show differences or similarities?
- c) What ending do we put to the adjective when the adjective is short?
- d) What ending do we put to the adjective when it finishes in -y?
- e) How do we make the comparative when the adjective is long (for example, expensive)?
- f) What is the comparative form of the adjective good?
- g) How do we show in English that there is no difference between two things or people?
- h) Do we put ending -er to the adjectives when there is no difference between things or people?

4. Use the text and the rules to complete the table.

Adjective	Comparative	Irregular adjectives					
smart cheap easy stylish expensive good	smarter than than than than than than than than	good – better than bad – worse than little – less than many/much – more far – further/farther					
The dress is stylish jeans.							

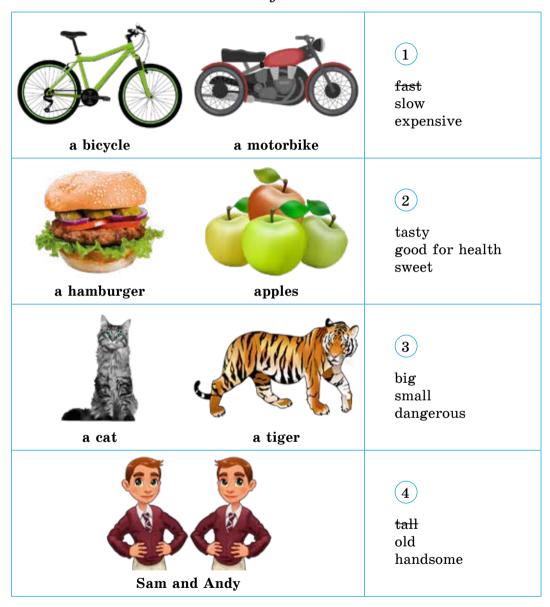
5. Write the comparatives.

L)	heavy	heavier than	8) expensive	
2)	dangerous		9) good	
3)	big		10) bad	
1)	ugly		11) little	
•	slow		12) many	
3)	nice		13) weak	
7)	comfortable		,	



6. Look at the pictures and write down the sentences comparing the things. Use the adjectives in the boxes.

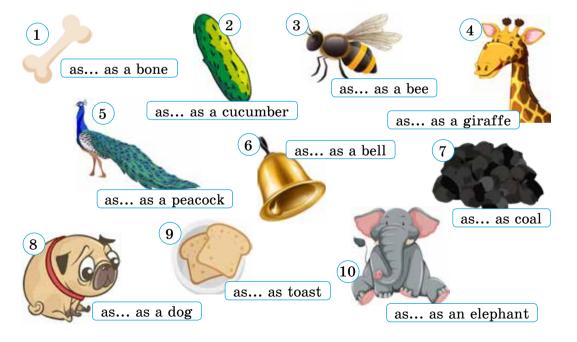
Example: A motorbike is faster than a bicycle. Sam is as tall as Andy.

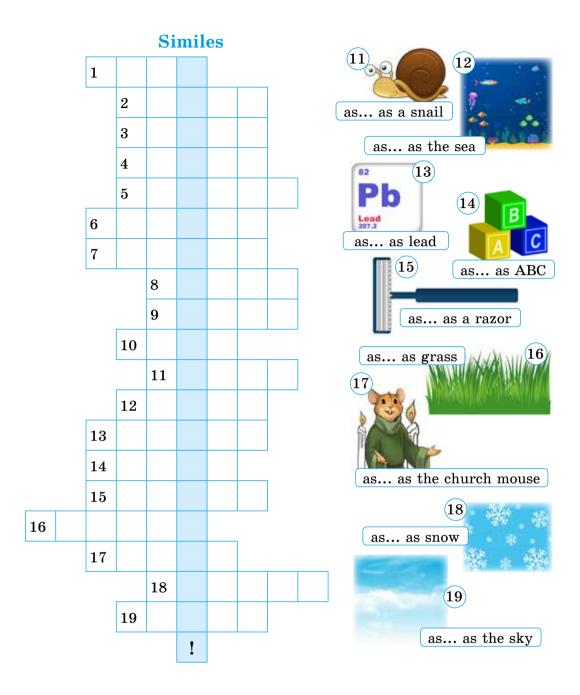


7. Complete the sentences about you and your family. (There are different variants to do it.)

Example: I'm <u>older</u> than my <u>brother</u>. OR I'm <u>taller</u> than my <u>cousin</u>.

- 1) I'm _____ than my ____.
 2) My hair is ____ than my mother's.
 3) My eyes are ____ than my brother's/father's.
 4) I'm as ____ as my ____.
 5) In my family ____ is more organized than ____.
 6) My mother is ____ than my father.
- 8. Work with a partner or small groups. Tell your partner(s) about the people in your family, without looking at the sentences in exercise 7.
- 9. Complete the sentences with the comparatives or as... as structure. Example: Russia is colder than Spain.
 - Example: 1 wood to colder than S
- 1) Russia/Spain (cold)
- 2) Dogs/cats (friendly)
- 3) A sofa/a chair (comfortable)
- 4) Driving / flying (dangerous)
- 5) Basketball players / football players (tall)
- 6) Water/Coke (healthy)
- 7) Apple/banana (tasty)
- 10. Fill in the crossword with the correct adjectives and find the hidden words.





good - better bad - worse little - less many/much - more far - further/farther peacock snail church mouse bone razor bee

1. a) Look at the photographs. Why do you think these clothes are the most unusual?



- 1. b) Now read about the clothes and check your ideas.
 - 1 Jing Mei, from China, wanted to have the most unusual wedding day in the world. And her dream came true! She became famous for wearing the longest dress in the world. The dress is 4100 meters long and weighs 1,524 kilos.
 - 3 An Indian man bought the most expensive shirt in the world. It cost \$250 000 and is made of 3 kilos of gold.
- What is the best way to use chocolate? Use it to make a dress! This is one of the tastiest dresses in the world. The Scottish designer spent two weeks to make this dress of the pure chocolate! The dress weighs 50 kilos.
- What do you think of the shoes with the highest heels? Do you think they are comfortable? Maybe yes, because Beyonce wore them in her "Green Light" music video.

2. a) Complete the sentences with the superlative form of the adjectives from the text.

- a) She wore _____ longest dress in the world.
- b) Chocolate dress is one of the _____ dresses in the world.
- c) An Indian man bought _____ expensive shirt in the world.

2. b) Answer the questions below.

- a) How many things or people do we compare when we use the superlative adjectives?
- b) What article do we use with the superlative adjectives?
- c) What ending do we put when the adjective is short?
- d) What ending do we put when the adjective finishes in -y?
- e) How do we make the superlative when the adjective is long?
- f) Can we use than with the superlative form of the adjectives?

2. c) Use the text and the rules to complete the table.

adjective	comparative	superlative
long	longer than	the
high	higher than	the
tasty	tastier	the
unusual	more unusual than	the
expensive	more expensive than	the
good	better	the best

3. Write the superlatives.

1)	heavy	<u>the heaviest</u>	8)	expensive	
2)	dangerous		9)	good	
3)	big		10)	bad	
4)	ugly		11)	little	
5)	slow		12)	many	
6)	nice		13)	weak	

7) comfortable _____

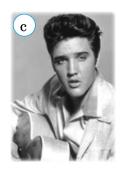


4. Put the adjectives into the superlative form.



- a) The <u>tallest</u> (tall) man in the world was Robert Wadlow, who was 2,72 meters!
- b) Jamaica's Elaine Thompson is ______ (fast) woman in the world. She ran a 100 m race for 10,71 seconds and the 200 m for 21.78 seconds.





- c) Elvis Presley was one of ______ (popular) singer of all time. He said that his mom was _____ (important) person in his life.
- d) The _____ (old) man in the world is Mbah Gotho, from Indonesia, who is 145 years old.





- e) Bill Gates head of the Microsoft is the world's _____ (rich) man: he's richer than the Queen of England!
- f) This is one of _____ (expensive) paintings. The painter is Paul Gauguin. A man (his name is unknown) bought it for \$300 million.





5. Grammar dictation. Listen to your teacher and complete these sixteen sentences with the superlative forms of the adjectives you hear.

1)	Summer	season of the year.
2)	Elephants	land animals.
	Which country	?
4)	Who	person in the world?
	Steve	
6)	Asia	continent in the world.
	Our history exams	
8)	Jupiter	planet in our solar system.
	Which flowers	
10)	The Burj Khalifa	building in the world.
11)	I think science	subject.
12)	Alison	person in our family.
13)	I	student in my class!
14)	The cheetah	land animal in the world.
	Jake's Bistro	restaurant in town.
16)	Don't watch that! It	movie in the world!

🖣 6. Superlatives

· Work in small groups. You will need a dice and a counter.

- Find your square by rolling the dice twice. The first roll shows the number on the top of the board. The second roll shows the number on the left.
- Take one minute to prepare the superlative statement about *each* of the three things. For example: "Dogs are the best friends. Cats are the nicest animals. Fish are the wettest."
- Your group mates will ask you some follow-up questions. You can choose any three things if you land on "Choose any 3".

	1	2	3	4	5	6		
1	Choose any 3	cats dogs fish	children men women	pizzas apples cakes	coffee tea water	books films music		
2	sleep exercise work	teachers doctors pilots	bananas oranges lemons	Choose any 3	spiders bees ants	days weeks years		
3	monkeys birds horses	tennis football hockey	lakes sees oceans	chairs sofas beds	buses taxis bikes	Choose any 3		
4	cars planes trains	Choose any 3	reading walking running	Bishkek Talas Naryn	bread cakes toast	pens pencils markers		
5	Russia Turkey China	water ice fire	seconds minutes hours	dramas comedies musicals	history math English	TV radio books		
6	summer winter spring	tigers lions panthers	shoes hats watches	Choose any 3	flats houses hotels	trees flowers grass		



wedding solar system elephant pure

cheetah science dreams come true

ugly

Thanksgiving 8A

Lessons 71–72



1. Study the words in the box.

A pilgrim - is a person who travels for a long distance, usually for religious reasons.







2. Read the first part of the text and answer the questions.



- 1) Where did the Pilgrims arrive?
- 2) What did the Pilgrims want to do in the new land?
- 3) Who helped the Pilgrims in the new land?
- 4) Why did the pilgrims organize the feast?

The history of Thanksgiving

The story began when the ship *Mayflower* arrived in Massachusetts. The ship brought a group of Pilgrims. They wanted to practice their religion in the new land.

That year the winter was very cold and many Pilgrims died. The Pilgrims who didn't die asked for help from the native Indians who



were their neighbours. The Indians taught them how to plant corn and other crops. The next autumn the Pilgrims got a very rich harvest and decided to give thanks to the Indians. They made a great feast that became a national tradition. Now we know this holiday Thanksgiving Day.



3. Study the words in the box.

Stuffing - mixed food which you put inside a bird before you cook it.



Gravy – a sauce that vou make from juices that come from meat when you cook it.



Cranberries





4. Read the second part of the text and answer the questions.

- 1) What is the traditional Thanksgiving meal?
- 2) How long is usually the Thanksgiving celebration?

How do people celebrate Thanksgiving now?

Thanksgiving Day is traditionally a day for families and friends to get together for a special meal. The traditional meal often includes a turkey, stuffing, potatoes, cranberry sauce, gravy, pumpkin pie and vegetables. Thanksgiving Day is a time for many people to give thanks for what they have.

There are Thanksgiving Day parades in many cities or towns. Some parades or festivals also mark the opening of the Christmas shopping season. Some people have a four-day weekend that they spend visiting their families and friends.

- 21) 5. How much do you know about Thanksgiving? Work with a partner and answer the questions.
- 1) In what year did people start celebrating the first Thanksgiving?
 - a) 1621
- b) 1777
- c) 1800
- d)1925
- 2) Which of these foods were not in the menu of the first Thanksgiving?





c) pumpkin pie



b) shellfish



d) cranberries



- 3) Thanksgiving is the biggest travel day in the USA.
 - a) True

b) False

4) What animal does the president of the USA traditionally "pardon" each Thanksgiving?





c) a pig



b) a goose



d) a turkey



- 5) Which television sport do many people watch on Thanksgiving?
 - a) baseball
- b) cricket
- c) basketball
- d) football
- 6) Where is the most famous Macy's Thanksgiving Day Parade?
 - a) Los Angeles

c) Philadelphia

b) New York City

d) Washington, D.C.

Project Work "Traditional holidays in Kyrgrzstan"

- 6. Work in small groups. Discuss together and choose one of the most popular traditional holidays in Kyrgyzstan. Create a lapbook describing the way of how people celebrate this holiday. In your lapbook use the ideas below:
- traditional food
- · the way people celebrate the holiday
- history of the holiday

Organise the presentation of your book for other students in your class.



pilgrim corn crops feast stuffing gravy cranberries goose turkey deer pumpkin pie shellfish harvest celebration

- 21) 1. Work with your partner and discuss the questions.
- · When do people celebrate New Year in Kyrgyzstan?
- How do people usually celebrate it?
- Does your family have a special tradition for the New Year celebration? Tell your partner(s) about it.
- 2.) 2. a) Look at the pictures in exercise 3. Which verb(s) or phrases from the box can you use with each picture?

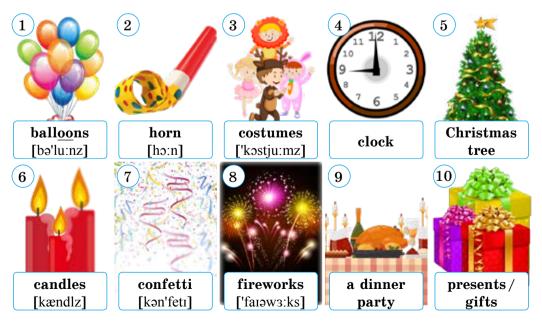
Example: set off fireworks

set off	blow up/pop	decorate	buy/give
light/blow out	organize	toot	wear
shower somebody	$\operatorname{with}/\operatorname{throw}$	strike (p.s.	struck)

2)) 2. b) Work with a partner and test each other.

Set off Fireworks

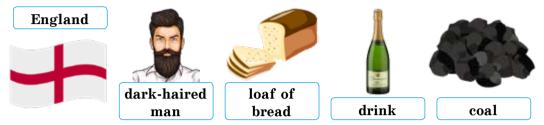
2)) 3. How are the pictures connected with the New Year celebration? Discuss with your partner.



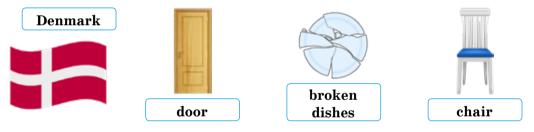
People blow up balloons to decorate their houses. People sometimes let the balloons into the air.



21) 4. People in different countries have different traditions. Look at the pictures and try to guess how they are connected with the New Year celebration. Then read the text and check your ideas.



In England people believe that the first guest who visits their house after midnight will bring good luck for them. The first guest should be a dark-haired man and he must make the family a present of a loaf of bread for the kitchen, drink for the head of the family and coal to light the fire. If you're the first guest, but don't have these gifts on you, you can't enter the house.



In Denmark people save all dishes that they don't use until the 31st of December. On New Year's Day they throw these dishes on their friends' doors. It shows their friendship and respect. If you have a big pile of broken dishes in front of your door, it means you made a lot of friends during the year.

They also have another tradition. At midnight people climb on top of chairs and jump into New Year to bring good luck.



New Year in China is an important holiday. Before the holiday they do a lot of housework and shopping.

Red colour in China means happiness. That's why people paint the front doors in red to invite happiness in their houses. They hide all the knives because they don't want to cut the family good luck for the coming year.

Chinese people believe that if you make noise, evil spirits don't come into your house. That's why they decorate their houses with plastic firecrackers to scare the evil spirits away.

Chinese people celebrate New Year for ten days. Every day has its own meaning. For example, the third day is the mice wedding. People go to bed early to give mice chance to have their wedding ceremonies.

5. Connect the two parts of the phrases.

Example: 1) Decorate → i) Christmas tree

- 1) decorate
- 2) blow out/light
- 3) organize
- 4) blow up/pop
- 5) wear
- 6) toot
- 7) buy/give
- 8) set off
- 9) throw/shower somebody with
- 10) clock

- a) costumes
- b) fireworks
- c) balloons
- d) a present/gift
- e) a dinner party
- f) strikes
- g) a candle
- h) a horn
- i) Christmas tree
- j) confetti



Example: 1) In my house we usually decorate Christmas trees a week before the New Year's Eve.

2) We usually light candles on the birthday cakes.

6. b)	Now	rewrite	the	sentences	onto	a	piece	of	paper,	but	blank	every
sixth	word	d.										

Example: 1) In my house we usually _____ Christmas trees a week before _____ New Year's Eve. 2) We usually _____ candles on the birthday cakes.



6. c) Give your blanked sentences to your partner. How many sentences can your partner write correctly?



set off blow up/pop decorate buy/give light/blow out organize toot wear shower somebody with / throw strike balloons loaf of bread candle firecracker horn confetti fireworks celebration coal

8C

1. Look at the sentences from the text "New Year around the World". Can you complete the gaps with the correct verb make or do?

He must _____ the family a present.

Chinese people ______ a lot of housework.

They _____ a lot of shopping before the holiday.

If you _____ noise, evil spirits don't come into your house.

2. a) Complete the phrases with make or do. Write them down in your notebook.

Example: 1) do homework





- (1) 2. b) Listen, check and repeat.
- 21) 3. Work with the partner. Test each other.

Homework

4. Who does or makes the things from exercise 2a at your home? Make sentences and compare with your partner.

My brother does his homework.

My mother and I do the housework.



5. a) Choose the correct word.

- a) My sister does / makes ironing in my house. does
- b) My neighbours don't usually do/make a lot of noise. They never listen to loud music.
- c) I hate *doing/making* the housework.
- d) My father is a businessman. He *does/makes* a lot of phone calls every day.
- e) My mother does / makes the shopping once a week.
- f) Yesterday I did/made dinner for my family.
- g) My father never does / makes washing up.



5. b) Tick the sentences in exercise 5a that are true for you. Change the sentences that you didn't tick to make them true for you.

Example: a) My sister doesn't do all ironing in my house. My mother does ironing.



🧀 6. Make or Do?

- Work in small groups. You will need a dice for a group and counters for each player.
- · One person in your team must keep a record of points.
- Player 1 rolls a dice. If Player 1 stops at a question, he should complete it. It will bring him 1 point. Player 1 must answer the question. If he answers the question, he gets 1 point.
- If Player 1stops on "paraphrase" and can replace the underlined phrase with an expression with DO or MAKE, the player gets 3 points.
- · The winner is the person who gets the most points.
- Complete the question correctly = get 1 point!
- Answer the question correctly = get 1 point!
- Paraphrase the sentence = get 3 points!
- · Everybody must get to the FINISH!



do homework
do the washing up
do the ironing
make the bed
do exercise

do the housework make tea make phone calls make noise make dinner do the washing do the shopping make a decision



1. Read the story and answer the questions.

- a) Where was Aigul yesterday? Why didn't she want to go out?
- b) When did she remember one day from her childhood?
- c) How did Aigul feel one day when she was seven? Why?
- d) What was she doing before the electricity went out?
- e) What was she doing until lunchtime?
- f) At the end of the story the rain stopped. What was Aigul doing?

Yesterday, it was raining thundering and all Aigul staved inside. didn't want to go out or talk to anybody. She missed her home and her parents. Aigul came up to the window and looked how the rain drops were running down window glass. While looking at the rain, she remembered the day from her childhood, when she was seven.

That day the weather was rainy, too. Aigul was playing inside the house. She wanted to be outside but had to stay in because it was raining. She was feeling tired of being trapped inside the house.



Aigul was trying to keep busy inside the house. She was reading her book until the electricity went out. Then, she decided to practise her drawing. She was practicing drawing until lunchtime. After lunch, she sat by the window and watched the rain.

While Aigul was watching the rain, the phone rang. Her mother was calling to say she was coming home. She was bringing a new game. Aigul and her mother ate ice cream and played the game.

While they were playing, the rain stopped! But Aigul didn't even notice it. She was having such a nice time with her mom!

Grammar

2)) 2. Look at the sentences from the text above and answer the questions.

While Aigul was watching the rain, the phone rang.

- a) How many actions are there in the sentence?
- b) When did they take place?
- c) Which action started first?
- d) Which action was in progress?
- e) Which action is finished?
- f) Which tense describes something that was in progress when another action happened?
- g) Which tense describes an action that happened at a specific time in the past?

Past Continuous: subject + was/were + verb + ing			
(+) singular forms	(+) plural forms		
I He She It was working	You We They were working		

Use the past continuous to describe an action in progress at a specific moment in the past.

Yesterday at six o'clock my father was driving home. Last summer I was staying with my relatives in Osh.

Past Simple or Past Continuous?

While I was watching TV, my mom came home.

I was drinking tea when I heard somebody's voice.

Use the past simple for a finished action in the past:

 $My\ mom\ came./I\ heard\ somebody's\ voice.$

Use the past continuous for an action in progress:

 $I\ was\ watching\ TV./I\ was\ drinking\ tea.$

Use While + Past Continuous

_	
/	,,,

3. Complete the sentences with the past simple or past continuous.

- a) My parents met when they (study) were studying at university.
- b) I (talk) _____ to my friend when the lesson started.
- c) I was sitting at home when I (see) _____ the news on TV.

d)	They (wait) for us when we arrived at the station.
e)	When the teacher gave the instructions, I (listen) to my
	partner.
f)	My father (drive) a car when I phoned him.
	When she went out, she (wear) a white top and blue
0,	jeans.
h)	It was raining when I (wake) up in the morning.
	I switched off the lights while I (get ready) to leave
-,	home.
	4. Complete the sentences with the past simple or past continuous.
a)	My mother (sleep) was sleeping when I (come) came home.
b)	Alina (come) when we (have) dinner.
	Nurbek (drive) fast when the police (stop)
	him.
d)	It (snow) when we (arrive) at the airport.
	It all (happen) when he (have) a shower.
	I (walk) along the street when I (see) a man on
_	a bench.
g)	When I (see) her for the first time, she (read)
٠,	a book in the park.
h)	I (jog) when a big dog (run) after me.
	When I (arrive) at the party, Nurbek and Deniza
	(dance)
i)	I (do) my last exercise when the lesson (finish)
	I (try) to fall asleep when somebody (knock)
,	at the door.
1)	When the electricity (go) off, I (work) on the
,	computer.
	· · · · · · · · · · · · · · · · · · ·
(1)	5. Look at the pictures and answer the questions.
ti	
福	
100	

- a) Were Dan and Ann a) Were the children eating ice-cream when having lunch \mathbf{at} the accident happened? o'clock this morning? b) What were Dan and Ann doing when the
 - b) What were the people doing at 10 o'clock this morning?
- a) Was the family watching TV when Sam came home?
- b) What was the family doing when Sam came home?



accident happened?

6. Study the table. Listen to the teacher and repeat the sentences.

Past Continuous: subject + was/were + verb + ing				
(?) singular forms	short answers			
Was He working at 5 o'clock?	(+) Yes, I/he/she/it was. [woz] (-) No, I/he/she/it wasn't. [woznt]			
(?) plural forms	short answers			
Were We We Working at They 5 o'clock?	(+) Yes, you/we/they were. [w3:] (-) No, you/we/they weren't. [w3:nt]			
(-) singular forms	(–) plural forms			
I He She It wasn't working at 5 [wvz(ə)nt] o'clock?	You We weren't working at 5 They [w3:nt] o'clock?			



7. a) Complete the questions and short answers about these times yesterday.

a) 8.00 a.m. →	<u>Were</u> you having breakfast?	
	– Yes, I <u>was</u> .	– No, I <u>wasn't</u> .
b) 9.00 a.m. →	Were you studying at school	?
	– Yes, I	– No, I
c) 1.00 p.m. →	you having lunch?	
	– Yes, I	– No, I
d) 3.00 p.m. →	your father sleeping	ng?
	– Yes, he	– No, he
e) 5.00 p.m. →	you playing compu	ıter games?
	– Yes, I	– No, I
f) 8.00 p.m. →	your family watch	ing TV?
	- Yes, it	– No, it

- 21) 7. b) Repeat the sentences after the teacher.
- 7. c) Work with a partner. Ask you partner the questions from Exercise 7a.

Were you having breakfast at 8 o'clock yesterday?

No, I wasn't. I was going to school at 8 o'clock yesterday.

	8. Complete	e the sentences	s with the past si	imple or past	continuous.
1)	What	(you / de	o) when I	(call) yo	ou last night?
2)	I	(sit) in a caf	fe when you	(call)	
3)	When you	(8	arrive) at the p	party, who	(be)
	there?				
4)	Susie	(watch)	a film when she	(h	near) the noise.
5)	We	(play) ten	nis when John $_$	(hı	art) his finger.
6)	What	(they/	do) at 10 pm las	st night? It	(be)
	really noisy	7.			
7)	He	(take) a sh	lower when the t	telephone	(ring).
8)	When I	(walk)	into the room,	everyone	(work).
	rain dro	ps	hurt some	ebody's finger	•
	knock at	the door	be trapped	d	

Computing 9A

Lessons 83-84



1. a) Match the words with the parts of a computer.



com <u>pu</u> ter <u>tow</u> er	_4_	mouse	
keyboard		<u>speak</u> ers	
['ki:bɔ:d]		<u>mo</u> nitor	
Internet router		right click	
[ˈruːtə]		left click	



1. b) Listen, check and repeat.



2. a) Match the words (1-8) with their definitions (a-h).

Example: $computer\ tower \rightarrow b$

- 1) computer tower
- 2) keyboard ['ki:bo:d]
- 3) Internet router ['ru:tə]
- 4) mouse

- 5) speakers
- 6) monitor
- 7) right click
- 8) left click

- a) You use it to type something on a computer. It has a lot of keys.
- b) It's a tall, vertical case that stands on a desk or floor. It's a house of computer system.
- c) It's a small thing that you move with your hand. It helps to give instructions to a computer.
- d) It helps to surf the internet.
- e) They help to hear a sound or music.
- f) It's a part of a computer that has a screen.
- g) It's a left mouse button.
- h) It's a right mouse button.

2) 2. b) Work with a partner and test each other.

Computer tower.

It's a house of computer system. It usually stands on the floor or on a desk.

3. Match the definitions in column A with the words in column B. Example: $1 \rightarrow g$

A	В
1) to move information from the internet to	a) a screen
your computer.	b) a file
2) a small picture on a desktop of your	c) a toolbar
computer.	d) to surf the Internet
3) a line of icons on a computer screen. You	e) to go online
click on them to do some actions.	f) to log on
4) to use your computer to find some	g) to download
information on the internet.	h) laptop
5) to connect to the internet.	i) to save
6) a flat surface on a computer where you	j) to delete
see pictures and words.	k) icon
7) information, for example a document or a	
picture that you keep on your computer.	
8) to access a website.	
9) to make your computer remember the	
information that you put into it.	
10) to take information away from your	
computer.	
11) a small computer which you can carry	
with you.	



4. Read the text and complete the gaps with the correct words or phrases from the box.

	ownload go online ve delete
--	--------------------------------

I use a (1) <u>laptop</u> at home. We've got an (2) ______, so it's very easy to (3) ______ in every room of our house. I often (4) _____ and visit some of my favourite websites. I like listening to music. I usually (5) _____ it from the Internet and (6) ____ it on my computer or on CDs. If I don't like the music, I can easily (7) ____ it. I also (8) ____ to my email account every day. I have a lot of friends from different countries and we often write messages and letters to each other.

5. Label each icon with a word from the box.

screen	save	document	file	send	delete	download
1 docum	<u>ent</u>	2			4	1
5	1	6			7	



computer tower speakers a screen to go online to save

keyboard monitor a file to log on to delete Internet router right click a toolbar to download icon mouse left click to surf the Internet laptop 9B Gadgets Lessons 85-86

(1) 1. Answer the questions.

- · What do you think the word "gadget" means? Check with your teacher.
- · Can you give the examples of gadgets?
- · What is your favourite gadget? What can it do?

2.) 2. a) Look at these pictures. What do you think these gadgets can do?



2. b) Read the text and check your ideas.

- 1 What is the man carrying? Is it a bag? A suitcase? A vacuum cleaner? No. It's a scooter! You can make it as small as a suitcase and take it with you to any place. When you need it, just mount it and go riding.
- 2 A lot of people like having picnics. But there are some people who leave a lot of plastic bottles and plates after them. This rubbish is very bad for our nature. Look at these jelly glasses. When your picnic is over, you can eat them! You can also put



them on the grass because these glasses melt under the sun and can't harm the environment.



(3) Contact lenses are not a surprise. A lot of people who don't see very well wear them. But these lenses are not usual. They are a computer! You don't need a screen, a computer tower or a keyboard. You can watch a film, read an online book or surf the Internet any time you want. Open your eyes and see the world!

4 This is a very useful gadget for teachers. You can use it to pick up the chalk powder that drops down when you write on the blackboard, and make new chalk sticks.



- 5 This costume is not something you should wear every day. What can this costume do? It can protect you from guns, knives and even bombs. It can make you feel warm in cold weather and cool when it's hot. A man in this costume can easily carry a fifty-kilo weight and run fast at the same time! This is a real superhero costume.
- 6 What can you do with this marker? Of course, you can highlight the words or sentences in the book. You can draw with

it or write with it. So, what is unusual about it? The magic starts when you look into the book six months later. You will not see any sign of the marker. It disappears! If you have this marker, you don't need to underline with a pencil and then clean your book before you give it back to the library.

- 3. Which gadget from the text above did you like the most? Which gadget would you like to have?
- 4. Complete the sentences with the verbs from the text.
 - (+) You _____ make it as small as a suitcase.
 - (-) They _____ do any harm the environment.
 - (?) What _____ this costume do?

Grammar

You use <i>can</i> to talk about the things which are possible.			
Positive (+)	Negative (-)		
I You He She It We They	I You He She It (cannot) We They		
Question	Short answers		
Can I You He She It We They They	 Yes, I/you/he/she/it/we/they can. No, I/you/he/she/it/we/they can't. 		
You put can before the subject in questions.			
<u>Can</u> you write with this marker? (NOT You can write with this marker ?)			
Can + infinitive without to			
You <u>can</u> stop here. (NOT You can to stop here .)			

Pronunciation



5. Listen and repeat the sentences after the teacher.

(+) You can underline the words.

[kən]

(-) You can't buy a laptop here.

[ka:nt]

- (?) Can I pay by credit card? Yes, you can. / No, you can't. kən [kæn] [ka:nt]
- (?) How can it help me? kən

6. a) Complete the sentences with the correct words from the box.

	go	leave	become	get	see	give	buy
1	1) You can <i>become</i> the best student if you try.						
2	2) I can't		$_$ the sentence	e on the	board.		
•	3) You ca	ın	your car i	near the	house.		
4	4) We car	n	her a pres	ent in the	e market.		
ļ	5) You ca	n't	good ma	rk if you	ı don't lea	arn the wo	rds.
6	6) We car	n't	to the ca	fe withou	ut our pai	rents.	
•	7) We car	n	her a box	of chocol	ates and s	some flowe	rs.

- 6. b) Practice saying the sentences. Don't forget about the correct pronunciation.
- 7. Look at the different objects. Can you think of other ways how we can use them? Prepare your presentations about the most unusual way of using these objects. Who has got the best imagination?



We usually use a CD to listen to music. We can put a hot cup of tea on it...

We can use a CD to decorate a Christmas tree...



8. Work in small groups. You want to organize a new school, "Dream School". Discuss how to make your school the best place to study. Prepare the presentation of what is possible to do and get in your ideal school. And don't forget to use your own ideas!

Think about the following:

- · what students can learn there;
- · what students can do there during the break time;
- · what students can eat there;
- · what clubs students can attend, etc.



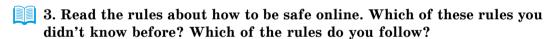
(1) 1. Work with a partner and answer the questions.

- What are your favourite things to do online?
- How do you understand the phrase *Internet safety*?
- What is personal information? Why should you keep it private?
- · What should you do to be safe online?
- You found a new friend online. This person wants to meet you faceto-face. What should you do?
- · You found online information that makes you feel scared or uncomfortable. What should you do?



2. Study the words in the box.

to post - to send information online embarrassing - if something is embarrassing, you feel very shy. illegal - if something is illegal, the law says you can't do it. cool - something very good password - secret code villain ['vilən] - a person who always does bad things to other people.



- 1. Don't post any personal information, like your address, email address, parents' work address or mobile number online. are people who can this use information against you or your parents.
- 2. Think carefully before you post pictures or videos of yourself. If you put a picture of yourself online, most people can see it and may be able to download it. Your online picture is not just yours any more.

Talk to your parents about posting any pictures of vourself or others online and don't post anything that your parents think is not very good.

3. Clean up your page from everything too personal, embarrassing or illegal.















These pictures are not going to look so cool when you start applying for college, for example, or when your new friends see them.

- 4. Don't give out your password to anyone (even your best friend). You should trust only your parents. If people know your password, they can use your personal information against you or do some bad actions using your name.
- 5. Don't make friends online with people who you don't know. Remember that not everyone online is who they say they are. Not everybody online has good thoughts.
- 6. Don't meet up with people you met online. They can use different names or different photos because you can't check it. You think you're going to meet with a 13-year old girl, but you can see a 45-year old maniac.

If you want to meet with someone, talk to your parents first. If your parents agree to the meeting, you must be sure that the meeting is in a public place. And don't forget to bring your parent with you.

- 7. If you see something online that makes you feel uncomfortable, unsafe or worried, leave the website, turn off your computer, if you want to and tell your parents about it as soon as possible.
- 8. Don't respond to any messages that are unpleasant. It is not your fault if you got a message like that. Tell your parents about this right away.

REMEMBER! Not cool comic book characters or movie villains, but real online users can try to do something bad to you. Don't give them a chance. STOP them!

Grammar

Imperative Sentences

- 4. a) An imperative sentence gives a *command*. Look at the sentences and answer the questions.
- a) They don't speak Russian or Kyrgyz at the English lesson.
- b) Don't speak Russian or Kyrgyz at the English lesson.
- 1) Which of the two sentences is imperative?
- 2) Do imperative sentences have a subject?
- 4. b) Look at more examples of imperative sentences from the text and answer the questions.
- Think carefully before you post any pictures or videos of yourself.
- · Don't post any personal information online.
- · Stop them!
- 1) How does an imperative sentence end?
- 2) Can imperative sentence be negative?
- 3) What form of the verb do we use in imperative sentences?
- 4) Does the verb use "to" or the ending -ing?
 - · Wait quietly before the class.
 - Don't forget your bag!
 - Be polite with people.

You can use please to be more polite.

Open the window, <u>please</u>. <u>Please</u>, open the window.

Don't say "you" and don't use "to" or -ing ending with the verbs. Sit down. NOT You sit down. Don't write now. NOT Don't to write now. OR Don't writing now.



5. Work with a partner or in small groups and write down more recommendations how to stay safe online.

Don't download any files without parents.

Don't play games that ask you to pay for it.



6. Complete the phrases with the verbs from the box.

go	brush	don't play	turn off	follow	
drive	don't eat	have	clean		

1)	<u>clean</u> your room
	the instructions
•	
	upstairs
,	football in the classroom
	yourself
6)	your teeth regularly
7)	slowly
8)	your mobile
9)	a cup of tea
•	sweets before dinner
	7. Complete the classroom rules with the imperative. Use "positive" or "negative" form of the verbs.
	negative form of the veros.
	in the classroom! (to run) Don't run in the classroom!
2) _	to the teacher. (to listen)
3) _	late for the lessons. (to be)
1) _	quiet! (to be)
5) _	the classroom clean. (to keep)
3) _	your hand before talking. (to raise)
	loudly! (to talk)
• , -	10 441)
1	to post embarrassing illegal legal

- 21) 1. Work with a partner and answer the questions below.
- a) What can your favourite gadget do?
- b) How often do you use it?
- c) What was the longest time you spent without your favourite gadget? Why?
- d) Describe how you felt without your favourite gadget.





2. Aigul is writing a composition about her favourite gadget. There are three words missing in each paragraph. Find the missing words in the box and put them in the correct places in the text.

it	out	to	is	beyond	face-to-face	the
on	'm	without	along	and	was	

1. My favourite gadget is a computer. It can help me in different situations. I often use when I do my homework. If I need to find different information, I surf the internet. If I want contact my friends or family, I send them e-mails. And finally, when I have free time, I play the computer games. So it can help you to study relax.

- 2. I remember one day without my computer. It was like a nightmare. My friends and I decided to spend the whole day our gadgets. At the beginning of the day I couldn't concentrate anything. I didn't listen to music or watch TV. And it was very boring. Then I decided to read a book, then to draw some pictures but the day was unusually long and not interesting.
- 3. In the evening my friends came and we went to cinema. We spent a wonderful time together. When we left the cinema, we found that the weather was perfect. The sun shining and the sky was so blue. One of my friends suggested walking a little. We went to the park, walked the narrow paths and admired green trees and bushes. We returned home at the sunset.
- 4. At the end of the day I understood that I so often wasted my time on the mobile phone, the Internet, MP3 player and so on. That day helped me to find more free time. I understood that there was another life all the gadgets. And now I absolutely sure that there is nothing better than communication.

3. Match the headings to the paragraphs (1-4) in the Aigul's composition.

- a) Going out with friends.
- b) Aigul's favourite gadget. \rightarrow paragraph 1.
- c) Aigul's longest day.
- d) Life is good without gadgets.

4. Work with your partner and discuss the following:

- a) Do you agree with Aigul that our gadgets sometimes "steal" our free time? Why?
- b) Do you agree with the Aigul's statement "There is nothing better than face-to-face communication"? Why?

2)) 5. a) Look at the sentences from Aigul's writing. Work with your partner and answer the questions below.

- If I need to find different information, I surf the internet.
- And finally, when I have free time, I play the computer games.
- a) Does Aigul say about usual things to do for her?
- b) Are these situations generally true for Aigul?
- c) Do these sentences refer to past, present or future time?
- d) How many parts does each sentence have?
- e) What is the difference between the conjunctions If and When?

21) 5. b) Look at the sentences in the two tables below and answer the questions.

Conjunction	This is the condition (if-clause)	This is the result/effect (main clause)
If When	I need to contact my friends, I have free time,	I send them e-mails. I play computer games.

This is the result/effect (main clause)	Conjunction	This is the condition (if-clause)
I often use my computer I surf the Internet	when	I do my homework. I need to find different
1 surr the internet	11	information.

- a) Which form of the verb do we use in the condition (if-clause)?
- b) Which form of the verb do we use in the main clause?
- c) Can we use the main clause before the condition (if-clause)?
- d) What punctuation do we use when condition (if-clause) is on the first place?

6. Match the sentence halves to make zero conditional.

Example: If babies are hungry, they cry.

- 1) If babies are hungry, •
- 2) If you touch a fire,
- 3) If people eat too much,
- 4) If you drink too much coffee,
- 5) If plants don't get water,
- 6) If you dial number 102,
- 7) I always watch comedies
- 8) My teacher gets angry

- a) they get fat.
- b) if I don't do my homework.
- c) police answers.
- d) you get burned.
- e) when I feel sad.
- f) they die.
- g) you get a headache.
- h) they cry.



7. Find the mistakes and correct them.

- 1) If you see him, told him I'm looking for him. If you see him, tell him I'm looking for him.
- 2) When you do exercise drink plenty of water.
- 3) People gets fat if they eat a lot of junk food.
- 4) I eat a bag of popcorns, when I go to the cinema.

5) If I reading, I don't listen to anybody.

6) If you don't get it tomorrow, please, giving me a call. 8. Complete the zero conditional sentences with the correct form of the verbs in the brackets. 1) If you _____ water to 100°C, it _____. (heat, boil) If you heat water to 100°C, it boils. 2) The menu _____ on the screen if you ____ this button twice. (appear, press) 3) Put those plants in the sun. If they _____ enough light, they _____. (not get, die) 4) If you _____ the right password, you ____ the website. (not have, not access) 5) My mum _____ well if she ____ coffee before bed. (not sleep, drink) 6) _____ vour teacher ____ annoved if vou ____ vour homework? (get, not do) 9. Order the zero conditional sentences. 3 and you 2 not I'm happy fat if I get I'm exercise busy if if you're eat don't 5 time water vou having flies you boil when look you're fun evaporates feel good when it good you 7) postman wear about I shower when outside when when smile

think I her

coat cold

I it's my

the I arrives

a take

1)	If I'm not busy, I get bored.
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	



10. Using the Zero Conditional.

- 1) Work in pairs. Think about 10 different situations related to the place where you live or the environment. Example. If it is spring, people plant their land.
- 2) Take 20 cards. Write on 10 cards if-clauses of your 10 conditional sentences. Write on 10 other cards the results / effects of your 10 conditional sentences. Mix them.
- 3) Work with another pair of students. Give them your cards and receive their 20 cards. Try to match the halves of the sentences. The other pair of students will do the same with your cards.
- 4) At the end check with them your answers (matched cards with zero conditional sentences).
- 5) Do the same exchange with two or three other pairs of students.



gadget nightmare suggest exchange face-to-face condition headache communication

10A Ecology

Lessons 91–92

- 1. Work with a partner and answer the questions.
- a) What is ecology? What does it study?
- b) What is a global ecological catastrophe?
- 2. Aigul is telling about the ecology lesson she had at school. Read the text and compare your answers with what Aigul learned in the class.



Teacher: Do you know what the

word *ecology* means?

Student 1: Ecology is everything

around us – animals, trees, flowers, water

and air.

Teacher: Right. The word *ecology*

comes from Greek words. Oikos – means home and logos – means

a study or a science.

Student 2: I know! Ecology means the study of our home.

Teacher: Yes, you're right. Our planet is our home. Trees, animals, birds, fish, and flowers are the neigbours. Ecology studies



the relationships between all living things on our planet. It also studies how they interact with climate, water and soil which are very important for life. The life on our planet appeared many billion years ago but people started living on the planet only about two million years ago. Do you think that our planet is always happy to live with people? Do you think that people always take care of our planet? Students together: No.

Aigul: There are some people who don't like the nature. They

don't understand what our nature wants to say and don't

care about it.

Teacher: Nowadays our planet is in danger of a serious ecological

catastrophe. Do you know what ecological catastrophe

means?

Tom: If there's an ecological catastrophe, the life on the planet

will disappear. We must love our planet and save it.

Teacher: What ecological problems do you know?

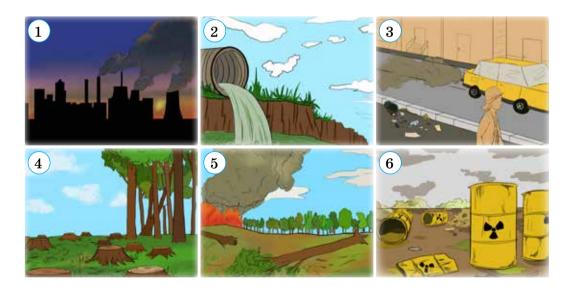
Tom: For example air pollution or...



3. Students in Aigul's class gave examples of some ecological problems. What ecological problems do you know? Look at the pictures below and match them with the phrases from the box.

Example: $picture 1 \rightarrow air pollution$

 $\begin{array}{lll} \text{water pol} \underline{\text{lution}} & \text{air pol} \underline{\text{lution}} & \text{dest} \underline{\text{ruction of }} \underline{\text{for}} \text{ests} \\ \underline{\text{littering}} & \text{dest} \underline{\text{roying }} \underline{\text{wild}} \text{life} & \text{radioactive pol} \underline{\text{lution}} \end{array}$



4. Work with a partner and answer the questions.

- Why can the problems in the exercise 3 be dangerous for the environment?
- What can people do to solve these problems?

2)) 5. Study the table. Practise saying the words.



We can make a noun by adding the ending -tion to some verbs.

VERB		NOUN
1) pollute	-	pollu tion
2) destroy	→	destruc tion
3) solve	→	solu tion
4) produce	→	produc tion
5) construct	→	construction

		2	К	0
				٤,
	4		7	7
4			•	
	7			

6. Complete the sentences with a verb or a noun from the table above.

- 1) There are a lot of factories that *pollute* the air with black smoke.
- 2) Water _____ can kill animals and people.
- 3) People _____ paper from wood. This leads to the _____ of forests.
- 4) We must try to find a _____ to ecological problems.
- 5) People _____ wildlife and that's why a lot of animals become extinct.
- 6) The _____ of the new railroads can be dangerous for the wild animals.
- 7. Work with a partner or in small groups. Use the ideas in the pictures below to say how people can help to save the planet.

People must save water. Don't forget to turn off the water when you leave home.

When you see running water, turn it off.



8. Write down your suggestions how to save the environment in the city, town or village where you live. Share your ideas with your classmates.



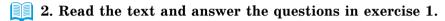
ecology pollute destroy solve produce construct environment water pollution air pollution littering destruction of forests destroying wildlife radioactive pollution

21) 1. Work with a partner and answer the questions.

- a) What is the *environment*?
- b) What is waste?
- c) Look at these symbols. Do you know what they mean?



d) How are they connected to the environment?



Reduce, Reuse and Recycle – three great ways YOU can use to protect your environment. The environment is everything around you – the air, water, land, plants, and man-made things. You know that you need a healthy environment for your own health and happiness.

People make a lot of waste that can do a lot of harm to the environment and your health.

What exactly is *waste*? Waste is everything that we throw away and don't use any more. How can YOU help? You can help by learning about and practicing the three R's waste control.



Reduce – making something smaller or use less of something and not waste it.



Reuse - using something again and again.



Recycle – using materials from old items to make something new.



Please reduce, recycle, reuse, You can help the Earth if you choose, Recycle plastic, glass and cans, Reduce the rubbish on your lands.

Why Reduce, Reuse and Recycle? How will the three R's rule help us save the environment?

• Recycle one aluminum can. You will save enough energy to run a TV for three hours!

One ton of recycled paper will save 17 trees and won't let wild birds die.



- All living things need water. Of all water in the world, only 3% is fresh. Let's imagine that 100 liters represent all water in the world. How much water can we use? Only one teaspoon! So, it's very important to reduce the water waste. One brick that you put into a toilet cistern will save 10 million liters of water a day!
- People throw away a lot of food because they cook too much or don't use it on time. The food we waste the most are fresh vegetables, drink, fresh fruit, bread and cakes. Reducing food waste by 20% will give enough food to feed 25 million people!



Grammar

- 3. a) Complete the sentences from the text above.
- 1) You will save enough energy to run a TV for three hours.
- 2) You _____ save 10 million liters of water a day.
- 3) One ton of recycled paper _____ let wild birds die.
- 4) How _____ the three R's rule save the environment?
- (2) 3. b) Answer the questions.
- a) Do we use *will/won't* to talk about present, past or future?
- b) Do we use *will / won't* to talk about planned or not planned things?
- c) What is the full form of *won't*?
- d) What form of the verb do we use after the verb will?

(+) Positive	(-) Negative
I / You / He / She / It / We / They'll (will) stop pollution.	I / You / He / She / It / We / They won't (will not) stop pollution.
(?) Question	Short answers
Will I/you/he/she/it/we/they stop pollution?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

Will is a modal verb. You can use will to talk about the future when there is no present plan or intention.

We usually use the short form of will = 'll in positive sentences and won't [wount] (will not) in negative.

We use will/won't + infinitive. Don't use "to".

We'll save the planet (NOT We'll to save the planet.)

4. a) Complete the questions and answers.

a)	- <i>Will</i> you save water?	
	– Yes, I <i>will</i> .	– No, I <u>won't</u> .
b)	you throw	the paper?
	– Yes, I	– No, I
c)	 you water 	the flowers?
	– Yes,	– No,
d)	– you cook n	nuch food?

(1) 4. b) Practise saying the sentences after the teacher.

5. Choose the best future form.

- 1) I'll/won't turn on the light because it's very dark in here. I'll turn on the light.
- 2) I'll/won't answer the phone because it's too late.
- 3) He's interested in medicine. He'll/won't be a good doctor.
- 4) I'll/won't finish this work today. I'm very tired.
- 5) In future people *will/won't* travel to Mars by special cars.
- 6) I'll/won't drive fast because the road is too bad.
- *She'll / won't* stop eating so much chocolate.
- He'll/won't buy her a present. He doesn't like her.

- 9) I'll/won't try to save as much water as possible.
- 10) I'll/won't tell at home about the three R's rule.



6. Look at the situations. Write down as many results of the situations as possible. Use the verbs will or won't.

Example:

situation	results
People cut off all the trees.	Wild animals will lose their home. The trees won't produce fresh air.

situation	results
People don't save water.	
People replace old light bulbs with energy saving bulbs.	
3	
People pollute the environment.	

situation	results
Page at the parties and the second	
People stop eating meat.	
5	
Every person drives a car.	



7. Write down *will* in the correct place in each sentence.

- a) People save more money. People will save more money.
- b) The air in the cities be very polluted.
- c) You help to save the environment.
- d) People have enough food to eat.
- e) You be very fat.
- f) There be a lot of flowers and plants.
- g) You help to make the planet cleaner.



recycle reduce brick reuse spoon environment electric bulb teaspoon waste

- 21) 1. Work with a partner and answer the questions.
- a) How many seasons are there in Kyrgyzstan? What are they?
- b) Which seasons have these months: February, August, April and October?
- c) Which season do you like the most? Why?
- 2. Look at the pictures. What's the weather like in pictures a-f? Match the phrases with the pictures. Repeat the phrases after the teacher.



It's <u>rai</u>ny. It's sunny.

It's <u>clou</u>dy. It's snowy.

It's windy. It's foggy.



3. What other words from the box can you match with the pictures from exercise 1?

Example: It's $cold \rightarrow picture b$.

It's cold. It's hot. It's wet. It's stormy. It's dry. It's frosty.

Pronunciation



4. a) Listen to the pronunciation of these words. Is the vowel sound the same in all the words?

cold

snowv

foggv





4. b) Listen and write the words in the correct column.

[v]	[əʊ]
hot	cold





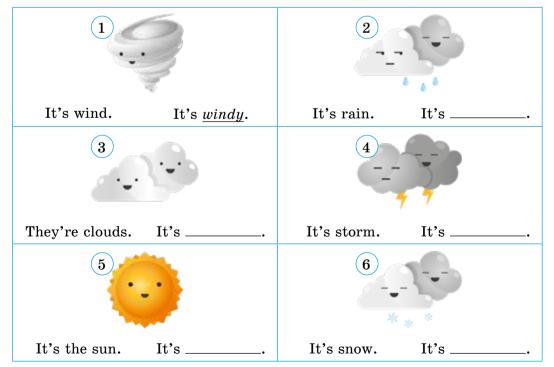
(1) 4. c) Listen and underline two [p] sounds and two [əu] sounds in each sentence. Repeat the sentences after the teacher.

- a) It doesn't often snow a lot in Rome.
- b) The doctor told me not to get cold.
- c) She has a lot of clothes in orange and gold.

Word formation



5. Complete the table with the weather vocabulary.



7	8
It's fog. It's	It's ice. It's



In English we can say It's raining and It's rainy. It's snowing and It's snowy.

It's raining./It's snowing. = It means NOW. Snowing and raining are verbs.

It's rainy./It's snowy. = There was rain/snow, then it stopped and maybe it will rain/snow again. Rainy/snowy are adjectives.

P	6. Fill the gaps with the correct weather words.
1)	Put on your sweater. It's really <i>cold</i> today.
2)	It's 33°C (thirty-three degrees) over zero. It's very
3)	It's going to Take an umbrella.
4) [It's winter. The roads are slippery. It's
5)	She's wearing sunglasses. The weather is
6) '	The sky is grey. It might rain soon. It's
7)	We can't see anything. Put on the headlights of the car. It's
_	•
3) [Look at the window! It's and I can see beautiful snow
]	patterns.
	7 a)Road what Aigul says about the weather in Kyrgyzstan



7. a)Read what Aigul says about the weather in Kyrgyzstan. Complete the gaps. Use the words from the box.

hot	rains	wet	sunny	foggy
cold	dry	cloudy	storms	snowy

"The weather in Kyrgyzstan is (1) sunny most of the year. In Kyrgyzstan we have (2) _____ summers and (3) ____ winters. Spring in Kyrgyzstan is short. It sometimes starts in late February and in May it becomes hot.

It doesn't often rain in Kyrgyzstan in summer. The weather is usually (4) _____ but March, April, October and November are sometimes very (5) _____.



There are a lot of mountains in Kyrgyzstan. The mountain climate is colder than in other parts of the country. It's often (6) ________, (8) _______ and snow. Winter in the south of Kyrgyzstan is warm but the northern parts of the country have a very cold winter. The weather here is (9) _______, wet and (10) ______."

- 7. b) Listen and check your answers.
 - 8. Use the weather words to complete the weather forecast.



Look at the map. In the Northwest of the country it will be cold and (1) _______. But the snow may move to the North, where the weather is (2) ______ today. The temperature in the North may lower down later. In the East of the country there is a 70% chance of (3) ______. In the South there might be tornados, so watch out! As you can see on the map, in the West it is (4) ______ or partly (5) _____. It may be windy later.



9. Look at the map of your country. Write down your weather forecast for the weather tomorrow. Use the ideas from the exercise 8 above.



7	rain – rainy snow – snowy	sun — sunny wind — windy		cloud – cloudy fog – foggy
	South	North	East	West

21) 1. a) Work with a partner and answer the following questions:

- a) How do people call Issyk Kul?
- b) What is Issyk Kul lake famous for?
- c) What ecological problems is Issyk Kul lake experiencing now?
- d) What do you think will happen if people don't solve the ecological problems of Issyk Kul?

1. b) Now read Aigul's report about ecological situation at Issyk Kul and compare your ideas.

Issyk Kul is Kyrgyz for "warm lake". It also has a lot of other different names, for example, Tuz Kul, that means "salty lake", Dzhit Kul – "fragrant ['freigrənt] or aromatic lake", and Timur-Tu-Nor – "a lake that has iron". Sometimes people call it "Kyrgyz sea" or "blue pearl" of Kyrgyzstan.

Issyk Kul is a unique place with unique flora and fauna, and indescribable beauty. But, unfortunately, this famed place is in danger now. Its water level is sinking by about 5 centimeters a year. The lake might eventually sink by two to three meters. This will probably lead to the decrease of the temperature. If it happens, it will definitely have awful results for wildlife in the region.





Unfortunately, it's not the only problem that we face with. People themselves do a lot of damage to the environment. They pollute Issyk Kul lake water and beaches with plastic bottles and bags, with the food leftovers and paper.

Divers lift tons of different types of rubbish from the bottom of the lake. There are some people who use our beautiful lake as a toilet or as a bath for animals! Ecologists calculated that every summer 15,000 liters of urine gets into the water of Issyk Kul lake! Scientists probably won't solve this problem in the nearest future if people don't help

them. People must remember that all these actions definitely won't help to save our unique mountain lake. The lake definitely won't survive if people don't stop killing it!

Glossary

fragrant ['freigrant] (adj.) - having a nice smell.

pearl [p3:1] (n.) – a small hard shiny white ball that is formed inside the shell of a mollusc and is used as a jewel.

unique [ju:'ni:k] (adj.) - very special or unusual.

eventually [i'ventfuəli] (adv.) – in the end.

unfortunately [$An'fo:\mathfrak{g}(a)$ nətli] (adv.) — we use it to say that a situation or fact makes you sad or disappointed.

leftover ['left evve] (n.) – food that people don't eat at the end of a meal.

Grammar

May, might, will, definitely/probably, etc., for making predictions



2.) 2. a) The sentences below come from the text above. Complete the gaps and answer the questions.

- The lake _____ eventually sink by two to three meters.
- This will _____ lead to the decrease of the temperature.
- Scientists _____ won't solve this problem in the nearest future.
- It will _____ have awful results for wildlife in the region.
- The lake _____ won't survive if people don't stop killing it!
- 1) Do these sentences refer to past, present or future period of time?
- 2) Which sentence shows that Aigul is 100% sure this will happen?
- 3) Which sentence shows that Aigul is less than 100% sure this will happen?
- 4) Which sentence shows that Aigul thinks it's possible?
- 5) Which sentence shows that Aigul thinks it's less possible?
- 6) Which sentence shows that Aigul is sure this will never happen?

2) 2. b) What do you notice about the position of probably and definitely:

- in positive sentences?
- in negative sentences?

2. c) What is the negative form of might?

(See more information on the Reference page)



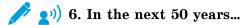
3. a) Use the prompts below to make predictions about the future. Give reasons for your answers.

Example: 1) Robots probably won't do all the housework because some work will need people's attention.

- 1) robots/do/all housework
- 2) computers / replace / teachers
- 3) people/do/all shopping/over the Internet
- 4) cars/use/water/instead of petrol
- 5) more people/be/homeless
- 6) people/use/special pills/instead of food
- 7) the Internet / replace / newspapers
- 8) people/live/more than 100 years
- 21) 3. b) Compare the answers with a partner.
- 4. a) Complete these sentences about yourself.
- 1) I _____ become the president of Kyrgyzstan.
- 2) I _____ go to live in another country.
- 3) I _____ visit the United States.
- 4) I _____ learn to speak English as well as my teacher.
- 5) I _____ live here all my life.
- 6) I _____ become taller than 1m 70cm.
- 7) I _____ have more than three children.
- 8) I _____ stop eating chocolate next year.
- 9) I _____ change my hair style next month.
- (2) 4. b) Compare your sentences with other students.

Pronunciation

- 5. a) Look at the three sentences. How do we pronounce the underlined sounds?
- · I won't drink coffee.
- · I want to drink coffee.
- I don't drink coffee.
- 21) 5. b) Listen and repeat these sentences after the teacher.
- 21) 5. c) Listen to some predictions and practise saying them.
- a) I definitely won't become the president.
- b) I probably won't live here all my life.
- c) I definitely won't stop eating chocolate.
- d) I'll probably visit the USA.
- e) I'll definitely change my hair style next month.



- Work in small groups and prepare the questions about possible changes in future.
- When you are ready, work in groups of three (students A, B, C) and interview each other. Write down your partners' answers into the table. Don't forget to ask the reasons for their opinions!
- Inform the class about your findings OR prepare a poster for the predictions your partners have made.

Student A - Family and children.

Write questions about the possible changes in the next 50 years. When you have finished, add two more questions of your own.

In the next 50 years	Student B	Student C
fewer people – get married? Do you think fewer people will get married?		
parents – be able to choose the colour of their babies' hair and eyes?		
government – make laws about how many children you can have?		
more men – become househusbands?		
Your question:		
Your question:		

Work with students from different groups. In turns ask and answer the questions. When you answer your partners' questions, use one of the phrases below and give a reason for your opinion.

Yes, definitely. Yes, probably. Maybe/Might be. No, probably won't. No, definitely not.

Student B - World events.

Write questions about the possible changes in the next 50 years. When you have finished, add two more questions of your own.

In the next 50 years	Student A	Student C
snow leopard – disappear? Do you think snow leopard will disappear?		
we - have enough food to feed the world?		_

In the next 50 years	Student A	Student C
China – be the most powerful country in the world?		
people – contact with life on other planets?		
Your question:		
Your question:		

Work with students from different groups. In turns ask and answer the questions. When you answer your partners' questions, use one of the phrases below and give a reason for your opinion.

Yes, definitely. Yes, probably. Maybe/Might be. No, probably won't. No, definitely not.

Student C - Free time.

Write questions about the possible changes in the next 50 years. When you have finished, add two more questions of your own.

In the next 50 years	Student A	Student B
people – still read books? Do you think people will still read books?		
people - stop visiting each other?		
computer games – be more popular than TV?		
people – be able to go on holiday to the Moon?		
Your question:		
Your question:		

Work with students from different groups. In turns ask and answer the questions. When you answer your partners' questions, use one of the phrases below and give a reason for your opinion.

Yes, definitely. Yes, probably. Maybe/Might be. No, probably won't. No, definitely not.



unique	indescribable	leftover	powerful
replace	survive	lead	decrease
unfortunately	eventually	definitely	probably
might	fragrant		

11A What is agriculture?

Lessons 101-102

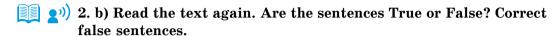
- 21) 1. Look at the pictures and answer the questions.
- a) What is agriculture?
- b) How is agriculture important in our life?
- c) What is the difference between farmers and gardeners?



2. a) Read the text and compare your answers.

Agriculture is the practice of farming, growing of crops, raising of animals to get food and other products. We can get fruit, vegetables, wool and cotton from nature. We can also get food from animals: meat, eggs and milk. People use wood to build their homes. Many other important products, for example, medicines and paper also come from plants. Not all crops can grow everywhere because soils and temperatures are different in different places. Agriculture takes a lot of hard work. Farmers work hard to produce good food for all of us to eat.

Farmers and gardeners may grow the same crops. Gardeners usually grow enough crops for their family. Most gardeners grow crops because they like fresh fruit and vegetables or they enjoy gardening. Farmers grow a large crop and sell it to earn money. Some farmers raise animals to sell. Both farmers and gardeners start work early in spring not to be late for the harvest.



- 1) The same crops can grow everywhere. $\rightarrow F$ Not all crops can grow everywhere because soils and temperatures are different in different places.
- 2) We get necessary products from agriculture.
- 3) All foods come from crops.
- 4) Gardeners grow crops to earn money.
- 5) Farmers can grow crops and raise animals.



2. c) Write out any words or expressions you don't know in your copybooks. Try to guess them from the context. Check with your partner, teacher, or dictionary. Learn five new words and make sentences with them.

Pronunciation



(2) 3. a) Choose the word with a different sound.

[ei]	nature, enjoy, raise
[a:]	animal, farmer, gardener
[v]	wool, good, food
[n]	grow, cotton, crop
[٨]	money, hard, enough



3. b) Listen, check and repeat.

Grammar

Infinitive of purpose



4. a) Complete the sentences.

- a) Farmers work hard to produce good food for all of us to eat.
- b) Farmers grow a large crop and sell it to _____

- c) Some farmers raise animals to _____.
- d) Both farmers and gardeners start work early in spring not to

(1) 4. b) Do the sentences mean the same?

- 1. a) Farmers work hard because they want to produce good food for all of us to eat.
 - b) Farmers work hard to produce good food for all of us to eat.
- 2. a) Farmers grow a large crop and sell it because they want to earn money.
 - b) Farmers grow a large crop and sell it to earn money.
- 3. a) Both farmers and gardeners start work early in spring because they don't want to be late for the harvest.
 - b) Both farmers and gardeners start work early in spring not to be late for the harvest.

We use **the infinitive (to/not to + verb)** to say **why** a person does/doesn't do something.

Some farmers raise animals to sell. (= Some farmers raise animals because they want to sell them.) NOT Some farmers raise animals for to sell.

5. Match the action with the purpose.

- 1) I went to the library
- 2) He's studying hard
- 3) My classmates came to school early
- 4) We use a knife
- 5) Arsen works hard
- 6) Aiturgan swims in the pool
- 7) She's running a lot
- 8) Gardeners grow crops

- a) to keep fit.
- b) to get the first place in the marathon.
- c) to borrow a book about traditional games.
- d) not to fail his exams.
- e) to eat fresh fruit and vegetables.
- f) to cut things.
- g) to earn more money.
- h) not to be late for the exam.

6. Rewrite the sentences using the infinitive of purpose.

- 1) If you want to get information about agriculture, read this book. Read this book to get information about agriculture.
- 2) If he wants to get a job, he should dress smartly.
- 3) I didn't want to miss the bus, so I ran to the bus stop.
- 4) They wanted to look at the paintings, so they went to the art gallery.

- 5) I wanted to get ready for my exam, so I got up early.
- 6) Omor wants to learn English, so he's going to the UK.
- 7) Mariam took a taxi because she didn't want to be late.
- 8) Janybek wants to become a vet, so he's studying at Kyrgyz National Agrarian University.



7. Complete the sentences so that they are true for you.

- 1) I'm learning English to study abroad.
- 2) I'm learning English not to fail an exam.
- 3) I do my homework to ______.
- 4) I do my homework not to _____
- 5) I listen to music to ______.
- 6) I listen to music not to _____



8. Correct the mistakes. Not all sentences have got mistakes.

- 1) Farukh needs a camera for take photos.
- 2) She phoned me to ask for Sultan's phone number.
- 3) Begimai walked into the room quietly not wake the children.
- 4) I went to the butcher's to buying some meat.
- 5) She does exercise regularly to keep fit.
- 6) He left home early to buy a gift for his mother.
- 7) She carried the plates carefully to break them.
- 8) I always set an alarm clock to wake up in the morning.
- 9) I'm here for tell you a story.

Speaking

- 9) 9. Why do farmers do these things? Tell your partners.
- a) get up early

- d) read books about agriculture
- b) grow fruit and vegetables
- e) work hard

c) raise animals

f) wear gloves

Why do farmers get up early?

To start work early.

To do a lot of work.



farmer wool

gardener grow crops

raise animals soil

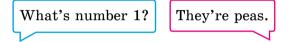
cotton harvest



1. a) Match the words with the pictures.

a beet	beans	a corn	peas	a cabbage	an onion
1	2	3	4	5	6

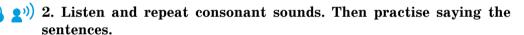
- 1. b) Listen, check and repeat.
- (1) 1. c) Test your partner.



Pronunciation

Consonant sounds





[k]	Carol cut carrots and a cabbage into pieces.	
[p]	Did you put the pepper, pear and plum on the plate?	
[b]	Betty bought beets, beans and bananas for her brother.	
[s]	My sister Sally sold sunflower seeds and strawberries.	

- (2) 3. a) Look at the picture and answer the questions.
- What do you see in the picture?
- What do all plants need so they can grow?



3. b) Read the dialogue between Aigul and Tom. Compare your answers.

Tom: Hi, Aigul. How are you? **Aigul:** Fine, thank you. And you?

I'm OK. Let's do homework on Biology together. **Aigul:** OK. Our homework was exercise 4 on page 73.

Tom: The first question is "What do all plants need so they can grow?"

Aigul: (1) First, all plants need soil. Soil gives plants the food they need to help them grow strong and healthy.

Right. (2) _____, plants need water just like people and Tom: animals do.

Aigul: What else? Aha. (3) _____, plants also need sunlight to

(4) _____, plants need fresh and clean air for good growth. Tom:

Aigul: Well, the second question is...



4. a) Complete the gaps with the following words.

first finally next second

(1) 4. b) Answer the question.

Why do we use the words in exercise 4a in the text?

5. a) Complete the gaps with the words in the box.

finally second next first

- 1) *First*, the farmer sows [səʊz] the seeds. (= plants the seeds)
- 2) _____, the farmer waters the seeds.
- 3) _____, the farmer hoes [houz] the weeds. (= remove the weeds)
- 4) _____, the farmer harvests ['ha:vists] the crops. (= cuts and collects the crops)



5. b) Match the sentences in exercise 5a with the pictures.











5. c) Read the dialogue and compare your answers.

Aigul: Well, the second question is: "What do farmers do with the

seeds?"

First, farmers sow seeds. In spring they start growing. Tom:

Aigul: Right. Second, farmers water them.

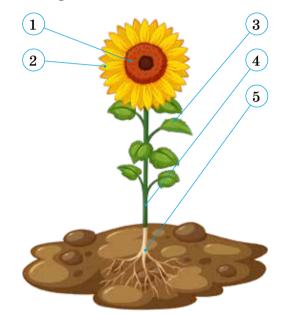
Next, farmers hoe the weeds.

a) leaf b) flower c) roots d) seeds e) stem

Aigul: Finally, farmers harvest crops in autumn.



6. Match the words with the parts of a sunflower.





7. Which parts of the plant do we usually eat? The seed? The fruit? The root? The leaf? Put the words into the right column.

a cabbage	grapes	strawberries	a pear	a tomato
peas	a melon	beans	sunflower seeds	a plum
a beet a banana	an apple a radish	a carrot	an orange	a corn

	the roots of	a beet,
We eat	the leaves of	
	the seeds of	
	the fruit of	



8. Put the sentences in the correct order.

- a) Finally, we eat the crops.
- b) Second, farmers grow the crops.
- c) First, farmers get ready to grow crops.
- d) Next, farmers sell the crops.
- e) Third, farmers harvest the crops.



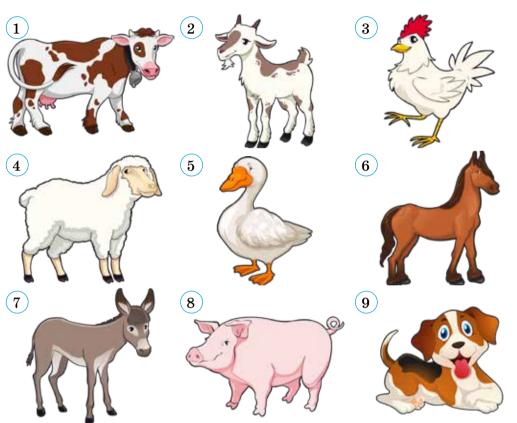
a beet peas first finally water the seeds root

beans a cabbage second sunlight hoe the seeds leaf

a corn an onion next sow the seeds harvest the crops

1. a) Match the words with the pictures.

a sheep	a cow	a pig	a hen	a horse
a dog	a goose	a goat	a donkey	



(1) 1. b) Test your partner.

What's number 1? It's a cow.

- 21) 2. a) Answer the questions about the farm animals in exercise 1.
- a) How long do these animals live?
- b) What do they eat?
- c) How do we call their babies?
- d) What else do you know about them?

2. b) Read the paragraphs. Guess which animals the paragraphs are about. Compare your answers.

- 1) <u>Cows</u> These farm animals live for over 20 years. They eat grass, plants and corn. They spend up to 6 hours a day eating and 8 hours sleeping. They produce milk to feed their calves. They give us milk, leather and meat. We make most dairy products such as butter, cream, ice cream and cheese from milk.
- 2) ______ They live for about 25 years. They eat grass and they also like peas, beans and corn, fruit such as apples, and even carrots. They are very social animals. They live in groups. They can sleep standing up or lying down. People use their milk to make kymyz. Most foals are born at night and away from possible danger. Foals can run shortly after birth.
- 3) ______ They are domestic or farm birds that cannot fly. They live for about 10 to 15 years. They eat worms, insects, seeds, fruits, vegetables and many other foods. Each of them lays about 300 eggs a year. Also, they give us meat. They are famous as very good mothers. They teach their chicks how to eat, drink and behave in dangerous situations. They also have a very good memory. They can remember almost hundred people and recognize them very easily.
- 4) ______ They live for about 7 years. People raise them for their wool to keep warm and meat to eat and milk to drink and to make cheese. Woolen clothes also stay cool in summer and warm in winter. These animals can survive in cold or dry climates and eat different types of grass. They start caring for their lambs as soon as they are born. Lambs enjoy climbing and are very curious just like any other child.

2. c) Read the texts again. Answer the questions.

- 1) Which animals' milk do people use? How do they use it?
- 2) Which animals are famous for being good mothers?
- 3) Why are horses social animals?
- 4) How is each animal useful for people?

2. d) Cover the texts. What do these numbers refer to?

Example: Sheep live for about 7 years.

7, 300, 20, 25, 8, 10-15, 6.



3. Match the farm animals with their babies.

Example: a cow - a calf

	Farm anima	ls		Their babie	es
a cow	a goose	a hen	a calf	a puppy	a foal (x2)
a sheep	a horse	a pig	a kid	a chick	a gosling
a goat	a dog	a donkey	a lamb	a piglet	

Pronunciation



(1) 4. a) Choose the word with a different sound.

[i]	kid, pig, chick, sheep, piglet				
[əʊ]	[əʊ] foal, horse, goat				
[v] dog, donkey, gosling, cow					





(1) 4. b) Listen, check and repeat.

Grammar

Plural form of nouns





5. Complete the table with -ies, -ves, -es (x2), -s (x2).

Rules	Examples		
1) Most nouns add <u>-s</u>	a cow – cows, a goat – goats		
2) Nouns ending in -ch, -sh, -s, -x, -z add	a box - boxes, a match - matches		
3) Nouns ending in consonant + y add	a puppy – puppies		
4) Nouns ending in vowel + <i>y</i> add	a donkey – donkeys		
5) Nouns ending in -f/-fe change to	a calf - calves, a wife - wives		
6) Some nouns ending in -o add	a potato – potatoes, a tomato – tomatoes But: a photo – photos, a piano – pianos		
7) Irregular nouns	a goose - geesea sheep - sheepa child - childrena mouse - micea person - peoplea fish - fisha man - mena foot - feeta woman - womena tooth - teeth		

	6. Write the pl	lural for	m of tl	nese nouns.			
1) 2)	-		5) ak 6) ad	oush cherry		9) a wo	
-, 3)			•	ю		1) a bu	
4)	_		8) ag	•		.2) a po	
,			- / 2	,		, r .	
	7. Rewrite the	followin	g sent	ences into p	olural.		
1)	My sister has g	got one	child.	→ My si	sters hav	e got ch	ildren.
2)	There is a shee	p in fro	ont of	the trees.			
3)	I don't need th	at book					
4)	He saw a film	last wee	ek.				
	This woman is	_					
	The baby lying			my nephe	w.		
•	Bring me that			_	_		
8)	My uncle has g	got a go	ose, a	cow, a hor	se and a	goat.	
	8. Correct the	words tl	nat are	in the inco	rrect plur	al.	
1)		5) toy			$_{ m ooths}$		kides
2)		, .		•	heep	•	piglets
	goslings			11) fi	-		tomatoes
4)		8) cla		12) ca		•	mouses
			• . •				
	9. Complete the	sentenc	es with	the plural	forms of t	he words	s in brackets
1)	There are a lot	of (wol	f)	in t	his area.	\rightarrow The	ere are a lo
	of wolves in th						
2)	Look at the do	g with 1	her (pı	ірру)	•		
	There are four						
	In autumn (lea						
	My grandparer	_			,	(potate	0)
	and (tomato) _				`		
,	(cat)			(mous	e).		
()	Do (fish)	SI	eep?				
	o aborr		0 72 -	a h	o hours	م ما م	o moc==
	a sheep a d a goat a d					_	a goose a chick
	a goat a c	JOHNEY	a can	a puppy	a ioai	a Kiu	a ciller
	a gosling		lamb	a piglet			leather
	dairy produc	nta a s	worm	an incact	lawan	ലന്ന	

1. a) Look at the pictures of the three teenagers. What do you think their hopes and plans for the future are?







66									
	9 ")1. b) .	Read	the	texts	and	compare	your	answer.

1)	When I grow up, I want to have a big farm with lots of sheep,
	horses and cows. I like animals especially horses because they're
	beautiful. (1) I hope to raise racing horses and to participate in
	horse races. Now I help my father raise farm animals and I'd like
	to learn more from him. (2)

2)	(3) My parents also advise
	me to become a teacher because there aren't enough teachers in
	our village. (4) Also I'd like
	to organize different clubs for the pupils for example, art club,
	English club, and chess club. I hope to be a happy wife and a good
	mother for my children.

3)	When I grow up, I'm going to be an actor. There is a theatre club at
	our school. (5) We perform
	short fairy tales and plays on special occasions. I want to finish
	school with a gold medal. Then I'd like to study at Kyrgyz State
	Institute of Arts named after Beishenalieva to become an actor.
	(6)



2. Read the texts again and complete them with the missing sentences.

- a) I like acting on its stage.
- b) When I grow up, I'm going to be a Math teacher.
- c) I hope to raise racing horses and to participate in horse race.
- d) I hope to travel around the world.
- e) I'm going to finish school and to become a farmer like my father.
- f) I want to be a good teacher.



3. Are the sentences True or False? Correct false sentences.

- a) Kairat wants to leave school to become a farmer. \rightarrow F He wants to finish school and to become a farmer.
- b) Altynai hopes to finish school with a gold medal.
- c) Sanjar is going to organize different clubs for the pupils.
- d) Kairat would like to have a big farm.

(1) 4. Discuss the questions with your partner.

- a) Which of these teenagers' hopes and plans are the most interesting? Why?
- b) Do you have similar hopes? Tell your partner.

Grammar

Future hopes and plans





- 5. Read the sentences and complete the rules with the verbs want, hope, would like and be going to.
- a) Kairat wants to have a big farm with lots of sheep, horses and cows.
- b) When Altynai grows up, she's going to be a Math teacher.
- c) Sanjar **hopes** to travel around the world.
- d) He'd like (= would like) to study at Kyrgyz State Institute of Arts named after Beishenalieva.
- 1) Use _____ for a future plan that is going to happen.
- 2) Use ______ to talk about future hopes that aren't definite.



6. Complete the gaps with the positive and negative short forms of the verb be.

Positive sentence (+)	Negative sentence (–)
I'm You He She going to work. It We They	I'm not You He She going to work. It We They

Question (?)

- Are you/we/they going to work?
- Yes, I am.
- Yes, you/we/they are.
- No, I'm not.
- No, you/we/they aren't.
- Is he/she/it going to work?
- Yes, he/she/it is.
- No, he/she/it isn't.

I'm going to go to Turkey next week.

Both variants are possible.

Pronunciation

- 7. a) Notice that to has a weak pronunciation in the middle of a sentence.
- 1) I'm going to [tə] study on the weekend.
- 2) I hope to [tə] go away for the weekend.
- 3) I want to [tə] buy a CD.
- 4) What would you like to [tə] do next week?
- (2)) 7. b) Practise saying the sentences.
- 8. Complete the text using the correct form of the words given.

Teenagers are worried about the way they look. Girls would like (1) $\underline{to\ be}/\underline{being}$ slim and pretty. Body image affects boys too. They hope (2) $\underline{being}/to\ be$ fit and well-built. Both boys and girls want (3) $\underline{to\ be}/to\ being$ successful and they would like (4) $\underline{to\ be}/\underline{being}$ happy. Most teenagers want (5) $\underline{be}/to\ be$ rich.

- 9. Respond to each statement with a question using be going to. Use the words in brackets.
- a) I'm thirsty. (What / you / drink?) → What are you going to drink?
- b) Jantai is very tired. (he/relax?)
- c) Lena is going to Brazil. (Why/she/go/there?)
- d) Ramis is learning Chinese. (he/go/China?)
- e) I got a driving license. (you/buy/a car?)
- f) We're going to visit a museum. (Which museum/you/visit?)
- g) I'm going to the party. (What/you/wear/for the party?)

- 10. a) Make up questions from these words. Add necessary words. Then write two more questions using be going to, want, would like or hope.
- a) What/you/want/do/when/you/grow up → What do you want to do when you grow up?
- b) you/be going to/learn/another foreign language
- c) What/vou/would like/do/next weekend
- d) Which place/you/be going to/visit/this summer
- e) What/you/hope/do/this week
- f) vou/want/study/abroad

- 10. b) Ask your partner the questions. Answer in complete sentences.

What do you want to do when you grow up? When I grow up, I want to travel.



11. Complete the sentences with do, would, are or to.

- 1) Do you want to have your own house or flat?
- 2) _____ vou like to be a famous person?
- 3) He wants _____ help people.
- 4) What _____ you going to do this weekend?
- 5) Salamat hopes _____ have a good job in the future.
- 6) _____ you going to watch this film now?
- 7) _____ you hope to study at university?



act on the stage

racing horses participate in horse races grow up racing horses participat a theatre club perform fairy tales and plays

12A Containers

Lessons 109–111

1. a) Match the words with the containers.

bottle loaf	carton slice	glass piece	bowl cup	jar box
	2	3	4	5
6	7	8	9	10

- 1. b) Listen, check and repeat.
- 2)) 2. Test your partner.

What's number 1? It's a cup.

Pronunciation



3. a) Put the containers in exercise 1a into the correct column.

[əʊ]	[i:]	[v]	[ai]	[٨]	[a:]
<u>bowl</u>					

2)) 3. b) Practise saying the words.

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4. Match the food with the containers. Some food can go to more than one column.

coffee lemonade (x2)	soup	pizza	honey	milk
	jam	juice (x2)	cereal	mineral water (x2)
bread (x2)	cake	cheese	chocolate	e

a cup of	a glass of	a loaf of	a bottle of	a jar of
<u>tea</u>				
a bowl of	a carton of	a box of	a piece of	a slice of

5. Put the words in the correct order.

- 1) you/glass/Would/like/a/juice/of/? → Would you like a glass of juice?
- 2) want/I/to/a/milk/hot/glass/drink/of/.
- 3) of/There/two/are/table/the/jars/jam/on/.
- 4) like/I'd/tea/a/of/please/cup/.
- 5) ate/Mirbek/of/five/pizza/pieces/.
- 6) milk/The/of/fridge/carton/is/the/in/.

	/	N
_		/
<		

6. Write plurals.

- 1) a cup of tea 2 cups of tea
- 2) a glass of juice 5 _____
- 3) a loaf of bread 3 _____
- 4) a bottle of lemonade 10 _____
- 5) a jar of honey 8 _____
- 6) a bowl of soup 9 _____
- 7) a carton of juice 4 _____
- 8) a box of chocolates 7 _____
- 9) a piece of pizza 6 _____
- 10) a slice of cheese 5 _____

7. Complete the gaps with the containers in singular or plural form.

- a) Can you buy a *loaf* of bread, please?
- b) Pass me those two _____ of pizza, please.
- c) There are three _____ of juice on the table.
- d) Daniel is drinking a _____ of milk.
- e) We'd like four _____ of tea, please.
- f) Bektur bought two _____ of lemonade and a ____ of juice.
- g) This _____ of chocolates is for you.
- h) My granny gave a _____ of honey to me.

Grammar

How much/many



8. Look at the shopping list that Aigul's mother left for her. Aigul spilt some coffee on the shopping list. Write the things Aigul should buy.

Example: a carton of milk







9. Read the dialogue between Aigul and her mother. Complete the gaps with the following words.

bottles	list	carton	box	loaves

Aigul: Hello, Mum. Mother: Hi, Aigul.

Aigul: Mum, I left the shopping (1) <u>list</u> at home. Can you please

remind me what to buy? I've got a (2) _____ of chocolates.

How much bread should I buy?

Mother: Not much. Two (3) _____ of bread.

OK. How many (4) ______ of mineral water should I buy? Aigul:

Mother: Not many. Three bottles of mineral water, my dear.

OK. How much milk should I buy? Aigul: Mother: Not much. A (5) _____ of milk. Thank you, Mum. See you soon. Aigul:

Mother: Bye.



10. Look at the questions in the table. Complete the rules with countable and uncountable.

(singular)	Full answers	Short answers
How much bread should I buy?	You should buy a lot of bread. You should buy quite a lot of bread. You shouldn't buy much bread. You shouldn't buy any bread.	A lot. Quite a lot. Not much. None.
(plural)	Full answers	Short answers
How many bottles of mineral water should I buy?	You should buy a lot of bottles of mineral water. You should buy quite a lot of bottles of mineral water. You shouldn't buy many bottles of mineral water. You shouldn't buy any bottles of mineral water.	A lot. Quite a lot. Not many. None.

We use a lot (of) in positive sentences.

We use **much/many** in negative sentences and questions.



11. a) Complete the sentences. Use much or many with one of these words.

pairs	rice	books	hours	sugar	
$_{ m time}$	teachers	pineapples	symphoni	ies	

- 1) How many teachers are there in the teachers' room?
- 2) How _____ of shoes do you have?
- 3) How _____ do you put in your tea?
- 4) How _____ are there in the basket?
- 5) How _____ do we need for ploy?
- 6) How _____ did you read last year?

7)	How do you need to finish your homework?					
8)	How does she usually sleep?					
9)	How did Mozart write?					
	11. b) Match the questions to the answers.					
	Example: - How many teachers are there in the teachers' room?					
	- Quite a lot. About 20 teachers.					
a)	Not many. Four pineapples.					
b)	Not many. Two pairs of shoes.					
	41 symphonies.					
d)	Quite a lot. About 20 teachers.					
e)	A lot. Thirty books.					
f)	A lot. If I'm not mistaken, 10 hours.					
g)	Not much. 1 spoonful of sugar.					
h)	Quite a lot. Tomorrow I have six lessons.					
i)	Not much. One kilo.					
_						
	12. a) Complete the questions with How much? and How many?					
a)	How much water do you drink a day?					
	books are there in your schoolbag?					
	bread do you eat?					
,	time do you spend on doing your homework?					
-	subjects do you study?					
f)	languages can you speak?					
g)	coffee do your parents drink?					
h)	people can fit in the lift?					
i)	sleep does a baby need every day?					
2 ")	12. b) Work in pairs. Ask and answer the questions.					
	How much water do A lot. I drink 7 glasses					
	you drink a day? of water a day.					
	bottle carton glass bowl jar					
	loaf slice piece cup box					

- 21) 1. Discuss the following questions with your partner.
- a) What's the best place to buy fruit and vegetables in the area where you live?
- b) Who shops for food in your family?
- 2. a) Listen to the dialogue. What did the customer buy?

Seller: Good afternoon. Can I help you?

Customer: Yes, I'd like a kilo of plums, please.

Seller: Alright, anything else?

Customer: Yes. And two kilos of pears.

Seller: Oh, we haven't got any pears, they finished in the morning.

We've got juicy apples. Do you like apples?

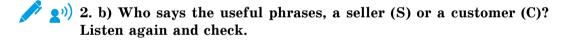
Customer: Yes, I do. Then two kilos of apples. Seller: Okay. Would you like some cherries?

Customer: No, thanks. How much is it?

Seller: 150 soms, please. Customer: Here you are.

Seller: Thank you. Goodbye.

Customer: Goodbye.



Useful phrases

- Can I help you? \rightarrow S How much is it?
- I'd like a kilo of plums, please. Here you are.
- Okay. Anything else?
- 2. c) In pairs, roleplay the dialogue.

Grammar

Like vs would like

- (2)) 3. Answer the questions.
- 1) What's the difference between:
 - a) I like apples.

b) I'd like an apple, please.

- 2) Which of the forms is more polite?
 - a) I want a kilo of plums.
- b) I'd like a kilo of plums, please.
- 3) Does Would you like ...? mean ...
 - a) Do you like ...?

- b) Do you want ...?
- 4) When do we use **Would you like to watch** a cartoon on TV?
 - a) For invitation

- b) For giving advice
- 5) When do we use Would you like some cherries?
 - a) For giving personal information
- b) For offering things
- 6) What's the form of the verb after would like and like?
 - a) I'd like to read this book now.
- b) I like reading books.

like	would like
	Would like - a polite way of saying "want". Would like + noun: I'd like an orange, please.
 Like - hobbies and things you enjoy. Like + noun: I like oranges. Like + Verb -ing: He likes swimming. 	Would like + to + Verb: He would like to swim now.
	When to use:
	1) To offer something to somebody;
	Would you like a glass of milk?Would you like some strawberries?
	2) To invite somebody to do something. - Would you like to dance?

Pronunciation





(1) 4. Listen and repeat the questions.

- a) Would you like some cheese? ['wudʒə]
- b) Would you like a piece of pizza?
- c) Would you like a bowl of cereal?
- d) Would you like to have lunch with me?
- e) Would you like to have breakfast?
- f) Would you like to go for a walk?

5. a) Put the sentences in order.

- 1) like / Do / vegetables / you / fruit? Which ones? → Do you like fruit and vegetables? Which ones?
- 2) you/What/would/tomorrow/to/do/like?
- 3) you/What/do/music/like?
- 4) live / Would / to / in / another / like / you / country? Why / not?
- 5) Do/school/studying/like at you? Why or why not?
- 6) do/What/free/like/you/in/your/doing/time?
- 7) famous/like/meet/Which/would/you/to/person?

(1) 5. b) Ask and answer the questions.

6. Complete short dialogues using the verb would like.

- 1) you/a cup of coffee? → Would you like a cup of coffee? Yes, please.
- 2) you/go to the museum?
 - I'd love to.
- 3) you/a glass of water?
 - No, thank you.
- 4) you/go shopping with me?
 - Well, I'd love to, but I have to do my homework.
- 5) you/listen to music?
 - Yes! That's a good idea.
- 6) you/a piece of cake?
 - Yes. Thank you.

7. Choose the correct option.

- a) <u>I'd like</u>/like a cup of tea, please.
- b) Would you like / Do you like football?
- c) Aizada can't cook. She'd like/likes to learn to cook.
- d) A new film is on at the cinema. *Would you like / Do you like* to see this film?
 - I'd love to.
- e) Altynbek likes/would like playing chess.
- f) Do you like/Would you like a banana?
 - Yes, please.
- g) Do you like/Would you like bananas?
 - Yes, I do.
- h) What do you like / would you like to do now?
 - I'd like to go out for a meal.

8. a) Write the questions.

- 1) Offer your classmate a pear. → Would you like a pear?
- 2) Invite your classmate to visit an art gallery. → Would you like to visit an art gallery?
- 3) Offer your classmate a glass of lemonade.
- 4) Invite your classmate to play football.
- 5) Offer your classmate some help.
- 6) Invite your classmate to go for a walk.
- 7) Invite your classmate to come to the party next Saturday.

(a) 8. b) Ask and answer the questions.

Would you like a pear?

Yes, thank you.

Making invitations

9. Read the conversations. Are the sentences True or False?

- a) Nazim and Almaz are going to play football this Sunday.
- b) Bermet accepts Aliya's invitation to play tennis.
- c) Fred and Aizada are going to the cinema this Saturday.
- d) Aisuluu invites Aibek to go to the picnic.

tomorrow?

Conversation 1 Conversation 3

Nazim: Are you free next Fred: What are you doing

Sunday? this Saturday?

Almaz: I believe so. Aizada: Nothing special.

Nazim: Shall we play Why?

football? Fred: Would you like to see

Almaz: I'd love to. a film?

Nazim: Happy to hear it! Aizada: Sure, thanks for inviting me.

Conversation 2 Fred: Glad you can make it.

Aliya: Bermet, do you

fancy playing tennis Conversation 4

Bermet: That sounds nice but picnic. Do you want

I have an exam on to join us?

Aisuluu: We're going to a

iave an exam on to join us?

Tuesday. I have to Aibek: I'd like to but I have

get ready to it. other plans today.

Aliya: What a pity! Aisuluu: Never mind.

10. Read the conversations again and find the phrases used to make invitations.

Conversation	1: Shall we play football?
Conversation	2:
Conversation	3:
Conversation	4 •

11. Complete the patterns.

11. Complete the patterns.		
1) Shall we $+ \underline{verb}$?	3) Would you like +	?
2) Do you fancy +?	4) Do you want +	?

12. Read the conversations again and answer the questions.

- a) Who accepts the invitation? Who refuses the invitation?
- b) What phrases do they use to accept and refuse the invitation? Add more phrases to the table.
- c) What phrases do they use to react to the accepting and refusal of the invitation? Add more phrases to the table.

Accepting invitations	Refusing invitations
Sounds good.	Sounds great/good but I don't think I can.
All right, I'd like to.	I'm afraid I can't accept your invitation.
What a great idea!	I'm sorry but
Sounds like a good idea.	I'd like to but
1) I'd love to.	3)
2)	4)
	Reacting

	iveacting
Positive	Negative
Great! Fine, see you there then. 5) 6)	That's a shame! I'm sorry you can't make it. 7)



When you refuse an invitation, it is common to give an excuse. For example:

- I'm sorry but I'm playing chess with my cousins this Friday.
- No, I'd better not. My parents won't allow me to go.

Speaking





13. Add more social activities teenagers can do in their free time in the table.

go to a concert	meet friends	go for a bike ride
play computer games	go shopping	
play football/basketball	/volleyball	have a party
go to the cinema	go to the park	chat with friends

- 14. Work in pairs. Make up two short dialogues. In the first dialogue accept an invitation and in the second dialogue refuse it using appropriate phrases in exercises 10 and 12.
- (1) 15. Act out your dialogue to the class.

Making invitations	
Shall we play football? Do you fancy playing tennis tomorrow? Would you like to see a film? Do you want to join us?	
Accepting invitations	Refusing invitations
Sounds good. All right, I'd like to. What a great idea! Sounds like a good idea. I'd love to. Sure, thanks for inviting me.	Sounds great/good but I don't think I can. I'm afraid I can't accept your invitation. I'm sorry but I'd like to but That sounds nice but I'd like to but
	Reacting
Positive	Negative
Great! Fine, see you there then. Happy to hear it! Glad you can make it.	That's a shame! I'm sorry you can't make it. What a pity! Never mind.

(1) 1. Discuss the following questions with your partner.

- Where do you usually buy your clothes? Why?
- · What was the last thing you bought for yourself? Where did you buy it?
- Who do you go shopping with: your parents or your friends?

(1) 2. a) Listen to the dialogue and answer the questions.

- a) What does Aigul want to buy?
- b) What size is she?
- c) How much does it cost?

Shop assistant: Good afternoon. (1) Can I help you?

Aigul's mother: Yes, please. I'm looking for a sweater for my

daughter.

Shop assistant: (2) ____

Aigul's mother: I think 38.

Shop assistant: What colour would you like it?

Aigul: Pink or red.

Shop assistant: We've got the new models for the spring. I'll show

vou. What about this one?

Aigul: It's just what I wanted. (3) _____

Shop assistant: Certainly. The changing rooms are over there.

Aigul's mother: Thank you.

Shop assistant: (4)

Aigul: It's nice. I'll take it.

Shop assistant: Okay. I'll just wrap it up for you.

Aigul's mother: (5) _____

Shop assistant: It's 1000 som. Aigul's mother: Here you are.

Shop assistant: Thank you very much and come again.



2. b) Complete the dialogue with the sentences. Then listen again and check.

How much is it?	How is it?	May I try it on?
What size is your daughter?	Can I help you?	



2. c) In groups of three, read the dialogue.

2)	3. Work with a pa dialogue between a				and roleplay a
•	a white dress $\rightarrow 9$ a blue tie $\rightarrow 430$ s a green shirt $\rightarrow 60$	om	• a yel	ck skirt → low scarf → lk sweater –	390 som
G	rammar				
W	<i>ill</i> for spontaneous	s decision			
	4. Read the sen	tences and ar	swer the	questions.	
b)	We've got the new Okay. I'll just wrap It's nice. I'll take it	it up for yo		g. I'll show y	ou.
2) 3)	Is it someone's plan Does a person make What's the short fo What's the negativ	a decision be orm of will?	efore or a	t the momen	t of speaking?
	5. Complete the sen or negative form of		the verbs	from the box	using positive
	take go out	carry	play	bring	buy (x2)
1)	There isn't any bDon't worry. <u>I'll</u>				
2)	Would you like toOK. I				
3)	I'm thirsty.OK. I	you a glass o	of water.		
4)	- I like this skirt. I	i	t.		
5)	It's heavily rainingOK. I	_			
6)	- This bag is too he	-			
7)	– Don't worry. I	1t 10	or you.		

6. Write the answers using will.

- 1) This exercise is too difficult for me.
 - Don't worry. I'll help you.
- 2) It's very hot in here.
- 3) Where's my dictionary? I can't find it.

- 4) The phone is ringing.
- 5) I've got a headache.
- 6) I'm tired.

Reading

Markets from all over the world

- 7. Discuss the following questions with your partner.
- c) What's your favourite place to shop? Why?
- d) Do you like ordinary street markets or big supermarkets and shops? Why?
- **2**)) 8. a) Look at the pictures of street markets. Where do you think these markets are? What kind of products do sellers sell?



8. b) Read the text and compare your answers.

The Grand Bazaar in Istanbul is one of the largest and oldest covered markets in the world with 4,000 shops. Between 250,000 and 400,000 visitors visit this market every day. It is well-known for its jewellery, hand-painted ceramics, carpets, spices and antique shops. The Grand Bazar is open from 9:00 a.m. to 7:00 p.m., and closed on Sundays and public holidays.

The Osh Bazaar is the main market in Bishkek. The market is very lively. At the Osh Bazaar, one can buy food products, clothes, shoes, toys, cleaning products, souvenirs, Kyrgyz national clothes and even musical instruments. This is the place to get dried fruits and nuts from all over Central Asia. The apricots and walnuts are local. There are different kinds of almonds, raisins, pistachios and hazelnuts.

Damnoen Saduak is the largest and the most popular floating market in Thailand. It's about 100 kilometres from Bangkok. Sellers float in their small boats and sell tropical fruits and vegetables such as mango, pineapple, fresh coconut and others. Tourists can also try local dishes like traditional Thai meat and vegetarian dishes like papava salad. The market is open every day from about 6.30 a.m. to 11.00 a.m. but the best time to visit is in the early morning. It is a very attractive place for tourists to see the old style and traditional way of selling and buying goods.

The Chichicastenango market is one of the most colorful and exciting markets in Guatemala. It's about 140 km from Guatemala City. It's open on Sundays and Thursdays and is an interesting cultural experience for travelers. The market is famous for clothes, masks, leather goods, iewellery and wood souvenirs. It also sells fruits and vegetables, spices and other things.

Glossary







souvenir [,su:və'niə]



9. Match the highlighted words in the text with the correct definitions.

- a) to move slowly on water \rightarrow float
- b) people who visit a place
- c) old and often valuable
- d) objects such as rings and necklaces that people wear as decoration
- e) to get something by paving money for it



📝 10. Complete the sentences. Use The Grand Bazaar, The Osh Bazaar, Damnoen Saduak and The Chichicastenango market.

	5
1)	At <u>Damnoen Saduak</u> sellers float in their small boats and sell
	tropical fruits and vegetables.
2)	is in Turkey.
3)	about 140 km from Guatemala City.
4)	The best time to visit is in the early morning.
5)	You can buy different kinds of nuts and dried fruits at
6)	has got 4000 shops.
7)	is famous for clothes, masks, leather goods, jewellery
	and wood souvenirs.
8)	You can also buy national clothes and musical instruments at



look for something a changing room antique spice hazelnut have got the new models for the spring wrap something up for somebody float iewellerv souvenir

21) 1. Look at the pictures and answer the questions.

- · Which shops are there in the pictures?
- What can you buy in these shops?
- · Why do people go to these places?



21) 2. Do you agree with these statement? Why/not?

- 1) I think people buy souvenirs when they're going abroad.
- 2) Souvenirs are usually expensive.
- 3) Supermarkets are the best place to do the shopping.
- 4) Only adults can go shopping for food.

3. Match the words to make collocations

- 1) a souvenir
- 2) buy
- 3) on the ground
- 4) bad

- a) for one's health
- b) floor
- c) shop
- d) souvenirs for somebody



4. Read the dialogues and check the collocations.

Tom: Are there any souvenir shops near here?

Not really, there are few souvenir shops near here. What Aigul:

exactly would you like to buy?

Tom: I'm thinking of buying some national souvenirs for my friends

in the U.S. Where can I buy them?

Aigul: There are a few souvenir shops around the city center. The

> most prestigious souvenir shop in Bishkek is Tumar located at the junction of Kievskaya and Isanov streets. Also, ZUM has small souvenir shops on the 5th floor. There is another place where you can buy souvenirs. The History Museum has 2 souvenir shops on the ground floor. I can go with you tomorrow afternoon.

Tom: Thanks, that sounds great.

2

Aigul: Do you like coffee?

Tom: No. I drink little coffee. I think it's bad for our health.

How about tea? Aigul:

I often drink a little tea. Tom:

Aigul: Let's buy a packet of tea then.

(1) 5. Read the dialogues again. Answer the questions.

- a) Why does Tom want to go to a souvenir shop?
- b) Which souvenir shops does Aigul suggest him to go to?
- c) Is Aigul going to the souvenir shop with Tom?
- d) Why doesn't Tom drink much coffee?
- e) What are they going to buy?

Grammar

Few, a few, little, a little



(a) 6. Look at the examples in the box. Answer the questions.

- a) What kind of nouns do we use few and a few with?
- b) What kind of nouns do we use little and a little with?
- c) What are the meanings of a few and a little, few and little?

Examples	Meaning
1) There are a few souvenir shops around the city center.	gome / en eugh
2) I often drink a little tea.	some/enough
3) There are few souvenir shops near here.	hardly any/not
4) I drink little coffee.	enough
T:441 1 6 1 (1:1 (1:1	- 1 /

Little and few have a rather negative meaning (like not much/many) A little and a few have a more positive meaning (like some).

$$very + \left< \frac{few}{little} \right> = "almost none"$$

They have very little money to spend.

I'm very sad. I have very few good friends.



7. Look at the examples below. Are the sentences True or False?

- a) We use a few and a little in positive sentences.
- b) We use a few and a little in negative sentences and questions.
- c) When asking for and offering something we use a few and a little.

Positive (+)	Negative (-)	Question (?)	
There are a few souvenir shops around the city center.	There aren't many souvenir shops around the city center.	Are there many souvenir shops around the city center?	
I often drink a little tea.	I don't often drink much tea.	Do you often drink much tea?	
(+	an I have a few apples, ploy Yes, sure./Go ahead./ke.		
	ould you like a little chee Yes, please./(-) No, the	` ′	

Pronunciation



21) 8. Listen and repeat after the teacher.

[ju:] - few, cute, mute, mew, new, huge, refuse, excuse, cube [t] - little, kitten, tie, top, button, hotel, butter, fruit, goat

9. Read the tongue twisters.

- 1) You know New York, you need New York, you know you need unique New York.
- 2) Betty Botter had some butter, "But," she said, "this butter's bitter. If I bake this bitter butter, it would make my batter bitter. But a bit of better butter that would make my batter better." So she bought a bit of butter, better than her bitter butter, and she baked it in her batter, and the batter was not bitter. So it was better Betty Botter bought a bit of better butter.

	10. Complete the sentences with a little or a few.
1)	There are only $\underline{a \ few}$ pineapples on the table.
2)	I need apples for this pie.
3)	She bought meat in this butcher's.
4)	There were passengers on that train.
5)	I can't decide now. I need time to think about it.
6)	Can I ask you questions?
7)	We can go out when we have free time.
8)	He gave me advice.
9)	I went to Osh times last year.
10)	I have hours to help you with the housework.

- (2) 11. Explain the differences between little and a little, few and a few in the following sentences.
- 1) a) Let's go to the cinema. I've got a little money.
 - b) Sorry, I can't lend you money. I've got little money.
- 2) a) She speaks a little English, so we were able to talk to each other.
 - b) She spoke little English. It was nearly impossible to understand her.
- 3) a) He wants to make new friends. He's got few friends here.
 - b) He has a few good friends. He's not lonely.
- 4) a) The competition was fun. There were *a few* people I knew there.
 - b) *Few* people came to see this interesting film. Maybe they didn't know it was on at the cinema.

12. Complete the gaps with a little, little, a few, few, much, or many.
There is <u>a little</u> sugar left, we don't need to buy more yet. They are really busy now. They have time to relax.

3)	I have books to read in my free time.				
4)	There aren't leaves on the tree.				
5)	I don't think he will be a g	good teacher. He has	patience		
	with children.				
6)	Farukh felt very alone	people visited him	in hospital.		
7)	Have you got anything to r	ead? Yes, I have	newspapers.		
8)	I don't know Er	nglish tongue twisters.			
9)) Kalys is unfriendly. That's why he has friends.				
10)) I'm lucky. I have problems.				
11)) Is there butter in the fridge?				
12)) I have got money left. I won't buy this CD.				
13)	I've got money	y. I think that should be	enough for		
	buying something to eat.				
14)	The sky is blue because the	ere are clouds in	n the sky.		
Spe	eaking				
	13. a) Draw the following ta	ble in your copybook.			
	a few	a little	Score		
1	eggs	bread			
2					
0					

1	eggs	bread	
2			
3			
4			
5			
6			

13. b) Your teacher reads out the categories. You need to complete the rows with nouns that fit certain categories. You have 20 seconds to complete a row with nouns, one for each quantifier heading.

Something you eat for breakfast.

Teacher:

21) 13. c) Take turns to give your answer.

I eat a few eggs and a little bread for breakfast.

Student:

You can get one point for every grammatically correct and appropriate noun. You can get two points for every original noun - a noun that no one else has written.



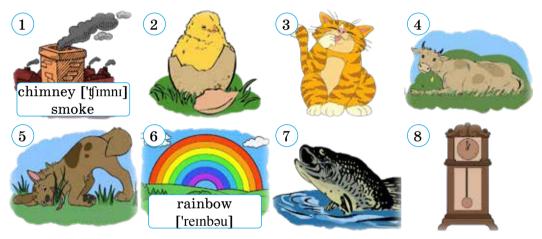
souvenir shop on the ground floor

buy souvenirs for somebody bad for one's health

13A Weather Omens

Lessons 121–122

1. Look at the pictures. Do you know how the things and animals in the pictures can help you to predict the weather? Tell your partner.



2. a) Read the text and check your ideas. How many of your ideas did you find in the text?

What will the weather be like tomorrow?

People at all times wanted to know about the future. They asked fortunetellers and wizards to tell them about what will happen in their life. Very often people wanted to know about the weather because it was really important for farming and gardening. Nowadays people are also interested in weather predictions. We want to know if we need to take umbrellas or put on our warm sweaters. These days you don't need to go to any wizards or fortunetellers to ask them about the tomorrow's weather. You can find about it from TV, radio or the Internet. Or you can predict the weather



yourself! If you're an attentive and a watchful person and if you know the weather omens, it won't be difficult for you!

What is an *omen*? In general, an *omen* is a sign from the natural world that can send you a message about good or bad things coming in future. In many cultures there are a lot of omens about the weather. Let's look at some of them.

- When smoke from chimney falls down, the weather will be stormy. If smoke from the chimney goes up, the weather will be clear.
- If you see a rainbow in the morning, there will be a storm within twenty-four hours. If a rainbow is in the evening, the weather will be clear.
- · If clocks and watches tick louder, the weather will be wet.

There are also a lot of weather predictions related to animals. For example, cats. What will the weather be like if your cat washes over her ear? Will it rain or not if your cat scratches the leg of your table? Let's look at the answers together.

- If a cat washes over her ear, the weather will be fine. But if your cat scratches the leg of your table, it will rain.
- · The weather will be windy if an old cat starts running and playing.

Do you think only cats can tell you what the weather will be like tomorrow? There are more animals which can tell you about weather changes in future.

- · When a dog eats grass, rain will come very soon.
- · If cows lay down on their fields, it will rain.
- If fish stick their noses out of the water a lot, story weather will be soon.
- · If the chickens go out during the rain, it will be a long wet storm.

2. b) Find the answers in the text.

- 1) Why are people interested in weather predictions?
- 2) Who did people ask if they wanted to know about the future?
- 3) What is an omen?
- 21) 2. c) What other omens about the weather do you know? Tell your partner.

	3. a) Complete the sentences from the text.
,	If you a rainbow in the morning, there be a storm.
	If clocks and watches louder, the weather very wet.
-	If smoke from the chimney up, the weather clear.
	The weather be windy if an old cat running and playing.

e) When a dog _____ grass, rain ____ come very soon.

21) 3. b) Answer the questions about the sentences from exercise 3a.

- a) Do the sentences refer to past, present or future time?
- b) Do you use *if* or *when* to say that you are *sure* that one action will follow another action?
- c) Do you use *if* or *when* to say that it is *possible* that one action will follow another action?

3. c) Look at the sentences in the table and answer the questions.

Conjunction	+	Subordinate clause (condition)	+	Main clause (result)
If		cows lay down,		it will rain.
If	+	you're an attentive person,	+	it won't be difficult for you.
When		smoke from chimney falls down,		the weather will be stormy.

- a) Which form of the verb do we use in the main clause?
- b) Which form of the verb do we use in the subordinate clause?
- c) Can we use will after the words if and when?
- d) Can we use the main clause before the subordinate clause?
- e) What punctuation do we use when subordinate clause is on the first place?

Look at these examples, which talk about the future.

You'll catch a cold if a cat sneezes three times. When Malik arrives, I'll ask him about my book.

We're talking about the future, but we use a present tense after:

a) if / when

If Nurlan comes, I'll tell him, (= you think Nurlan might come) When Nurlan comes, I'll tell him. (= you know Nurlan will come)

b) when / as soon as

As soon as Nurlan comes, we'll have lunch. (= you want to have *lunch immediately)*

When Nurlan comes, we'll have lunch. (= it's not so urgent)

4. Underline the correct verb forms.

- 1) If dogs begin running in circles, the weather is / will be bad.
- 2) When the birds fly/will fly low to the ground, it will rain.
- 3) If there's nothing good on TV tonight, I go / will go out.
- 4) I will buy new jeans when I have / will have enough money.
- 5) If I get up/will get up early tomorrow, I will go running.
- 6) I will go home when the lesson will finish / finishes.
- 7) I think I *will be am* a doctor when I finish school.
- 8) If a cat wash/washes in front of the door, the guests come/will come.

5. a) Write the correct form of the verbs in brackets.

- 1) When Tom (get home) gets home after school, he will do his homework.
- 2) If it (rain) _____ tomorrow, Beth will come to school by car.
- 3) Aisha will become a teacher when she (leave) _____ university.
- 4) Terry will play computer games when he (do) _____ his homework.
- 5) If Dan (not study) _____ well, he will get a bad mark.
- 6) If Kate doesn't wake up early tomorrow, she (be) _____ late for school.
- 7) Nurlan (go) _____ to Issyk-Kul when he (have) _____ summer holidays.



(i) 5. b) Work with a partner. Replace the names in the sentences from exercise 5a with the names of people in the class. How many true sentences can you make?

		Put the ver l + infinitiv		ts in the corr	ect form: present	simple or
a)	If sh	ne <u>stops</u> (sto	op) eating too	much chocol	ate, she'll become	e slimmer.
b)	His	mum will	be happy if h	ne	(come) home earl	lier.
c)	If yo	ou see a sp	ider in your	room, you	(get) so	me news.
d)	You		(be) tired	tomorrow if	you don't go to	bed right
	now	•				
e)	Whe	en he	(get) to	o school, he'll	l phone.	
f)	She		(help) you w	ith the home	work if you ask	her.
g)	If yo	ou	$_$ (buy) this	dress, you'll	be the most bea	utiful girl
	at tl	ne party to	morrow.			
	,	predict	rainbow	chimney	fortuneteller	wizard

sign

omen

watchful

tick

21) 1. Work with a partner and answer the questions.



- What is safety?
- Who is a stranger?
- Who are safe strangers?

2. Read the text and check your answers to the exercise 1.

A stranger is anyone who your family doesn't know well. You can see

strangers every day in shops, in the park and in the street. Most of these strangers are nice and normal people, but a few maybe not.



Don't think that "bad strangers" look scary like monsters or villains in cartoons. This is not true. Pretty strangers can be just as dangerous as the not-so-pretty ones. You can never understand if strangers are nice or not just by looking at them. You should be really careful about all strangers.



But don't think that all strangers are bad. If you are lost or if a bad stranger follows you, you need to ask for help. Safe strangers are people who you can ask for help when you need it. Police officers and firefighters are two examples of safe strangers who you can easily recognize. Don't forget about your parents and teachers who you can always trust.



You must learn to see dangerous situations and be careful with strangers or other adults who may have bad intentions. If an adult asks you to disobey your parents or do something without asking them, stop talking to this person and tell your parents about this!

Remember "No, Go, Yell, Tell" rule if you are in a dangerous situation. When somebody says or does something that makes you feel uncomfortable, say NO, GO away as fast as you can, YELL as loud as you can and TELL a trusted adult about what happened as soon as you can. This rule will help you to be safe if you're in danger.

- 2)) 3. Work with your partner or in a small group. Discuss together if the situations below are dangerous or not. What advice can you give to children who are in these situations?
- 1) A nice-looking man comes to you in the park and asks to help him to find his dog.
- 2) A woman who lives not very far from you, but who you don't know very well, invites you into her house for some tea and cakes.
- 3) You go home after your school. The weather is very bad. A stranger offers to give you a ride home by his car.
- 4) You're walking home from your friend's house. A car stops near you and a stranger asks you to give him directions.
- 5) A person you know says or does something that makes you feel uncomfortable.

21) 4. Look at the sentences in the table and answer the questions.

	+	Subordinate clause (condition)	+	Main clause
If		you are lost,		you need to ask for help.
If	+	an adult asks you to disobey your parents,	+	stop talking to this person!
When		you see something dangerous,		don't be afraid to tell your parents about it.

Main clause	Conjunction	Subordinate clause
Remember the safety rule	if when	you are in a dangerous situation.

- f) Which form of the verb do we use in the subordinate clause?
- g) Which form of the verb do we use in the main clause?
- h) Can we use the main clause before the subordinate clause?
- i) What punctuation do we use when subordinate clause is on the first place?

Look at these examples, which talk about the future.

If a bad stranger follows you, you need to ask for help. You can never understand if strangers are nice or not.

In the main clause we use:

a) a future verb form:

I won't see you before I leave. When the rain stops, I'm going to go for a walk.

When I see you next time, I'll give it back.

b) imperative:

If I don't tell you, don't do that. Speak louder when teacher asks you a question.

c) other modal verbs:

If you're good, I might buy you an ice-cream. When our director comes, we can start our meeting.



(a) 5. a) School is usually a safe place, but you may have difficult situations there too, for example, with bullies. Read the information about bullies and bullying. Do you know anybody in your school who is a bully?

What is bullying?

- If somebody hurts you repeatedly,
- · If someone frightens or scares you repeatedly,
- · If someone threatens you repeatedly, all of these actions are bullying.
- 5. b) Work with your partner or in small groups and discuss what advice you can give to the children who have the problems with bullies at school.

1)	If somebody from your school or your class bullies you,
2)	If you see a stranger at school,
3)	If somebody wants to attack you physically,
4)	If you know that somebody comes to school with a weapon,
5)	If you don't go home straight after school,
	Take a road that you know very well when



6. Read the text and compare your ideas. How many of your ideas were similar?

Safety at school

You spend a lot of time at school and you need to know what is happening there. If somebody from your school or from your class bullies you or other students, take them seriously. If you don't know what to do in this situation, discuss it with your parents or somebody who you feel comfortable with. Be careful of people on the territory of your school who you don't know very well. If think these people threaten vou somebody, tell about this to your teachers or other adults at school.

If you have problems with other students who want attack to vou physically, try to avoid the fight. Fighting can make the situation worse. If you feel that your safety is threatened, tell your teachers or parents about it as soon as possible. Don't be silent!

If you know that somebody brings a weapon to school, report about this immediately. You can do it anonymously if you are afraid. But if you don't do that, some people, and maybe you, will be in danger.

If you don't go home straight after school, don't forget to inform your parents about it. Make a phone call. Your parents need to know where you are at any time of the day.

When you go home after school or after a walk with your friends, use the road that you know very well. It is always a good idea to walk with a group of people or at least with some another person. And don't forget about strangers!









7. a) Write down the tips for safety at home when you're at home alone. Use the ideas from the box.

Example: When you're at home alone, don't forget to lock all doors and windows.

A stranger phones you when you are at home alone;

It's dark in the street and your parents are not home yet;

You're at home alone. A man from an electric company comes;

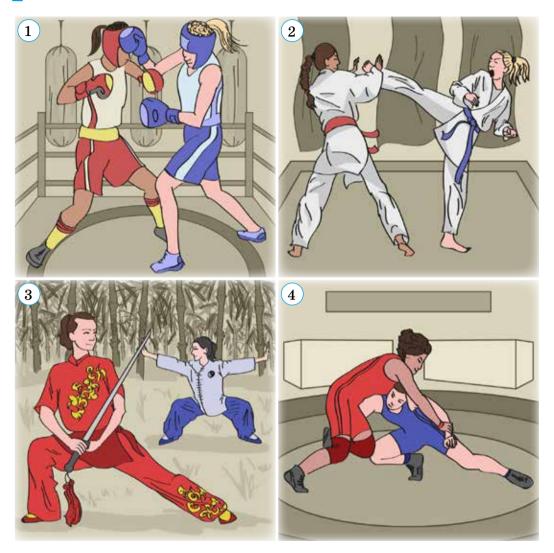


7. b) Use more ideas of your own to prepare at least six safety rules.



safe	safety	stranger	villain
follow	firefighter	recognize	trust
adult	intention	disobey	weapon
bully	threaten	silent	lock

(1) 1. a) Look at the photos. Name the sports.



(1) 1. b) Work with a partner and answer the questions.

- a) Which sport from the Exercise 1a is the most popular in your country?
- b) Why do you think women go in for sports like boxing or martial arts?
- c) Do you agree with the statement that not every sport is good for women? Why?

- 2. a) Read the dialogue between Aigul and Tom and answer the questions.
- a) Why does Aigul want to go in for sport?
- b) Does Tom like Aigul's decision?

Tom: Hiya!

Aigul: Hi! The door's open!

Tom: Here, I remembered to bring you my notebook. And what are you doing?

Aigul: I'm surfing the Internet and trying to choose what sport to go in for.

Tom: I thought you were always interested in dancing, art and drawing, but not sports. Why? Maybe because of their nice uniforms?

Aigul: Why do you think that girls always think about how they look and nothing else?

Tom: Ok, I'm sorry if I hurt your feelings. I didn't mean to. So... I noticed that you're looking at the martial arts mostly. Not gymnastics or athletics, which I think are more suitable for girls. Why?

Aigul: Last time, when we were talking about different villains and bullies, I decided to learn how to defend myself. I think it's very important nowadays.

Tom: You want to defend yourself? I've always thought that boys must defend girls, mustn't they?

Aigul: Yes, you're right. But, unfortunately, not every boy can defend himself! And more than that, there are some boys who want to bully others, and girls in particular! That's why I think every girl must be able to defend herself.

Tom: Yes, you must be right then. Just think twice before you've made your choice about the sport to do. I don't think that girls are any good at sports like boxing, for example. It's too traumatic. And girls always worry about their appearance.

Aigul: Tom, again? Let girls decide what is good and what is not for them by themselves.

Tom: OK, OK, I give up. I'll also go in for sport then, and we'll be able to defend each other!

2)) 2. b) Aigul says, "every girl must be able to defend herself." Do you agree with her? Why? Discuss with your partner.

3.a) Look at the sentences from the dialogue above. What is the meaning of the highlighted words?

- · I decided to learn how to defend myself.
- · You want to defend yourself?
- · Not every boy can defend himself.

(2) 3. b) Study the table and answer the questions.



Subject and Object pronouns

- 1) He is taking photo of her.
- a) Where is the subject of the sentence?
- b) Where is the object of the sentence?
- c) Is the subject of the sentence the same as the object?

Reflexive pronouns



- 2) He is taking photo of himself.
- a) Where is the subject of the sentence?
- b) Where is the object of the sentence?
- c) Is the subject of the sentence the person as the object?

4. Complete the table with the object and reflexive pronouns.

	Subject Pronouns	Object Pronouns	Reflexive Pronouns
Singular	I you he	me ——— him	myself
	she it	it	itself

	Subject Pronouns	Object Pronouns	Reflexive Pronouns
	we	us	ourselves
Plural	you they		yourselves
	they		



Use a reflexive pronoun when the object of the sentence is the same as the subject:

I cut myself when I was making dinner.

By + reflexive pronoun = alone (without somebody).

I live by myself.

Remember! We don't use reflexive pronouns with the verbs wash, dress, or shave.

He washed himself in cold water.

My father always shaves himself in the morning.

Mike dressed himself and got ready for the party.

5. Write subject pronouns instead of the highlighted words.

- 1) Adel is a student. \rightarrow She
- 2) Azim is my friend.
- 3) Nurgul and I are teachers.
- 4) How old is your sister?
- 5) The ball is under the table.
- 6) The Nazarovs are in Osh now.
- 7) Where is the cat?
- 8) Where are my books?
- 9) Rustam and Ruslan are brothers.
- 10) Timur is not at school.
- 11) Marina and you are very good at Math.
- 12) Asan's children are at the party tonight.

6. Write object pronouns instead of the highlighted words.

- 1) Where did you buy this dress? $\rightarrow It$
- 2) Do you know that man?
- 3) Please, put your pens down.
- 4) Nobody wants to help Zarina.
- 5) The Smirnovs want to visit you and me next weekend.
- 6) Can you repair my computer?
- 7) Everybody likes watching TV.

- 8) I hate these noisy children.
- 9) Alina cut her hair yesterday.
- 10) I saw Asan and Suutai in the cinema.

	7. Fill in the gaps with the missing reflexive pronouns.
1)	My grandmother burnt <i>herself</i> when she was baking a cake.
2)	We entertained playing cards.
3)	We repaired the computer
4)	I hurt when I fell down the ladder.
5)	I don't like to talk about
	My sister lives by
	Sarah looks at in the mirror for hours.
	We hurt in the accident.
9)	My little sister dresses
10)	You are going to enjoy if you go to the party.
	Kids don't hurt when they are in the park.
	I wash my clothes
	I am going to buy a new dress.
14)	I taught how to swim.
	She blames for the mistake.
	Behave!
	The hunter shot accidently.
	My brother cuts when he uses that knife.
19)	My dog nearly killed when it ran across the road.
	8. Rewrite the sentences as in the example using a reflexive pronoun.
1) N	Nobody helped me to do the homework.
	did my homework by myself.
	Nobody helped Alibek to pass his exams.
3) \bar{N}	Nobody helped Aika to learn how to ride a bike.
4) \overline{N}	Nobody helped me to solve the problem.
5) N	Nobody helped Aida and Natasha to carry their heavy bags.
_	
6) N	Nobody helped us to paint the walls.
_	
7) N	Nobody helped you to write an essay.
_	

9. Look at the pictures. What's the difference between each other and themselves?





They are looking at each other.

They are taking photo of themselves.



Use *each other* when person A does an action to person B and person B does the same action to person A:







They phone each other.

They love each other.

	herself, itself, ourselves, yourselves, themselves).
1)	Why are you talking to? Don't you think it's a bit weird?
2)	He cut while he was shaving.
3)	Mary and me are best friends and we trust completely.
4)	Did you enjoy at the party last night?
5)	Lucy always remembers my birthday and I remember hers. We
	always send birthday cards.
6)	Look at! You're absolutely wet.
7)	We know very well.
8)	They don't understand at all.
9)	I've made the cake I hope you'll enjoy it.



martial arts boxing karate kung fu judo suitable defend in particular traumatic 13D Take care Lessons

(1) 1. a) Work with a partner and answer the questions:

- a) What is first aid?
- b) When do you give first aid?
- c) Who can give first aid?
- d) What is the first thing you do when giving first aid?
- e) What is the second thing you do?



1. b) Read the text and check your ideas.

First aid is the help you give someone when they are ill or injured before an ambulance arrives. If your friend has an accident or some serious health problems, then the first person there will be the first aider or the person who will help your friend until others get there.

You don't have to be doctor to give first aid. People who give first aid are usually ordinary people who are near the person in need. Sometimes they are trained to give first aid. It's a great idea for older children and adults to do a first aid course so that you know what to do to help others. But even if you are not trained, you can save somebody's life. There are also the situations when you can give help to yourself.

There are two rules of first aid that you must remember. Firstly, you need to get the person out of danger. But before you do anything to help the person, make sure that it is safe for you to help him or her. If it is safe for you but the person is in a dangerous place, like the middle of the road, get the person move to a safer place. Secondly, you need to get help quickly. In Kyrgyzstan, you need to phone 103 to get an ambulance.



2. a) Match the accidents in the box with the pictures.

Example: $Picture\ 1 = walk / bump\ into\ something$

cut yourself	twist an ankle	
walk/bump into something	touch hot pan	
fall over	drop a glass	
slip		



2. b) Match the accidents in column A with the consequences in column B. (There are many possibilities)

A

- 1) If you **cut yourself** with a knife,
- 2) If you twist an ankle,
- 3) If you slip on some ice,
- 4) If you walk/bump into something,
- 5) If you touch hot pan,
- 6) If you fall over in the street,
- 7) If you **drop** a glass on the floor,

В

- a) you'll probably get a bruise.
- b) you might hurt yourself badly.
- c) you will probably **burn** yourself.
- d) you might **break** an arm or a leg.
- e) you will probably bleed.
- f) you will probably hurt yourself slightly.
- g) you might cut yourself.
- h) you can't walk on it easily.
- 3. Work with your partner. Discuss why you should be careful in the following situations.

If you walk on a wet floor, you might fall down and get a bruise.

Or you could hurt yourself badly, for example, break your leg.

- 1) If you walk on a wet floor
- 2) If you're using an iron
- 3) If you're cutting the paper with sharp scissors
- 4) If your room is messy and there are toys everywhere on the floor
- 5) If you are skating
- 6) If you walk in the dark room

(More than one answer is possible.)

- 1. If you cut yourself with a knife:
 - a) you should go to bed and rest until bleeding stops.
 - b) you should wash the cut with soap and water and put a plaster on it.
 - c) you shouldn't lift anything heavy.
- 2. If you twist an ankle:
 - a) you shouldn't walk on it.
 - b) you should put some ice on it.
 - c) you should raise the ankle above the heart level.
- 3. If you burn your hand on a hot pan:
 - a) you should put some oil on the burnt.
 - b) you should put a plaster on it.
 - c) you should put a lot of cold water on it.
- 4. If you get a bruise:
 - a) you should put some ice in a bruised area.
 - b) you should rest and keep cool.
 - c) you should use a warm compress on a bruised area immediately.

5. Listen and read the doctor's recommendations and compare them with your ideas.

OK well, as soon as you **cut yourself**, stop what you're doing. See how bad the cut is. Is it a nick or is it deep? Wash it with soap and water and see if it continues to bleed. Once bleeding has stopped, put an antibiotic ointment and a plaster on the cut.

If your ankle gets swollen and painful after you've twisted it, give it a rest by not walking on it. You will also need to put some ice on it to keep down the swelling. Don't put ice directly on the skin, you

need to use a thin piece of cloth between the ice and your skin and don't keep it on more than 20 minutes. You can also use an elastic compression wrap to reduce swelling and raise your ankle above the level of your heart for two to three hours a day if possible. Swelling usually goes down with a few days.

If you burn your hand, you should put it under the cold tap, for at least twenty minutes. It's not a good idea to put a plaster on it, because you could damage the skin when you take it off.

When you get a bruise, you can help speed healing process if you put something cold on it as soon as possible. When you use cold, the size of the bruise will be smaller. Next day, you should put some warm compress to bring more blood circulation to the area.



6. a) Work in small groups of three people. Prepare short conversations. Person A has some health problem, person B gives a bad advice, Person C gives a good advice.

Example: A: I've cut my finger!

B: You should put the cut under the hot water.

A: Reallu?

C: Mmm... I'm not sure. I think you should wash it and put a plaster on the cut.

A: Oh, thank you.

(a) 6. b) Act out some of your conversations for other students.



first aid ambulance take care iniured cut vourself slip twist an ankle walk/bump into something touch hot pan fall over drop a glass bleed swelling compression bruise circulation antibiotic hurt yourself slightly/badly reduce

14A Household chores

Lessons 132-134

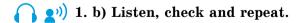


1. a) Match the words with the pictures.

Example: Picture 1 - water the plant

iron ['aiən] the clothes do the washing water the plant mop the floor make the bed sweep the floor take out the rubbish do the washing up





21) 2. a) Test your partner.

What's number 1?

Water the plant.

2') 2. b) Who does what in your family? Tell your partner using the adverbs of frequency, e.x., always, usually, often, sometimes, hardly ever and never.

My mother always irons the clothes.

- 2) 2. c) Discuss the questions with your partner.
- 1) What household chores [t[5:z] do you do?
- 2) What household chores do / don't you like doing? Why / not?

3. a) Read the text. What season is it? Why do you think so?

Today is Sunday. It's warm because the sun is shining. The (1) <u>sky</u> is clear and blue. The trees are getting new leaves. The flowers are blooming. The (2) ______ are dancing and singing on the tree branches. The bees are busy flying from one flower to another in search of honey. Aigul's family is also very busy at the moment. Everybody is working to finish the housework as fast as possible because they're going to the (3) _____ today. Her father is taking out the (4) _____ now. Her mother isn't cooking the food but she's doing the washing right now. Aigul's grandmother is ironing the (5) _____ and her grandfather is watering the plants at the moment. Aigul is mopping the (6) _____. What is Aigul's brother doing? He isn't playing but he's making his bed. It's pleasant that everybody is taking part in cleaning the house.



3. b) Read the text again and complete the gaps with the words in the box.

clothes sky concert floor rubbish birds



3. c) Find all the names of household chores in the text.

Grammar

Present Continuous (+), (-), (?)

- 2)) 4. Read the text in exercise 3 again. Find the verbs in the Present Continuous. Answer the questions.
- a) When is the action happening in the sentences with the Present Continuous?

- b) How do we form the Present Continuous?
- c) What time phrases do we use in the Present Continuous?



5. Complete the table.

Positive (+)	Negative (-)
I'm doing the washing up.	→ I'm not doing the washing up.
You/we/they cleaning the windows.	You/we/they
He/she's sweep the floor.	→ He/she
Yes/No questions (?)	Wh-questions (?)
I working?	What is he doing?
you/we/they working?	Why are you going upstairs?
he/she/it working?	Who are they waiting for?
Yes, I am. No, I'm not.	How are they travelling?
Yes, you/we/they are. No, you/we/they aren't.	How many students are taking an exam now?
Yes, he/she/it is. No, he/she/it isn't.	





6. Read the spelling rules for the present continuous. Write the examples from the text in exercise 3a.

Spelling rules: verb + -ing	Examples from the text
1) Most verbs: + -ing watch → watching, read → reading	<u>blooming</u> ,,,,,,
2) Verbs ending in -e: e → -ing make → making, write → writing	
 3) Verbs ending in one vowel + one consonant: double consonant + -ing put → putting, run → running 	,

Pronunciation

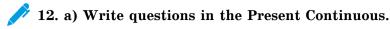
7. Listen and repeat after the teacher.
[ŋ] - shining, blooming, dancing, singing, working, taking, cooking, doing, ironing, watering, mopping, playing, making.
8. Add -ing to the verbs.
Example: go → going
Go, give, get, swim, live, visit, climb, eat, drive, write, put, win.
9. Complete the gaps using the Present Continuous.
1) It's Nooruz soon. We' <u>re cleaning</u> our house at the moment.
2) My father (water) the plants, my mother
(mop) the floor and I (take) out the rubbish.
3) Susan always does the washing up after a meal. Now she
(do) the washing up.
4) Hasan hates ironing his shirts but he (iron) his shirt for
tomorrow's meeting.
5) Keremet and her sister (cook) dinner. Their mother (do) the washing.
6) They (sweep) the floor right now.
7) I (make) my bed but my sister still
(sleep).
10. Write sentences using the Present Continuous.
a) <i>I'm not</i> mopping the floor.
b) Bakyt/not ride/his motorbike now.
c) Guljamal/bake/a cake. It's her first time.
d) Kanykei and Perizat/not cook/the food. They/surf/the Internet.
e) She/not iron/the clothes. She/talk/on the phone.

21) 11. Act out the chores in the box and your classmates say what you're doing.

f) Look! Eldiyar/jump/into the freezing water.

g) Our neigbours/not sleep. They/listen to/loud music!

iron the clothes	do the washing	water the plant
mop the floor	make the bed	sweep the floor
take out the rubbish	do the washing up	



- 1) Why/you/leave/early/today? → Why are you leaving early today?
- 2) it/rain/in Batken/today?
- 3) Bolot/work/right now?
- 4) What/Mariana and Oksana/do/at the moment?
- 5) Where/she/go/now?
- 12. b) Match the questions with their answers.
- a) She's going to the gym.
- b) No, he isn't.
- c) They're watering the plants.
- d) Because I have to help my mother with the cooking.
- e) Yes, it is.
- 13. a) Find out two correct sentences and two incorrect sentences.
 Correct wrong sentences.
- a) Does she collecting walnuts now?
- b) Are they cleaning the windows?
- c) Why are you laughing?
- d) What is he doing every day?
- 13. b) Write two correct and two incorrect sentences in the Present Continuous. Then swap your notebooks with your partner. Find two incorrect sentences and correct them.

Speaking

(2)) 14. Don't look at the picture! Ask your partner what the following people are doing at the moment. Your partner gives you answers. Draw what each member of this family is doing.

Cindy	Evan	Grandma Sue	
Baby Ben	Dad	Usel	

Example: What is Cindy doing? Is she sitting at the table? What is she wearing?



21) 15. Think of a classmate from your class but don't tell your partner. Your partner asks yes/no questions in the present continuous to guess who you are thinking about.

Example: Is this person sitting next to Diana? Is this person wearing glasses?



iron the clothes mop the floor take out the rubbish do the washing make the bed do the washing up water the plant sweep the floor

1. a) Match the words to make collocations.

vacuum cook help fold lay take out do iron water do make the table the rubbish
the plants the washing
shirts/dresses meals
the bed the floor
with the cooking

Example: Cook meals, ...

1. b) Do you do the same household chores? Ask questions and find out what similarities and differences you have with your partner.

Do you cook meals?

Yes, I do.

How often do you cook?

I cook three times a week. What about you?

1. c) Tell the class about you and your partner.

Aizada and I both cook. I cook every day but Aizada cooks three times a week.

Pronunciation

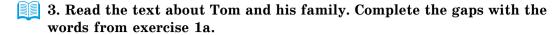


2. a) Put the words into the correct column.

help	water	lay	take	fold	dress
floor	make	clothes	table	bed	

[ei]	[e]	[əʊ]	[ə:]
<u>lay</u> ,,	,		,
,			

2.) 2. b) Practise saying the words.



1

I live in a flat with my dad, mum and sister. We all have chores
that we do each week. My dad usually vacuums (1) the floor and fixes
anything broken at home. My mum has a lot of things to do. She
cooks (2) every day. My younger sister, Amanda, and I
(3) her with the cooking. We also (4) the washing
up after every meal. She does (5) every weekend. Then she
(6) shirts and dresses and (7) other clothes neatly.
Amanda and I water (8) twice a week. Every morning we (9)
our beds and lay (10) We take out (11)
We take turns to do the household chores. My parents want to raise
us so that both of us know how to cook and clean and we have equal
time for doing our schoolwork and playing sports.

2

This week is different. We're on holiday in Turkey. We're staying in a small but nice hotel. Today we got up late at about 10 o'clock. Now we're on the beach. My mum is sunbathing and reading her favourite novel. My dad is swimming in the sea. My sister is building a sandcastle. I'm listening to the song. We're having a great time in Turkey.

4. Read the texts again. Answer the questions.

- a) What do Tom and his family usually do every week?
- b) What are they doing this week?

Grammar

Present Simple vs. Present Continuous

5. a) Read the sentences. Name the tenses in each sentence.

My dad usually vacuums the floor. My dad is swimming in the sea. My mum cooks meals every day. My mum is sunbathing and reading her favourite novel.

(1) 5. b) Are the sentences True or False?

- 1) We use the Present Continuous to express repeated actions or daily routines.
- 2) We use the Present Simple to express actions happening at the moment of speaking.

6. Put the time phrases into the correct columns.

Now, usually, often, at the moment, right now, always, never, today, sometimes, every day, three times a week, once a week, twice a week.

Present Simple	usually,
Present Continuous	now,

7. Complete the sentences with the Present Simple or the Present Continuous form of the verbs.

- a) I'm ironing my school uniform now.
- b) Dasha _____ her bed every day. (make)
- c) My mother _____ a nice dress today. (wear)
- d) I can't study. Who _____ that terrible noise? (make)
- e) Farida usually _____ her homework in the kitchen. (do)
- f) What _____ you ____ on Sundays? (do)
- g) Tamara _____ to fitness club in the evenings, but today she ____ a birthday party. (go/have)
- h) Sam _____ because he's very happy. (smile)

8. a) Fill in the gaps with the verbs in brackets in the Present Simple or the Present Continuous. Then write two sentences in the Present Simple and the Present Continuous.

do	wear	take out	help	get up	feel	
1)	How often do	How often <u>do</u> you <u>take out</u> the rubbish?				
2)	you	ı bor	ed now?			
3)	What	you usually	:	in summer?		
4)	any	anyone in the class a sweater today?				
5)	What time you on weekdays?					
6)	you your parents with the housework?					
7)	?					
8)	?					

(2)) 8. b) Ask and answer the questions.

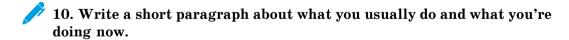
How often do you take out the rubbish?

I take out the rubbish three times a week.

9. Describe what the people are doing in the pictures. Then explain what good people do instead.

Example: He's stealing the man's wallet. Good people work to earn money.





Grammar

Indefinite pronouns: somebody / someone, something, somewhere, anybody / anyone, anything and anywhere.

- 11. Read the dialogue. Answer the questions.
- a) Are Tom and Amanda's parents in the hotel room?
- b) What promise did Tom talk about?
- c) Do you think Tom and Amanda are feeling scared?

(In the hotel room)

Amanda: Somebody is knocking at the door. Did anybody come?

I don't think so. Let's check. Who's it? Tom:

Amanda: It's so strange. I can't hear anything now. Mum told us not

to open the door to anybody.

Tom: OK. We'll keep our promise.

12. Complete the table with the indefinite pronouns from the dialogue.

Person	Place	Thing
someone (1)	somewhere	something
anyone (2)	anywhere	(3)



13. Study the chart.

Rules	Examples
We use somebody/someone , something and somewhere in positive sentences.	I've got something for you. She wants to go somewhere hot.
We use anybody/anyone, anything, and anywhere in negative sentences and questions.	He didn't speak to anyone. Is anybody at home? I don't want to go anywhere expensive. Do you want anything else?
We use indefinite pronouns with a singular verb.	<u>Is</u> there anything to eat?
-body and -one mean the same. The forms with body are a little more informal.	Somebody wants to meet you. (= Someone wants to meet you.)
We never use a preposition before indefinite pronouns with -where .	She is hiding in the house. - She is hiding somewhere. Are you going to school? - Are you going anywhere?

A Company of the Comp	14. Complete the sentences with somebody, something, somewhere, anybody, anything and anywhere.
1)	I saw <u>something</u> far in the distance.
2)	There is at the door.
3)	It was so dark that I couldn't see
4)	I'm thirsty. I want to drink.
5)	Did phone me while I was out?
6)	Did he travel last year?
7)	We didn't know at the party.
8)	wants to talk to you.
9)	She can't do without his help.
10)	Let's go together next Saturday.
	15. Replace highlighted words with indefinite pronouns.
1) I	'd like to go to Arslanbob next summer. $\rightarrow I'd$ like to go somewhere
1	next summer.
2) I	know Karim who repairs cars well.

- 2) Do ---- l--- --- --- t-i--- it is 2
- 3) Do you know what time it is?
- 4) We didn't go to any places last week.
- 5) She went to the clothes shop, but she didn't buy any clothes.
- 6) He doesn't want to give his bike to his friends.
- 7) The children didn't eat any food for lunch.
- 8) Look! There's a balloon in the water.
- 21) 16. Say a sentence. Your partner should say your sentence using an indefinite pronoun.

Timur gave me this book. Someone gave me this book.



vacuum the floor lay the table help with the cooking cook meals

fold the clothes iron shirts/dresses



1. Listen to Aigul speaking on the phone to Tom who is on holiday in Turkey. Answer the questions:

- a) Does Tom like sunbathing? Why/not?
- b) Is he going to follow Aigul's advice?
- c) What is Tom's sister doing?

Tom: Hello, Aigul.

Aigul: Hi, Tom. How are you?

Tom: I'm fine. I'm on holiday in Turkey.

Aigul: Really? Lucky you! I'm baking a pie. What are you doing? **Tom:** Now I'm sitting under the sun umbrella. I don't like sunbathing.

It hurts you if you lie in the sun for a long time.

Aigul: I think you should put some sun cream on your body.

Tom: OK. Thank you for your advice.

Aigul: By the way, what is your sister doing?

Tom: Amanda is building a sandcastle. Oh, she loves it! She prefers

a sandcastle to ice-cream.

Aigul: Oh! I can smell my pie is burning. Bye, Tom.

Tom: I hope your pie is OK. Good-bye, Aigul.

Grammar

Present Simple and Present Continuous





(2) 2. Look at the highlighted verbs in the sentences. Answer the questions.

- 1) I think you should put some sun cream on your body.
- 2) I hope your pie is OK.
- a) What tense are the highlighted verbs?
- b) When are the actions happening? Now / usually?
- c) Can we use the Present Continuous with these verbs?
- d) What tense do we use with these verbs?
- e) What other verbs can you find in the dialogue which don't have the Present Continuous tense form?



We don't use the Present Continuous with the following verbs: like, love, hate, prefer, understand, hope, think, believe, need, smell, know, want

		-
	_	- 2
- 2		_
_	7	•

3. Complete the sentences with the verbs in brackets. Use the Present Simple or the Present Continuous.

1)	Now he \underline{wants} (want) a glass of orange juice. He's very thirsty.
	Right now Almaz (watch) a romantic film. I (think) he (like) it. He usually (not watch) romantic films.
3)	I (know) the answer.
4)	My brother (like) reading detective stories.
5)	Ramis is good at languages. He (speak) five languages fluently. He also (understand) Uzbek.
6)	 What you (eat)? An orange. It's so juicy. I (love) oranges.
7)	Azamat is not here at the moment. He (fix) his bike in

the garage. He _____ (know) how to do it.

8) I _____ (not understand) when he speaks quickly.

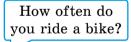
4. Make sentences.

- 1) (?) you/like/this dress → Do you like this dress?
- 2) (-) I/know/the right answer/right now
- 3) (+) Zeynep/hate/getting up early
- 4) (+) Saira/understand/Spanish
- 5) (?) you/need/some help
- 6) (-) Janna/want/move to another city
- 7) (?) you/believe/in luck
- 8) (+) She/prefer/ice cream to chocolate

Speaking

5. a) Write questions in the Present Simple or the Present Continuous.

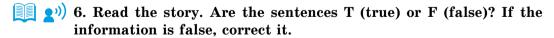
- 1) How often / you / ride / a bike? → How often do you ride a bike?
- 2) What/you/wear/today?
- 3) you/understand/English songs?
- 4) When/you/usually/do your homework?
- 5) What/you/hate doing?
- 6) you/help/your parents/with the housework?
- 7) What/you/do now?
- 8) you/like/milk?
- (2)) 5. b) Ask and answer the questions.



I ride a bike every day.

Grammar

Indefinite pronouns: everybody/everyone, everywhere, everything, nobody/no one, nowhere, nothing



- a) The family went to Osh and came back to Bishkek by plane. → False. The family went to Osh by plane but they came back to Bishkek by bus.
- b) Every day they visited Mountain Sulaiman-Too.

- c) They visited Mountain Sulaiman-Too in the evening.
- d) They had tasty shashlyk in the cafe of the hotel.

Last summer we decided to have an unusual holiday. There were five of us: my parents, brother, sister and me. We went to Osh by plane and the flight took only 45 minutes. In Osh we stayed for five days in a nice hotel which was in the city centre. After we had breakfast in the hotel, we went to explore the ancient city. Once we got to the top of Mountain Sulaiman-Too at sunset. It was so beautiful that **nobody** wanted to leave this place. We could see everything from the top of the mountain: houses and buildings. Also, we visited "Sulaiman-Too" National History Archeology Museum complex which was my favourite. One could find a mountain with two mosques and a museum nowhere.

Coming back to the hotel everyone felt hungry. Everywhere there were lots of small cafes where they served shashlyk and samsy. We had delicious shashlyk with fresh salad and green tea in the cafe. Five days passed very quickly. We decided to come back to Bishkek by bus. We enjoyed our journey because other passengers were cheerful and sociable. We played cards, sang songs and told funny stories. Everybody had fun. I'll forget no one and nothing about this holiday!

7. Complete the table with the highlighted words from the text in exercise 6.

	Person	Place	Thing
All	1) 2)	3)	4)
None	5) 6) <u>nobody</u>	7)	8)



8. Study the chart.

Rules	Examples
We use everybody/everyone, everything and everywhere to refer to all people, things or places.	Everybody came to the party. = All the people came to the party. I looked for it everywhere = I looked for it in all the places.

Rules	Examples		
We use nobody/no one, nothing and nowhere in positive sentences, but they have negative meanings.	Nobody knows where it is. They knew nothing about the accident. They went nowhere on holiday.		
The verb is always singular.	Everything was quiet. Everybody needs somebody. There's rubbish everywhere.		

11	ic verb is arways singular.	needs somebody. There's rubbish everywhere.
Ji.	9. Choose the correct option.	
1)	I gave <u>everything</u> to Nazgul. (ev	rerybody/everything/everywhere)
	We looked for my grathem. (everybody/everything/e	anny's glasses but we couldn't find verywhere)
	It was such a nice place that (nobody/nothing/nowhere)	wanted to come back.
4)	I have to go. (nobo	dy/nothing/nowhere)
	Nowadays has everything / everywhere)	a mobile phone. (everybody/
	was excited to g (everybody/everything/everyw	et to the top of the mountain. here)
7)	She had to do yesterd	ay. (nobody/nothing/nowhere)
	10. Complete the second sentence so	that it means the same as the first one.
-	We didn't see anything. $\rightarrow We$	_
2)	We don't know anything about I	him.

- 3) There is nothing to do here.
- 4) I haven't got anything to eat.
- 5) You can have a shower. There's nobody in the bathroom.
- 6) I don't have anybody to talk to.
- 7) I stayed at home. I didn't go anywhere last weekend.
- 8) He is nowhere in the school. Where can he be?

somebody, nownere, everybody, nobody, everywnere.										
Once	upon	a time	there	lived ((1) <u>Son</u>	iebody.	(2)		was	so
rude th	at (3)		lo	ved hin	n. (4) ₋		felt	lonely	becau	ıse

11. a) Read the story. Complete the gaps with indefinite pronouns

(5) wanted to make	e friends with him. (6)	$_$ started
looking for a friend (7)	Unfortunately, (8)	could
find a friend (9) C	Once (10) met a wise	man who
advised him to be nice to (11)	Soon (12)	$_{\scriptscriptstyle -}$ had lots
of friends.		

- J.
 - 11. b) Work in pairs. Make up a story using indefinite pronouns.
- 21) 12. a) Make three sentences with somebody, everybody and nobody about your family members' habits.

Somebody in my family usually gets up at 6.00 a.m. Everybody in my family likes kymyz. Nobody watches action films in my family.

12. b) Tell the class what interesting or unusual habits you have found about your partner's family members.

Nobody watches action films in Nurzad's family.



lie in the sun stay in a nice hotel sit under the sun umbrella put some sun cream on one's body

at sunset explore the ancient city get to the top of the mountain enjoy the journey

1. Describe the pictures. What are the students doing in each picture?



2)) 2. Discuss the questions with your partner.

- a) Do you clean your classroom and school? How often do you do that?
- b) What do you do to keep your classroom and school clean?
- c) Do you like it? Why/not?
- d) Why should you keep your school clean?

3. Read the dialogue between Aigul and her friend, Cholpon, who are talking on the phone. When are they going to the cinema?

Cholpon: Hello, Aigul.

Aigul: Hi, Cholpon. How are things?

Cholpon: Not too bad. Aigul, your favourite film Avatar is on at the

cinema. Would you like to see it?

Aigul: All right, I'd love to.

Cholpon: Great! Let's meet on Saturday at 3.00 p.m.

Aigul: I'm afraid Saturday isn't good for me. We're cleaning our classroom on Saturday. At our school we clean our classroom on the first Saturday of each month. On this day all of us come and make our classroom tidy. We water the plants, dust the shelves and bookcases, clean the windows

and desks, sweep and mop the floor. What about you?

Cholpon: We also clean our classroom. At our school we take turns to be on duty. Each time two students are on duty every day

to keep the classroom clean. They dust the shelves, sweep

and mop the floor after classes.

Aigul: Can you make it on Sunday?

Cholpon: I'm sorry I can't. I'm visiting my grandparents on Sunday.

What about next Saturday?

Aigul: Yes, that's fine. Shall we meet outside the cinema Ala-Too

at 3.00?

Cholpon: Fantastic. See you there!

4. Read the dialogue again. Are the sentences True or False? Correct false sentences.

- 1) Aigul declines Cholpon's invitation. → False. She accepts her invitation.
- 2) Aigul and her classmates clean their classroom once a month.
- 3) Cholpon and her classmates clean their classroom together every day.
- 4) Aigul and Cholpon are meeting next Saturday outside the cinema Ala-Too at 3.00.

Grammar

Present Continuous for future arrangements

- 5. Read the sentences and answer the questions.
- 1) We're cleaning our classroom on Saturday.
- 2) I'm visiting my grandparents on Sunday.
- a) Which tense are the sentences?
- b) Did Aigul and her classmates plan to clean their classroom?
- c) Did Cholpon talk to her grandparents about her visit?
- d) Are the sentences describing an action in the present or in the future?

(2)) 6. Choose the best explanation.

We use the Present Continuous to talk about:

- a) things we will probably do.
- b) things we would like to do.
- c) things we will definitely do.

7. Complete the sentences using the Present Continuous.

- 1) Thanks for the invitation but I'm going shopping with my sister next Sunday.
- 2) I'm sorry but I _____ (play) football with my friends tomorrow.
- 3) I'd like to but I _____ (do) an English course next Thursday.
- 4) Saturday is fine. I _____ (not/go) to school because we have a

	day off.		
5)	That sounds nice but my cousins	(visit) m	e this evening.
	I'm afraid I can't make it. I(
	next weekend.	1 /	
7)	I'm afraid next Monday isn't good for a friend.	me. I	(meet) my
8)	Thursday is difficult. I (go) to	o the cinema	tonight.
	Next Friday suits me fine. I(
2 ")	 8. Say if the Present Continuous expresses a) an activity happening now or b) a planned future arrangement. 	5	
	Ravshan is having an interview for a univ - What are you drinking? - Orange juice	versity place	on Tuesday. <u>b)</u>
3)	What are you doing this evening?		
	I'm going to Italy next Friday. I can't w	vait	
	- What is she cooking?		
	- Mmm. Smells good. She's cooking man	nty	
6)	I'm playing tennis with my brother tome	orrow afterr	100n
7)	I can hear music. Are you doing your ho	omework, Mi	ike?
8)	My sister is taking an exam next Tuesda	ay	
	9. Correct the mistakes. Three sentences a	re correct.	
1)	I have a party for my birthday next Sat	urday.	
2)	What do you do tomorrow?		
3)	Asel is cooking dinner for her friends or	n Thursday.	
	I'm not do anything tomorrow.		
	Everyone is going home after the lesson		
	Next week we going to the theatre with		
	Who are you going to the cinema with t		
8)	My uncle comes to see us this afternoon	•	
Sp	peaking		
	10) 777		

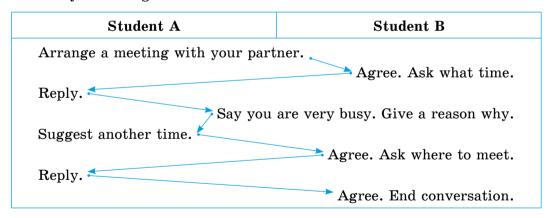
10. a) Write questions about the future with the Present Continuous.

- 1) buy any new clothes / next Saturday? → Are you buying any new clothes next Saturday?
- 2) go/on holiday next month?
- 3) meet/your friend tomorrow?

- 4) do/anything interesting this weekend?
- 5) have/a birthday party soon?
- 6) go/shopping next week?
- 7) go/on a school trip next week?
- (10. b) Interview your partner, using the questions in exercise 10a. If your partner's answer is positive, ask two more follow-up questions.
- A: Are you buying any new clothes next Saturday?
- B: Yes, I am.
- **A:** Where are you going to buy new clothes?
- B: I'm going to the clothes shop near my house.
- A: Who are you going to the clothes shop with?
- B: I'm going shopping with my sister.
- 10. c) Tell the class something interesting about your partner.

Munara is going bowling with her friend on Sunday.

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





keep one's classroom and school clean
be on duty dust the shelves
clean a classroom make one's classroom tidy

15A Types of holiday

Lessons 143-144

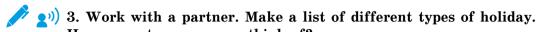


- 1. How much Holiday Vocabulary do you know? You are going to have a competition. Work in small groups. On the left side there are some clues, on the right side - answers. (some answers you don't need) Who can match all clues to the answers faster?
 - 1) A period of time when you don't work.
 - 2) A fast and noisy means of transport.
 - 3) A rather small house on wheels.
 - 4) Jump head first into the water.
 - 5) It means that you want to be back home.
 - 6) We like it to shine when we are on holiday.
 - 7) You have to buy this to travel by train and bus.
 - 8) You often make new ones when on holiday.
 - 9) What you can do on holiday.
- 10) A holiday month on the northern hemisphere.
- 11) You get this from sunbathing.
- 12) A place where you can swim.
- 13) You use it to make memories about your holiday.
- 14) Go from one place to another.
- 15) Usually a holiday gets more... than expected.
- 16) A small bathing costume for women.
- 17) This means going to see interesting and famous things.
- 18) Moving in water by means of arms and legs.
- 19) A place very near the sea.
- 20) A document that allows you travelling around.

tan visa sun rain relax hotel cheap friends holiday homesick expensive sightseeing postcard airplane caravan camera ticket travel bikini arrive beach swim hotel July pool dive

2)) 2. Discuss with your partner.

- 1) Where do you usually spend your summer holiday?
- 2) Do you like to have a more active or relaxing holiday? Why?
- 3) What kind of holiday would you like to have next summer? Why?



How many types can you think of?

Beach holiday, mountain holiday, picnic...



4. Look at the photos. Match the types of holidays with the photos.

Example: beach holiday → picture 9

beach [bi:f] holiday hiking sightseeing shopping tour [tuə] safari horse-back riding camping cruise [kru:z] package ['pækɪʤ] holiday



	5. Match	the types of holidays wit	th tl	ne definition	s.					
a)	A journey, especially to Africa, in order to watch, take pictures or hunt wild animals. 6									
h)		you spend in a tent. $_$								
	=	is when you want to b		lot of new	things					
-		organized by a travel co	•		_					
,	=	_	_	=	= = = = = = = = = = = = = = = = = = =					
e)	hotel and transport, and sometimes meals and entertainment e) You do this when you want to see interesting buildings and									
	places	_								
f)	It's a long	walk in the country t	hat	you go on i	for pleasure					
g)	A holiday	you spend on a ship.								
h)	You spend	l this holiday near the	sea	•						
i)	It's an act	civity holiday that you	spe	nd riding a	horse					
	Which ad	k the meaning of the adjectives describe good or			liday?					
	relaxing	boring		tiring	exciting					
(dangerous	expensive		quiet	comfortable					
	exerc	Match the adjectives from ise 4. You can use the act of holiday. Compare with I think a beach holiday is relaxing and quiet.	djec th a	tives several	times with different					
		is relaxing and quiet.	_ ر		7					
2)	7. Discuss	the questions below wi	th y	our partner	or in small groups.					
•	exercise 4		me	on each of	the holidays from					
•	What will	·								
•	What are	the best things about	eacl	n holiday?						
2 '		rk in pairs or small gro Decide together which h uss:								
a)	destination	n (place where you go)	e)	things to se	ee					
b)	transporta		C)	41-3	• _					
c)	or amplor of	ation	I)	things to b	ring					

Use the phrases from the *Useful Language* box to help you.



USEFUL LANGUAGE

Asking about holidays

- Where / When are you going?
- Why did you choose this holiday?
- What are you going to do on your holiday?

Discussing different variants of holiday

- I'd like to... because it will be...
- I think we could...
- Well, how about...?

Telling people about your holiday

- We're going to... for... days / weeks.
- I/We chose this holiday because...
- We're going to... (stay in a hotel/swim in the sea/climb the mountains, etc)"

(a) 8. b) Tell other students in the class about the holiday you have planned.

9. What type of holiday is each person talking about?

- 1) It was fun, but the tent was too small. Camping
- 2) We went to Italy last summer and took a lot of photos there.

3)	Fromthing	1170 C	inaludad	_	0111	hotal	nlana	tiakata	and	food	ı
ບຸ	Everything	was	meruaea		our	moter,	prane	UCKEUS	anu	1000	L,

4)	We walked	about ten	kilometers	every day.	·
----	-----------	-----------	------------	------------	---

- 5) I didn't like the holiday because my mum spent all the time in different shops. _____
- 6) The weather was very hot but the water was very cold. _____
- 7) We saw lions and giraffes there.
- 8) Half of the holiday I was seasick.



Types of holidays: beach holiday, hiking, sightseeing, shopping tour, safari, horse-back riding, camping, cruise, package holiday, accommodation, destination



1. Match the symbols to the holidays in the box.

a) camping holidayb) cruisec) shopping tourd) sightseeing holiday	 1	2	3	4
e) beach holidayf) horse-back ridingg) safarih) hiking	 5	6	7	8



2. Listen to Aigul's friends Nicolas and Kelly. What types of holidays have they been on?

My family doesn't like big cities – they are too noisy. There are too many cars and people there. We love going to wild places. I've been to South Africa for the safari holiday – that was really exciting! We also like beaches if they are not very crowded. So, I've been to Seychelles – that was great. But I've never been to Issyk-Kul. That's our next trip.



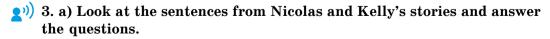
Nicolas

I live with my mom and we both love travelling and shopping. We've been to Hong Kong and spent all our holiday shopping. There are fantastic shops there! I know that in Istanbul there's the Grand Bazaar. People say it's the best place to shop, but we haven't been to Turkey yet. We also like historical places. I've been to the Great Wall of China, the Eiffel Tower in Paris and the Burana Tower in Tokmok.



Grammar

Present Perfect



Nicolas: I've been to South Africa. Kelly: We've been to Hong Kong.

- a) Does Nicolas know South Africa? Yes/No
- b) Is Nicolas in South Africa now? Yes / No
- c) Do we know when Nicolas went to South Africa? Yes / No
- d) Do Kelly and her mom know Hong Kong? Yes/No
- e) Are they in Hong Kong now? Yes/No
- f) Do we know when Kelly and her mom went to Hong Kong? Yes/No
- g) What's the full form of 've?
- h) What verb is been?



🧪 3. b) Look at Nicolas and Kelly's stories again. Underline (+) and (–) examples of have been (to).



3. c) Complete the table with 've / have or haven't.

	Positive (+)	Negative (-)
I/You/We/They	a) I been to South Africa.c) We been to Hong Kong.	b) I never been to Issyk-Kul. d) We been to Turkey yet.



4. Listen, check and repeat.



5. Read the rules in the table and do the exercises.



We use the Present Perfect to talk about finished actions in time "from past to now".

We don't say when the actions happened.

Subject + 've (or have) + past participle (verb III)

I / You / We / They've been to America.

I/You/We/They've been on shopping tour.

Subject + 've (or have) + never + past participle (verb III)

I/You/We/They've never been to Issyk-Kul.

Subject + haven't (or have not) + past participle (verb III)

I/You/We/They haven't been to Turkey (yet).

Been is the past participle of the verb to be, but you can also use it as a past participle of the verb to go. Compare:

We've been to Russia. = We went to Russia and came back.

We've gone to Russia. = We went to Russia and we are in Russia now.

- 6. Find and correct the mistakes in the sentences.
- 1) I haven't go to Egypt. been
- 2) I was never been to Italy.
- 3) They never been to Talas.
- 4) I've went to Supara resort.
- 5) They haven't never been to the USA.

7. Choose the correct variant, been or gone.

- 1) They are on holiday at the moment they've been / gone to Spain.
- 2) Where are Bolot and Sanida?
 - They aren't here. I think they've been / gone home.
- 3) Hello, Nadir. Where have you been / gone?
- 4) I have been / gone to the cinema.
- 5) Have you ever been / gone to Naryn?
- 6) My brothers aren't at home this evening. They have been / gone out.
- 7) Paris is a beautiful city. I have been / gone there many times.
- 8) The office is empty. All people have been / gone home.

8. a) Listen to the conversation between Aigul and Kelly. What places in Kyrgyzstan have the girls been to?

Aigul: Kelly, I know that you've been to Tokmok. Have you been to any other places in Kyrgyzstan?

Kelly: Yes, I have. I've been to Osh. We had a trip to Sulayman Mountain. It was very interesting.

Aigul: Have you ever been to Arslanbob?

Kelly: No, I haven't. What can I see there?

Aigul: Oh, a lot of interesting places. I've been to Mount Babash Ata there and two waterfalls. You can also go to...

8. b) Look at the conversation. Underline (?) form of have been (to) and the short answers.

8. c) Complete the table with the missing words.

(?)	Have + subject (+ ever) + past participle (verb III) Have ever been to Arslanbob? Have you/we/they to any other places in Kyrgyzstan?
Short answers	(+) Yes, I/you/we/they have.(-) No, I/you/we/they

Pronunciation



9. Listen and repeat the dialogue. Copy the rhythm.

A: Have you ever been to Russia?

B: Yes, I have. I've been to Moscow.

A: Have you ever been to Rome?

B: No, I haven't. I haven't been to Italy.



10. Put the words in the correct order to make sentences.

Example: been / America / to / Have / ever / you? Have you ever been to America?

- 1) never/camping holiday/I've/on/a/been
- 2) horse-back riding/you/been/Have/ever/on/a/holiday?
- 3) to / Washington and New York / We've / been
- 4) beach / in / been / They've / holiday / Cholpon-Ata / on / a.



11. Write the sentences with contractions.

Example: I have been to Narun. \rightarrow I've been to Narun.

- a) They have not been to Italy.
- b) I have never been to China.
- c) We have been to ballet.
- d) You have not been to my school.
- e) I have not been there.
- f) They have never been on a shopping tour.



\nearrow 12. Write (+), (-) and (?) sentences with been.

Example: (+) They/Osh \rightarrow They've been to Osh.

a) (-) I / Tokmok

d) (+) My parents / Africa

b) (?) you/Sokuluk

- e) (?) Leila and Kate/Jalal-Abad
- c) (-) Bakyt and Nurlan/Batken f) (-) We/Russia

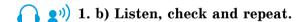


experience past participle noisy wild been gone

1. a) Match the pictures with the phrases in the box.

write a poem		drive a tractor	
lose money		climb a mountain	
do bungee jumping		sing in a karaoke club	
sleep in a tent	1	ride a camel	







2. a) Match the actions in the pictures with the past participles in the box. Which past participles are irregular?

driven	slept	written	lost
sung	ridden	done	$\operatorname{climbed}$

Example: Picture 1: sleep - slept



2. b) Listen, check and repeat.



3. Look again at the experiences in Exercise 1. Write down what you have or haven't done in your life.

Example: I've slept in a tent. I've never ridden a camel.



4. a) Write down the questions to interview your partner about the same experiences.

Example: Have you ever slept in a tent?

(a) 4. b) Ask your partner the questions about his/her experiences. Are your answers the same or different?

Have you ever ridden a camel?

Yes, I have.

No, I haven't.

5. a) Complete the chants with the past participles from the box.

paid	driven	brought	read	known	made
${\tt bought}$	${f fought}$	said	given	taught	flown

A				В	C		
bring	brought	<u>brought</u>	know	knew	 read	read	
buy	bought		fly	flew	 say	said	
fight	fought		give	gave	 make	made	
teach	taught		drive	drove	 pay	paid	

(1) 5. b) Listen and repeat the chants.

- 6. Complete the sentences with a verb from the table in Exercise 5a. One word is extra.
- 1) *Have* you ever *driven* a sports car?
- 2) I _____ never ____ Harry Potter books.
- 3) We _____ a new house.
- 4) _____ you ever ____ with bullies?
- 5) I _____ a decision to become a teacher.
- 6) They _____ this tradition into our culture.
- 7) I _____ never ____ by credit card.
- 8) My parents _____ me a good lesson.
- 9) I _____ never ____ my money to poor people.
- 10) I _____ never ____ bad words to you.
- 11) They _____ to Moscow by plane.

7. a) Choose six verbs from Exercise 5a and write down the sentences about your experiences.

Example: I've bought a new dress. I've never read books about vampires.

7. b) Tell your partner about the experiences you've had. Do you have any similarities?

21) 8. a) Compare the two sentences below and answer the questions.

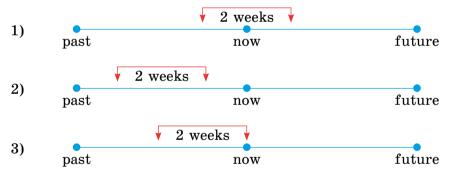




- Aigul and Tom have known each other for six months.
- Before Aigul came to the International school, she studied in a usual school for five years.
- 1) Which action is finished?
- 2) Which action continues up to present?
- 3) Which sentence uses the Present Perfect?
- 4) Which sentence uses the Past Simple?

8. b) Match the sentences with the correct timeline.

- a) I was in Osh for two weeks.
- b) I've been in Osh for two weeks.
- c) I'm in Osh for two weeks.





We use the Present Perfect with **for** to talk about an action that continues from the past to the present:

They have lived in Bishkek for ten years.

We use the past simple with **for** to talk about a past action in a period of time which is finished:

They lived in Bishkek for ten years and then moved to Moscow.

Notice the two questions with How long?

- · How long have Aigul and Tom known each other?
- · How long was Aigul in a usual school?

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		.,					~1 .		.,	

	-	_		
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				·

9. a) Listen and count the number of words you hear (I've = 2 words).



9. b) Listen again. Write down the complete sentences. Pay attention to the weak forms of some words.

I've known Aigul for two years. [fə]



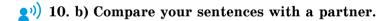
9. c) Listen again and practise.



10. a) Use the prompts below to make true sentences about yourself or / and people you know.

Example: I've had my computer for two years.

- 1) *I've had / had* my _____ for ____.
- 2) I've been / was a _____ for ____.
- 3) I've been/was at _____ school for ____ years.
- 4) Before that I have gone/went to _____ school for ___ years.
- 5) I have lived / lived in _____ for ____ vears.
- 6) I have known / knew _____ for ____ vears.
- 7) My grandparents have been / were married for ______ years.

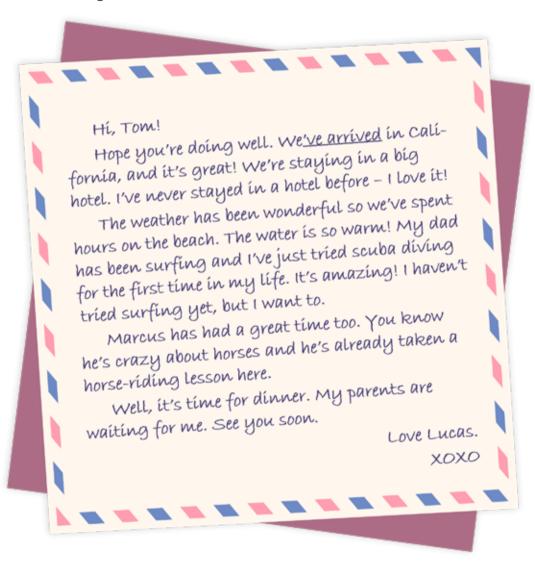




Past Participles: driven, slept, written, lost, sung, ridden, done, climbed, spoken, broken, drunk, eaten, seen, read, drunk



[8] 1. a) Read the postcard. Who is it from? Where's the person at the time of writing?





1. b) Underline Present Perfect verbs in the postcard. Write the verbs in the correct place in the table.

Regular verbs	Irregular verbs
have arrived	



- 2. Look at the postcard again and choose the best variant in the sentences below.
- · Lucas uses the Present Perfect to describe his holiday activities because he is still on holiday/his holiday has finished.
- In the Present Perfect, we use have/has + past participle with I/you/we and they.
- In the Present Perfect, we use have/has + past participle with he/she and it.
- Regular/Irregular past participles have the same form as the regular Past Simple.

	I /Vey /We /They 2re (on here) negt nerticints (cont III)
	I/You/We/They + 've (or have) + past participle (verb III)
	I/You/We/They've been to America. I/You/We/They've taken a horse-riding lesson.
(+)	He/She/It +'s (or has) + past participle (verb III)
	He/She/It's been to America. He/She/It's taken a horse-riding lesson.
	I/You/We/They + 've (or have) + never + past participle (verb III)
	I/You/We/They've never stayed in a hotel. $I/You/We/They$ 've never slept in a camp.
	He/She/It + 's (or has) + never + past participle (verb III)
	He/She/It's never stayed in a hotel. He/She/It's never slept in a camp.
(-)	I/You/We/They + haven't (or have not) + past participle (verb III)
	I/You/We/They haven't been to Turkey (yet). $I/You/We/They$ haven't done risky sports.
	He/She/It + hasn't (or has not) + past participle (verb III
	He/She/It hasn't been to Turkey (yet). He/She/It hasn't done risky sports.
	Have + I/you/we/they (+ ever) + past participle (verb III)
	Have you ever been to Arslanbob?
(?)	Have they done the work?
(1)	Has + he/she/it (+ ever) + past participle (verb III)?
	Has he ever been to Arslanbob?
	Has she done the work?

short	(+)	Yes, I/you/we/they have. Yes, he/she/it has.
answers	(-)	No, I/you/we/they haven't. No, he/she/it hasn't.



We often use **just**, **never** and **already** with the Present Perfect. These words come between have and the past participle:

I've just tried scuba diving.

He's already taken a horse-riding lesson here.

I've never stayed in a hotel before.

Use the word yet at the end of the negative sentences or questions:

I haven't tried surfing yet. Have you tried surfing yet?

3. Write the sentences with he or she.

Example: I've tried scuba diving.

He's tried scuba diving.

1)	I've been to Osh.
2)	He I've seen the Pyramids in Egypt. She .
3)	I've ridden an elephant in India. He
	We've stayed in a five-star hotel.
5)	She They've eaten Chinese food. She
6)	I've slept on a beach. He
	4. Write the sentences in Exercise 3 in the negative.
	Example: I've tried scuba diving. I've never tried scuba diving./I haven't tried scuba diving. He's never tried scuba diving./He hasn't tried scuba diving.
1)	I've been to Osh.
	He

2)	I've	e seen the Pyramids in Egypt.
	She	·
3)	I've	e ridden an elephant in India.
	He	·
4)		've stayed in a five-star hotel.
	She	·
5)	The	ey've eaten Chinese food.
	She	·
6)	I've	e slept on a beach.
	He	·
	Exa	Write questions with you and ever for the sentences in Exercise 3. mple: I've tried scuba diving. Have you ever tried scuba diving? Ask your partner the questions in Exercise 5. Write the answers. Have you ever tried scuba diving? Yes, I have. No, I haven't.
		rlan has never tried scuba diving. ura
		Put just, already, never or yet in the right place in the "B" sentences
1)	A: B:	Would you like to see $Kung\ fu\ Panda$ tonight? Not really. I've seen it three times. \rightarrow I've already seen in three times.
2)	A: B:	What's the difference between "much" and "many"? The teacher has explained it!
3)	A: B:	Why are you so sad? I've heard that my father is going on business trip for two weeks.

- 4) A: Do you like Indian food?
 - B: I don't know. I haven't tried it.
- 5) A: Where's Aziza?
 - B: She's gone home.
- 6) A: Why aren't you writing anything?
 - B: I've finished.



already just yet business trip five-star hotel

Unit 16

16A School rules

Lessons 153-154



1. a) Match the sentences to the pictures.

- a) Listen to the teacher. → Picture 3
- b) Come to class on time.
- c) Raise your hand.
- d) Be polite.
- e) Keep the school clean.
- f) Do your homework.
- g) Greet your teachers and classmates.
- h) Help your classmates.





1. b) Listen, check and repeat.

7
•

2. Match the school rules with the sentences in exercise 1.

Example: e) Keep the school clean. → 1) You must keep the school clean.

- 1) You must keep the school clean.
- 2) You must be polite.
- 3) You must do your homework.
- 4) You must raise your hand.
- 5) You must come to class on time.
- 6) You must greet your teachers and classmates.
- 7) You must listen to the teacher.
- 8) You must help your classmates.

Grammar

Must



In positive sentences, we use *must* to talk about **rules**. It means "This is **necessary**".

I/you/he/she/we/they must be kind to others.

((3.	Which	of the	rules i	n exercise	2	have	you	got	at	your	school?	Add
	me	ore rule	es to th	e list.									

a)	We must	
b)	We must	
c)	We must	
d)	We must	
	•	

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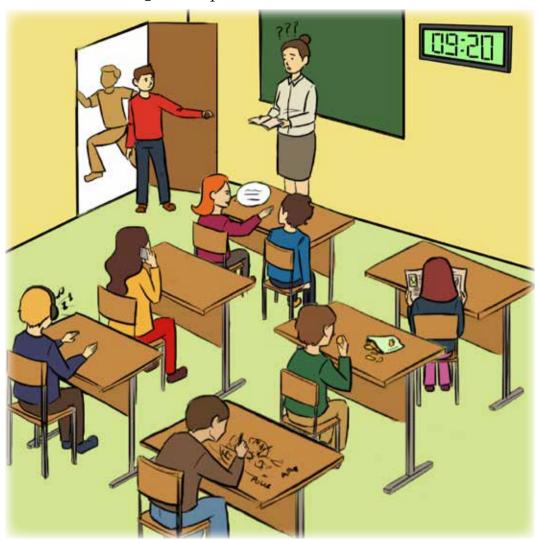
4. Complete the sentences with *must* and verbs from the box.

wear	drive	be
take	walk	do

- a) **Teacher:** You <u>must walk</u> in the corridors.
- b) Mother: You ______ your homework.
- c) Boss: You _____ smart clothes.
- d) Headmaster: Your son _____ polite.
- e) Police officer: You _____ slowly.
- f) Doctor: Your mother _____ this medicine.

(2)) 5. a) Describe the picture. What's happening in the classroom?

Example: The teacher is getting crazy because the student 1 is talking on the phone.



5. b) What do you think the teacher is saying to his students? Make sentences with *Don't*...

Example: 1) Don't talk on the phone.

6. Match your sentences in exercise 5b to the rules.

Example: 1) Don't talk on the phone. \rightarrow g) You mustn't talk on the phone.



a

You mustn't read magazines during the lesson.



d

f

h

You mustn't chew gum.

b



You mustn't be late for class.



You mustn't listen to music in class.



You mustn't chat in class.



You mustn't run in the corridors.



You mustn't talk on the phone.



You mustn't write on the desk.

Grammar

Mustn't



We use *mustn't (must not)* to say that something is **against the** rules. It means "Don't do this".

You mustn't eat in class. (= Don't eat in class.)

Pronunciation



7. a) Listen and write the four sentences.



7. b) Listen again and repeat the sentences. Which letter is "silent" in mustn't?

- 🧪 8. Look at the rules for a school canteen. Complete the gaps with must or mustn't.
- 1) You mustn't play with food.
- 2) You _____ use your manners.
- 3) You _____ clean up your mess.
- 4) You _____ run in the canteen.
- 5) You _____ line up quickly and quietly.
- 6) You _____ eat your own food.
- 7) You _____ stay in your seat.
- 8) You ______ be polite.



9. a) Work in pairs. Choose one of the places from the box and write rules for this place.

swimming pool	library	park	museum
bus	art gallery	shop	cinema



9. b. Read your rules to the class. Your classmates guess the place.



10. Read the rules for a museum. Complete the sentences with must or mustn't and verbs from the box.

run turn off touch climb eat and drink take
--

- 1) You mustn't eat and drink in the museum.
- 2) You _____ vour mobile phone during your visit.
- 3) You _____ photos.
- 4) You _____ the exhibits.
- 5) You _____.
- 6) You _____ on exhibits.

11. Talk about your English lesson. What advice would you give a new student?

Example: You must speak English during the lesson. You mustn't be late for class.



greet somebody raise one's hand chew gum use one's manners

line up quickly and quietly clean up one's mess touch the exhibits climb on exhibits

1. Discuss the questions.

- 1) Do you enjoy learning about other countries' customs?
- 2) How do people greet each other in our country?
- 3) Should guests bring a present when they come to someone's house?
- 4) What are some customs in our country that people should follow when they are eating? Do you think other countries have the same customs?
- 5) Are there any customs in our country visitors might find strange?

(a) 2. Read the dialogue between Tom and Aigul and compare your answers. Do you agree with Aigul?

Aigul: Tom, are you coming to dinner tomorrow?

Tom: Yes, but...

Aigul: What's wrong? Have you got other plans for tomorrow?

No, no. I'd love to come but I'm a little bit nervous about Tom: tomorrow's dinner because I don't know what I have to do. For example, do I have to shake hands when I meet your father and brother?

Aigul: Yes, you do. In our country men usually shake hands with each other.

OK. Do I have to bring a present? Tom:

Aigul: No, you don't. Guests bring presents on special occasions. We're inviting you to show our custom and hospitality.

OK. I heard that you have to take off your shoes when you Tom: enter someone's house.

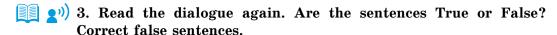
Aigul: Yes, that's right. All of us have to take off our shoes at the entrance. Also, tomorrow we're going to sit on the floor around a cloth for food called 'dastorkon'. We're going to make our national food, beshbarmak and boorsok.

Tom: Are there any rules at the table?

Aigul: We have to eat or offer food with our right hand.

Oh, I'm left-handed. Tom:

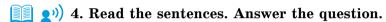
Aigul: Don't worry. You don't have to eat with your right hand. Also, we usually open our hands and say a few words of prayer at the end of a meal and then we bring them together. You don't have to follow this custom.



- a) Tom doesn't want to come to Aigul's house. → False. He'd like to come, but he feels nervous about tomorrow's dinner.
- b) Men usually shake hands to greet each other.
- c) Aigul tells Tom to bring a present for her mother.
- d) Aigul's family always sits on the floor around a cloth for food when they have a meal.

Grammar

Have to



- a) You have to take off your shoes when you enter someone's house. We have to eat or offer food with our right hand.
- b) You don't have to eat with your right hand. You don't have to follow this custom.
- c) Do I have to shake hands when I meet your father and brother?

 Do I have to bring a present?

Which of the highlighted words mean?:

- 1) It's not necessary \rightarrow <u>b</u>
- 2) Is it necessary ...? → ____
- 3) It's necessary →

5. Write sentences with the right form of have to.

- 1) (+) I/do the washing up every day \rightarrow I have to do the washing up every day.
- 2) (-) you/work so hard
- 3) (?) he/take out the rubbish
- 4) (-) you/go to the supermarket. I'll do it.
- 5) (+) we/get up early
- 6) (?) you/wear a tie for school
- 7) (-) they/pay for the tickets. They're free.
- 8) (?) she/help her mother with the chores.

6. Choose the correct answer.

- a) You have to / don't have to go shopping if you don't want to.
- b) My parents don't let me go out in the evening. I have to/don't have to stay at home.

- c) You have to / don't have to get up early. Today is Sunday.
- d) Eldos has got a bicycle. He has to / doesn't have to buy another one.
- e) Gulzat has to / doesn't have to help her mother with the household chores. She's the eldest in the family.
- f) Olga is going to stay at home because she has to doesn't have to study for a test.
- g) I have to don't have to take the bus. I live near my school.

7. a) Make negative or positive sentences.

- a) You have to wear a jacket. \rightarrow You don't have to wear a jacket.
- b) They don't have to wear a uniform. \rightarrow They have to wear a uniform.
- c) Aijan has to iron the clothes.
- d) We don't have to take the bus to school.
- e) Sanjar has to feed farm animals.
- f) I don't have to mop the floor.
- g) Aliva and Feruza have to clean the windows.

7. b) Write questions for the sentences above. Then write positive and negative answers.

Example: - Do you have to wear a jacket? - Yes. I do. - No. I don't.



8. Correct the mistakes in the sentences.

- 1) Does they have to go to school today? Do they have to go to school todau?
- 2) He haves to finish painting.
- 3) Mirgul doesn't has to do the washing up. Her sister does.
- 4) Have you to wear a tie for school?
- 5) You have to do anything on holiday.
- 6) I has to be at school before 8 o'clock.
- 7) She doesn't have to tidy her flat. It's a mess.

Speaking



9. a) Make a list of 10 things you have to do over the week.

Example: I have to take out the rubbish every evening.

9. b) Ask and answer the questions to find differences and similarities with your partner.

Do you have to take out the rubbish every evening? No, I don't. My brother has to take out the rubbish. What about you?



shake hands hospitality

follow a custom take off one's shoes at the entrance

1. Match the words with their definitions.

- 1) cradle
- 2) feast
- 3) occasion
- 4) blessing
- 5) to grease
- 6) to bow

- a) a large or special meal, especially for a lot of people and to celebrate something
- b) God's help and protection, or a prayer asking for this
- c) to rub fat on something
- d) to move your head or the top half of your body forwards and downwards as a sign of respect
- e) a small bed for a baby which you push gently from side to side
- f) a special event, ceremony or celebration

2. Work in pairs. Answer the questions.

- a) What can you see in the pictures?
- b) What tradition do these pictures describe?
- c) What do you know about this tradition?



(a) 3. Read the text. Compare your answers with the text.

In Kyrgyz culture many traditions are connected with the birth of a child. One of these traditions is laying a baby into beshik, a wooden cradle. Beshik is made from archa (juniper) or fir tree. Parents organize a ceremonial feast, beshik toi, when the baby is placed in the cradle for the first time. On this occasion, the baby's parents lay the table with delicious national dishes and invite relatives, neighbours and friends to the feast. After the guests have a meal, they give their blessings to a newborn baby.

The most interesting part of the celebration is a cradle custom. Parents of a baby's mother should bring beshik with all the necessary things. Respectable elderly women burn up the juniper and move the burning juniper around the beshik to drive away evil spirits from it. Then the beshik is greased with butter to make the baby's future life smooth as butter and successful. After the child is laid into the beshik, the mother should take it and walk to the doorstep and back bowing to the guests. They give their blessings to a newborn baby and his/her mother. Finally, a cradlesong is sung by the mother.

4. Read the text again. Answer the questions.

- a) What preparation do parents of a baby make to organize beshik toi?
- b) What's the most interesting part of the celebration?
- c) What do elderly women do to prepare beshik for a baby? Why do they do all these customs?
- d) Why does a mother take beshik and walk to the doorstep and back?
- e) Who sings a cradlesong?



5. a) Match the words to form key phrases from the text.

- 1) a wooden.
- 2) organize
- 3) lav
- 4) give blessings
- 5) respectable
- 6) burn up
- 7) grease
- 8) drive away
- 9) bow

- a) beshik
- b) to a newborn baby
- c) juniper
- d) to the guests
- e) evil spirits from beshik
- f) cradle
- g) the table
- h) elderly women
- i) a ceremonial feast



\nearrow 5. b) Make up your own sentences using the collocations in exercise 5a.

Example: Our neighbours have borrowed our wooden cradle to lay their newborn baby.

(a) 6. Discuss the questions in small groups.

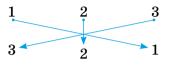
- 1) Have you ever witnessed beshik toi? When was it? Who organized beshik toi?
- 2) What other Kyrgyz traditions connected with the birth of a baby do vou know?
- 3) Every nation should preserve their traditions and customs. Do you agree with this statement?

Grammar

Passive: Present Simple

7. Study the table. Answer the questions.

- 1) How do we form the Present Simple passive?
- 2) Who or what is the subject of the sentences below?
 - a) The mother sings a cradlesong.



If we want to say who or what is the *doer* of the action, we use by.

- b) A cradlesong is sung by the mother.
- c) Thev make beshik from archa (juniper) or fir tree.
- d) Beshik is made from archa (juniper) or fir tree.

We use the passive when the person who does the action is not important or unknown.

- e) In Kyrgyz culture people connect many traditions with the birth of a child.
- f) In Kyrgyz culture many traditions are connected with the birth of a child.

We use the passive when the person who does the action is people in general.

8. Rewrite the sentences in the passive voice. Then check the sentences against the sentences from the text in exercise 3.

- 1) Parents organize a ceremonial feast, beshik toi, when they place the baby in the cradle for the first time.
- 2) Elderly women grease beshik with butter.
- 3) Elderly women lay the baby into beshik.

(a) 9.1 (a) 9. Look at the examples. How are negative sentences and questions formed in the Present Simple passive?

- a) Milk isn't delivered in the evenings.
- b) Oranges aren't grown in Canada.
- c) Is tea grown in India? Yes, it is.
- d) Are Toyotas made in the U. S.? No, they aren't.

	10. Complete the sentences with the passive form of the verbs in brackets
1)	The trees <u>are watered</u> every evening by my father.
2)	Food (cook) every day.
3)	tomatoes (grow) in your garden?
4)	English (speak) in many countries.
5)	Our house (clean) every day.
6)	The dress (not make) from silk.
7)	Computers (use) all over the world.
8)	Shakespeare's plays (perform) all over the world.
9)	homework (give) every day at your school?
10)	Thousands of trees (cut) down every year.
	11. a) Put the words in the correct order to make questions.
2) 1 3) s 4) s 5) (6) a	yurt/How/the/divided/many/parts/is/into? How many parts is the yurt divided into? made/What/kalpak/is/from? spoken/Where/Portuguese/is? sushi/Where/eaten/is? Olympics/How/are/the/often/held? are/penguins/Where/found? glass/What/is/from/made?
	11. b) Match the questions in exercise 11a to the answers.
,	From sand.
	In Brazil and Portugal.
	Every four years.
	From felt.
	Γwo parts: the men's part and the women's part.
•	In Japan.
g) A	At the South Pole.
• '))	11. c) Look only at the answers in exercise 11b. Give full answers.

Example: Glass is made from sand.

- 12. Choose either the active or the passive form of the verb.
- In the UK everyone <u>drives</u> / is driven on the left.
- Eagles find / are found in Kyrgyzstan.

- 3) Are the tests written / Do the tests write every week?
- 4) My mother bakes / is baked delicious cakes.
- 5) It rains / is rained all the time in this part of the country.
- 6) Milk doesn't buy / isn't bought every day.
- 7) Football *plays / is played* in every country.
- 8) E-mails don't receive / aren't received every day.
- 9) Are books borrowed / Do books borrow from the library?
- 10) We wear / are worn school uniforms at our school.

13. Rewrite the sentences in the passive voice. Use the by agent only when necessary.

- 1) Do you sell needles in your shop?
- 2) Tourists often visit museums.
- 3) Do the students translate the texts every day?
- 4) They don't speak English in class.
- 5) People choose the president.
- 6) They sell nice and cheap clothes in this shop.
- 7) Where do they sell bread?
- 8) They clean the streets every day.
- 9) Ulan reads a lot of books.
- 10) I don't clean the windows in winter.

14. Correct the sentences.

- 1) My documents kept in a safe place.
- 2) The film is direct by Aktan Abdykalykov.
- 3) Competitions is organized at school.
- 4) Clothes ironed by my mother.
- 5) Where meat is sold?
- 6) A lot of milk is drink by children.
- 7) His car isn't regularly wash.
- 8) The door is locked?
- 9) Our school cleans every day before we arrive.
- 10) The television aren't broken.

(1) 15. a) Guess the riddle.

It is hung on the wall.

It is used to remember the day and date.

It is decorated with pictures.



15. b) Write riddles to three words you've learnt.



(1) 15. c) Say your riddles to your partner and s/he guesses them.



a wooden cradle lay the table respectable elderly women grease beshik bow to the guests

organize a ceremonial feast give blessings to a newborn baby burn up juniper drive away evil spirits from beshik

1. Work with your partner and answer the questions.

- a) What can you see in the pictures?
- b) What Kyrgyz tradition do they describe?
- c) Have you ever participated in this tradition? What do you know about it?



2. Read the text and compare your answers.

Kyrgyzstan is a country where there are a lot of customs and traditions. Tushoo kesuu is a Kyrgyz tradition which is popular in our country. Parents who have one-year old child organize a big toi. A toi is a party where people get together in a person's home to celebrate a special occasion. The child's parents make a toi to wish him happiness, luck, good health and a bright future. They invite their relatives, neighbors and friends who bring presents to the child.

First, the guests have a meal and give "bata." "Bata" is a blessing which asks the God to protect the child all his life. Then the guests watch the race competition for children. The child's parents tie up his legs with a white and black striped wool rope. The children run from a certain distance. The first winner has the right to cut the rope with the knife specially prepared for this occasion. He and the second winner walk with the child taking him by his arms. The first winner usually gets an expensive present and the knife with which he has cut the rope. The other participants also get presents, for example, toys and sweets.

(a) 3. Read the text again and answer the questions.

- a) Why do Kyrgyz people organize tushoo kesuu toi?
- b) Who comes to the tushoo kesuu toi?
- c) What's the most important part of tushoo kesuu toi?
- d) What presents do the winners of the race competition get?

Grammar

Defining relative clause





(a) 4. a) Read the sentences below. Find these sentences in the text and notice the combination of the two sentences. Which words help to combine them?

- 1) Kyrgyzstan is a country. There are a lot of customs and traditions there.
- 2) Tushoo kesuu is one of the Kyrgyz traditions. It is popular in our country.
- 3) Parents organize a big toi. They have one-year old child.
- 4) A toi is a party to celebrate a special occasion. People get together in a person's home.
- 5) "Bata" is a blessing. It asks the God to protect the child all his life.



4. b) Complete the rules with which, who and where.

- 1) We use _____ for people.
 - 3) We use _____ for places.
- 2) We use _____ for things.





4. c) Read the sentences and complete the rule.

Tushoo kesuu is the Kyrgyz tradition that is popular in our country. Parents that have one-year old child organize a big toi.

We use _____ for things and people.



A cook is a person who/that cooks.

A gift is a thing which/that you give to somebody, especially on a special occasion.

A garden is a piece of land next to or around your house where you can grow flowers, fruit and vegetables.

We use relative clauses to explain what a place, thing, or person is or does.

We use who for a person, which for a thing, where for a place. that for a person and a thing.



5. a) Complete the definitions with who, which, or where.

- 1) It's a person who lives next to you or near you.
- 2) It's a thing _____ you give to somebody as a gift.
- 3) It's a place _____ children go to get education.
- 4) It's a task usually around the house ______ you do regularly.

5)	It's a building	people	come	to	read	and	borrow	books.
-,		F F						

- 6) It's a person ______ teaches students in a school or university.
- 7) It's a place ______ you can buy drinks and meals.



5. b) Replace who and which with that in the definitions above.

Example: 1) It's a person who lives next to you or near you. \rightarrow It's a person that lives next to you or near you.

(1) 5. c) Match the definitions with the words.

teacher school present neighbor	library chore
---------------------------------	---------------



6. Join the sentences. Make the necessary changes.

- 1) That's the boy. He's been to England. → That's the boy who has been to England.
- 2) Do you know that girl? She is wearing a red dress.
- 3) He presented me a book. It was expensive.
- 4) I've got a dictionary. It is very helpful.
- 5) Let's go to the supermarket. We bought sweets vesterday there.
- 6) Do you like the book? You borrowed it from me.
- 7) This is the cinema. I met my friend there.

7. a) Complete the questions using the correct relative pronoun.

1) an art gallery	What do you call the place where we can look at the paintings?
2) clowns	What do you call the people?
3) a mobile phone	What do you call the thing?
4) a farmer	What do you call a person?



7. b) Choose any 5 words you have learned. Write the definitions to them.



7. c) Read your definitions to your partner. Your partner guesses your words.



get together blessing

celebrate a special occasion race competition

17A Fables

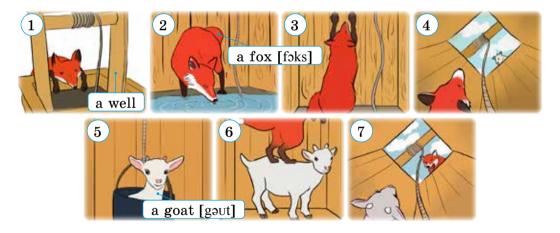
Lessons 162–163



1. What is a fable? Read the paragraph and find the answer.

A fable is a short story that teaches a lesson about something. Fables are about animals, plants or natural things like wind, stars or the sun that can talk and act like people. Fables give people chance to laugh at some silly things that people do.

(2) 2. a) The pictures below come from one fable. Look at the pictures. What do you think the fable is about? Tell your classmates. Are your fables the same?



3. Read the fable and compare it with your variant. What are the differences?

The Fox And The Goat

Once a Fox was walking in the countryside and noticed a well. The Fox was very thirsty. He tried to get some water to drink but, unfortunately, fell into the well. He tried to come out but he couldn't. So, he had no choice but to stay there till the next morning.

The next day, a Goat came that way. The Goat was thirsty too. Then she noticed a well. She came closer and looked into it. The Goat saw the Fox and thought that he got down the well to drink. The goat asked, "Is the water good?"

"Good?" asked the Fox. "It's the best water I have ever drunk! Come down here and try it yourself. There's enough water for both of us."

The Goat thoughtlessly jumped into the well. When she finished drinking, she tried to get out but she couldn't.

Then the fox said, "I have an idea. If you stand on your hind legs and put your forelegs on the wall, I'll climb onto your back, then onto your head and get out. Then I'll help you out too."

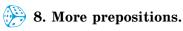
The Goat did everything that the Fox said. The Fox climbed quickly onto the Goat's back, then onto her head and then out of the well. When the Fox was out, he went away to the forest.

The Goat loudly called after him and asked for help. The Fox turned around and cried out, "If you had as many brains in your head as you have hair in your beard, you would never have got in before you saw how to get out again!"

- (2) 4. What is the moral of this fable? Tell your partner.
- 5. Can you complete the phrases from the fable with the correct preposition without looking at the text again? How many phrases do you remember?
- 1) The Fox fell _____ the well.
- 2) He tried to come _____ but he couldn't.
- 3) Come _____ here and try it yourself.
- 4) The Goat jumped _____ the well.
- 5) I'll climb _____ your back.
- 6) He went _____ to the forest.
- 7) The goat loudly called _____ him.
- 8) The Goat asked _____ help.
- 9) The Fox turned _____ and cried _____.
- (2)) 6. Use the phrases in Exercise 5 as a plan. Retell the fable to your partner.
- 7. Study the table below.



Preposition is a word which shows the relationship between a noun or pronoun and some other words in a sentence.



- Step 1: Complete the questions with the correct prepositions.
- Step 2: Interview a friend using your questions.
- Step 3: Tell the class some things about the person you've interviewed.
- Step 4: Write a paragraph about the person you've interviewed.

1.	What time do you	arrive school c) to	in the morning? d) from
2.		y get school?	
4.		c) to	
3.		usually get home _	
		c) to	
4.		time you went	
		c) to	
5.		n an amuseme	
	a) at b) in	c) on	d) to
6.		e you seen the	
	a) at b) from	om c) on	d) to
7 .		lly do your bi	
	a) at b) on	c) in	d) to
8.		are ever go ze	
		c) below	
9.	Do you like travell	ing bus? Why	y (not)?
		c) on	
10.	Where were you		
		c) on	
11.	What's the weather		
		c) on	· ·
12.	What do you usual		
	•	c) on	ŕ
13.	Have you ever been		
		c) on	· ·
14.	What time do you	go to bed Sat	urdays?
4 -		c) on	
15.	Can you name 3 an		
10		c) on	ŕ
16.	How far is your ho	ome school? c) from	
		CITTOM	or near /



fox well goat fable countryside thirsty brains thoughtlessly silly



1. The True – False Game.

1. a) Complete the sentences with the comparative form of the adjectives.

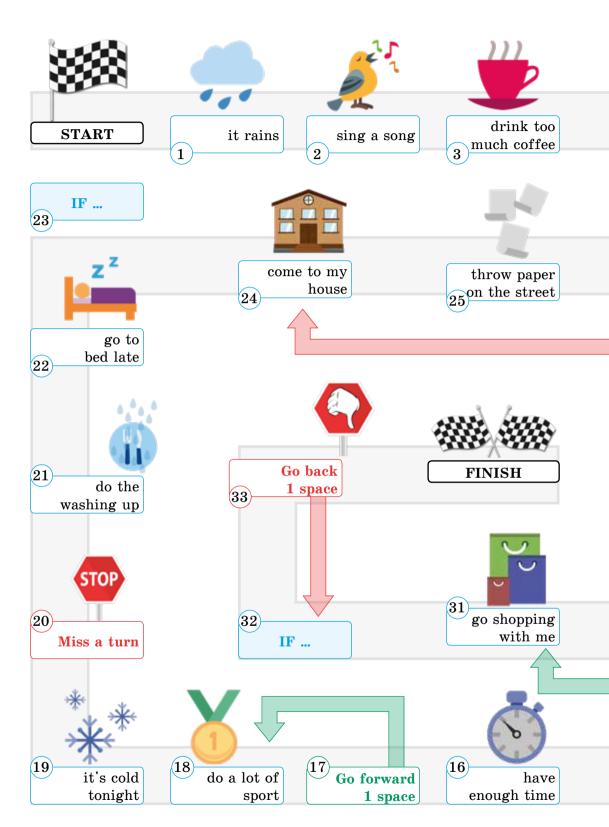
1) fast	A horse is	than a tiger.
2) small	Germany is	than Kyrgyzstan.
3) expensive	Tokyo is	than New York.
4) safe	Driving is	than flying.
5) near	The Earth is	the Sun than Mars is.
6) dangerous	Rugby is	than skiing.
7) intelligent	Dolphins are	than chimpanzees.
8) long	A kilometer is	than a mile.

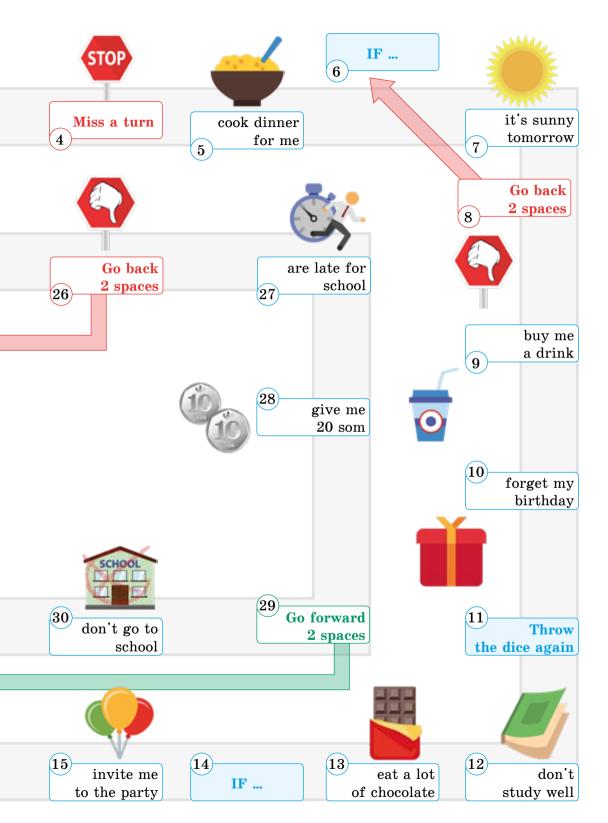
- 1. b) Work in small groups. Compare the forms of the adjectives.
- 1. c) Discuss together if the information in the sentences is true or false.
- 1. d) Play True False Game with other groups.
- 2) 2. Work in small groups. You will need a dice



and a counter.

- Put your counters onto the START. Play in turns.
- Player 1 throws the dice and goes along the board as many steps as the dice shows, for example, number 3: drink too much coffee.
- Player 1 must make up a sentence using the phrase in the square, for example, "If you drink too much coffee, you won't sleep at night."
- If you stop on the square IF..., make a sentence about your classmate using your ideas, for example, "If Anara wakes up late, she'll be late for school."
- · Other players in the group listen to the sentence carefully. If there's no mistake, Player 1 can stay on the square. If Player 1 made a mistake, he goes back.
- You will win if you first get to FINISH.
- REMEMBER! You can't repeat the sentences that other Players said.





3. What experiences has your partner had?

Student A

Write Student B's name in the space below. Read the experiences. Underline has or hasn't according to your opinion.

Ask student B questions to check if you are right or wrong.

I think (Student B's name)	Questions	✓ = I'm rightX = I'm wrong
a) has/hasn't been to Arslanbob.	Have you ever been to Arslanbob?	×
b) has/hasn't done bungee jumping.		
c) has/hasn't bought a book online.		
d) $has/hasn't$ met somebody with the same name.		
e) has/hasn't travelled by plane.		
f) has/hasn't ridden a donkey.		

Student B

Write Student A's name in the space below. Read the experiences. Underline has or hasn't according to your opinion.

Ask student A questions to check if you are right or wrong.

I think (Student A's name)	Questions	✓ = I'm rightX = I'm wrong
a) has/hasn't been to Talas.	Have you ever been to Talas?	×
b) has/hasn't done judo.		
c) has/hasn't bought jeans online.		
d) has/hasn't met somebody with the same birthday.		
e) $has/hasn't$ travelled by train.		
f) has/hasn't ridden a bike.		

	1. Alphabet Race. Work with a partner. Read the definitions and find the words.
1)	It's your father or mother's sister. A
2)	It's a round, deep dish for food. B
3)	You can use it like decoration for your birthday cake. $C =$
4)	A land that has very little water and very few plants. $D = 10^{-10}$
5)	Opposite of cheap. E
6)	It's a story about animals that teaches you a lesson. $F __ __ __$
7)	It's a small technical thing that does something useful. $G =$
8)	It's a small mountain. H
9)	It's a small picture on a desktop of your computer. $I = 1$
10)	It's a glass container for food, for example jam or honey. $J = 10^{-1}$
11)	You cut bread with it. K
12)	It's a small computer that you can carry with you. $L = 10^{-1} \text{ J}$
13)	The plural form of a mouse. $M = 10^{-10}$
14)	It's your brother or sister's son.

15) A lot of salt water that covers the earth. It's bigger than the sea.

	The process of making air, water, soil, etc. dirty.
	It's a word or a sentence that asks for information.
	Using something again and again. R
	It's a flat surface on a computer where you see pictures and words. $S =$
	You wear them on your legs.
	It's your father or mother's brother. U
	It's a low land between hills or mountains.
,	Weather with a lot of wind. W
Ć	A square container for keeping things or food, for example chocolates. B
-	The opposite of old. Y
•	A place where you can see a lot of different animals.
<u>)</u> 2	2. All the language in the student book.
	Fork in small groups. You will need a dice and a counter.

- Choose a timekeeper.
- Player 1 throws the dice and goes along the board as many steps as the dice shows.
- The timekeeper says "GO" and player 1 speaks on the topic that is on the square where he/she stopped for 30 seconds.
- When 30 seconds are over, the timekeeper says "STOP".
- Now the second player throws the dice.

- REMEMBER!!! If you stop speaking before the timekeeper says "STOP", you miss a turn.
- The winner is the first person who gets to FINISH.



GRAMMAR REFERENCE

Unit 1A

Tense review

Tense	Uses	Positive	Negative	Question
Present Simple	Facts/habits/ routines	He works.	He doesn't work.	Does he work?
Present Continuous	Activities in progress now	They're working now.	They aren't working now.	Are they working now?
Present Perfect	Completed action in "time up to now".	It's worked recently.	It hasn't worked recently.	Has he worked recently?
Past Simple	Completed action at a specific past time	She worked yesterday.	She didn't work yesterday.	Did she work yesterday?

Unit 2A

Object Pronouns

Subject pronouns	I	you	he	she	it	they
Object pronouns	me	you	him	her	it	them

Use me, him, her, us and them for people.

Who is she? Do you know <u>her</u>?

Use it and them for things.

I play volleyball. I like \underline{it} .

Use object pronouns after prepositions.

Listen to me!

Unit 2C

Have got

Positive I/you/we/they have got ('ve got) He/she/it has got ('s got)	Interrogative Have I got? Has he/she/it got? Have you/we/they got? Short answers
Negative I/you/we/they have not got (haven't got) He/she/it has got (hasn't got)	Yes, I have./No, I haven't. Yes, he/she/it has. No, he/she/it hasn't. Yes, you/we/they have. No, you/we/they haven't.

Have

Positive I/you/we/they have He/she/it has	Interrogative Do I/you/we/they have? Does she/she/it have?
	Short answers
Negative I/you/we/they do not have (don't have) He/she/it has got (hasn't got)	Yes, I/you/we/they do. Yes, he/she/it does. No, I/you/we/they don't. No, he/she/it doesn't.

Unit 2D

So/such

Rules	Examples	
Such + a/an + adjective + noun	She has such a beautiful voice. (She has a very beautiful voice.)	
Such + adjective + plural countable noun	She wears such elegant clothes. (She wears very elegant clothes.)	
Such + adjective + uncountable noun	It was such cold weather. (It was very cold weather.)	
So + adjective	The novel was so interesting. (The novel was very interesting.)	

Possessive case 's

```
He's a student. She's on holiday.

This is Timur's car.

My daughter's name is Anna. (daughter is singular.)

My daughters' names are Anna and Natasha. (daughters is plural.)

Daniel is Charles's son.

Daniel is Charles' son.
```

Possessive adjectives and Possessive pronouns

Possessive adjectives	Possessive pronouns
This is my house.	It's mine.
This is your house.	It's yours .
This is his house.	It's his .
This is her house.	It's hers.
This is its house.	It's its.
This is our house.	It's ours.
This is your house.	It's yours.
This is their house.	It's theirs .
	This is my house. This is your house. This is his house. This is her house. This is its house. This is our house. This is your house.

Use *my*, *your*, *her*, *our* and *their* before nouns. (possessive adjective + noun)

Use *mine*, *yours*, *hers*, *ours* and *theirs* alone (without a noun).

You can use his and its before nouns and alone.

Don't use an apostrophe (') with possessive pronouns.

Unit 3B

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.

(+)	(-)	
I sleep. I don't sleep.		
You sleep.	You don't sleep.	
He/she/it sleeps.	He/she/it doesn't sleep.	
We sleep.	We don't sleep.	
They sleep.	They don't sleep.	

Contractions:

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 [gəuz], have - has, do - does [dʌz]

Unit 3C

Present Simple all verbs (?)

(?)	Short answer Yes	Short answer No
Do I sleep? you sleep? we sleep? they sleep?	Yes, Vou do. we do. they do.	No, Vou don't. we don't. they don't.
Does he sleep? she sleep? it sleep?	Yes, he does. it does.	No, he doesn't. she doesn't. it doesn't.

Unit 4A

Love/like/don't mind/hate

 $love/like/don't \ mind/hate + \underbrace{\hspace{1cm}}^{\hspace{1cm}plural \ noun}_{\hspace{1cm}verb \ + \ -ing}$

Present Simple: he and she

She loves apples. She doesn't like computer games. He hates cold weather. He doesn't mind sweeping the floor.

Unit 4B

Adverbs of frequency

	Adverbs always		100%
I	usually often sometimes hardly ever never	have breakfast.	0%

Word order

		Adverb	Verb	
I		never	go	to the nightclubs.
What time do you		usually	finish	your classes?
Do you	Do you		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.

Direct / Indirect object

Some common verbs can have two objects – direct object and indirect object. There are two possible word orders, but the meaning is the same.

Bakyt is writing Anara a letter. = Bakyt is writing a letter to Anara. They bought us a cake. = They bought a cake for us.

Remember the verbs for subject + verb + person + thing: give, lend, offer, pass, read, send, show, teach, tell.

Remember the verbs for subject + verb + thing + to/for + person: buy, find, get, make.

Never use **verb** + **person** + **thing** with these verbs: *describe*, *say*, *explain* or *suggest*.

He described his new flat to us. (NOT He described us his new flat.)

Units 5A, B, C

Articles: a/an, the and zero article (\emptyset)

Definite article the	Zero article (Ø)
Use the with the names of	Use (Ø) with the names of lakes.
oceans, seas and rivers. Use the with the names of	Use (\bigcirc) with the names of single mountains, hills and islands.
deserts and forests.	We use (💋) with the names of the continents
Use the with the names of	and regions of the world.
a group of mountains, hills and islands.	We use (②) with the names of the countries.
Use the with the names	We use (\bigcirc) with the names of the cities.
of the countries with the	We use (②) with the people's names.
words States, Kingdom,	
Republic	

We use **zero** article (②) when we talk about people or things in general.

We use *the* when we know or can see which thing we're talking about.

We use *the* when we mention something again.

We use a/an when we mention something for the first time.

Unit 5D

Articles: a/an, the and zero article (\varnothing)

Rules	Examples
1) We often use a/an + noun when we want to say what sb/sth is like.	What <u>a</u> beautiful picture! Picasso is <u>a</u> great painter.
2) We use <i>the</i> in front of nationality nouns to refer to "all the people in general."	The Chinese eat food with chopsticks.
3) We use <i>the</i> in front of the superlative adjectives.	Bishkek is one of <u>the</u> greenest cities in Central Asia.
4) We use zero article (((\infty))) with meals: have breakfast/lunch/dinner; before/after/for breakfast	For breakfast I usually have cereals.

Unit 6A

Past Simple: positive

I		Use the past simple for the action that happened in the past.
You		Spelling rules:
He		 Most verbs: watch + -ed → watched
She	worked.	 Verbs ending in -e: live + -d → lived
It	workeu.	 Verbs ending in a consonant and -y: study -y → → -ied → studied
We		• Verbs ending in a vowel and -y: play -y → -yed →
You		→ played
They		 Verbs ending in a short vowel and a consonant: double consonant + -ed: plan → planned

Unit 6B

Past Simple: negative (-)

I/ we	
you	didn't (= did not) work yesterday.
he/she/it/they	

Unit 6C

Past simple: questions (?)

Question form		
Did I/you/he/she/it/we/they	<pre>sleep well today? work well yesterday?</pre>	
Short answers		
Yes, I/you/he/she/it/we/they 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 Who Where When What time Why How	did	you Farhat she they	do last Saturday? send the message? live at Issyk-Kul? have holidays go home? leave early? get to school?
---------------------------------------	-----	------------------------------	---

Adjectives ending in -ed or -ing

Adjectives ending in -ed describe how people feel.	I'm interested in Geography. I'm confused with the rules.
Adjectives ending in -ing describe a situation or people.	Geography is an interesting subject. The rules are confusing.

Unit 7A

Too / very



These boxes are **very** heavy.

very heavy — it is difficult but possible to lift the boxes.



These boxes are too heavy.

too heavy — it is impossible to lift the boxes.

We use **very** to say that something is more than we need, but it's OK.

We use **too** to say that something is more than we need and we don't like it.

We use too + adjective/verb

We use very + adjective/verb

Unit 7C

Comparative and Superlative Forms of Adjectives

	Adjective	Comparative	Superlative
Short adjectives (one-syllable)	old new	+ er = older (than) + er = newer (than)	+ est = the oldest + est = the newest
Short adjectives ending -e	safe nice	+ r = safer (than) + r = nicer (than)	$+ \mathbf{st} = $ the safest $+ \mathbf{st} = $ the nicest

	Adjective	Comparative	Superlative
Adjectives ending vowel- consonant- vowel	big fat slim	+ ger = bigger (than) + ter = fatter (than) + mer = slimmer (than)	+ gest = the biggest + test = the fattest + mest = the slimmest
Adjectives ending -y	easy lazy	+ ier = easier (than) + ier = lazier (than)	+ iest = easiest + iest = laziest
Long adjectives (two and more syllables)	modern beautiful	more modern (than) more beautiful (than)	the most modern the most beautiful
	good bad little many/ much far	better (than) worse (than) less (than) more (than) farther/further (than)	the best the worst the least the most the farthest/ the furthest

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. \underline{The} *smallest* / \underline{the} *youngest*

Use **as** + **adjective** + **as** to show that there is no difference between the objects or things.

Ann is as tall as Sam./My hair is as long as your hair.

Past Continuous

Past Continuous: subject + was/were + verb + ing		
(+) singular forms	(+) plural forms	
I He She It was working	You We They were working	

Use the past continuous to describe an action in progress at a specific moment in the past.

Yesterday at six o'clock my father was driving home. Last summer I was staying with my relatives in Osh.

Past Simple or Past Continuous?

While I was watching TV, my mom came home.

I was drinking tea when I heard somebody's voice.

Use the past simple for a finished action in the past: $My \ mom \ came./I \ heard \ somebody$'s voice.

Use the past continuous for an action in progress: I was watching TV./I was drinking tea.

Use While + Past Continuous

Past Continuous: subject + was/were + verb + ing		
(?) singular forms	short answers	
Was He working at 5 o'clock?	(+) Yes, I/he/she/it was. [woz] (-) No, I/he/she/it wasn't. [woznt]	
(?) plural forms	short answers	
$rac{ ext{Were}}{ ext{[wə]}} \leftarrow rac{ ext{You}}{ ext{We}} ightarrow rac{ ext{working}}{ ext{5 o'clock?}}$	(+) Yes, you/we/they were. [w3:] (-) No, you/we/they weren't. [w3:nt]	

(−) singular forms	(–) plural forms
I He She It wasn't working at 5 [wvz(ə)nt] o'clock?	You We weren't working at 5 They [w3:nt] o'clock?

Unit 9B

Can

You use can to talk about the things which are possible.

Positive (+)	Negative (-)
I You He She It We They	I You He She It (cannot) We They
Question	Short answers
Can I You He She It We They	 Yes, I/you/he/she/it/we/they can. No, I/you/he/she/it/we/they can't.

You put *can* before the subject in questions.

<u>Can</u> you write with this marker? (NOT You can write with this marker?)

Can + infinitive without **to**You can stop here. (NOT You can to stop here.)

Imperative sentences

An imperative sentence gives a **command**. It usually ends in a full stop (.), but you can also use an exclamation mark (!).

Commands ask or tell people to do something.

Please, close the door.
Don't touch my phone!

These two sentences are commands. The first sentence is more polite than the second one because there is the word *please* here. But both of them are commands because they ask or tell people what to do.

In imperative sentences we don't say you: Help your parents. NOT You help your parents.

In imperative sentences we **don't** use the verb with **to**: Don't speak. NOT Don't to speak.

In imperative sentences we **don't** use the verb with *-ing* **ending**: Don't run in the corridors. NOT Don't running in the corridors.

Unit 9D

Zero conditional

We use Zero Conditional when we talk about things that always happen in certain conditions, for example, scientific truth or personal truth. The main action is an automatic result of the if-clause.

When does it happen in time?	conjunction	condition (if-clause) present simple/ present continuous	result/effect (main clause) present simple/ imperative
	If	you heat ice,	it melts and turns into water.
Always	If	it rains,	the grass becomes wet.
	When	I play tennis with Ann,	I always win.
		When I am sleeping,	don't disturb me.

We can sometimes use *when* instead of *if*.

The *if-clause* can come *before* or *after* the main clause.

If *if-clause* comes after the main clause, we **don't** use a comma.

Unit 10B

Will for unplanned actions in future

(+) Positive	(-) Negative
I/You/He/She/It/We/They'll (will) stop pollution.	I/You/He/She/It/We/They won't (will not) stop pollution.
(?) Question	Ch and an arrang
(:) Question	Short answers

Will is a modal verb. You can use will to talk about the future when there is no present plan or intention.

We usually use the short form of will = 'll in positive sentences and won't [wount] (will not) in negative.

We use will/won't + infinitive. Don't use "to". We'll save the planet (NOT We'll to save the planet.)

Unit 10D

May, might, will, definitely/probably, etc., for making predictions

I You	will definitely	stay at home. (= you are sure this will happen)
	will probably	stay at home. (= you are less sure)
He She It	may (not)/might (not)	stay at home. (= you think it's possible)
We They	probably won't	stay at home. (= you think it's less possible)
	definitely won't	stay at home. (= you are sure this will never happen)

Notice that we use *definitely* and *probably* after *will* but before *won't*.

I'll definitely go there. NOT I definitely will go there.

I probably won't go there. NOT I won't probably go there.

Unit 11A

Infinitive of purpose

We use *the infinitive* $(to/not\ to\ +\ verb)$ to say why a person does/doesn't do something.

Some farmers raise animals to sell. (= Some farmers raise animals because they want to sell them.)

I take Vitamin C not to catch a cold. (= I take Vitamin C because I don't want to catch a cold)

NOT I study hard for to pass an exam. I study hard for pass an exam.

NOT I take Vitamin C to not catch a cold. I take Vitamin C not catch a cold.

Unit 11C

Plural form of nouns

Rules	Examples
1) Most nouns add -s	a cow – cows, a goat – goats
2) Nouns ending in -ch, -sh, -s, -x, -z add -es	a box – boxes, a match – matches
3) Nouns ending in consonant + y add -ies	a puppy – pupp <mark>ies</mark>
4) Nouns ending in vowel +y add -s	a donkey – donkeys
5) Nouns ending in -f/-fe change to -ves	a calf – cal <mark>ves</mark> , a wife – wi <mark>ves</mark>
6) Some nouns ending in -o add -es	a potato – potatoes, a tomato – tomatoes But: a photo – photos, a piano – pianos

Rules	Examples		
7) Irregular nouns	a goose – geese a child – children a person – people a man – men a woman – women	a sheep – sheep a mouse – mice a fish – fish a foot – feet a tooth – teeth	

Unit 11D

Future hopes and plans

Use be going to for a future plan that is going to happen. I'm going to visit my aunt.

Use want, would like ('d like) and hope to talk about future hopes that aren't definite.

He wants to go to the UK.

They'd like to invite us for their wedding.

I hope to be rich some day.

Unit 12A

How much/many, a lot, quite a lot, not much/many, none

Uncountable (singular)	Full answers	Short answers
How much bread should I buy?	You should buy a lot of bread. You should buy quite a lot of bread. You shouldn't buy much bread. You shouldn't buy any bread?	A lot. Quite a lot. Not much. None.
Countable (plural)	Full answers	Short answers
How many apples should I buy?	You should buy a lot of apples. You should buy quite a lot of apples. You shouldn't buy many apples. You shouldn't buy any apples.	A lot. Quite a lot. Not many. None.

We use a lot (of) in positive sentences.

(+) There a lot of charity organizations in the world.

We use much/many in negative sentences and questions.

- (-) There aren't many eggs left in the fridge. I haven't got much time.
- (?) Were there many people at the party? Is there much unemployment in your country?

Unit 12B

Would like vs. like

- (+) I/you/he/she/we/they'd like (= would like) to listen to music.
- (-) I/you/he/she/we/they wouldn't like (= would not) to go out this evening.
- (?) Would you like to go to the museum?
 - Yes, that's a good idea. ✓
 - Well, I'd like to, but I have to study. X
 - Would you like an apple?
 - Yes, please. ✓
 - No, thank you. X

like + V ing	We use like to talk about always. I like swimming. (I like it in general)
would like + to + V	We use would like to talk about now or a time in the future. I'd like to swim. (I want to swim now or in the future)
Would like is a polite way of saying "want".	We use Would you like + to + Verb? for invitation. Would you like to watch TV?
I'd like a cup of coffee, please.	We use Would you like + Noun? for offering things. Would you like a sandwich?

Will for spontaneous decision

Will expresses a spontaneous decision that you make at the moment of speaking.

11 = will

won't = will not

- The telephone is ringing.
- OK, I'll answer it.

Unit 12D

A little, little, a few or few

few - little / a few - a little = a small quantity; a small amount

few + plural countable nouns = not many; not enough; nearly no ...

a few + plural countable nouns = some; a small amount

little + uncountable nouns = not much; not enough; nearly no ...

a little + uncountable nouns = some; a small amount

A few = some (a small amount)

(a few normally has a positive meaning)

A few friends came to my party. I'm happy a few people came.

(positive idea – a small amount)

A little = some (a small amount)

(a little normally has a positive meaning)

She has a little for breakfast.

(She has a small quantity of food for breakfast)

Few = not many

(few has a negative meaning)

Few friends came to my party. I'm not happy because not many people came. (negative idea – not enough)

Little = not much

(little normally has a negative meaning)

She has little for breakfast. (negative idea – she doesn't eat enough for breakfast).

Few and little usually have negative meanings, especially when used with *very*.

The party was awful. Very few people came to the party.

There was very little time to finish it.

If-clause to talk about future predictions (1st Conditional)

When you are talking about the future, you use will + infinitive in the main clause but you use a present simple tense in the subordinate clause after *if* and *when*.

You can use two sentence formations.

Conjunction	Subordinate clause	Main clause
If	the weather is fine,	we'll go swimming.
When	she gets home after school,	she'll do the homework.

Main clause	Conjunction	Subordinate clause
We'll go swimming	if	the weather is fine.
She'll do the homework	when	she gets home after school.

You use **when** to say that you are **sure** that one action will follow another action.

You use **if** to say that it is **possible** that one action will follow another action.

Put comma (,) when you use Subordinate clause + Main clause.

Don't put comma (,) when you use Main clause + Subordinate clause.

Unit 13B

If-clause to talk about future recommendations and advice

When you are talking about the future advice or recommendation, you use Imperative in the main clause but you use a present simple tense in the subordinate clause after *if* and *when*.

You can use two sentence formations.

	+	Subordinate clause (condition)	+	Main clause
If	+	you are lost,	+	you need to ask for help.

	+	Subordinate clause (condition)	+	Main clause
If	ı	an adult asks you to disobey your parents,	ı	stop talking to this person!
When	T	you see something dangerous,		don't be afraid to tell your parents about it.

Main clause	Conjunction	Subordinate clause
Remember the safety rule	if when	you are in a dangerous situation.

Put comma (,) when you use Subordinate clause + Main clause.

Don't put comma (,) when you use Main clause + Subordinate clause.

Unit 13C

Reflexive pronouns: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

Use	Example	Notes
When the object of a sentence is the same as the subject.	He hurt himself. They enjoyed themselves.	Don't use reflexive pronouns with the
After $\mathbf{b}\mathbf{y} = \text{alone}$	He lives by himself. I go for a walk by myself.	verbs of everyday actions: wash, shave, dress.

Each other

Use	Example	Notes
With we, you and they, when A does something to B and B does the same to A.	We don't speak to each other. They love each other.	Compare: They looked at each other. (A looked at B and B looked at A) They looked at themselves in the mirror. (A looked at A and B looked at B)

Present Continuous (+) (-)

Positive (+)			
Full form	Contraction	V + -ing	
I am	I'm		
you are	you're		
he/she/it is	he/she/it's	working.	
we are	we're	laughing.	
they are	they're		

Negative (-)			
Full form	Contraction	V + -ing	
I am not	I'm not		
you are not	you aren't		
he/she/it is not	he/she/it isn't	working.	
we are not	we aren't	laughing.	
they are not	they aren't		

We use the present continuous to talk about actions that are happening now.

Present Continuous (?)

Question word	Verb be	Verb + -ing		\checkmark		×
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.

Present Simple vs Present Continuous

Present Simple	Present Continuous	
Use the Present Simple for routine actions.	Use the Present Continuous for actions which are happening now.	
Every day I play chess.	I'm playing chess now.	
Use the following time phrases in the Present Simple:	Use the following time phrases in the Present Continuous:	
always, usually, often, sometimes, hardly ever, never, every day	now, at the moment, today	

Indefinite pronouns: somebody / someone, something, somewhere, anybody / anyone, anything and anywhere.

Person	Place	Thing
someone/somebody	somewhere	something
anyone / anybody	anywhere	somewhere

Indefinite pronouns do not refer to a specific person, place, or thing. We use pronouns ending in -body or -one for people, pronouns ending in -thing for things, and pronouns ending in -where for places:

Rules	Examples
We use somebody/someone, something and somewhere in positive sentences.	I've got something for you. She wants to go somewhere hot.
We use anybody/anyone, anything, and anywhere in negative sentences and questions.	He didn't speak to anyone. Is anybody at home? I don't want to go anywhere expensive. Do you want anything else?
We use indefinite pronouns with a singular verb.	Is there anything to eat?
-body and -one mean the same. The forms with -body are a little more informal.	Somebody wants to meet you. (= Someone wants to meet you.)

Rules	Examples
We never use a preposition before indefinite pronouns with <i>-where</i> .	She is hiding in the house. – She is hiding somewhere. Are you going to school? – Are you going anywhere?

Unit 14C

Present Simple vs Present Continuous

We don't use the Present Continuous with the following verbs: like, love, hate, prefer, understand, hope, think, believe, need, smell, know, want

I love sports. NOT I'm loving sports.

He wants to have dinner now. NOT He's wanting to have dinner now.

Indefinite pronouns: everybody / everyone, everything, everywhere, nobody / no one, nothing, nowhere

	Person	Place	Thing
All	everyone everybody	everywhere	everything
None	no one nobody	nowhere	nothing

Rules	Examples
We use everybody/everyone, everything and everywhere to refer	Everybody came to the party. = All the people came to the party.
to all people, things or places.	I looked for it everywhere = I looked for it in all the places.
We use <i>nobody/no one</i> , <i>nothing</i> and <i>nowhere</i> in positive sentences, but they have negative meanings.	Nobody knows where it is. They knew nothing about the accident. They went nowhere on holiday.
The verb is always singular.	Everything was quiet. Everybody needs somebody. There's rubbish everywhere.

We use indefinite pronouns with **no**- as the **subject** in **negative clauses** (not pronouns with any.) **Anybody didn't come Nobody came**.

Unit 14D

Present Continuous for future arrangement

We use the Present Continuous to talk about what we have arranged to do in the future.

I am watching TV tonight. (It's my definite plan.)

My sister is seeing the dentist tomorrow morning. (She has arranged the time and place.)

When we use the Present Continuous like this, we either give a future time (for example, this weekend, tonight, tomorrow, this weekend, next week/month/year) or we know from the situation that we are talking about the future.

Unit 15B, C, D

Present Perfect

Form the Present Perfect with have / has + past participle

	I/You/We/They	He/She/It
(+)	've (have) + past participle I You We a horse. They	$egin{array}{l} ext{'s (has)} + ext{past participle} \ ext{He} \ ext{She} \ ext{She} \ ext{America} \end{array}$
(-)	haven't (have not) + past participle I You We not) ridden a horse.	$egin{aligned} & ext{has not)} + \ & ext{past participle} \end{aligned}$ $He \ & ext{She} \ & ext{been to America}. \end{aligned}$

	I/You/We/They	He/She/It
(-)	have + never + past participle I You have never ridden We a horse. They	$egin{array}{l} ext{has} + ext{never} + ext{past participle} \ & He \ She \ She \ It \ & America \ \end{array}$
(?)	Have + I/you/we/they + ever + past participle Have I/you/we/they ever ridden a horse?	Have + he/she/it + ever + past participle Has he/she/it ever been to America?
	Yes, $I/you/we/they$ have. No, $I/you/we/they$ haven't.	Yes, he/she/it has. No, he/she/it hasn't.

Use the Present Perfect to talk about actions in the past when:

- We are talking about any time up to now: Have you ever been to China?
- We don't say when the action happened: I've seen a tiger in wild.
- It is still possible to do/repeat an action (because the time is still continuing): *He's written a poem*. (He can write another poem, because he is still alive.)

We often use the Present Perfect with *ever/never* to talk about **experiences** at any time up to now:

Have you ever done ironing? No, I've never done housework.

We use the Present Perfect with *for* to talk about an action that continues from the past to the present:

They have lived in Bishkek for ten years.

We use the past simple with *for* to talk about a past action in a period of time which is finished:

They lived in Bishkek for ten years and then moved to Moscow.

Notice the two questions with *How long?*<u>How long</u> have Aigul and Tom known each other?

<u>How long</u> was Aigul in a usual school?

We often use *just*, *never* and *already* with the Present Perfect. These words come between *have* and *the past participle*:

I've just tried scuba diving.

He's already taken a horse-riding lesson here.

I've <u>never</u> stayed in a hotel before.

Use the word **yet** at the end of the sentence:

I haven't tried surfing yet.

We usually use the contracted forms:

I've been to Naryn. She's travelled a lot.

The past participle of regular verbs is the same as the regular Past Simple form

Infinitive	Infinitive Past simple Past	
stay	stayed	stayed
arrive	arrived	arrived

There are a lot of irregular past participles. Some of them are the same as the Past Simple form.

Infinitive	finitive Past simple Past par	
buy	bought	bought
bring	${f brought}$	${f brought}$

But many of them are different from the Past Simple form.

Infinitive	Past simple	Past participle
do	did	done
write	wrote	written

Unit 16A

Must/mustn't

In positive sentences, we use **must** to talk about **rules**. It means "This is necessary."

I/you/he/she/we/they must be kind to others.

We use mustn't (must not) to say that something is against the rules. It means "Don't do this."

You mustn't eat in class. (= Don't eat in class.)

Have to

(+)	I/you/we/they + have to + Verb He/she/it + has to + Verb	I have to help my mother with the cooking. He has to make his bed.
(-)	I/you/we/they + don't have to + Verb He/she/it + doesn't have to + Verb	You don't have to do that, Japar. I'll do it later.
(?)	Do I/you/we/they + have to + Verb Yes, I/you/we/they do. No, I/you/we/they don't. Does he/she/it + have to + Verb Yes, he/she/it does. No, he/she/it doesn't.	Does she have to do the shopping every weekend? Yes, she does. No, she doesn't.

We use **have to** to talk about something we must do because somebody told us or because it is a rule.

We use don't have to to say something is not necessary.

Unit 16C

Passive with the Present Simple

	Positive sentence			
I	am			
You/we/they	are	Past participle		
He/she/it	is			
Negative sentence				
I	am not			
You/we/they	aren't	Past participle		
He/she/it	isn't			
	Question			
Am	I			
Are	you/we/they	Past participle		
Is	he/she/it			

Ye	es,	No,	
$I\\ You/we/they\\ He/she/it$	am. are. is.	$I \ You/we/they \ He/she/it$	am not. aren't. isn't.

We use the passive when the person who does the action is:

Not important

Beshik is made from archa or fir tree. (= it's not important who makes it)

Unknown

Hundreds of cars are stolen every week. (= we don't know who steals them)

People in general

He's known all over the world. (=people in general know him)

If we want to say who or what is the **doer** of the action, we use **by**. A cradlesong is sung by a mother.

Unit 16D

Defining relative clause

A cook is a person who/that cooks. A gift is a thing which/that you give to somebody, especially on a special occasion. A garden is a piece of land next to or around your house where you can grow flowers, fruit and vegetables.	We use relative clauses to explain what a place, thing, or person is or does. We use who for a person, which for a thing, where for a place, that for a person and a thing.
That girl is my classmate. She speaks English fluently.	The girl who speaks English fluently is my classmate.
The ruler is on the table. You bought it.	The ruler which you bought is on the table.
This is the cafe. We had lunch there yesterday.	This is the cafe where we had lunch.

IRREGULAR VERBS

Verb		Past Simple	Past Participle
be [bi:]	этиштин формасы	was/were	been
become [bɪˈkʌm]	болуу, чыга келүү	became [bɪˈkeɪm]	become [bɪˈkʌm]
begin [bɪˈgɪn]	баштоо	began [bɪˈgæn]	begun [bɪˈgʌn]
blow [bləu]	үйлөө	blew [blu:]	blown [bləun]
break [breik]	сындыруу	broke [brəuk]	broken ['brəuk(ə)n]
bring [brɪŋ]	алып келүү	brought [bro:t]	brought [bro:t]
build [bɪld]	куруу	built [bɪlt]	built [bɪlt]
buy [baɪ]	сатып алуу	bought [bɔ:t]	bought [bɔ:t]
can	жасай алуу, кылуу	could [kud]	(been able to)
catch [kæʧ]	жетишүү, кармоо	caught [kɔ:t]	caught [kɔ:t]
choose [fuːz]	тандоо	chose [ʧəuz]	chosen [' \mathfrak{f} əuz(ə)n]
come [knm]	келүү	came [keim]	come
cost [kɔst]	баада туруу	cost	$\cos t$
cut [kʌt]	кесүү	cut	cut
do [du:]	жасоо	did	done [dʌn]
draw [dro:]	сүрөт тартуу	drew [dru:]	drawn [drɔ:n]
dream [dri:m]	кыялдануу	dreamt [dremt]	dreamt [dremt]
drink [driŋk]	ичүү	drank [dræŋk]	drunk [drʌŋk]
drive [draɪv]	машина айдоо	drove [drəuv]	driven ['drɪv(ə)n]
eat [i:t]	тамактануу	ate [et]/[eɪt]	eaten ['i:t(ə)n]
fall [fɔ:l]	жыгылуу	fell [fel]	fallen ['fɔ:lən]
feed [fi:d]	тамактандыруу	fed [fed]	fed [fed]
feel [fi:l]	сезүү	felt [felt]	felt [felt]
fight [fart]	мушташуу	fought [fɔ:t]	fought [fo:t]
find [faind]	табуу	found [faund]	found [faund]

Verb		Past Simple	Past Participle
fly [flaɪ]	учуу	flew [flu:]	flown [fləun]
forget [fə'get]	унутуу	forgot [fəˈgɔt]	forgotten [fəˈgɔt(ə)n]
get [get]	алуу	got [got]	got [got]
give [gɪv]	берүү	gave [geɪv]	given ['gɪv(ə)n]
go [gəu]	баруу, кетүү	went [went]	gone [gʌn]/been
grow [grəu]	өсүү, чоңоюу	grew [gru:]	grown [grəun]
have [hæv]	бар болуу, ээ болуу	had	had
hear [hɪə]	угуу	heard [h3:d]	heard [h3:d]
hide [haɪd]	жашынуу, жашыруу	hid [hɪd]	hidden ['hɪd(ə)n]
keep [ki:p]	кармоо, сактоо	kept [kept]	kept [kept]
know [nəu]	билүү	knew [nju:]	known [nəun]
learn [lɜːn]	үйрөнүү	learnt [lɜ:nt]	learnt [lɜ:nt]
leave [li:v]	калтыруу, кетүү	left	left
let [let]	уруксат этүү, мүмкүндүк берүү	let	let
lose [lu:z]	жоготуу	lost [lost]	lost [lost]
make [meɪk]	жасоо, түзүү	made [meɪd]	made [meɪd]
mean [mi:n]	маани берүү	meant [ment]	meant [ment]
meet [mi:t]	жолугушуу, тосуу	met	met
must [mʌst]	милдеттүү болуу	had to	(had to)
pay [pei]	төлөө	paid [peɪd]	paid [peɪd]
put [put]	коюу	put [put]	put [put]
read [ri:d]	окуу	read [red]	read [red]
ride [raɪd]	минүү	rode [rəud]	ridden [ˈrɪd(ə)n]
run [rʌn]	чуркоо	ran [ræn]	run [rʌn]
say [sei]	сүйлөө	said [sed]	said [sed]
see [si:]	көрүү	saw [so:]	seen [si:n]
sell [sel]	сатуу	sold [blues] blos	[blues] blos
send [send]	жиберүү	sent [sent]	sent [sent]

Verb		Past Simple	Past Participle
shine [ʃaɪn]	жаркыроо	shone [ʃɔn]	shone [ʃɔn]
show [ʃəʊ]	көрсөтүү	showed [ʃəud]	shown [ʃəun]
sing [sɪŋ]	ырдоо	sang [sæŋ]	sung [sʌŋ]
sit [sɪt]	отуруу	sat [sæt]	sat [sæt]
sleep [sli:p]	уктоо	slept [slept]	slept [slept]
smell [smel]	жыттоо	smelt/smelled	smelt/smelled
speak [spi:k]	сүйлөө	spoke [spəuk]	spoken ['spəuk(ə)n]
spell [spel]	тамгалап айтуу же жазуу	spelt/spelled	spelt/spelled
spend [spend]	өткөрүү	spent [spent]	spent [spent]
stand [stænd]	туруу	stood [stu:d]	stood [stu:d]
swim [swim]	сүзүү	swam [swæm]	swum [swam]
take [teɪk]	алуу	took [tu:k]	taken ['te $ik(a)n$]
teach [ti:f]	окутуу	taught [to:t]	taught [to:t]
tell [tel]	айтып берүү	told [təuld]	told [təuld]
think [θιŋk]	ойлонуу	thought [θɔ:t]	thought [θ 5:t]
throw [θ rə \cup]	таштоо	threw [θru:]	thrown [θ rəun]
understand [ˌʌndəˈstænd]	түшүнүү	understood [ʌndəˈstud]	understood [ʌndəˈstud]
wake [weik]	ойгонуу	woke [wəuk]	woken ['wəuk(ə)n]
wear [wɛə]	кийүү	wore [wo:]	worn [wɔ:n]
win [wɪn]	жеңүү	won [wan]	won [wan]
write [raɪt]	жазуу	wrote [rəut]	written ['rɪt(ə)n]

FONETIC SYMBOLS

Consonants					
р	pen	[pen]	S	so	[səʊ]
b	bad	[bæd]	Z	zoo	[zuː]
t	tea	[tiː]	ſ	shoe	[ʃuː]
d	did	[dɪd]	3	vision	[ˈvɪʒn]
k	cat	[kæt]	h	hat	[hæt]
g	got	[gɒt]	m	man	[mæn]
t∫	chain	[tʃeɪn]	n	no	[nəʊ]
dз	jam	[dʒæm]	ŋ	sing	[sɪŋ]
f	fall	[fɔ:1]	l	leg	[leg]
v	van	[væn]	r	red	[red]
θ	thin	[θɪn]	j	yes	[jes]
ð	this	[ðis]	W	wet	[wet]

Vowels and diphthongs					
i:	see	[siː]	Λ	cup	[kʌp]
i	happy	[ˈhæpi]	3:	bird	[bɜːrd]
I	sit	[sɪt]	Э	about	[əˈbaʊt]
e	ten	[ten]	eı	say	[seɪ]
æ	cat	[kæt]	อับ	go	[gəʊ]
a	father	[ˈfɑːðə(r)]	aı	five	[faɪv]
b	got	[gɒt]	au	now	[naʊ]
ə :	saw	[:ca]	ЭI	boy	[rcd]
σ	put	[pʊt]	ıə	near	[(r)ein]
u	actual	[ˈæktʃuəl]	еə	hair	[heə(r)]
u:	too	[tuː]	บอ	pure	[pjʊə(r)]

ENGLISH – KYRGYZ DICTIONARY

Abbreviations used in the dictionary:

adj. – adjective adv. – adverb n. – noun

phr. v. - phrasal verbprep. - prepositionv. - verb

A

ability [əˈbiliti] — n. жөндөм, көндүм **abroad** [ə'brɔ:d] – adv. чет өлкөдө, чет өлкөгө **activity** [æk'tɪvəti] -n. ишмердүүлүк, иш-чара **add** [æd] – *v*. кошуу **adjective** ['ædʒiktiv] — n. сын атооч adult ['ædʌlt], [ə'dʌlt] — n. чоң киши adverb ['ædvз:b] – n. тактооч advice [advas] - n. кеңеш adviser [əd'vaizər] - n. кеңешчи, консультант **affect** [ə'fekt] – v. таасир берүү, таасир этүү against [ə'gen(t)st], [ə'gein(t)st] ргер. каршы **agree** [əˈgriː] -v. макул болуу **agriculture** ['ægrik Λ lt[ϑ (r)] – n. айыл чарба **airport** ['eəpɔ:t] -n. аэропорт alive [əˈlaɪv] – adj. тирүү **almond** ['a:mənd] — n. бадам alone [ə'ləun] — adi. жалгыз, жеке

always ['ɔ:lweiz] — adv. дайыма amazing $[\exists' merzin] - adj$. укмуштай, таң калаарлык angry ['ængri] - adj. каардуу, сүрдүү **animal** ['ænɪm(ə)l] – n. жаныбар **apply** [ə'plaɪ] — v. жазуу жүзүндө арыз менен кайрылуу **arrive** [ə'raiv] — v. келүү, болуу attack [ə'tæk] - v. чабуул коюу, кол салуу **attend** [ə'tend] – v. катышуу **attentive** [ə'tentiv] -adj. кунт коюу, көңүл буруу **aunt** [a:nt] – n. эже, таеже autumn ['o:təm] - n. күз avoid [ə'vəɪd] — v. алыс болуу, качуу

${f B}$

balloon [bə'lu:n] — n. шар bath [bɑ: θ] — n. ванна battle ['bætl] — n. салгылашуу beach [bi: \mathfrak{f}] — n. пляж beard ['bɪəd] — n. сакал

bean [bi:n] - n. буурчак **beat** [bi:t] -v. ypyy, coryy **bee** [bi:] – n. аары \mathbf{beet} [bi:t] -n. кызылча **behaviour** [bɪˈheɪvjə(r)] — n. жүрүмтурум **beige** [beiʒ] – adj. бозгуч **believe** [bɪˈliːv] -v. ишенүү **below** [bɪ'ləu] – adv. төмөн, ылдый, ары biology [bai'plədʒi] — n. биология **blessing** ['blesɪŋ] – n. бата, дуба кылуу **blow** [bləu] – v. үйлөө, үйлөп берүү **boil** [bɔil] – v. кайнатуу **boot** [bu:t] -n. ботинкенин, өтүктүн бири **boring** ['bɔ:rɪŋ] – adj. кызыксыз **both** [bəu θ] – adj. экөө тең **bowl** [bəʊl] – n. табак **box** [bɒks] - n. куту, коробка **brackets** ['brækits] — n. кашаалар **brain** [brein] -n. мээ **branch** [bra:nt $\int]-n$. бутак, тармак **brave** [breiv] -adj. эр жүрөк **break** [breik] – v. сындыруу, бузуу **breed** [bri:d] – v. өстүрүү көбөйтүү **brick** [brik] - n. кыш, кирпич **brim** [brim] -n. чети, кыры **brush** $[bra \int] - v$. Tapoo **bucket** ['bʌkɪt] - n. чака **building** ['bildin] -n. имарат **bully** ['buli] – n. тартипсиз, хулиган bungee ['bʌndʒi] jumping -n. phrтарзанга окшоп секирүү **bus** [bas] -n. aвтобус **bush** [bʊʃ] – n. бир түп майда жыгач

 \mathbf{C}

cabbage ['kæbidʒ] – n. капуста **calf** [kɑːf] - n. торпок, музоо **camel** ['kæməl] – n. төө candle [kændl] – n. шам **care** [keə(r)] – n. кам көрүү; **take** care of somebody – бирөөгө кам көрүү carefully ['kɛəf(ə)lɪ] – adv. акырындык менен **carnation** [ka:'neɪ[n] – n. жыпар **carton** ['kɑːtən] — n. коробка **cartoon** [kaːˈtuːn] - n. мультфильм **carry** ['kæri] – v. алып, көтөрүп жүрүү **catastrophe** [kə'tæstrəfi] – n. катастрофа **cave** [keiv] -n. үңкүр **CD** player [si: 'di: 'pleiə(r)] - n. CD-ойноткуч **celebration** [,selə'bre $\mathfrak{I}(\mathfrak{p})$ n] – n. өткөрүү, белгилөө cereal ['siəriəl] - n. дан азыгы **ceremony** ['seriməni] — n. салтанат **chalk** [$\mathfrak{f}\mathfrak{b}:k$] – n. \mathfrak{fop} changing room ['tfeindʒin ru:m] n. чечинип-кийинүүчү жай **character** ['kærəktə] – n. мүнөз; персонаж, каарман **cheap** [\mathfrak{f} i:p] -adj. арзан **chemistry** ['kemistri] — n. химия **cherry** ['tʃeri] -n. алча **chess** [tʃes] – n. шахмат **chew** [tfu:] – v. чайноо; **chew** gum – сагыз чайноо **chick** [tʃik] – n. жөжө **chimney** ['tʃimni] – n. печканын же очоктун түтүгү (мор) **choice** [\mathfrak{f} эів] — n. тандоо

choose [tʃuːz] – v. тандоо **chorus** ['kɔ:rəs] – n. xop **cistern** ['sɪstən] - n. цистерна clause [klɔ:z] – n. татаал сүйлөмдүн бир бөлүгү clever ['klevə(r)] - adj. акылдуу \mathbf{climb} [klaim] — v. чыгуу clothes [kləvðz] — n. кийим-кече cloudy ['klaudı] — adj. бүркөк coal [kaul] - n. көмүр \mathbf{coat} [kəut] — n. пальто collect [kəˈlekt] — v. чогултуу coloured pencil ['kʌləd 'pensl] *п*. түстүү калемдер comfortable ['kʌmf(ə)təbl] adj. ыңгайлуу compare [kəm'peə(r)] *v*. салыштыруу **complete** [kəm'pli:t] – v. аяктоо, бүтүрүү compulsory [kəmˈpʌlsəri] – n. милдетүү түрдө **condition** [kən'di $\int (a)n$] – n. Шарт confetti [kən'feti] — n. конфетти **conjunction** [kənˈdʒʌŋkʃ(ə)n] – *п*. союз connection [kəˈnekʃ(ə)n] n. байланыш continent ['kontinent] n. континент **consonant** ['kɒnsənənt] – n. үнсүз (тамга) **construct** [kən'str Λ kt] – v. куруу, тургузуу construction [kənˈstrʌkʃ(ə)n] n. конструкция, имарат cook [kvk] – v. даярдоо **corn** [kɔːn] – n. жүгөрү cotton ['kptn] - n. пахта, пахтадан жасалган кездеме

countryside ['kʌntrɪsaɪd] — n. айыл жергеси, айыл-кыштак cousin ['knzn] - n. бөлө **cover** ['kʌvə] – v. жабуу, бекитүү **cow** [kaʊ] – *n*. уй **cranberry** ['krænb(ə)rɪ] – n. клюква (кызыл жемиштүү өсүмдүк) \mathbf{crazy} ['kreizi] – adj. келесоо, жинди **cream** [kri:m] – *n*. каймак **cricket** ['krikit] - n. крикет (оюн) **стор** [krpp] – n. түшүм **cruise** [kru:z] -n. круиз (саякат) ${\bf cup} \ [{\it knp}] - n. \ {\it чыны}$ **curious** ['kjʊəriəs] – adj. кызыккан, кулак түргөн **currant** ['kʌrənt] – n. карагат **custom** ['kʌstəm] — n. салт, үрпадат

Ι

dairy ['deəri] – n. cyt; dairy products - сүт азыктары dance [da:ns] - v. бийлөө dangerous ['deɪndʒ(ə)rəs] – adj. коркунучтуу date [deit] - v. жолугушууга баруу **death** [de θ] – n. өлүм **decide** [dɪˈsaɪd] – v. чечүү, чечим кабыл алуу **decision** [dɪ'sɪʒn] - n. чечим deep [di:p] - adj. терең $\mathbf{deer} [\mathbf{dia}] - \mathbf{n}.$ элик, бугу definition [defi'nif(ə)n] n. аныктама, тактама **delete** [dɪ'li:t] – v. θυγργγ delicious [dɪˈlɪʃəs] — adj. абдан даамдуу **describe** [dɪ'skraɪb] — v. сүрөттөө \mathbf{desert} ['dezət] — n. чөл

destroy [dɪ'strɔɪ] – v. бузуу, талкалоо destruction [dɪˈstrʌkʃ(ə)n] n. талкалоодон калган **die** [daɪ] – *v*. өлүү **differ** ['dɪfər] – v. айырмалануу **difference** ['difrens] – n. айырма, өзгөчөлүк different ['dɪfrənt] adj. айырмаланган **disagree** [disə gri:] -v. макул болбоо disappear [,disə'piə] — v. көздөн кайым болуу, жоголуу discuss [dɪˈskʌs] — v. талкуулоо dish [dis] - n. тамак do the washing up – идиш-аякты жууп-тазалоо domestic [dəˈmestɪk] – adj. үй donkey ['dɒŋki] — n. эшек **double** ['dʌbl] – adj. эки катар, кабат, кошмок download ['daunləud] – v. жүктөө **draw** [drɔ:] – v. cγρθτ ταρτγγ **dream** [dri:m] – n. ой-максат, кыял **drive** [draɪv] – v. айдоо (машина) dry [drai] – adj. кургак $\mathbf{dust} [\mathbf{d} \land \mathbf{st}] - n.$ чаң; v.аарчуу, кагуу, тазалоо, сүртүү

E

earn [3:n] — v. акча иштеп табуу easy ['i:zi] — adj. жеңил elective [I'lektiv] — adj. факультатив, кошумча тандоо ecology [i:'kɔlədʒi] — n. экология elegant ['eligənt] — n. саркеч elementary [,eli'mentəri] — adj. элементардык; elementary school — башталгыч мектеп

embarrassing [im'bærəsin]; [em'bærəsin] - adj. оңтойсуз **enemy** ['enəmi] — n. душман **enjoy** [in'dʒɔi] -v. ырахаттануу enough [i'n \wedge f] – adv. жетиштүү enter ['entə] – v. кирүү environment [in'vaier(e)nment], [en'vaiər(ə)nmənt] - n. айланачөйрө еріс ['epik] — adj. эпикалык eraser [ıˈreɪzə(r)] — n. өчүргүч **event** [r'vent] -n. окуя **evil** ['i:v(ə)l] – n. зыян, залал **example** [ig'za:mpl] — n. мисал **exciting** [ik'saitiŋ] – adj. толкунданткан exclamation [,eksklə'meif(ə)n] – n. катуу үн берүү, илеп **exhibit** [ig'zibit] — v. экспонат expensive [ik'spensiv] adj. кымбат **experience** [ɪk'spɪərɪən(t)s] n. тажрыйба

$\dot{\mathbf{F}}$

fable ['feɪbl] — *n*. тамсил fairy tale ['feɔ.ri teɪl] — жомок fall [fɔːl] — *v*. жыгылуу famous ['feɪməs] — *adj*. белгилүү farmer ['fɑːmə(r)] — *n*. фермер, чарбакер fashion ['fæʃ(ə)n] — *n*. мода fauna ['fɔːnə] — *n*. фауна favourite ['feɪv(ə)rɪt] — *adj*. сүйүктүү feast [fiːst] — *n*. той feed [fiːd] — *v*. тамактандыруу, тойгузуу fight [faɪt] — *v*. күрөшүү, мушташуу

file [faɪl] – n. папка **finally** ['fain(ə)li] – adv. акырында **find** [faind] -v. Tabyy **finish** ['finis] – v. бүтүү **fire** ['faɪə] - n. от, жалын firecracker ['faiə,krækə] n. тамаша, фейерверк **firefighter** ['faiə faitə] -n. opt өчүргүч **firework** ['faɪəwɜ:k] – n. фейерверк fit [fit] - adj. саламат; жакшы дене түзүлүштө; **keep fit** - спорттук жакшы келбетти кармоо **floor** [flɔ:(r)] – n. кабат **flora** [ˈflɔːrə] — n. флора fly [flai] – v. yyyy foal [fəʊl] – n. кулун \mathbf{foggy} ['fɔgɪ] – adj. тумандуу **fold** [fəʊld] – v. бүктөө folk [fəvk] - adj. элдик **follow** [ˈfɒləʊ] — v. артынан баруу, изинен басуу, колдоо foreleg ['fo:leg] - n. алдыңкы бут же таман forest ['fɒrɪst] — n. токой fortuneteller ['fɔ:tʃu:n,telə] n. көзү ачык, төлгөчү fox [foks] - n. түлкү **free** [fri:] -adj. бекер, акысыз **French** [frent $\int]-n$. француз тили **friendly** ['frendli] – adj. достук маанайда **frighten** ['frait(ϑ)n] – v. коркутуу, коркуу **full stop** - n. чекит G $\mathbf{gadget} ['\mathbf{gædzit}] - n$. гаджет, таандык, буюм

gardener ['gaːdənər] — n. багбан **genius** ['dʒI:nɪəs] — n. гений **geography** [dʒiˈɒgrəfi] – n. география get to know – таанышуу, билүү $\mathbf{gift} - n$. белек glass [qla:s] -n. стакан global ['gloub(ə)l] - adj. глобалдуу, дүйнөлүк ${\bf glove} \ [{\bf glav}] - n.$ мээлей goat [gəut] - n. эчки goose [gu:s] - n. каз; gosling[gozlin] - n. каздын балапаны **grandson** ['græns \land n] – n. Heбере (эрк) grass [gra:s] — n. чөп **gravy** ['greivi] -n. coyc **greet** [gri:t] – v. саламдашуу, учурашуу **grow** [grə σ] – v. θ c γ γ , θ c γ γ γ γ **guess** [ges] – v. болжолдоп табуу $\mathbf{guest} \ [\mathbf{gest}] - n$. конок, мейман **guitar** [gɪˈtɑː] - n. гитара **gun** [gʌn] - n. курал, пистолет **gym** [dʒim] - n. спорттук зал

Н

 habit ['hæbit] – n. адат

 hair [heə(r)] – n. чач

 handsome ['hæn(d)səm] – adj.

 келбеттүү

 harm [ha:m] – n. зыян, залал

 harvest ['ha:vist] – n. түшүм;

 v. түшүм жыйноо

 hat [hæt] – n. шляпа

 hate [heit] – v. жаман көрүү

 health [helθ] – n. ден соолук

 heavy ['hevi] – adj. оор

 heel [hi:l] – n. така

information technology **hen** [hen] -n. тоок hero ['hɪərəʊ] – n. баатыр; [.infə'meif(ə)n tek'nplədʒi] n. информатика legendary ['ledʒəndri] hero **insect** ['insekt] -n. курт-кумурска легендарлуу баатыр interested ['intrəstid] - \mathbf{high} [haɪ] – adj. бийик adj. кызыкдар **hiking** ['haikin] – n. жөө туризм, interesting ['intrəstin] шүдүж adj. кызыктуу hill [hɪl] – n. дөбө international [,intəˈnæʃən(ə)l] hind [haɪnd] legs — арткы туяк adi. эл аралык **history** [histəri] -n. тарых **invite** [in'vait] – v. чакыруу hoe [hə υ] – υ . otoo **honey** ['hʌni] – n. бал irregular [i'regjələ] - adj. tyypaэмес, нормаларга жооп бере **horn** [hɔ:n] - n. мүйүз же мүйүздү албаган элестеткен форма **iron** ['aɪən] – n. γ түк; v. γ түктөө **horse** [hɔːs] - n. ат, жылкы island ['aɪlənd] — n. арал horseback riding ['ho:sbæk 'raɪdɪŋ] — n. ат ойнотуу, минүү J **hospital** ['hɒspitl] — n. оорукана **hospitality** [hpspi'tæləti] -n. jacket ['dʒækɪt] – n. күрмө, жакет, меймандостук куртка household ['haushəuld] chores **jam** [dʒæm] – n. кыям, джем, [t]э:(r)z] – үй кызматы, иши варенье **hungry** ['hʌŋgri] — adj. ачка **jar** [dʒɑː(r)] — n. банка **hunt** [hant] - v. мергенчилик кылуу **jeans** [dʒi:nz] – n. жинсы **husband** ['hʌzbənd $\overline{} - n$. күйөөсү jelly ['dzeli] - adj. желе, желеден жасалган jog [dgpg] – v. жортуп жүгүрүү **journey** ['dʒз:nɪ] — n. саякат icon ['aikon] - n. монитордун **judo** ['dʒu:dəu] — n. дзюдо бетиндеги белги, иконка **јитр** [dʒʌmp] – v. секирүү illegal [ɪˈliːg(ə)l] — adj. мыйзамсыз **imagine** [ι 'mæd \mathfrak{g} \mathfrak{in}] – v. элестетүү K **imperative** [im'perativ] - adj. **keyboard** ['ki:bɔ:d] - n. клавиатура буйрутма kid [kid] — n. улак important [im'po:tnt] **kind** [kaind] – adj. ак көңүл, adj. маанилүү боорукер **improve** [im'pru:v] – v. жакшыртуу **knife** [naif] - n. бычак **include** [in'klu:d] – v. ичине камтуу infinitive [in'finativ] n. инфинитив, этиштин белгисиз

lake [leɪk] – n. көл

формасы

lamb [læm] – n. козу language ['længwidʒ] - n. тил **laptop** ['læptɔp] - n. лэптоп, кичинекей портативдик компьютер **laugh** [la:f] – v. күлүү lay [lei] - v. коюу; lay eggs жумуртка таштоо; lay the table – дасторкон жаюу **law** [lɔ:] - n. мыйзам lazy ['leizi] - adj. жалкоо **leaf** [li:f] -n. жалбырак leather [ˈleðə(r)] — n. тери **legend** ['ledʒənd] – n. уламыш lemonade [lemo'neid] n. лимонад **light** [laɪt] - n. жарык **lion** ['laɪən] – n. арстан line [lain] up — тизилүү listen (to) – v. yryy **literature** ['litərətʃə] — n. адабият litter ['litə] — n. таштанды loaf [ləuf] - n. бөлкө **lock** [lɔk] – v. кулпуга бекитүү **loud** [laud] -adj. бийик, катуу love [lav] – n. сүйүү; fall in love - сүйүп калуу lucky ['lnki] - adj. бактылуу, жолдуу lunchbox ['lʌntʃbɒks] — эртең мененки тамак үчүн куту же идиш, ланчбокс

M

main [mein] – adj. негизги
 make the bed – төшөк жыйноо
 marry ['mæri] – v. күйөөгө чыгуу же үйлөнүү
 maths [mæθs] – n. математика

meal [mi:l] -n. тамак-аш ичүү **mean** [mi:n] – v. маанилүү болуу **meaning** ['mi:nin] – n. маани **melt** [melt] – v. pyymention ['menʃn] – v. эске салуу, эстетүү **middle** ['mɪdl] -adj. орто **midnight** ['midnait] -n. түн ортосу **mind** [maind] -n. мээ, акыл жөндөм; *v*. бирдемеге каршы болуу mistake [mɪ'steɪk] — n. ката **monitor** ['mɔnɪtə] - n. монитор **тор** [тор] – v. аарчуу mount [maunt] - v. ондоо **mountain** ['mauntən] -n. Too **move** [muːv] – v. көчүү; жылуу, кыймылдоо **museum** [mjuˈziːəm] — n. музей **music** ['mju:zik] — n. музыка

N

national ['næfnəl] - adj. улуттук native ['neitiv] - adj. жергиликтүү **nature** ['neɪtʃə(r)] — n. жаратылыш **near** [niə] – adj. жакын, алыс эмес **need** [ni:d] – v. керектөө $\mathbf{neighbour}$ ['neibə] — n. коңшу, кошуна **nephew** ['nefju:] – n. жээн (кыз) \mathbf{never} ['nevə] — adv. эч качан **nickname** ['nikneim] – n. at niece [ni:s] - n. жээн (эрк) **noise** [nɔiz] – n. ызы-чуу notebook ['nəʊtbʊk] — n. дептер notice ['nəvtis] - v. байкап калуу, билүү **noun** ['naun] — n. зат атооч $\mathbf{nut} [\mathbf{n}_{\Lambda} \mathbf{t}] - \mathbf{n}_{\bullet}$ жаңгак

occasion [əˈkeɪʒn] — *n*. окуя; special occasion — өзгөчө окуя, кырдаал ocean [ˈəʊʃn] — *n*. океан often [ˈɒfn; ˈɒftən] — *adv*. тез-тез omen [ˈəumən] — *n*. белги onion [ˈʌnjən] — *n*. пияз order [ˈɔːdə] — *n*. эреже outdoors [ˈaʊtdɔːz] — *adv*. сыртта, таза абада outside [ˌaʊtˈsaɪd] — *adv*. сыртта orchard [ˈɔːtʃəd] — *n*. жемиш бак

P

раскаде ['pækiʤ] holiday — жол кирени, жатакананы, тамак-ашты, экскурсияларды ичине камтыган туристтик саякатка жолдомо painter ['peintə] — n. сүрөтчү password ['pɑ:swɜ:d] — n. пароль pattern ['pæt(ə)n] — n. сайма pea [pi:] — n. нокот pear [peə(r)] — n. алмурут pencil case ['pensl keis] — n. калем салгыч

pencil sharpener

['pensl 'ʃɑ:pənə(r)] — n. учтагыч **pepper** ['pepə(r)] — n. калемпир **permission** [pə'mɪʃn] — n. уруксат **person** ['pɜ:s(ə)n] — n. киши, адам **piece** [pi:s] — n. кесим **photo** ['fəʊtəʊ] — n. сүрөт, фотография **physics** ['fiziks] — n. физика **physical education**

[ˈfizikəl ,edjuˈkeiʃ(ə)n] — n. дене тарбия

pick up - phr. v. чогултуу, жерден алуу, салып кетүү **pie** [pai] -n. пирог $\mathbf{pig} \ [\mathbf{pig}] - n.$ чочко; \mathbf{piglet} ['piqlət] - n. торопой **pile** [pail] -n. үймөк **pilgrim** ['pɪlgrɪm] — n. думана plant [pla:nt] - n. өсүмдүк play[plei] - v. ойноо **pleasure** ['ple3 \Rightarrow] – n. ырахат plum [plлm] - n. кайналы, кара өрүк **polite** [pəˈlaɪt] – adj. сылык pollution [pəˈluːʃ(ə)n] n. булганыч **poor** [puə(r)] -adj. кедей popular ['popjələ(r)] adj. белгилүү, популярдуу post [pəust] — v. почтадан жиберүү **potato** [pə'teɪtəʊ] — n. картөшкө **practice** ['præktɪs] - n. практика **practise** ['præktɪs] – v. практикалоо predict [pre'dikt] — v. алдын ала божомолдоо **private** ['praivət] – adj. жеке **problem** ['problem] – n. маселе, проблема, татаал кырдаал **produce** [prə'dju:s] — v. өндүрүү **production** [prəˈdʌkʃ(ə)n] − n. өндүрүш project ['prodʒəkt] - n. долбоор **protect** [prə'tekt] – v. коргоо proud ['praud] - adj. сыймыктуу **pumpkin** ['pʌmpkɪn] — n. ашкабак **pupil** ['pju:pil] -n. окуучу **рирру** ['рлрі] — n. күчүк **pure** [pjuə] — adj. таза, таза кандуу

Q

 $\mathbf{quality}$ ['kwɒləti] — n. сапат \mathbf{quiet} ['kwaɪət] — adj. тынч

rabbit ['ræbit] - n. коён race [reis] - n. чуркоо боюнча мелдеш S rainbow ['reinbəu] - n. асан-үсөн raise [reiz] – v. жогорулатуу, көтөрүү, тарбиялоо; raise animals – жаныбарларды көбөйтүү rare [reə(r)] - adj. сейрек raspberry ['ra:zbəri] - n. кызылгат **ray** [rei] -n. Hyp reason ['ri:zn] — n. себеп **receive** [п'si:v] – v. алуу **recycle** [ˌri:'saɪk(ə)l] – v. кайра иштетүү **reduce** [rɪ'dju:s] – v. кыскартуу **relative** ['relativ] -n. тууган relax [п'læks] – v. эс алуу, жеңилденүү remember [rɪˈmembə(r)] – v. эстеп калуу represent [reprizent] – v. өкүл болуу **respect** [rɪˈspekt] — n. сый-урмат; *v*. сыйлоо **respond** [rɪ'spənd] – v. жооп берүү **result** [riˈzʌlt] – n. жыйынтык ride [raid] – v. минүү \mathbf{ring} [riŋ] – n. шакек river ['rivə(r)] - n. дарыя road [roud] - n. жол rock [rok] – n. аска ${f roof}$ [ruːf] — n. үйдүн чатыры ${\bf root}$ [ru:t] -n. тамыр rope [rəup] -n. жип router ['ru:tə] — n. багыт көрсөткүч **rubbish** [ˈrʌbɪʃ] – n. таштанды; take out the rubbish таштандыны чыгаруу

rule [ru:l] — n. эреже **ruler** ['ru:lə(r)] — n. сызгыч **run** [rʌn] — v. чуркоо

 \mathbf{safe} [seif] -adj. коопсуз **safety** ['seifti] -n. коопсуздук sad [sæd] – adj. көңүлсүз, ойлуу same [seim] - adj. окшош sand [sænd] – n. кум **sauce** [so:s] - n. coyc **save** [serv] -v. cartoo **scare** $[sk\epsilon =] - v$. $\kappa = \kappa v$ schoolbag ['sku:lbæg] – n. сумка, портфель school objects [sku:l 'pbdʒikts] n. окуу куралдары science ['saɪəns] — n. илим scissors ['sɪzəz] — n. кайчы scratch [skræt] - v. тытуу screen [skri:n] – n. экран scuba diving ['sku:bə 'darvın] – n. суу алдында сүзүү **sea** [siː] — n. деңиз **seasick** ['si:sik] — adj. деңиз оорусу менен ооруган **season** ['si:z(ə)n] – n. мезгил secret ['si:krət] - n. жашырын сыр **seed** [si:d] -n. үрөн **sell** [sel] – v. carvy **send** [send] -v. жиберүү **sentence** ['sentons] -n. сүйлөм shake [[eɪk] hands - колду силкилдетүү **shape** [ʃeɪp] - n. форма, түзүлүшү share [fea(r)] — v. бөлүшүү; ~ secrets with somebody кимдир бирөөлөр менен сыр бөлүшүү

sheep [ʃiːp] - n. кой shellfish [ˈʃelfɪʃ] – n. рак сымал моллюска **shirt** [β :t] — n. эркек көйнөк shoes [ʃuːz] – n. туфли \mathbf{shout} [faut] – v. кыйкыруу shower ['[avə(r)] – n. душ sign [sain] - n. белги sightseeing ['saɪt si:ɪŋ] n. көрүнүктүү, кооз жерлер sing [sin] - v. ырдоо **ski** [ski:] – v. лыжа тебүү skiing [ˈskiː.ɪŋ] — n. лыжа **skill** [skil] - n. көндүм \mathbf{skirt} [sk3:t] — n. юбка sleep [sli:p] - v. уктоо slice [slais] – n. кесим slow [slou] - adj. жай **smart** [sma:t] - adj. кооз snail [sneil] – n. үлүл social ['səvʃl] - adj. социалдыкsock [sɔk] — n. байпак **soil** [soil] -n. топурак solution [sə'lu: $\int (ə)n$] — n. чечим solve [sɔlv] — v. маселени, take [teik] - v. алуу проблеманы чечүү sometimes ['sʌmtaɪmz] — adv. кээде **sound** [saund] -n. γ H soup [su:p] - n. сорпо **sow** [sə υ] – υ . эгүү, отургузуу **speaker** ['spi:kə] - n. колонка **spell** [spel] – v. сөздү тамгалоо **spend** [spend] – v. коротуу; өткөрүү **spider** ['spaidə(r)] — n. жөргөмүш \mathbf{spirit} ['spɪrɪt] — n. маанай \mathbf{spit} [spit] – v. түкүрүнүү **stapler** ['sterplə(r)] — n. степлер **statue** ['stætʃu:] — n. айкел, статуя stay [stei] — v. калуу

stick [stik] — n. таякча stranger ['streind;ə] n. бейтааныш study ['stAdi] - v. окуу, үйрөнүү stuffing ['stлfin] - n. начинка **stylish** ['stailif] -adj. capked **subject** ['sʌbʒikt] – n. caбaĸ, предмет subordinate [sə'bɔ:d(ə)nət] adj. багыныңкы, айкындооч suit [su:t], [sju:t] -n. костюм **suitcase** ['su:tkeɪs] — n. чемодан **sunflower** ['sʌnˌflaʊə(r)] n. күнкарама; sunflower seeds – күнкараманын үрөнү $\mathbf{surf} [s3:f] - v.$ бир сайттан экинчи сайтка өтүү **sweater** ['swetə(r)] - n. свитер **sweep** [swi:p] – v. шыпыруу **sweet** [swi:t] -adj. Tattyy **swim** [swim] – v. сүзүү **symbol** ['simbl] — n. символ

take [teik] off -phr. v. чечүү tassel ['tæs(ə)l] - n. кыл калем (кооздоо үчүн) tasty ['teɪstɪ] — adj. даамдуу **teach** [ti:tf] – v. окутуу, сабак берүү; teach somebody a lesson — бирөөнү «окутуу» (жазалоо иретинде) temperature ['temprətʃə(r)] n. температура tent [tent] - n. чатыр **think** $[\theta$ іŋk] – v. ойлонуу thirsty [' θ з:sti] – adj. суусаган, чанкаган

thoughtless [' θ o:tləs] – adi. oğcy3, дендароо **threaten** $[\theta ret(\theta)n] - v$. $\theta ret(\theta)n$ үркүтүү **throw** [θ rə \cup] — v. жасабай калтыруу, таштоо tick [tik] - v. тыкылдоо (саат) ticket ['tɪkɪt] — n. белет tired ['taiəd] — adj. чарчаңкы **tiring** ['taɪərɪŋ] – adj. чарчатма together [təˈqeðə(r)] – adv. бирге, чогуу tomato [təˈmɑːtəʊ] — n. помидор tongue [tлŋ] – n. тил **too** [tu:] -adv. ашыкча, абдан эле toolbar ['tu:lba:] — n. панелдин инструменттери, тулбар (комп.) toot [tu:t] – v. керней, сурнай чалуу **touch** [tʌtʃ] – v. тийүү, тийгизүү **tour** [tuə] -n. Typ **tradition** [trəˈdɪʃn] – n. каада-салт **trainers** ['treməz] – n. спорттук бут кийим travel ['trævl] – v. саякаттоо **tribe** [traib] -n. ypyy trousers ['trauzəz] — n. шым trust [trast] — v. ишенүү **try** [trai] – v. apakettehyy **T-shirt** ['ti:[3:t] – n. футболка turkey ['tɜ:kɪ] — n. күрптүн, үндүктүн эти **twig** [twig] - n. шакча, чыбык; a bunch of twigs – бир байлам чыбык twin [twin] - n. эгиздин бири **type** [tarp] -n. facyy

U

ugly ['ʌglɪ] – *adj.* түрү суук, көрксүз

uncle ['n, kl] – n. байке, тайке, ава underline [' \land nd(\ni)laɪn] – v. астын сызуу, чийүү unique [ju'ni:k] — adj. уникалдуу, бирден-бир **unite** [ju'naɪt] – v. бириктирүү **unity** ['ju:nɪti] — n. биримдик, макулдук university [,ju:ni'v3:siti] n. университет unusual [ʌnˈjuːʒuəl] — adj. адаттан тыш, башкача **useful** ['ju:sf(ə)l] – adj. пайдалуу usual [ˈjuːʒ(ə)l] – adj. күнүгө, кадимкидей usually ['ju: $\mathfrak{Z}(\mathfrak{d})$ lɪ] — adv. демейде, дайым

V

 vacuum ['vækju:m] – v. чаң

 сордуруу

 valley ['væli] – n. өрөөн

 vegetable ['vedʒ(ə)təbl] –

 n. жашылча

 very ['verɪ] – adv. абдан

 vet [vet] – n. мал доктур

 villain ['vɪlən] – n. көркоо, кара

 санатай

 visit ['vɪzɪt] – v. барып көрүү

 vowel ['vauəl] – n. үндүү (тамга)

\mathbf{W}

wait [weit] (for) – v. күтүү
walk [wɔ:k] – n. жөө басуу,
сейилдөө; go for a walk –
сейилдөө
walnut ['wɔ:l.nʌt] – n. грек
жаңгагы
warrior ['wɒriər] – n. аскер

wash [wpf] – v. жууш waste [weist] -n. жоготуу, сарптоо watch [wpt] – v. көрүү, байкоо water ['wo:tə(r)] - n. cvy; v. cyrapyy waterfall ['wo:təfo:l] n. шаркыратма weak [wi:k] – adj. алсыз, күчсүз weapon ['wepən] — n. курал wear [weə] – v. (кийимди) кийүү weather ['weðə] — n. аба ырайы well-built ['welbilt] – adj. жакшы жасалган, түзүлгөн wedding ['wedɪŋ] - n. той **weigh** [wei] -v. таразага тартуу, өлчөө weed [wi:d] - n. отоо чөп well [wel] — n. кудук whole [həul] -adj. толук, бардык wide [waid] -adj. кенен wife [waif] -n. аялы

wildlife ['waildlaif] – n. жапайы жаратылыш wind [wind] — n. шамал windy ['windi] – adj. шамалдуу wise [waiz] – adj. акылдуу wish [wɪf] – v. каалоо within [wɪˈðɪn] – prep. убакыт ичинде wizard ['wizəd] — n. көз боёмочу, сыйкырчы wood [wod] — n. токой, жыгач wool [wol] – n. жүн; woolen ['wʊlən] – adj. жүндөн жасалган world [wз:ld] -n. дүйнө, аалам **worm** [w3:m] - n. курт wrap [ræp] – v. ороп-чулгоо write [rait] – v. жазуу

\mathbf{Y}

yell [jel] – v. кыйкыруу yurt [juət] – n. боз үй

wiew: Simple, ous, Perfect, nple Simple rronouns	
Vocabulary Introducing yourself Greetings Personal information Saying phone numbers Classroom language phrases Pronunciation: Word stress: School subjects Expressing likes	
rammar e review: nut Simple, nut Perfect, Simple st pronouns	and dislikes
Gran Tense re Present Continu Present Past Sin Present Object p	
Units & Topics Welcome Nice to meet you Classroom language School subjects	
Lessons 11-3 7-8	
Ontends of the Starting of the	

Speaking/Writing	S: Comparison between the education system of the USA and Kyrgyzstan W: Making a lapbook about the education in Kyrgyzstan or any other country	S: Have you got a book with you?	S: Discussing quotations about language learning W: Make up a poster "Tips for a successful language learner"	S: Talking about your family and family values W: Writing about your family values	S: Talking about your best friend W: Writing about your best friend
Reading / Listening	R: Schools in the ti U.S. th	R: History of some school w	R: Are you auccessful in a language learning?	R: Family values frames frames frames frames	R:My best friend b
Vocabulary	Collocations with $school$ Pronunciation [Λ] or [ju:]	School objects	Words related to language learning	Words related to family values Pronunciation: [\lambda] sound	Describing a friend Phrases of relationship
Grammar	Present Simple	have/have got	so/such	Possessive case 's Possessive adjectives Possessive pronouns	Present Simple (+) (-) Pronunciation: third person -s Spelling rules
$\begin{array}{c} \text{Units } \& \\ \text{Topics} \end{array}$	Types of schools	School objects	Are you successful in language learning?	My family	My friends
Les-sons	12-14	15-17	18-19	22-24	25–26
Contents	2B	2C	2D	3A	3B
Con	eli life	2 – Scho	inU	Иу пеtwork	I – & tinU

Speaking / Writing	S: Finding out who you spend more time, with your family or your friends	oing the ting about every day	S: Interviewing a partner about likes and dislikes W: Describing the pictures	S: Talking about traditions in different countries S/W: Guessing the partner's habits. W: "My family traditions" project
Speakin	S: Finding out who spend more time, wi your family or your friends	W: Describing the pictures.S: Speculating about a partner's every day activities	S: Interviewing a partner about likes dislikes W: Describing the pictures	S: Talking about traditions in differe countries S/W: Guessing the partner's habits. W: "My family traditions" project
Reading/ Listening	R: Do you spend more time with your family or your friends?		R/L: What do Aigul's friends like?	R: Different types of behavior in different countries
Vocabulary	Free time activities	Every day activities Collocations with wash, play, brush, take and wait for Pronunciation of words	Phrases of likes and dislikes Types of activities	Words related to different traditions
Grammar	Present Simple (?)	Revision of the Present Simple Tense.	Love, like, hate, don't mind + plural or verb -ing Spelling rules	Adverbs of frequency
$\begin{array}{c} \text{Units } \& \\ \text{Topics} \end{array}$	Spending time with a family or friends?	Spending Time	Yes, I love it!	It's a big, big world
Les-sons	27-29	30-31	32-33	34-35
Contents	3C	3D	4A	4B
Cont	у петмогк	M – & tinU	and Dislikes	zəyid − 4 tinU

Speaking / Writing	S: Discussing Aigul's friends' habits. S: "What is the question?" board game	S: Discussing customs and etiquette rules of different countries	W: gap filling	S: Describing pictures. W: Paragraph about any country	S: Answering the questions about the text
${f Spec}$	S: Dis Aigul [†] S: "W questi	S: Dis and et differ	W: ga	S: Des W: Ps any cc	S: Ang questi text
Reading / Listening	R: Aigul's book of class records	R: Some common etiquette and customs in different countries	R: Dialogue between Aigul and Tom about geography	R: Kyrgyzstan	R: Arslanbob
Vocabulary	Question words	Words related to customs and etiquette	Geographical features Pronunciation: word stress	Names of continent, countries and cities	Names of geographical features, berries and nuts
Grammar	Question words Word order in questions Pronunciation: Intonation in special questions	Direct/Indirect object Verb patterns: verbs with two objects	Definite article the and zero article with geographical features	Definite article the and zero article with the names of countries, cities and people	Articles a/an and the Generalization
$\begin{array}{c} \text{Units } \& \\ \text{Topics} \end{array}$	Guinness Book	When in Rome, do as the Romans do	Geo- graphical features	Our Mother- land	World's largest walnut forest
Les-sons	36–37	38–39	43-44	45-46	47-48
ents	4C	4D	5A	бВ	5C
Contents	kes and Dislikes	i.I – ∳ tinU	Λυ	Jnit 5 – Geograp	1

Speaking/Writing	S: Answering the questions about the text	S: Talking about names W: Spelling rules. S: Talking about your last weekend	S: Chain story	S: Legends about the places in Kyrgyzstan
Reading/ Listening	R: Trip to the United Kingdom q of Great Britain and Northern Ireland	R: What's in a name? vaname? value. S. Legend about S. Aigul	R: Fairy tale	R: A legend about B Kochkor P
Vocabulary	Words connected with geography	Regular and irregular verbs	Words related to the text	Words related to the text
Grammar	Articles a/an , the and zero article $(-)$ with superlative adjectives, meals, nationalities and description of nouns	Past simple (+) with regular and irregular verbs Pronunciation: regular verbs endings	Past Simple (–) regular and irregular verbs	Past Simple: general and special questions Intonation in questions and answers
$\begin{array}{c} \text{Units } \& \\ \text{Topics} \end{array}$	Trip to the United Kingdom of Great Britain and Northern Ireland	What's in a name?	Our strength is in our unity	A legend about Kochkor
Les-sons	49–51	52-53	54-55	56-57
Contents	5D	6A	6B	29
Cont	Unit 5 – Geography	our life	o ni sbnəgəd – 6	tiaU

Speaking / Writing	S: Asking a partner how s/he is feeling; describing things	S: Answering the questions from the text W: What are Tom and Aigul wearing?	S: History of Kyrgyz traditional hat S: Sayings about Ak kalpak W: "Traditional clothes" project	S: Answering the questions about clothes W: Comparing things S/W: My family W: adjectives crossword
Reading / Listening	R: A legend about Issyk-Kul Lake	R: Interview with a Scottish boy	R: Ak kalpak	R: Dialogue "Jeans or dress?"
Vocabulary	Words related to the text	Items of clothing Design and materials	Vocabulary from the text	Revision of items of clothing
Grammar	Adjectives ending in -ed or -ing	Very + adjective and too + adjective Word order of adjectives	Revision of irregular verbs Pronunciation of some irregular verbs	Comparative form of adjectives
$\begin{array}{c} \text{Units } \& \\ \text{Topics} \end{array}$	A legend about Issyk-Kul Lake	Clothes make the man	Ak kalpak	Jeans or dress?
Les-sons	58-60	63-64	65-66	89-29
Contents	6D	7.A	7B	7C
Cont	8 tiaU	Unit 7 - Question of Fashion		

Speaking/Writing	S: Speculating about the pictures S: "Superlatives" board game W: grammar dictation	S: How much do you know about Thanksgiving? W: "Traditional holiday in KG" project work	S: New Year celebration in Kyrgyzstan S: Describing the pictures	S: Talking about traditions at home W: Changing the sentences S: "Make or Do?" board game	S: What were you doing at?
Reading/ Listening	R: The most unusual clothes	R: The history of Thanksgiving	R: Traditions around the world		R: "One day from the past"
Vocabulary	Revision of adjectives	Vocabulary connected to the reading text	Collocations connected to celebration	Collocations with make and do Pronunciation: collocations	Everyday activities
Grammar	Superlative degree of adjectives			Collocations with <i>make</i> and <i>do</i>	Past Continuous (+), (-), (?)
$\begin{array}{c} \text{Units } \& \\ \text{Topics} \end{array}$	The most Unusual	Thanks- giving	New Year around the World	Make or do?	What were you doing at 5 o'clock?
Les-sons	02-69	71–72	73-74	75-76	62-22
Contents	7D	8A	8B	98C	8D
Cont	7 tinU	, jq	round the Wor	s sysbiloH – 8 ti	αU

/ Speaking/Writing	ınd W: Gap filling e he	S: Talking about gadgets S: Making a presentation on "My dream school" S/W: Unusual use of objects	safe S: What do you know about the Internet safety?	rite W: "Sentence halves"	sson S: Talking about ecology W: How to save
Reading/ Listening	R: Reading and matching the words with the definitions	R: Gadgets	R: How to be safe online	R: My favourite gadget	R: Ecology lesson
Vocabulary	Parts of a computer Defining the words	Names of gadgets	Vocabulary connected to the Internet safety		Ecological problems
Grammar		Can for possibility Pronunciation: strong and weak forms of can	Imperative sentences (+) and (-)	Zero conditional	Word formation: suffix -tion
$\begin{array}{c} \text{Units } \& \\ \text{Topics} \end{array}$	Computing	Gadgets	Internet Safety	One day without my gadget	Ecology
Les-sons	83-84	85-86	87-88	89–90	91–92
Contents	9A	9B	26	9D	10A
Cont		9 – Gadget	? tiaU		it 10 –

Les-		Units &	,	Voochulowy	Reading/	Chooling / Wuiting
	L	Topics	Grammar	v ocabulary	Listening	Speaking/writing
Three Rule 93–94	Thre Rule	ee R's	Will for unplanned actions in future	Vocabulary related to ecology	R: Reduce, reuse, recycle	S: Talking about ecology W: Describing the possible results for the ecological situations
Wea	Wea	Weather	Word formation: noun – adjective	Seasons, months, weather Pronunciation: [b], [əv]	R: Weather in Kyrgyzstan	W: Describing weather in different parts of Kyrgyzstan
Wha Wha 97–98 Futu	Wha Will Futu Like	What Will Our Future Be Like?	May, might, will, definitely/probably, etc., for making predictions	May, might, will, definitely/probably Pronunciation [au]/[5]	R: Ecological situation at Issyk-Kul	S/W: "In the next 50 years" project
What is agri- 101 culture?	Wha is ag cultu	t ri- ıre?	Infinitive of purpose	Pronunciation: [ei], [aː], [ʊ], [ɒ], [ʌ].	R: What is agriculture?	S: Talking about agriculture and farming
From farm 103- your 104	Fron farm your	the to table	Linkers: first, second, next, finally	Vegetables Pronunciation: consonant sounds. Parts of plants	R: Biology homework	S: Describing pictures

Speaking/Writing	S: Talking about farm animals	S: Talking about teenagers' hopes and plans	S: Interviewing a partner	S: Talking to a partner by offering something or inviting him/her to do something S: Role playing the dialogues: accept/refuse an invitation
Reading/ Listening	R: Animal facts	R: Future hopes and plans	R: Shopping list	L: Going shopping At the market
Vocabulary	Farm animals and their babies Pronunciation: [i], [əv], [v]	Vocabulary connected to the text	Names of containers Pronunciation: [əʊ], [iː], [ɒ], [ai], [ʌ], [aː]	Useful phrases for going shopping Making invitations Accepting/Refusal of invitations
Grammar	Plural forms of nouns	Going to, want, hope, would like to for future planning and hopes Pronunciation: going to	How much/how many? A lot (of), quite a lot (of), much/many, any, not much/ many, none	Like vs would like Pronunciation: would you ['wudʒə]
$\begin{array}{c} \text{Units } \& \\ \text{Topics} \end{array}$	Farm Animals	My future hopes and plans	Containers	At the market
Les-sons	105-	107–	109–	112-
Contents	11C		12A	12B
Cont	griculture	A – II tinU	guiqqod2 gai	ioĐ – Ll dinU

Speaking / Writing	S: Role playing the dialogue S: Talking about markets	S: Quantifier race	S: Talking about weather omens	S: Giving advice to teens W: Tips for safety at home	S: "Every girl must defend herself" opinion gap
Reading / Listening	L: Dialogue in the clothes shopR: Street markets around the world	R: Dialogues: planning to go to the souvenir shops and shopping in the supermarket	R: What will the weather be like tomorrow?	R: Safety with strangers R: Safety at school	R: "Going for sport" dialogue
Vocabulary	Useful phrases for shopping for clothes	Collocations for shopping Pronunciation: [ju:], [t]	Vocabulary related to the text	Vocabulary related to bullying and safety	Sport: martial arts Reflexive pronouns: myself, yourself, etc. Each other
Grammar	Will for spontaneous decisions	Determiners: few, a few, little, a little, much, many	If-clause to talk about future predictions (1st Conditional)	If-clause + imperatives to talk about future recommen- dations and advice	Subject / object pronouns: revision Reflexive pronouns Each other
$\begin{array}{c} \text{Units } \& \\ \text{Topics} \end{array}$	At the Clothes Shop	A little more shopping	Weather Omens	Safety tips for teens	I can do it myself!
Les-sons	115– 117	118- 120	121 - 122	123– 124	125-
Contents	12C	12D	13A	13B	13C
Con	3 Shopping	gnio9 – 21 tinU	ure	nd tuods wonX -	81 tiaU

Speaking / Writing	S: "Giving advice"	S: Interviewing a partner W: -ing forms spelling rules W: Describing the picture	S: Interviewing a partner S: Describing the pictures W: Writing a paragraph about what you usually do and what you're doing now
Reading/ Listening	R: "First aid" L/R: "Doctor's recommendations"	R: What season is it?	R: Tom and his family R: Who is it?
Vocabulary	Accidents: cut yourself, bruise, burn yourself, twist an ankle, etc.	Revision of the household activities	Verb-noun collocations Pronunciation: [ei], [e], [əʊ], [ɔː]
Grammar	First conditional: revision	Present Continuous (+), (-), (?) Pronunciation: [ŋ]	Present Simple vs Present Continuous Time phrases Indefinite pronouns: somebody/someone, something, somewhere, anybody/anyone, anywhere
$\begin{array}{c} \text{Units } \& \\ \text{Topics} \end{array}$	Take Care	Household Chores	Family Chores and Holidays
Les-sons	127– 128	132- 134	135- 137
Contents	13D	14A	14B
Cont	£1 tinU		Unit 14 - Chores

Speaking/Writing	S: Interviewing a partner S: talking about family members' un/usual habits W: writing a story/fairy tale using indefinite pronouns	S: Asking and answering about your classmate S: Arranging a meeting	S: Talking about holiday experience S: Planning your dream holiday
Reading/ Listening	R: Holiday in Turkey R: Holiday in Osh	R: Dialogue between Aigul and her friend	R: Asking and telling about holidays
Vocabulary	Stative verbs Vocabulary related to holiday	Time expressions for future arrangement	Different types of holiday Adjectives describing holidays Giving definitions Useful phrases: discussing, asking and telling people about holidays
Grammar	Present Simple vs Present Continuous Stative verbs Indefinite pronouns: everybody/everyone, everything, everywhere, nobody/no one, nothing, nowhere	Present Continuous for future arrangement	
$\begin{array}{c} \text{Units } \& \\ \text{Topics} \end{array}$	Being away from chores	Let's keep our school clean	Types of Holiday
Les-sons	138-	141– 142	143- 144
Contents	14C	14D	15A
Con	Unit 14 - Chores	Unit 15 - Experience	

Grammar Vocabulary Reading / Speaking / Writing	Present Perfect Types of holidays: L/R: Nicolas and (+), (?) and (-) revision Kelly's travel contractions with I / you/we/ Been vs gone experiences W: Making up they and the verb "to be" Pronunciation: sentence stress	Present Perfect Past Participles of irregular verbs; partner about the verbs Pronunciation: Present Perfect irregular verbs and Past Simple chants W: Writing about your experiences with for Pronunciation: Contractions and weak forms	Present Perfect Past participles of R: Reading the (+), (-) and (?) regular and postcard and irregular verbs and irregular verbs for the 3rd person singular	Must and Revision of the instructional W : Making up the
Units & Grammar Topics	Travel Present Perferences (+), (?) and (-ences with I/you/w they and the verb "to be" Pronunciation sentence stres	Life Present Perfectors with irregular ences verbs Present Perfector and Past Simple with for Pronunciation: contractions at weak forms	He has Present Perfedone it! (+), (-) and (? with regular and irregular verbs for the 3rd person singular	$\begin{array}{ll} \text{School} & \textit{Must} \text{ and} \\ \text{Rules} & \textit{mustn't} \\ \text{Pronunciation:} \end{array}$
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Окуу басылмасы

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