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ENGLISH VII

STUDENT'S BOOK

Ерөнхий боловсролын 12 жилийн сургуулийн
7 дугаар ангийн сурах бичиг

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

Гурав дахь хэвлэл

СУРГУУЛИЙН НОМЫН САНД ОЛГОВ.
БОРЛУУЛАХЫГ ХОРИГЛОНО.

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Modules	Units	Listening	Speaking	
MODULE 1. WHAT IT IS LIKE	UNIT 1. WELCOME	<p>Listening to greeting words and answers</p> <p>Listening to children greeting each other and completing the missing words</p> <p>Listening to the contractions</p> <p>Listening to the words related to family members and relatives</p> <p>Listening to a teenager talking about his family</p>	<p>Making a dialogue using the greeting words and answers</p> <p>Discussing how people usually greet in Mongolia</p> <p>Describing a family</p> <p>Asking and answering questions about a family</p>	
	UNIT 2. NICE IDEAS	<p>Listening to problems and suggestions</p> <p>Listening to the dialogue about choosing gifts</p> <p>Listening about suggestions and rejections</p> <p>Listening to a boy talking about celebrating his birthday</p>	<p>Giving rejections or agreement to the suggestions</p> <p>Talking about gifts</p> <p>Discussing gift ideas for boys and girls</p> <p>Talking about birthday presents</p> <p>Discussing about going on a trip</p>	
	UNIT 3. ENJOYING YOURSELF	<p>Listening to a dialogue about free time activities</p> <p>Listening about places and activities</p>	<p>Talking about free time activities</p> <p>Talking about weekend schedules</p> <p>Interviewing pupils about their favourite free time activities</p> <p>Reporting findings to the class</p> <p>Making predictions</p> <p>Acting out dialogues</p> <p>Discussing information</p>	

	Reading	Writing	Use of English
	<p>Reading a text about greetings</p> <p>Reading about a boy describing his family</p> <p>Reading some information about countries</p> <p>Reading a short text about a boy</p>	<p>Copying and completing the sentences</p> <p>Completing webs</p> <p>Writing short or full forms of words</p> <p>Completing sentences using the present simple</p> <p>Completing someone's family tree</p> <p>Writing about a family</p> <p>Completing the questions</p> <p>Writing about a partner</p>	<p>Present simple</p> <p>Question words: <i>who, what, where, how many, how much</i></p> <p>Demonstrative pronouns: <i>This/that is, these/those are</i></p>
	<p>Reading a text about culture of gift giving</p> <p>Discussing and guessing riddles</p> <p>Reading jokes</p>	<p>Labelling pictures</p> <p>Writing sentences that reject or approve suggestions</p> <p>Completing the sentences</p> <p>Labelling pictures</p> <p>Writing short dialogue</p> <p>Matching the sentences to the intentions</p> <p>Writing 4-5 sentences about the trip</p> <p>Writing offers</p> <p>Making a list of ideal gifts and presents to the class</p>	<p>Common verbs and expressions followed by and infinitive</p> <p>Common verbs and expressions followed by verb + <i>ing</i> patterns</p> <p>Making offers using <i>shall</i></p> <p>Expressing intentions using <i>will</i></p> <p>Present perfect simple</p> <p>Imperative forms</p>
	<p>Reading a short text about free time activities</p>	<p>Matching words to the pictures</p> <p>Completing sentences</p> <p>Writing about weekend plans</p> <p>Writing sentences about the pictures</p> <p>Writing an email</p> <p>Labelling pictures on the poster</p> <p>Writing a paragraph about one TV programme</p>	<p>Present continuous with future meaning</p>

CONTENT MAP

Modules	Units	Listening	Speaking	
MODULE 2. SIGHTS AND SOUNDS	UNIT 4. TASTES, SOUNDS AND SMELLS	Listening to different sounds and completing the missing words Listening to some adjectives Listening to a poem and filling in the missing words	Guessing game Asking and answering questions Giving and performing commands Playing the "TOUCH game" Doing the "Senses Quiz"	
	UNIT 5. COLOURS AND PATTERNS	Listening to a poem about a rainbow Listening to pattern words Listening to people talking about their clothes Listening to the instructions and writing the correct colours Listening to a text about a chameleon Listening to some sentences Listening to a dialogue in the clothes shop	Asking and answering questions Describing team strips Interviewing pupils Doing the "Quiz"	
	UNIT 6. SAME OR DIFFERENT	Listening to short dialogues about opinions Listening to some adjectives Listening to a text about the tallest building in the world	Studying a table and ticking or crossing Making predictions Making comparisons Reading about famous landmarks Discussing about Mongolian landmarks Interviewing partners	
MODULE 3. ALL ABOUT NATURE	UNIT 7. ENVIRONMENT	Listening about environmental problems Listening to a radio talk about endangered animals in Mongolia Listening to the song and completing the missing words	Discussing issues about nature Discussing some information Talking about environmental problems in Mongolia Interviewing classmates Reporting findings to the class	

	Reading	Writing	Use of English
	<p>Reading dialogues and completing a table</p> <p>Reading a text about <i>airag</i></p>	<p>Labelling pictures</p> <p>Copying and completing sentences</p> <p>Matching instructions to the pictures</p> <p>Writing sentences</p> <p>Writing a poem</p>	<p>Common simple comparative forms of adjectives</p>
	<p>Reading and completing sentences</p> <p>Reading a text about a chameleon</p> <p>Reading a text about hibiscus</p>	<p>Unjumbling words</p> <p>Completing a dialogue</p> <p>Filling in the gaps</p> <p>Completing a profile</p> <p>Writing a summary</p>	<p>Determiners <i>a, an, the, some, any, this, these, that, those</i></p> <p><i>Will</i> to ask about future intentions</p>
	<p>Reading sentences and explaining the differences</p> <p>Reading a text about the oldest person in the world</p> <p>Doing an internet research</p>	<p>Underlining odd nouns</p> <p>Completing a fact file</p> <p>Writing comparative and superlative forms of adjectives</p> <p>Correcting mistakes and rewriting sentences</p> <p>Writing short dialogues</p> <p>Writing a short poem</p>	<p>Common comparative and superlative adjectives</p>
	<p>Reading short texts about a rainforest, water and Antarctic</p> <p>Reading a short text about the World Day</p> <p>Writing about pollutions</p>	<p>Making a list of dangers that threaten our planet</p> <p>Completing sentences</p> <p>Making questions</p> <p>Completing a table</p>	<p><i>Should/ shouldn't</i> for advice</p>

CONTENT MAP

Modules	Units	Listening	Speaking	
MODULE 3. ALL ABOUT NATURE	UNIT 8. ANIMAL KINGDOM	Listening to a text about a snail Listening to names of mini beasts Listening to a zoo guide talk Listening about a zoo	Asking and answering questions Playing the jazz chant Discussing and making predictions Project work	
MODULE 4. WHAT AND WHEN	UNIT 9. LONG LONG AGO	Listening to a text about lights people used in early times Listening about inventions Listening to parts of stories Listening to a part of a story "Aladdin" Listening to a dialogue about caveman's life	Talking about dinosaurs Discussing about early men Answering questions Making questions	
	UNIT 10. IT'S TIME	Listening to words related to a clock Listening to instructions about making a clock and following them Listening to telling time Listening to numbers and writing them Listening and writing the numbers Listening to the dialogues Listening to an interview with a famous actor	Asking and answering questions about daily schedule Talking about posters Playing the game "How fast can you do it?" Discussing and matching two columns Explaining the "Time Pyramid"	

	Reading	Writing	Use of English
	<p>Reading and ticking the ideas about snails</p> <p>Reading a story and underlining the rhyming words</p>	<p>Matching the animals with their names</p> <p>Completing sentences with prepositions</p> <p>Adding words to a list of rhyming words</p> <p>Putting the story in the correct order</p> <p>Writing a summary of a story</p>	<p>Common prepositions of location, position and direction: <i>at, above, below, behind, between, in, in front of, inside, near, next to, on, opposite, outside, to, under</i></p> <p>Adverbs of sequence <i>first, next, then, finally</i></p>
	<p>Reading a text about dinosaurs</p> <p>Reading a text about early men</p> <p>Reading and putting the words in the correct order to make sentences</p>	<p>Completing a table about dinosaurs</p> <p>Matching the inventions to the pictures</p> <p>Completing a table with the inventions</p> <p>Filling in a table</p> <p>Writing sentences using <i>which, who, where</i></p>	<p>Simple past regular and irregular forms</p> <p>Past form of <i>can</i></p> <p>Common prepositions of time: <i>on, in, at, after, before</i></p>
	<p>Reading out situations</p> <p>Reading a text about the fastest person in the world</p>	<p>Labelling pictures</p> <p>Writing short dialogues</p> <p>Completing a table with numbers</p> <p>Writing a description of activities</p>	<p>Numbers 1 – 100 to count</p> <p>Common prepositions of time: <i>on, in, at, after, before</i></p> <p><i>Have got / have to</i> to express obligation</p> <p>Common comparative and superlative adverbs to describe and compare things</p>

WELCOME!

MODULE 1. WHAT IT IS LIKE

UNIT 1. WELCOME

LEARNING OBJECTIVES

Listening

- L1 Understand a short sequence of supported classroom instructions
- L3 Understand basic questions about greeting
- L6 Deduce meaning from context in short, supported talk about family

Speaking

- S1 Provide basic information about family members at sentence level
- S2 Ask questions to find out general information
- S4 Use basic vocabulary for describing a family
- S6 Communicate meaning clearly using phrases and simple sentences during pair, group and whole class exchanges
- S8 Relate basic stories related to the greeting in Mongolia

Reading

- R4 Understand the main points of short simple text about greeting
- R5 Understand some detail in short, simple texts about a boy describing his family

Writing

- W3 Write short sentences which describe people, places and objects
- W4 Use joined-up handwriting in the written work
- W6 Use upper and lower case letters accurately when completing someone's family tree

Use of English

- UE5 Use *who, what, where, how many, how much* to ask about family
- UE6 Use demonstrative pronouns to ask and answer basic questions
- UE9 Use simple present forms

1a. Match the greeting words to the answers.

- | | |
|------------------------|-----------------------------------|
| 1. How are you? | a. Not too bad, thanks. |
| 2. How are things? | b. She's fine. |
| 3. How are you doing? | c. Very well, thank you. And you? |
| 4. How is your mother? | d. Fine thanks. And you? |



1b. Listen, check and repeat.

2. Complete the dialogues with the words from the box.



I'm
Nice to meet you
Fine thanks, and you
This is
Hi
How are you?

Hi, Sarah! How are you?
... Jake! ..., ...?

3a. Listen to the dialogues and complete them with the greeting words.

- | | |
|---------------------------------|-------------------------------------|
| A: Hello, Dulguun! How are you? | A: Hi, Krishnaa! How are you doing? |
| B: I'm ..., thanks. | B: I'm ..., thanks. |
| A: ..., Daniel! How are you? | A: Hello, James! ...? |
| B: I'm very well, thank you. | B: Great, thanks. |
| A: Hello, Sarah! ...? | |
| B: Not bad, thanks. | |

3b. Listen, check and repeat.

4a. Complete the bubbles with the words you use to greet and answer them.



4b. Work in pairs. Make dialogues using the greeting words and answers in activity 4a. Then practise them.

Example:

- Hi, Sarah. ... ?
- I'm

5a. Match the pictures to the words from the box.

1. shaking hands 2. bowing 3. waving 4. hugging 5. kissing on the cheeks



5b. Read the text and answer. Is it about ...?

- a) countries or
- b) greetings



People greet each other in different ways. Some people shake hands, some kiss and hug. Others just say 'Hello'. These ways of greetings are common in the U.S.A, but how do people in other countries greet each other?

In most of Europe, people just shake hands. People from France, Spain, Italy and Portugal greet friends by kissing on both cheeks.

Latin-Americans are well-known for their warm greetings. In Argentina, people hug and kiss and hold hands all the time. When people meet new people, they kiss too, especially women. Men hug and kiss their friends, too. When Brazilians greet each other, they use lots of kisses and hugs. When men greet each other, if they are friends, they give a light hug and a tap on each other's back.

In Japan people bow to each other, while in India, when people greet each other, they put palms together as they pray and bend or nod. Only close friends may hug in India. Kissing is a big no-no. Only babies can be publicly kissed.

In China, when meeting someone for the first time, they would usually nod their heads and smile, or shake hands in a formal situation.

5c. Read again and complete the table.

Countries	Ways of greeting
America	shake hands, kiss and hug, say <i>Hello</i>
France	
Japan	
China	
Brazil	
India	
Argentina	
India	

6. Work in pairs. Discuss how people usually greet in Mongolia. Think of:

7a. Study the sentences and choose *a* or *b* in the explanations.

I get up at 7 o'clock in the morning.

Do they live together?

They write a letter to each other every month.

My mother works at school.

Does she live in Erdenet?

He doesn't like horror films.

- We use the present simple to talk about ...
 - repeated actions and habits
 - past actions
- We use ... for the 3rd singular form in the present simple.
 - verb + *ed*
 - verb + *s*
- We use ... to make questions.
 - did*
 - do/does*
- We use ... in negative sentences.
 - do/does* + not
 - be* + not

7b. Put the verbs in brackets into the present simple.

1. I ... (go) to school every day.
2. My father ... (work) for a big company.
3. Her grandparents ... (not/live) here.
4. She ... (like) flowers.
5. My grandparents ... (do) exercises in the morning.
6. Where ... (you/study)?
7. My friend ... (play) tennis on weekends with his brother.
8. His sister ... (not/drink) tea very often.

8a. Write short or full forms of the following words.

- | | |
|--------------------|-------------------|
| 1. I'm <u>I am</u> | 2. he's _____ |
| 3. you're _____ | 4. they're _____ |
| 5. do not _____ | 6. haven't _____ |
| 7. doesn't _____ | 8. that's _____ |
| 9. she is _____ | 10. has not _____ |

8b. Listen, check and repeat.

9a. Write the questions to the answers.

Example: How many sisters have you got?

Just one sister.

a. Just one sister.

b. My father's name is Max.

c. He is a teacher.

d. I'm twelve.

e. Yes, I've got grandparents.

f. She works in a hospital.

9b. Work in pairs. Ask and answer the questions in activity 9a.

10a. Match the words to their translations.

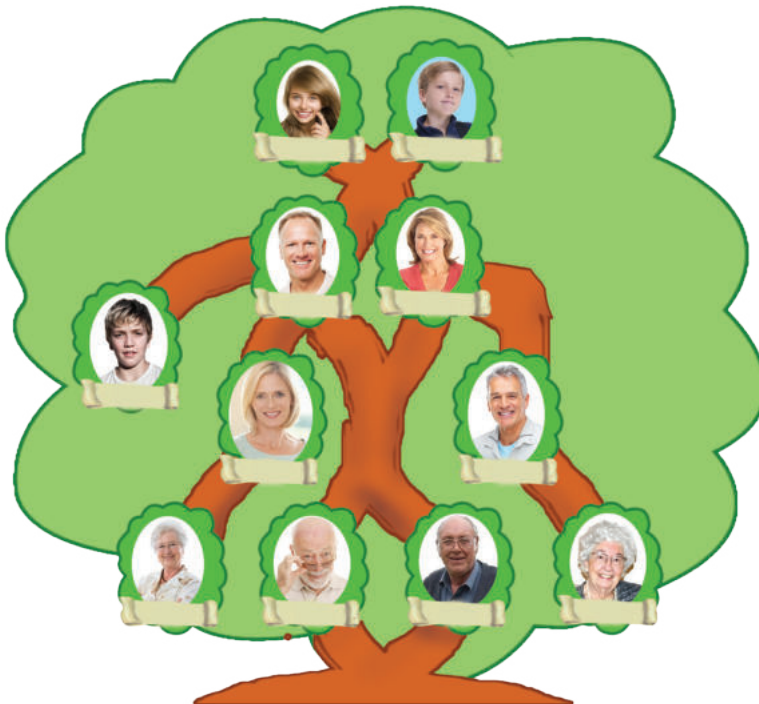
- | | |
|---------------------|------------------|
| 1. хүү | a. a father |
| 2. охин | b. a mother |
| 3. аав | c. a grandfather |
| 4. ээж | d. a grandmother |
| 5. авга / нагац эгч | e. a daughter |
| 6. авга / нагац ах | f. a nephew |
| 7. үеэл | g. a niece |
| 8. ач / зээ охин | h. an aunt |
| 9. ач / зээ хүү | i. an uncle |
| 10. өвөө | j. a cousin |
| 11. эмээ | k. a son |

10b. Listen, check and repeat.

11a. Read about the Jake's family and answer. Has he got a big family?

This is my family. They are my parents, Mark and Sally. My father is a policeman and my mother is a teacher at school. This is my sister, Alice. I've got one sister. She is 14 years old. She likes singing and dancing. I have two grandfathers and two grandmothers. These are my grandparents on my father's side, and their names are Patrick and Maria. They are my aunt Mary and my cousin Billy. Aunt Mary is my dad's sister. She is a doctor. But those are my mother's parents. Their names are George and Lisa. They all don't work. They are retired. That is my uncle, Charles. He is my mother's brother. He is a pilot and lives in New York. He is married and has two children.

11b. Read again and complete the Jake's family tree. Write the names of the people.



15. Make questions using the words in brackets. Use *do* or *does*.

1. (Where/he/live) _____ ?
2. (Jack/live/in/Madrid) _____ ?
3. (What/time/you/get/up) _____ ?
4. (How/Sarah/and/David/go/to/school) _____ ?
5. (she/work/in/the/office) _____ ?
6. (Where/your/father/work) _____ ?
7. (What/she/eat/for/lunch) _____ ?
8. (your/mother/take/you/to/school) _____ ?
9. (When/they/play/soccer) _____ ?
10. (When/you/come/home/from/school) _____ ?

16a. Read the information below and match them to the countries.

1. ___ Italy 2. ___ Japan 3. ___ China 4. ___ Germany
 5. ___ Canada 6. ___ Turkey 7. ___ America 8. ___ England



a. My name is Kelly. I am from a country in Europe. The capital city of the country is Rome. We eat pizza a lot.



b. My name is Jimmy. I'm 12 years old. I'm from a country in North America. The capital city of the country is Washington, D.C.



c. My name is Denis. I'm 13 years old. My country is located in Europe. The capital city of the country is Berlin. Our country has warm summers and cold winters.



d. My name is Sheida. I'm 13 years old. I'm from a country in Europe & Asia. The capital city of the country is Ankara.



e. My name is Sarah. I'm 12 years old. I'm from a country in Europe. The capital city of the country is London.



f. My name is Chang. I'm 15 years old. I'm from a country in Asia. The capital city of the country is Beijing. You cannot miss the Great Wall when you visit our country.



g. My name is Daniel. I'm 14 years old. I'm from a country in North America. The capital city of the country is Ottawa. It's very hot in summer, but very cold in winter.



h. My name is Keiko. I'm 10 years old. I live in a beautiful country. I'm from a country in Asia. The capital city of the country is Tokyo. Our country is a home of "sumo" wrestling.

16b. Read again and complete the table.

Names	Nationalities	Countries
Kelly	<i>Italian</i>	<i>Italy</i>
Keiko		
Jimmy		
Chang		
Tom		
Ahmet		
Daniel		
Denis		

17. Work in pairs. Ask and answer each other the questions.

1. Where are you from?
2. What is your nationality?
3. Where is your country located?
4. What is your country famous for?
5. Who is the most famous person in your country?
6. What is the weather like in your country?



18. Write about your country. Use the questions in activity 17.



19a. Listen and complete the dialogue.

- Mark:* Hi. Sarah. This is my ... Jake. He visited us yesterday.
Sarah: Nice to meet you, Jake. My name is ... I'm Mark's friend.
 We go to the same school.
Jake: Nice to meet you, too.
Sarah: So, tell me about yourself a little.
Jake: OK. I'm ... years old. I live in ... I have a big family.
 There are ... people in my family. I like listen to
 Justin Bieber and I like ... , too.
Sarah: Do you? Me too. I think we can be good friends.



19b. Listen again and check. Then answer the following questions.

1. Is Jake Mark's friend?
2. Does he live with Mark?
3. How many people are there in his family?
4. What does he like doing?

20a. Study the sentences and choose *a* or *b* in the explanations.

This is my father.
These people are my grandparents.
Those students are from England.
Who is that man over there?

1. We use ... to talk about things near to the speaker.
 a. *this / these* b. *that / those*
2. We use ... to talk about things far from the speaker.
 a. *this / these* b. *that / those*
3. We use ... for singular.
 a. *this / that* b. *these / those*
4. We use ... for plural.
 a. *this / that* b. *these / those*

20b. Rewrite the following by replacing the pronouns. Use *this* or *these* and *that* or *those*.

Example: This exercise is easy. These exercises are easy.
Those socks are Temuulen's. That sock is Temuulen's.

1. This exercise is easy. _____?
2. Those socks are Temuulen's. _____?
3. Is this bed comfortable? _____?
4. Is that Anu's English book? _____?
5. These are not my toys. _____?
6. These books are Amina's. _____?
7. Is that jacket Roy's? _____?
8. Are these dictionaries Bilguun's? _____?
9. Those are mine. _____?
10. This building is very old. _____?

**21a. Read the text and answer. Is it about a) Jake's family or
 b) Jake, himself?**

This is my cousin Jake. He's 12 years old and he lives in Liverpool, a big city in the north west of England. He's a school boy. He goes to school every day from Monday to Friday. He doesn't go to school on weekends. He starts his school at 8.30 in the morning. He usually has four or five subjects a day. He has many friends. Most of them are in his class. He likes music. His favourite singer is Justin Bieber.

21b. Read again and answer the questions.

Example: How old is he? He is 12 years old.

1. Where does he live?
2. How many days does he go to school?
3. What time does his school start?
4. How many subjects does he usually have a day?
5. How many friends does he have?

22a. Work in pairs. Ask each other the questions from activity 21b.

22b. Write about your partner as in activity 21a.

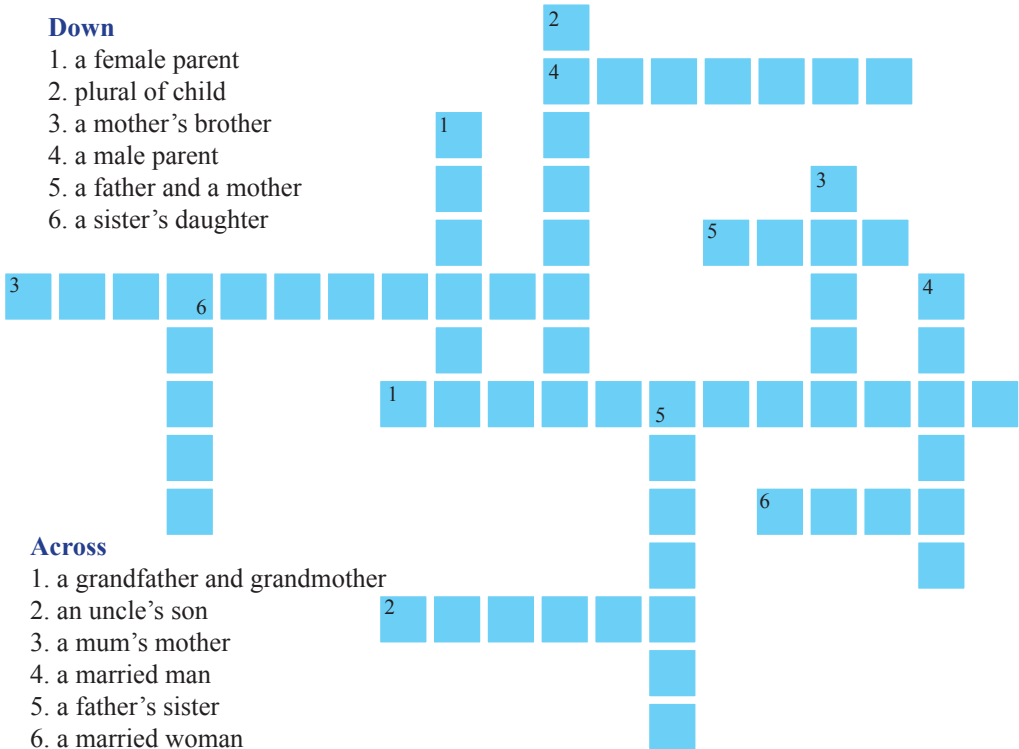
UNIT 1. SELF-CHECK

VOCABULARY

1. Do the crossword.

Down

1. a female parent
2. plural of child
3. a mother's brother
4. a male parent
5. a father and a mother
6. a sister's daughter



Across

1. a grandfather and grandmother
2. an uncle's son
3. a mum's mother
4. a married man
5. a father's sister
6. a married woman

2. Match the columns.

- | | |
|------------------|------------------------------------|
| 1. a mother | a. your mother's brother |
| 2. a grandmother | b. a father and a mother |
| 3. an uncle | c. father's sister |
| 4. a father | d. your aunt's son |
| 5. a nephew | e. a female grandparent |
| 6. a niece | f. a sister's son |
| 7. an aunt | g. a sister's daughter |
| 8. parents | h. a male parent |
| 9. a cousin | i. a grandmother and a grandfather |
| 10. grandparents | j. a female parent |

USE OF ENGLISH

3. Choose the correct answer.

1. A: _____ do you want to go on your summer holiday?
B: Paris.
a. What b. Where
c. Who d. When
2. A: _____ does Michael go to school?
B: 8 o'clock in the morning.
a. Who b. When
c. What d. Where
3. A: _____ cats does Mrs. Maddox have?
B: She's got two cats.
a. Who b. When
c. How much d. How many
4. A: _____ is that man over there?
B: He is famous. His name is Mr. Brown.
a. What b. When
c. Who d. How many

4. Fill in the sentences with *who, what, how much, how many, when* or *where*.

Example: Who is sitting in front of you? - Rita

1. ... is sitting in front of you? - Rita.
2. ... do the tickets cost? - 15000 ₺
3. ... does he usually have for breakfast? - An egg and some bread.
4. ... does the first lesson begin? - At 8.00 o'clock.
5. ... do you come from? - England.
6. ... children have they got? - Two.
7. ... is the weather like in India? - It's warm.
8. ... is your birthday? - 24th of July.

5a. Put the verbs in the correct form.

Example: She (play) tennis well. She plays tennis well.

1. I ... (go) to school by bus.
2. You ... (play) the guitar very well.
3. They ... (not/visit) us very often.
4. Tom always ... (find) new ways to do things.
5. She ... (have) many friends
6. Michael ... (not dance) well.
7. Cars ... (have) wheels.
8. Every day little Sam ... (get) up early in the morning.
9. Lucas and Clara ... (not eat) meat.

5b. Rewrite the sentences.

Example: *This car is new.* *These cars are new.*
 That girl goes to my school. *Those girls go to my school.*

1. This orange is very nice.	
2. That student writes well.	
3. This lesson is very difficult.	
4. This man works at my shop.	
5. This book belongs to George.	
6. That dog barks all night.	

LISTENING AND SPEAKING

6a. Listen to the dialogue and answer. Is it about a) Dave’s family or b) Carl’s family?

6b. Listen again and answer true (T) or false (F)

- | | | |
|---|---|---|
| 1. There are many people in his family. | T | F |
| 2. His father works as a doctor. | T | F |
| 3. He has two brothers. | T | F |
| 4. His mother sells books in the shop. | T | F |
| 5. His sister works as a nurse. | T | F |

7. Talk about your family. Use the questions below.

- How old are you?
- How many members are there in your family?
- What do your parents do?
- How many cousins do you have?
- Do you have any uncles or aunts?
- What do you do in your free time?
- What do your parents do in their free time?
- Do you have any brothers or sisters? If so, how old are they?
- Do you live with any of your grandparents?
- What things do you and your family do together?

READING AND WRITING

8a. Read the text and answer. Is it about a) Sarah’s school life or b) her family life

Hi, my name is Sarah. I’m 12 years old and live in Madrid, in a big house. I have a wonderful family. There are six members in my family. They are my grandparents, my parents, me and my brother. My grandfather is a very nice person. He tells us very interesting stories. My grandma is a very good cook and she cooks very delicious meals for us. My father is a fireman. He has saved

a lot of people from danger and is very brave. I'm proud of my father. My mother is a teacher. She loves children so much. My brother Tony is 7 years old and we get along very well.

8b. Read again and answer the following questions.

1. How old is Sarah?
2. How many members are there in her family?
3. Where does Sarah live?
4. What does Sarah's father do?
5. Is Sarah's mother a doctor?
6. Does Sarah have any grandparents?
7. Do they live in a flat?
8. How many brothers does Sarah have?

9. In pairs, ask and answer. Use the questions below.

1. How old are you?
2. How many members are there in your family?
3. What do your parents do?
4. How many cousins do you have?
5. Do you have any uncles or aunts?
6. What do you do in your free time?
7. What do your parents do in their free time?
8. Do you have any brothers or sisters? If so, how old are they?
9. Do you live with any of your grandparents?
10. What things do you and your family do together?

10. Write about the members of your family. Think of:

- their ages
- their jobs
- their hobbies.

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

I can ...	Very well	Well	Not well
use the words related to greetings, family, countries, nationalities			
greet people, introduce myself and others, and talk about my family members			
use the present simple for asking and giving personal information			
use demonstrative pronouns and contractions			
listen and understand factual information			
read and understand factual information			

UNIT 2. NICE IDEAS

LEARNING OBJECTIVES

Listening

- L4 Understand the main points of short, supported talk about celebrating birthday
- L8 Recognize the opinion of the speaker(s) in basic, supported dialogue about choosing gifts

Speaking

- S2 Ask questions to find out general information for going on trip
- S6 Communicate meaning clearly using phrases and simple sentences when talking about gifts
- S7 Interact in short, basic exchanges to discuss gift ideas for boys and girls

Reading

- R1 Recognise, identify and sound of language at jokes
- R4 Understand the main points of short simple text about culture of gift giving
- R7 Recognize the attitude or opinion of the writer in short riddles

Writing

- W1 Plan, write and check sentences on the topic
- W2 Write longer sentences about the trip
- W4 Use joined-up handwriting in the written work

Use of English

- UE8 Use imperative forms with direct and indirect object forms to give a short sequence of instructions
- UE7 Use a limited range of simple perfect forms ...[regular and irregular] to talk about experiences
- UE13 Use *shall* [interrogative] to make offers and *will* to ask about future intention on a limited range of general and curricular topics
- UE15 Use common verbs followed by infinitive verb / verb + *ing* patterns
Begin to use infinitive of purpose
Use be called + n on a limited range of general and curricular topics

1a. Label the pictures with appropriate words from the box.

1. cold 2. hot 3. hungry 4. thirsty 5. tired 6. sick



I'm ...



I'm ...



I'm ...



I'm ...

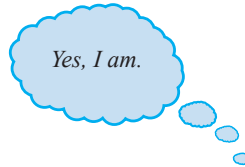


I'm ...



I'm ...

1b. Work in pairs. Ask and answer.



2a. Match the suggestions to the problems.

Problems

1. I'm cold.
2. I'm hot.
3. I'm hungry.
4. I'm thirsty.
5. I'm tired.
6. I'm sick.

Suggestions

- a. Have a sandwich.
- b. Have a nap.
- c. Have some water.
- d. Open the window.
- e. See the doctor.
- f. Put on your sweater.





2b. Listen, check and repeat.

3a. Listen to the dialogue and answer. How many suggestions did Anu make?

3b. Listen again and answer true (T) or false (F).

- | | | |
|--|---|---|
| 1. The spring term starts very soon. | T | F |
| 2. Kate would like to see more of Mongolia. | T | F |
| 3. There are plenty of interesting things to see in Beijing. | T | F |
| 4. Kate has been to Beijing once. | T | F |
| 5. The Khuvsgul is one of the most beautiful places in Mongolia. | T | F |
| 6. The lake attracts not many people. | T | F |
| 7. Kate's family has already planned a trip to Khuvsgul next year. | T | F |
| 8. The Demchig monastery is one of the world energy centres. | T | F |
| 9. Kate will go to the Demchig monastery. | T | F |

4. Write the sentences that reject or approve Anu's suggestions.

Making a suggestion	 Rejecting a suggestion	 Approving a suggestion
How about going to Beijing?		
What about going to Khuvsgul then?		
Let's have a look at the map.		
Why don't you go to the Demchig monastery?		

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

How about / What about going to Beijing?

Let's have a look at the map.

Why don't you go to the monastery?

- We use the underlined expressions to
 a. make plans b. give suggestions
- We use ... after *how about/what about*.
 a. verb(*ing*) b. verb
- We use ... after *let's* and *why don't*.
 a. verb(*ing*) b. verb

6. Put the words in the correct form and complete the sentences.

- What about _____ a picnic this weekend? (have)
- How about _____ football? (play)
- I'm hungry. Let's _____ something to eat. (get)
- What about _____ some shopping? (do)
- Why don't we _____ chess? (play)
- How about _____ old friends tonight? (see)
- What about _____ out? (eat)
- What about _____ to the cinema? (go)

7. In pairs, ask and answer. Give rejections or agreement to the suggestions in activity 6. Use the expressions from the box.

Example: *What about having a picnic this weekend?*

I think it sounds great.

I don't think so.	I think it sounds great.	It's a good idea!
It's perfect.	I'd love to.	I'd rather ...
I prefer to ...	It sounds very interesting!	

8. Write 3 short dialogues using questions and answers in activity 7.

9a. Label the pictures with the words from the box.

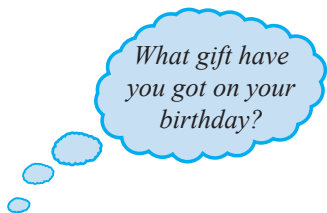
- | | | | | |
|------------|-------------|------------------------|------------------|------------------------|
| 1. roses | 2. a CD | 3. a soft toy | 4. a photo album | 5. a ball for football |
| 6. a chess | 7. a wallet | 8. a box of chocolates | 9. a watch | 10. a book |



9b. Work in pairs. Which gifts are appropriate to give the following people? Use the words in 9a.

1. Your grandfather
2. Your mum
3. Your classmate or a friend
4. Your little brother or sister

9c. Work in groups of 3-4. Which of these items did each of you get as a gift?



10a. Read the text and choose the best title for it.

- a) Culture of gift giving
- b) Ideal gifts

The tradition of giving gifts is common in all cultures throughout history. Gift giving is important to family and friends relationship especially on important days like birthdays, anniversaries and religious festivals.

There is a traditional ceremony in North America called 'potlatch'. This is a ceremony to celebrate important events in the community, where the host gives a large number of gifts to the guests. The Potlatch gifts are typically practical goods, traditional objects such as woolen blankets, jewellery, and food.

In most cultures, there are some things that are not appropriate to give as a gift. That's why it is important to be careful when choosing gifts. For example, in some cultures, sharp objects like knives or scissors mean the end of a friendship or relationship, so these are not suitable as gifts. In China, clocks are not an appropriate gift because the Chinese word for 'clock' sounds like the word for 'death'.

In the UK, handkerchiefs and chocolates are popular gifts, but they're not good gifts in some parts of the Middle East.

In some cultures, it is not just what you give, but how you give and receive it. In many Asian countries, it is polite to refuse the gift three times before accepting it. It's not polite to open a gift immediately or when the giver is there. In this way, there's no chance of embarrassing the giver or the receiver if it is not an appropriate gift.

**10b. Read again and answer the questions.**

1. Why is the gift giving important?
2. What is Potlatch?
3. What would you give as a gift if you are in China?
4. What is one of the popular gifts in the UK?
5. What is an inappropriate gift in the Middle East?
6. What kind of gifts in America can you give?
7. In many Asian countries, what do you often do before accepting a gift?

11. Read the text again and write 3-4 sentences to summarize it. Use the prompts.

gift giving is important
some gifts can be inappropriate

be careful when you choose the gift
different countries or cultures

12. In groups of 4-5, discuss gift ideas for boys and girls. Make a list of ideal gifts and presents to the class.

*Example: Perfect gifts for girls would be a soft toy, ..., ..., ..., and
Perfect gifts for boys would be ...,, ..., ..., and*

13. Listen to the dialogues and complete the webs



Mum's birthday

(When?) _____
(Linn's suggestion 1)

_____ (Linn's suggestion 2)

_____ (Frank's rejection)

_____ (Agreed gift)



Kate's birthday

(When?) _____
(Ann's suggestion 1)

_____ (Ann's suggestion 2)

_____ (Sheryl's rejection)

_____ (Agreed gift)



Matt's birthday

(When?) _____
(John's suggestion 1)

_____ (John's suggestion 1)

_____ (Matt's rejection)

_____ (Agreed gift)

14. Work in groups of 4-5. Choose one of your classmates and discuss the birthday gift for him/her. Think of the following questions:

- Does he/she like getting presents?
- What kind of birthday gifts does he/she like?
- What was the best birthday gift he/she has ever received?
- What was the best birthday gift he/she has ever given someone?

15a. Study the sentences and choose *a* or *b* in the explanations.

- I have ridden a horse.*
- He has been to England.*
- They have met a famous singer.*
- Have you ever seen a tiger?*
- She has never driven a car.*
- Have they ever eaten sushi?*
- They haven't seen a giraffe.*



1. We use the present perfect simple to talk about ...
 - a. an experience
 - b. a repeated action
2. We use ... for 3rd person in the present perfect simple.
 - a. *has* + past participle.
 - b. *have* + past participle
3. We often use ... in questions when talking about experiences.
 - a. never
 - b. ever
4. We often use ... in negative sentences when talking about experiences.
 - a. never
 - b. ever

15b. Write the past participle form for each verb.

Example: cook – cooked do – done

- | | | | |
|---------|--------|--------|---------|
| go - | have - | see - | drive - |
| build - | snow - | read - | watch - |
| eat - | meet - | drink | lose - |

16. Complete each sentence. Use the present perfect.

*Example: It ... (never snow) like that. It has never snowed like that.
I ... (meet) Anna once. I have met Anna once.
... (you/drive a car)? Have you ever driven a car?*

1. She ... (never/celebrate) her birthday.
2. ... (he/ever/lose) his mobile phone?
3. They ... (never/be) to Brazil.
4. I ... (never/eat) fish.
5. Mark ... (never/see) snow.
6. ... (you/ever/drink) airag?
7. They ... (not/ have) such an expensive birthday present.
8. ... (you/ever/visit) Eiffel Tower?

17. Work in pairs. Tell each other the best birthday gift you have ever received.

Example:
- What was the best birthday gift you have ever received?
- It was ...

18. Work in pairs. Discuss and guess the riddles.

1. The more you have of it, the less you see. What is it?
2. If you drop a yellow hat in the Red Sea what does it become?
3. What has to be broken before it can be used?
4. Which word in the dictionary is spelled incorrectly?
5. What is the question you can ask all day, and no matter what the answers are, they would still be valid questions and correct.



19. Look at the puzzles and solve them. Follow the instructions.

a) Move one matchstick to get 4 identical triangles.

b) Move 1 matchstick to turn the donkey

c) Make these 3 matches into 6, not breaking into pieces.

d) Move 3 matches to get 3 perfect squares.

20. Match the halves to make jokes. Then tell the jokes to your partner.

- | | |
|---------------------------------------|---|
| 1. Waiter, my plate's wet! | a. Sit down, sir - we serve anyone. |
| 2. Doctor, doctor! I've got wind! | b. Sit! Can you give me something? |
| 3. Waitress, do you serve crabs? | c. That's not wet, sir - that's the soup! |
| 4. Doctor, doctor! I feel like a dog! | d. Yes - here's a kite! |



21. Look at the pictures and complete the bubbles with suggestions.



22. Read the jokes and answer.

- Who are the speakers?
- Where does this dialogue take place?

A: I'll have the 'as much as you can eat ... for just a dollar's menu, please.
 B: Of course, sir. Here you are.
 A: What's that?
 B: Your one dollar chopstick.



EGGS



We went for breakfast at a restaurant where the special was two eggs, bacon, hash browns and a toast for \$1.99. "Sounds good," my wife said. "But I don't want the eggs."

"Then I'll have to charge you two dollars and forty-nine cents because you're ordering a La-carte," the waitress warned her.

"You mean I'd have to pay for not taking the eggs?" my wife asked incredulously. "I'll take the special."

"How do you want your eggs?"

"Raw and in the shell," my wife replied. She took the two eggs home.



23a. Ask your partner and tick (✓) the activities he/she does in his/her free time.

- | | | |
|---|--|--------------------------------------|
| <input type="checkbox"/> stitch a cross | <input type="checkbox"/> play chess | <input type="checkbox"/> do karate |
| <input type="checkbox"/> fly a kite | <input type="checkbox"/> play football | <input type="checkbox"/> ride a bike |
| <input type="checkbox"/> swim | <input type="checkbox"/> do aerobics | <input type="checkbox"/> dance |

23b. Work in pairs. Ask and answer. Use the activities from 23a.

What will you do this weekend?

This weekend I'll ...

24. Match the sentences to the intentions.

- | | | |
|---|---|---|
| 1. I'm feeling thirsty. | → | a. Thanks, I'll have some pineapple juice. |
| 2. It is not a good idea to take the car. | → | b. I'll have a hot bath and go to bed. |
| 3. How are you going to get to Athens? | → | c. We'll be in the gym. |
| 4. Would you like a drink? | → | d. He'll leave his job. |
| 5. My brother is not happy with his job. | → | e. I think I'll drink some water. |
| 6. Where are you going after class? | → | f. I don't think so, but I'll think about it. |
| 7. I'm too tired. | → | g. I'll take a train. |
| 8. If we offer you more money, will you stay? | → | h. We'll fly. |

25. Interview four of your classmates and complete the table. Then report to the class what their intentions are.

Names	What he/she will do after class

26. Read the situations and write appropriate offers.

Example: - We haven't got any bread.
- Shall I go and buy some.

1. We haven't got any bread. _____.
2. It's dark in the room. _____.
3. I have no pen. _____.
4. The blackboard is very dirty. _____.
5. It's warm here. _____.
6. I'm really thirsty. _____.

27a. A group discussion. Your class is going to have a trip in 2 weeks. Discuss and suggest how to arrange the trip. Talk about:

1. Where will you go? Why? (e.g. City tour, Museum, Picnic, Children's Camp ...)
2. When will you go?
3. How will you go there?
4. What will you do there?

**27b. Write 4-5 sentences about the trip.**

UNIT 2. SELF-CHECK

VOCABULARY

1a. Unjumble and write the words related to feelings. Then find them in the word search.

lcdo ynhgru styrhit etidr oth ksci

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

1b. Complete the sentences. Use the words in activity 1a.

Example: *He hasn't got a friend to play with him. He is really sad.*

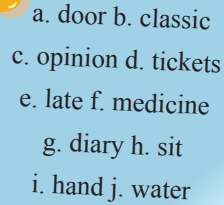


1. We are very We haven't eaten anything since morning.
2. They are They worked late last night.
3. Please, close the window. It is ... here.
4. Can you turn on the fan? - I'm very
5. She didn't come to school yesterday. She was
6. A little boy asked his mother for some water. He was

USE OF ENGLISH

2. Complete each sentence with the correct word from the box.

1. Don't _____ in the sun long!
2. Raise your _____!
3. Don't work until _____ in the evening!
4. Tell your _____ to the classmates!
5. Open the _____!
6. Write them on your _____!
7. Buy some _____ to football match!
8. Listen to _____ music to calm down!
9. Take some _____ for a cold!
10. Drink some _____ with lemon!

- 
- a. door b. classic
c. opinion d. tickets
e. late f. medicine
g. diary h. sit
i. hand j. water

3. Read the sentences in activity 1b and make as many suggestions as possible.

Example: *Let's watch TV. / What about renting a video?*

4. Write sentences asking for suggestions. Use *shall*.

Example: *What / we / do / tonight? What shall we do tonight?*

1. Where / we / go / tomorrow? _____
2. What / we / give / mum / on her birthday? _____
3. Who / I / invite / party? _____
4. Where / we / spend / summer? _____
5. What / we / buy / at the supermarket? _____

5. Put the verbs in the brackets in the correct form to make questions. Then answer them.

Example: *Have you ever ... (fly) a kite? Have you ever flown a kite?*

1. Have you ever ... (fly) a kite? _____
2. Have you ever ... (travell) by plane? _____
3. Have you ever ... (see) a monster? _____
4. Have you ever ... (ride) a camel? _____
5. Have you ever ... (drive) a car? _____
6. Have you ever ... (make) a snowman? _____

6. Complete the following sentences with *will*.

1. We ... (help) you.
2. I ... (get) you a drink.
3. I think, our team ... (win) the match.
4. She ... (do) a language course in Malta.
5. You ... (meet) lots of interesting people.
6. Where ... we ... (meet)?
7. We ... (send) the postcard.
8. You ... (not / have) any problems.

LISTENING AND SPEAKING

7a. Listen to the dialogue and answer. Is he celebrating his birthday at home?



7b. Listen again and answer the following questions.

1. Whose birthday will be soon?
2. Who will he invite to his birthday?
3. What is his birthday programme?
4. When will they meet?

7c. Now answer true (T) or false (F).

- | | | |
|--|---|---|
| 1. Daniel's birthday will be soon. | T | F |
| 2. He will celebrate his birthday with his family. | T | F |
| 3. He won't have any programmes for his birthday. | T | F |
| 4. At first they will go to the cinema. | T | F |
| 5. They will have lunch outside. | T | F |

8. Work in pairs. Ask your partner about his/her birthday.

1. When is his/her birthday?
2. Where does he/she celebrate it?
3. Who does he/she celebrate it with?
4. What does he/she do on his/her birthday?

READING AND WRITING

9a. Read the text and answer. How was her birthday?



18th Birthday Present Ideas For Girls

Ella loves music. Her favourite kind of music is rock and roll. She always listens to music on her radio and always plays music on her computer in her room. Her birthday is coming up in a few weeks and she really wants to go to a concert to celebrate it. She has been thinking about it to herself every day. Ezra, her boyfriend, has decided to surprise her with tickets for her birthday. “Ella, I am going to pick you up at eight tomorrow night,” said Ezra. “Great, I will be ready. What are we doing?” asked Ella. “We are going to your favourite restaurant and then I have a surprise for you,” said Ezra. “Great,” thought Ella, “The surprise is probably a piece of jewellery or something useless like that.” The following day, Ezra arrived at eight to take Ella to dinner and they ate at her favourite restaurant. As they were paying the bill Ezra gave her an envelope. “Go on, open it,” said Ezra. “Okay, thank you so much,” replied Ella. She opened the envelope and found two front row tickets to her favourite concert. “Oh, wow! Ezra, what a wonderful surprise!” she cried out. They left the restaurant and went to the concert. Ella was so excited. They both had a great time at the concert. The band played all of her favourite songs. Ella and Ezra decided that it was the best birthday celebration she had ever had.

9b. Read again and answer the following questions.

1. What kind of music does she like?
2. What does she always do?
3. What does Ella want to do to celebrate her birthday?
4. What surprise did Ezra make Ella on her birthday?

10. Write about your birthday. Use the questions below:

1. When do you celebrate it?
2. Who do you celebrate it with?
3. How do you celebrate it?
4. What gifts do people usually give you?

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

I can ...	Very well	Well	Not well
use the words and expressions related to feelings, offers and suggestions			
use imperatives			
make offers and suggestions and respond to offers and suggestions			
use the present perfect for experiences			
use <i>will</i> for future intentions			
listen and understand factual information			
read and understand factual information			

UNIT 3. ENJOYING YOURSELF

LEARNING OBJECTIVES

Listening

- L1 Understand a short sequence of classroom instructions
- L2 Understand basic questions which ask about free time activities
- L6 Deduce meaning from context in short, supported talk about places and activities

Speaking

- S1 Provide basic information about free time activities at sentence level
- S2 Ask questions to find out weekend schedules
- S3 Give an opinion for at sentence level when interviewing pupil's their favourite free time activities
- S8 Relate basic stories for making predictions

Reading

- R4 Understand the main points of short simple text about free time activities
- R5 Understand some detail in short, simple texts about hobbies

Writing

- W1 Plan, write and check sentences on the topic for weekend plans
- W3 Write short sentences which describe people, places and objects
- W5 Link words or phrases using basic coordinating connectors with support

Use of English

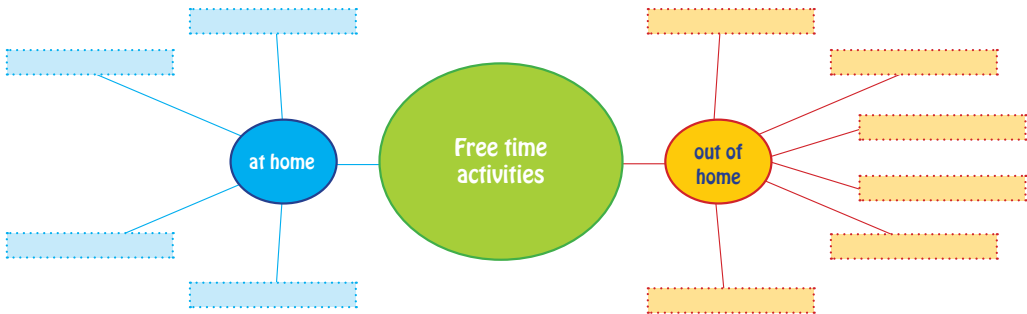
- UE10 Use present continuous forms to talk about future arrangements on a limited range of general and curricular topics

1. Match the expressions to the pictures.

- | | |
|---------------------------|------------------------|
| 1. swimming | 6. shopping |
| 2. playing basketball | 7. watching films |
| 3. playing computer games | 8. playing the guitar |
| 4. cycling | 9. reading books |
| 5. fishing | 10. listening to music |



2. Complete the word web with the words from activity 1.



3a. In pairs, ask and answer.

Example:

- What do you do in your free time?
- I play computer games.

3b. Write 4-5 sentences about your partner. Begin like this:

In his/her free time my partner

4a. Listen to people and answer. Are they talking about a) school activities or b) free time activities

4b. Listen again and complete the sentences.

1. Mark and Tim ... tonight.
2. Jenny ... tomorrow with her friends.
3. Tom ...
4. Denis and his Dad ...

5a. Study the sentences and choose a or b in the explanations.

*Jenny is swimming with her friends tomorrow.
Is Jenny shopping tomorrow?
No, she isn't.
Jenny isn't shopping tomorrow.*

1. We use the present continuous to express ...
 - a) future plans.
 - b) an activity happens every day
2. We use ... for future plans.
 - a) adverbs of frequency
 - b) future time words and phrases

5b. Put the words in the correct form and complete the sentences.

1. I ... (go) shopping with my mother tomorrow.
2. He ... (play/not) tennis this afternoon.
3. We ... (have) a barbecue on Sunday.
4. All my friends ... (come) to my party next week.
5. We ... (go/not) camping tomorrow.
6. Bill ... (go/not) to the cinema this weekend.
7. We ... (go) to the zoo tomorrow.
8. On Friday Sarah ... (go) to Rob's party.

6a. In pairs, study the table and ask and answer. What is Telmen doing this weekend?

Plans for this weekend		
	When?	What?
Saturday	in the morning	a bicycle
	in the afternoon	a shopping cart
	in the evening	TV
Sunday	in the morning	fishing rod
	in the evening	his friends

6b. Now write about Telmen's weekend.

Example: On Saturday morning Telmen is cycling.

7a. Complete the table for yourself. What are you doing next weekend?

Saturday	Morning	Afternoon	Evening
	activity:	activity:	activity:
	with ...	with ...	with ...
	at ...	at ...	at ...
Sunday	activity:	activity:	activity:
	with ...	with ...	with ...
	at ...	at ...	at ...

7b. In pairs, take turns to ask and answer.

Example: What are you doing on Saturday morning?

On Saturday morning I'm

8a. Read the text and answer. What do the most of Amina's friends like doing?

Amina and her friends planned to spend the weekend together. They have talked about things they enjoy doing, but couldn't decide what to do. Amina likes dancing, but she hates football. Most of her friends like watching films, but her friend Ann doesn't like it. She likes playing table tennis very much. Amina's friend Mark likes watching football the best, and he also likes playing darts and bowling. Her friend Tom likes playing table tennis, but is happy to do something else instead.



8b. Read again and tick (✓) the correct column.

		True	False	We don't know
1	Amina doesn't like dancing.			
2	Everyone doesn't like playing football.			
3	Ann likes playing table tennis.			
4	Both Amina and Mark like watching volleyball.			
5	Tom likes cycling.			
6	Nobody likes playing darts.			
7	Everyone likes watching films.			

9a. Interview 4 of your classmates about their favourite free time activities and complete the table.

Names	What do you like doing in your free time?	When do you ...?	Why do you like ...?

9b. Report your findings to the class. Use the prompts below.

He/She loves ... because it's ...

He/She really likes ... because it's ...

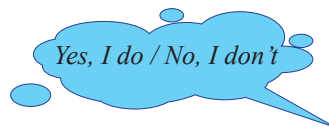
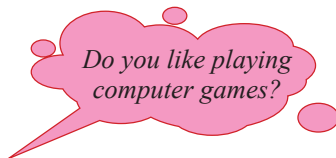
On Saturday/At the weekend/In the evening ...

10a. What do you like doing in your free time? Tick (✓) the activities you like/don't like doing in the first 2 columns.

Free time activities	like	don't like	put in order 1-12
playing computer games			
surfing the net			
fishing			
taking photographs			
going shopping			
watching TV			
going to the cinema			
painting			
playing golf (or another sport)			
playing the guitar (or another instrument)			
gardening			
collecting things			

10b. Now complete the third column. Number the activities (1- 12) in the order you like them.

10c. Compare your activities with your partner's. Ask and answer.



11. Write 4-6 sentences about yourself. Answer the following questions.

- What do you like doing in your free time?
Example: I like playing basketball. I like going to the cinema.
- What do you like doing on rainy days?
Example: On a rainy day, I like watching TV.

3. What is your hobby?

Example: My hobby is collecting stamps.

4. What are the free time activities that you like and dislike?

Example: I like playing table tennis, but I don't like cycling.

12. In pairs, read and make 3 predictions for each person. What would their hobbies be?

A: I like being on my own or staying at home. I don't like noisy and crowded places. I like computers and indoor activities which are quiet.

He likes _____, _____, _____.

B: I like doing things outdoors. I love team sports. I'm also quite artistic. I also enjoy doing things on my own.

She likes _____, _____, _____.

C: We can't stand staying at home. We prefer being outside and doing sports, and parties.

He likes _____, _____, _____.

13a. In pairs, act out the dialogues.

Sophie: Have you got any plans for the weekend?

Gerlee: No, not really. What about you?

Sophie: We're having a barbecue with some friends on Sunday afternoon. Would you like to come?

Gerlee: That sounds lovely. Yes, thanks, I'd love to come.

Sophie: Great! See you at about 2 o'clock, then.

Telmen: Dave! Any plans for the weekend? I'm having a party on Saturday evening. Can you come?

Dave: Tomorrow? Oh, no, I can't make it. I'm meeting my friends.

Telmen: OK. How about Sunday? Going to the football match. Want to come?

Dave: Yeah, sure. I'll be there.



13b. Read again and complete the bubbles with expressions.

Inviting:
...

Accepting:
...

Refusing:
...

14a. Find someone who Interview 6 of your classmates. *Have you ever ... ?*

	Past experiences	Names of people
1.	ridden a horse	
2.	been to a zoo	
3.	been to a theatre	
4.	played any musical instrument	
5.	talked to a famous person	
6.	milked a cow	
7.	swum in the ocean or lake	

14b. Report your findings to the class.

Example: 4 of my classmates have ridden a horse.

15a. Guessing game. What is your free time activity? Follow the instructions below.

- Choose one of your favourite free time activities.
- Check (✓) the appropriate words to describe the activity.
- Exchange your list with your partner's.
- Ask questions to guess the activity (*Is it ...? Does it ...? Do you need ...?*).

1. indoor ___ outdoor ___
2. easy ___ difficult ___
3. at home ___ on a court ___ in a field ___
4. involve a lot of movement ___
5. fast ___ slow ___
6. alone ___ in a team ___
7. special clothes ___
8. cheap ___ expensive ___
9. special equipment ___
10. dangerous ___ safe ___
11. involve food ___ water ___ music ___

15b. Describe your partner's activity to the class.

This is an indoor activity. It's

16. Match the adjectives with their translations.

- | | |
|--------------|------------------------------|
| 1. fun | a. хачин, сонин, сонирхолтой |
| 2. scary | b. эрдэлтэй |
| 3. risky | c. аюултай |
| 4. strange | d. зугаатай, хөгжилтэй |
| 5. dangerous | e. аймаар |

17a. Label the pictures with the adjectives from activity 16. More than one word is possible.



Windsurfing is ...



Rock climbing is ...



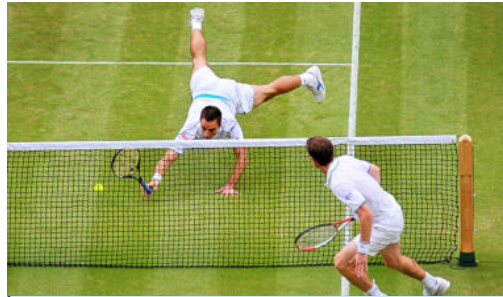
Roller coaster is ...



Chess boxing is ...



Sky diving is ...



Tennis is ...

17b. Write the sentences about the pictures.

Example: I think windsurfing is risky.



18a. Do you know these places? In groups of 3-4, discuss the information below and complete the tables.



This monument to Chinggis Khaan was erected in 1962 on the occasion of 800 years of his birthday. It is located in the place that is believed to be the great khan's birthplace, close to what is today Dadal soum, an attractive wooded area.

Name	Location	Country



This beautiful mausoleum was built by Shah Jahan, the fifth Muslim Mogul emperor, in the memory of his beloved wife. It is made of white marble and decorated with semi-precious stones such as jade, amethyst and turquoise. Its central dome is 73 metres tall.

Name	Location	Country



This monument is one of the most famous sites in the world. Archeologists believe it was built between roughly 5,000 and 4,000 years ago. It is comprised of 100 huge stones placed in a circle.

Name	Location	Country



This great open theatre was built to celebrate the glory of the Roman Empire. Emperor Vespasian started its construction in 72 AD. It was completed in 80 AD. The huge amphitheatre was built on the site of an artificial lake, part of Nero's huge park. The building is 48 metres high. It could accommodate some 55,000 people.

Name	Location	Country

18b. In pairs, tell each other about the places. Include the following:

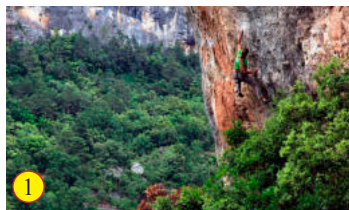
- a name of the site
- a location: a city, a province, a country, etc.
- a year of its erection
- a size
- other interesting facts

**19a. Read the text and answer. Are they talking about a) places
b) activities
c) both?**

A: The best place to go surfing in the United States is Oahu. It is located in Hawaii. The waves can grow in size over six metres.

B: Catalonia is one of the world's best climbing areas. It is located in Spain. It has some amazing areas for climbing, with good quality rock and climbing routes. Some mountains are 3000 m high.

C: The best place to have fun is Disneyland. Opened almost 60 years ago it offers great attractions, fireworks, plays and parades. Now there are 58 attractions where not only children but also their parents can have lots of fun.

19b. Read again and match the places with their pictures.**20a. In pairs, discuss and find the places in Mongolia for the activities below.**

- the best place for skiing
- the best place for mountain climbing
- the best place for fishing
- the best place for hiking
- the best place for swimming

20b. Now write the sentences.**21. Write an email to your friend suggesting a place to go together. Think of:**

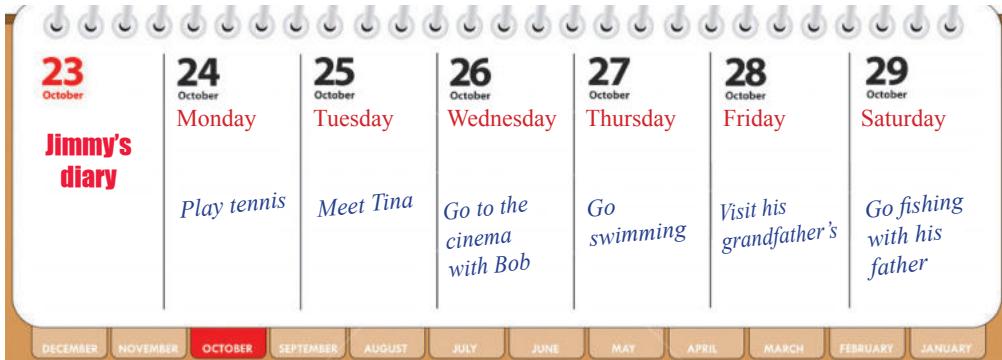
- a name of the place
- its location
- sightseeing
- activities to do



USE OF ENGLISH

2a. Look at Jimmy's diary and write about his week's plan. Use the present continuous.

Example: Jimmy is playing tennis on Monday.



- | | |
|---------|---------|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

2b. Write about your plans for the coming week.

Example: I am doing the washing on Sunday.

- | | |
|---------|---------|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

3. Your friend is planning a holiday. Ask him / her about the plans. Use the words in the brackets and the present continuous.

Example: (where go) Where are you going?

- | | |
|---|------------------------|
| 1. (where go) <i>Where are you going?</i> | 6. (where stay) |
| 2. (how long stay) | 7. (what do) |
| 3. (when go) | 8. (what see) |
| 4. (go alone) | 9. (who visit) |
| 5. (travell by car) | 10. (when return)..... |

4. Match the words in column A to the words in column B.

- | | |
|---------|---------------------------------|
| 1. post | a. his mother with housework |
| 2. do | b. football with his friends |
| 3. go | c. a letter to his pen-friend |
| 4. play | d. the book back to the library |
| 5. give | e. his homework |
| 6. help | f. hiking with his classmates |

LISTENING AND SPEAKING

5a. Listen to the dialogue and answer the question. Who helped them with their hobbies?

5b. Listen again and answer true (T) or false (F).

- | | | |
|--|---|---|
| 1. He likes playing tennis and drawing . | T | F |
| 2. His grandfather taught him how to play it. | T | F |
| 3. He could play chess before school. | T | F |
| 4. She participated in many contests and won prizes. | T | F |
| 5. She dances modern hip hop dances. | T | F |
| 6. Her mother makes her dancing clothes. | T | F |



6. Ask 5 of your classmates and complete the table.

Student Name	Do you like to play computer games	Do you read English books?	Do you like to play sports?	Do you like to draw?	Do you like to play chess?
<i>Mike</i>	<i>Yes</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>



READING AND WRITING

7a. Read the letter and answer the question. Does the writer have much free time?

May, 25th, of 2014

Dear Ann

How are you? I'm fine. I'm very busy lately with my school and hobbies. I have football practice twice a week - every Monday and Thursday afternoons. I'm good at playing football. Each practice takes two hours and then I have to go home and do my homework. Every Friday we have a math test. So I have to study hard for the exam after my football practice on Thursday. I'm quite good at math but I still need to study hard. On Saturday morning, I go fishing with my father. He likes fishing. We sometimes catch big fish and my mother cooks delicious meals with the fish. On Saturday evenings, we like to watch football games on TV. I'm a red fan of football. My father also likes to watch the games. My mother sometimes watches with us. But she doesn't like football much. On Sunday mornings I enjoy going for a walk around the park with my dog, Jimmy. We like running quickly together. She enjoys painting. She paints very well. My sister goes swimming on Sunday afternoons. She swims very well.

Well, I have to finish. I have to do my homework now.

Yours, Alex

7b. Read again and answer the following questions.

1. Who is writing the letter?
2. What sports does the writer play?
3. How often does he play football?
4. How well does he play it?
5. What else does he enjoy doing?
6. What do the other family members like to do?

8. Write about you and your family members' hobbies. Think of the following questions:

- What do you and they like to do?
- How well do you and they do it?

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

I can ...	Very well	Well	Not well
use the words related to hobbies and leisure time activities			
use <i>like to do / doing</i>			
use present continuous forms to talk about action happening now and future arrangements			
use common verbs followed by infinitive verb / verb + <i>ing</i> patterns on a limited range of general and curricular topics			
listen and understand factual information			
read and understand factual information			



MODULE 2. SIGHTS AND SOUNDS

UNIT 4. TASTES, SOUNDS AND SMELLS

LEARNING OBJECTIVES

Listening

- L1 Understand a short sequence of supported classroom instructions
- L7 Understand a poem and filling the missing words

Speaking

- S3 Give an opinion at sentence level to ask and answer questions
- S4 Use basic vocabulary when playing the “Touch” game
- S6 Communicate meaning clearly using phrases and simple sentences during giving and performing commands

Reading

- R2 Read and follow familiar instructions for classroom activities
- R5 Understand some detail in short, simple dialogues for asking about tastes
- R6 Recognize the difference between fact and opinion in short, simple text about airag

Writing

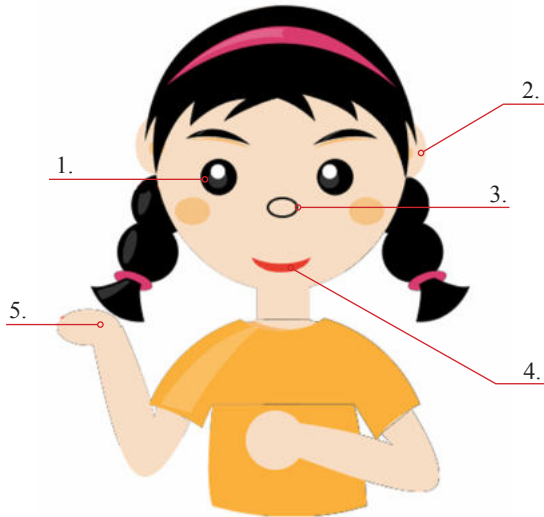
- W3 Write short sentences which describe objects
- W4 Use joined-up handwriting in the written work
- W7 Spell most familiar high-frequency words accurately during guided writing activities

Use of English

- UE3 Use common comparative and superlative adjectives to give personal information.






1. Label the picture with the words.

- a. touch b. taste c. hear d. see e. smell



2a. Unjumble and write the nouns.

- a. aers b. seey c. onguet d. ones e. andhs

 1. ... <input type="text"/>	 2. ... <input type="text"/>	 3. ... <input type="text"/>	 4. ... <input type="text"/>	 5. ... <input type="text"/>
--	---	--	---	---

2b. Now complete the sentences with words from 2a.

MY 5 SENSES

- I see things with my
- I taste things with my
- I smell things with my
- I hear things with my
- I touch things with my

3. Listen to the sounds and tick (✓) the ones you hear.

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

4. Listen to the sounds again and number them in the order you hear.

- | | |
|--|---|
| <input type="checkbox"/> raining | <input type="checkbox"/> a baby's crying |
| <input type="checkbox"/> a door bell ringing | <input type="checkbox"/> a car starting |
| <input type="checkbox"/> a bird singing | <input type="checkbox"/> an ambulance siren wailing |
| <input type="checkbox"/> a telephone ringing | <input type="checkbox"/> a dog's barking |



5a. Unjumble the words in column A.

<p>A</p> <p>eSwet</p> <p>ciNe</p> <p>tfSo</p> <p>Ludo</p> <p>oSmoth</p> <p>onStrg</p>	←	<p>B</p> <p>weak</p> <p>hard</p> <p>bad</p> <p>rough</p> <p>quiet</p> <p>bitter</p>	→
--	---	--	---

5b. Now match the opposites.

6a. Put the adjectives in the correct column.

nice nervous dangerous sweet awful bad

	
---	---

6b. Listen and check. Then repeat.

6c. Complete the sentences with the words from 5a. More than one choice is possible.

1. What are beautiful roses! They smell ...!
2. Something smells ... ! Check the kitchen.
3. Look at that garbage. It smells ... !
4. Keep that reach out of children. It smells ... !
5. What is it? It tastes
6. I hate siren wailing. It makes me feel
7. What are you cooking? It smells ... !

7. Look at the pictures below and write 4 sentences for each verb.

Example: *I can smell flowers. The flowers smell nice.*

smell



see



touch



hear



taste



8a. Read the dialogues and complete the table.

- Ann:* Let's play a guessing game. Now close your eyes and try this. Can you tell me what it tastes of?
Betty: Oh, I know what it is. It tastes of a tomato.
Ann: Why?
Betty: It tastes sour and sweet at the same time.
- Tamir:* Greg! Can you try this? What do you think what it is?
Greg: Mm. Let me try again.
Tamir: Can you tell me how it tastes?
Greg: It tastes like I think it's yogurt.
- Brad:* Pat! Try this. Can you guess what it tastes of?
Pat: Oh, I know exactly what it is. It's a peach.
Brad: How does it taste?
Pat: It's very sweet and juicy.
- Sue:* Galaa, taste it.
Galaa: Oh, nice juice.
Sue: Can you tell me what it is?
Galaa: I think it's strawberry

Betty		it tastes of	a tomato.
	thinks		
	knows		
Galaa			

8b. Now write sentences.

Example: Betty knows it tastes of a lemon.

9. Guessing game. In pairs, ask and answer.

Example:

What do you think it is?

I think/I know it's a ruler.



10. In turns, ask and answer. How do you like them?

Example: *Do you like chocolate? Darker or lighter?*
I like darker chocolate.



Do you like chocolate? Darker or lighter?
 Do you like tea? Stronger or weaker?
 Do you like music? Louder or quieter?
 Do you like apples? Softer or harder?
 Which one of these T-shirts do you like more? More expensive one or cheaper one?

11a. Study the sentences and choose *a* or *b* in the explanations.

Do you like tea? Stronger or weaker?
I like stronger tea.

Which one of these T-shirts would you like to buy? More expensive one or cheaper one?
I'll get more expensive one.

1. We use *adjectives* to describe
 a. verbs b. nouns
2. When we compare *two* people or things we use their ... forms.
 a. comparative b. superlative
3. We use *-er* with
 a. longer adjectives b. shorter adjectives
4. We use *more* with
 a. longer adjectives b. shorter adjectives

11b. Complete the sentences with comparative forms of adjectives.

1. The room is ... than before. (clean)
2. This chair is comfortable, but for her we need ... one. (comfortable)
3. I would like ... tea. (strong)
4. We need three more questions for the test, ... difficult ones.
5. These pictures are good, but I think we need ... ones. (interesting)

12a. Read and choose the best title for the text.

- a) Making airag b) A healthy drink



Airag is the traditional national beverage of Mongolians. It looks like milk but tastes sour. It is made of mare's milk. Milk is filtered through a cloth, and poured into a large open leather sack (khukhuur). Within this container, the milk gets stirred with a wooden masher (buluur). The more strokes, airag fermentation process is quicker. It



usually takes 1 or 2 days to get ready to drink it. Fresh airag tastes a bit sweet and but then it quickly gets sour. In fall, airag is more delicious, sourer and stronger. Airag is good for health because it's rich in vitamins and minerals.

12b. Read again and answer the questions.

1. What is airag?
2. How does it taste?
3. How long does it take to make it?
4. Why is it healthy?

13. Match the instructions to the pictures.

1. answer the question
2. read the text
3. open the book
4. stand up
5. go to the blackboard
6. open the window
7. write a sentence
8. draw a map



14a. In turns, give each other commands and perform them. Use the expressions from activity 13, if needed.

14b. Now write 5-6 sentences.

Example: He/she said ...

15a. Work in pairs. Play the TOUCH game. Follow the instructions below.

1. Write 2 short words and draw 2 simple images with your finger on your partner's back.
2. Ask your partner to guess what you drew.
3. Now change the roles.


15b. Now report to the class.


Example: I felt a number on my back. It was 8.

16. Do the Senses Quiz.

1. Which of the following is NOT one of your senses?

A: sight
B: taste
C: laughing
D: touch







2. Which of the senses are you using when you are petting a puppy?

A: listening
B: touching
C: tasting

3. Which sense are you using when you are in the movie theatre watching a movie?


A: sight
B: hearing
C: touch






4. The strawberry smells _____.


A: delicious
B: soft
C: rough



5. This word can be used to describe the sense of hearing.

A: loud
B: pretty
C: busy
D: happy





6. Which sense are you using when you are walking down a busy city street?

A: sight
B: smell
C: taste
D: touch

17. Write your own poem using the template.

My world

From my window,
I can see ...
From my window,
I can hear ...
From my window,
I can feel ...
From my window,
I can smell ...
From my window,
I can touch ...



18. Read your poem to your partner.

19a. In pairs, study the pictures to ask and answer. Use the words from the box.

sour sweet salty spicy bitter

Example: How does a cake taste?
It tastes sweet.



19b. Now write the sentences to describe the taste of each item.

Example: *The cake is sweet.*

20a. In pairs, ask and answer.



steak

How do you like your ... ?



an apple pie



soup



vegetable salad



a burger



coffee

20b. Now write the mini dialogues. Use adjectives in their comparative forms.

Example: *How do you like your soup?*

I like it spicier.

21. In groups of 3, play a guessing game. Follow the instructions below:

- The aim of the game is to ask questions to identify an object.
- Each member of the team thinks of a fruit or vegetable.
- One of the members starts the game. The rest of the team asks questions about its taste, colour, or shape. For example: *Is it spicy/sweet/salty/bitter/sour? Is it orange/red/yellow? Is it round/square?*
- The answer is only *Yes/No*.
- The team members ask no more than 10 questions to guess.
- Members of the team do this in rotation. The group that guesses things correctly and finishes first is a winner.

UNIT 4. SELF-CHECK

VOCABULARY

1. Find 5 verbs related to senses in the red square and 5 parts of body words in the blue square. (→↓)

see nose eye ear hand touch smell taste hear tongue

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

2a. Look at the table and put the words below in the correct column.

songs
voice
hot

salt
rough
birds

perfume
radio
juice

picture
soft
flowers

a film
smoke
sour



see	smell	hear	taste	touch
...
...
...

2b. Complete each sentence with the correct word.

1. I see with my
2. I hear with my
3. I taste with my
4. I touch with my
5. I smell with my

USE OF ENGLISH

3a. Write the comparative forms of the following adjectives.

soft _____ long _____ serious _____ loud _____ salty _____
 sour _____ difficult _____ sweet _____ beautiful _____ delicious _____

3b. Complete the sentences. Choose the correct comparative form of adjectives in activity 2a.

1. This flower smells ... than that flower.
2. A lemon tastes ... than an orange.
3. Silk feels ... than cotton.
4. He speaks ... than her.
5. The soup tastes ... I can't eat it.
6. My hair is ... than her hair.
7. The situation looks ... than before.
8. Yellow apples taste ... than green apples.
9. My sister makes ... cakes than my mother does.
10. We didn't do well at the exam yesterday. It was ... than the previous one.


LISTENING AND SPEAKING

4a. Listen to the song and fill in the missing words.

By Eva Grant

Wonderful World

<p>I can ... Trees and grass, The sun and sky; I can ... Chocolate ice cream, Apple pie; I can hear ... , laughter, Words you said;</p>	<p>I can smell Perfume, ... , Baking bread; I can ... Silk and velvet, A baby's skin; What a ... World I'm in!</p>
---	---



 4b. Listen again and answer. What is this song about?

5. Work in pairs. Ask and answer the following questions.

1. When you wake up in the morning, what are the first things you see? Hear? Smell? Touch? Taste?
2. Is it easier or harder to live without all five of the senses? Why?
3. Can you use more than one sense at a time?
4. How can we identify each fruit without looking?
5. Can you feel colour? Smell it? Hear it?
6. Can you feel light? Smell it? Hear it? Taste it?
7. Can you feel a star? Hear it?


6. Play a game.

- Choose one player to be Simon.
- The topic will be action verbs and the parts of the body.
- Simon gives commands to the group. For example he says “Simon says put your finger on your nose” or “Simon says clap three times.”
- Other student(s) perform the commands only when he says “Simon says ...”.
- The last player is the winner.




READING AND WRITING


7a. Read the story and give it a title.




Touch is one of the five senses. People touch with their fingers. He is touching a cactus. He is using his fingers to touch the cactus.



Smell is one of the five senses. People smell with their nose. She is smelling a flower. She is using her nose to smell the flower.



Hearing is one of the five senses. People hear with their ears. He is listening to music. He is using his ears to listen to music.



Taste is one of the five senses. People taste with their tongue. She is tasting some soup. She is using her tongue to taste the soup.



People have five senses. People see, hear, smell, taste and touch. Sight is one of the five senses. People see with their eyes. He is looking at a bird. He is using his eyes to see the bird.

7b. Read again and answer the following questions.

1. What are the five senses? Name them.
2. Which parts of the body help you see?
3. Which parts of the body help you hear?
4. Which parts of the body help you smell?
5. Which parts of the body help you taste?
6. Which parts of the body help you touch?

8. Complete the table to describe your favourite place.

My favourite place is a garden.

See: *I see flowers and butterflies.*

Hear:

Smell:

Taste:

Touch:

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

I can ...	Very well	Well	Not well
use the words related to five senses			
use <i>I think / I know</i> to express basic opinions			
use common simple and comparative adjectives to describe things			
use imperative forms with direct and indirect object forms to give a short sequence of instructions			
listen and understand factual and opinion information			
read and understand factual and opinion information			

UNIT 5. COLOURS AND PATTERNS

LEARNING OBJECTIVES

Listening

- L3 Understand basic questions about people and their clothes
- L5 Understand most specific information and detail of short, supported text about a chameleon
- L6 Deduce meaning from context in short, supported a dialogue in the clothes shop
- L7 Understand supported narratives about a rainbow

Speaking

- S3 Give an opinion at sentence level on the topics
- S6 Communicate meaning clearly using phrases and simple sentences during interviewing pupils

Reading

- R3 Read short simple fiction information about a chameleon
- R5 Understand some detail in short, simple texts about hibiscus

Writing

- W3 Write short sentences which describe people, places and objects
- W5 Link words or phrases using basic coordinating connectors when writing a summary

Use of English

- UE4 Use determiners *a, the, some, any, this, these, that, those* to give personal information
- UE13 Use *will* to ask about future intentions

1. In pairs, ask and answer.



What is a rainbow?
 When does it come out?
 How many colours are there in the rainbow?
 Do you like them?

2. Unjumble the colours and write them.


dRe ngeOar eeGrn lueB lolYew ndIgoi ItVoie

3a. Read the sentences and complete them with colours.


_____ is the colour of an  . _____ is the colour of an .

_____ is the colour of a  and the beautiful .

_____ is the colour of the  and lots of things that grow.

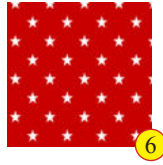
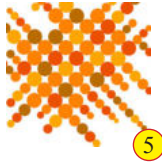
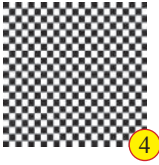
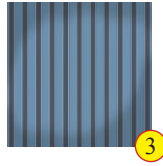
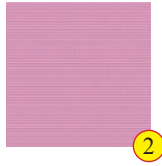
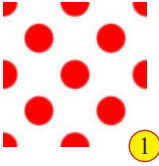
And then there's _____ for the .

_____ and _____ are the colours of beautiful .

When we put these colours side by side we've made a 
 And it's a really beautiful one!

3b. Listen and check. Then practise it.

4a. Match the pictures with the words from the box.



- a. striped
- b. checked
- c. dotted
- d. circle
- e. star
- f. plain

4b. Listen, check and repeat.

5a. Work in pairs. Study the pictures and describe the team strips.

Example: The team 1 is wearing plain strips.



5b. Now write the sentences about the team strips.

6a. Answer the questions.

Do you play any sports? If yes,

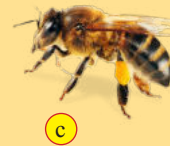
1. What is the name of your team?
2. What sport do you play?
3. How many members are there in your team?
4. What is your team strip like?

If not,

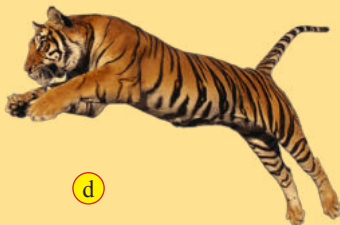
1. What is the name of your favourite sport's team?
2. How many members are there in this team?
3. What is the team strip like?

6b. Report your findings to the class.

7a. Match the pictures to their descriptions.



1. This animal lives in Africa. It has got black and white stripes.
2. It is a white dog with black spots.
3. It is smaller than a tiger. It has got orange or gray fur with black spots.
4. It is an insect. It has got yellow body with black stripes.
5. It is a big animal. It has got an orange skin with black stripes.
6. It is a small insect. It has got a red body with black spots.



7b. Now write the names of animals.

Example: This animal lives in Africa. It has got black and white stripes. It is a zebra.

8a. Study the sentences and choose *a* or *b* in the explanations.

A red beetle has some black spots.

Does a dalmatian have any spots? Yes, it has some black spots.

It is an insect. The insect has two wings.

- We use ... when we are talking about one thing in general.
 - a* or *an*
 - the*
- We use ... when we are talking about one thing in particular (known).
 - a* or *an*
 - the*
- We use *some* and *any* when ...
 - the exact number is *not* known.
 - the exact number is known.
- We use *some* in
 - positive sentences
 - negative sentences and questions
- We use *any* in
 - positive sentences
 - negative sentences and questions

8b. Fill in the gaps with *a*, *an*, *the*, *some* or *any*.

- ... zebra has got ... stripes.
- ... red beetle doesn't have ... stripes but it has ... black spots.
- I have got ... dalmatian. ... dalmation is very smart.
- She likes wearing a dress with ... circles.
- I don't like this T-shirt. It hasn't got ... patterns. It is too plain.
- Have you got ... skirts with stars? - No, we haven't got
- Do you know this small insect? - It is red and has ... black spots.
- I've seen ... interesting film about birds.
- A chameleon is ... very strange animal.
- There isn't ... striped shirt here.

**9. Listen to the people and find out what kind of clothes they will wear tonight. Draw patterns and colour their clothes.**

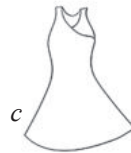
1. Misheel



2. Bolor



3. Suvd



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

1. For the party Bayar will wear blue jeans and checked shirt.
2. What will you wear tonight?
3. I won't wear pants for the party. Tonight I'll wear a dotted dress.

1. We use *will* + verb to express ...
 - a. future promises
 - b. future intentions
2. We use *will* + verb to talk about actions ...
 - a. planned in the past
 - b. decided at the time of speaking

11. Complete the dialogue. Use *will*.

- A: What are you doing after class? Any plans?
 B: No. Why?
 A: Have you forgotten that we have to finish our project report by tomorrow.
 B: Oh, yes.
 A: So, we're going to the library. you join us?
 B: Yes. I ... join you in an hour. Did Galaa know about it?
 A: I just called him. He ... (not) come because he has a sore throat.
 B: Oh. How about others? ... they come?
 A: Yes. All of them come.

12. Find someone who Imagine that one of your classmates is going to have a birthday party. Ask 4 of your classmates and complete the table.

	Classmates	What will he/she wear for the party?	What colour is it?	What is the pattern like?
1				
2				
3				
4				

13. Write sentences about your classmates.

Example: Gerlee will wear a red dress with white dots.

14a. Study the colour mixing chart. In pairs, ask and answer.

*Example: What colour will we get if we mix red and yellow?
 We will get orange.*

COLOUR MIXING CHART

red	+	yellow	=	orange
yellow	+	blue	=	green
blue	+	red	=	violet
red	+	orange	=	red orange
yellow	+	green	=	leaf
blue	+	violet	=	ultra
red	+	violet	=	red violet
yellow	+	orange	=	deep yellow
blue	+	green	=	blue green

14b. Listen to the instructions and write the correct colour.

15. In pairs, take turns to ask and answer. Give 3 instructions to each other. Use activity 14b as an example.

16. Listen to the text and answer the questions.



1. WHERE DO CHAMELEONS LIVE?

2. WHAT SIZE ARE THEY?





3. WHAT DO THEY EAT?

17. Now read the second part of the text and complete column A.



Chameleons are very sensitive animals. They are usually green and brown, but they can change their colours. When chameleons are angry, they become red or orange. If they are cold, they become darker. When they are sick, they become

pale. Why do they change their colours? They have special cells that have colours. A message from the brain tells them to change the colours or mix the colours.

	Column A	Column B
1	Chameleons are usually ...	
2	When they are angry they are ...	
3	When they are cold they are ...	
4	When they are sick they are ...	

18. Colour the chameleons in column B.

19a. Read again and complete the chameleon profile.

Lives: _____

Eats: _____

19b. Now write 6-8 sentences to summarize both texts.

 20. Listen and colour the ice-cream scoops.



21. Odd one out.

1. traffic lights: red, yellow, pink, green
2. clouds: white, grey, orange, dark
3. apples: red, green, yellow, black
4. rainbow colours: orange, green, violet, grey
5. sweet peppers: orange, red, green, blue



22. Do the *Colour Quiz*.

1. What is the first colour in the rainbow?
2. The last colour in the rainbow is
3. When you mix red and yellow you get
4. When you mix black with white you get
5. Another word for purple colour is
6. The dalmatians have ... spots.
7. The flamingoes are
8. What are the three primary colours?
9. What colour is a koala bear?
10. What colour is indigo?



23a. Read the text and answer. How many uses of hibiscus are mentioned?

One of the most amazing plants in the world is hibiscus. They are evergreen bushes that grow in warm and tropical places. There are over two hundred types of hibiscus. They are best known for their large, attractive flowers. They can be white, yellow, orange, purple, pink, red or blue in colour. Most of them change their colours with changes in a temperature or time of a day. Their flowers turn pink, then pink flowers turn red, and the orange flowers turn yellow in autumn. Why does it happen? Their colours are made up of three basic pigments: yellow, red and white. Brightly coloured flowers of hibiscus are rich source of natural dyes that are used in the food industry. They can be used for the preparation of soups, salads and jams. The most popular beverage is hibiscus tea made of its dry flowers. Besides a pleasant taste, tea made of hibiscus is a rich source of vitamin C. A paste made of leaves and flowers can be used as home-made shampoo. Some types of hibiscus are used in preparing herbal medicines. They cure headaches and colds.



23b. Read again and complete the table.

Name	Types	Grow in	Best known for	Colours of flowers	Change colours because of

23c. Read again and complete.



UNIT 5. SELF CHECK

VOCABULARY

1a. Find 7 words related to colours in the red square and 6 pattern words in the blue square. (→↓)

violet blue dotted green circled starred orange
 indigo checked red yellow plain striped

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

1b. Look at the picture and colour it. Follow the instructions below.

- Colour the hat yellow.
- Colour the scarf orange.
- Colour the jacket red and blue.
- Colour the mittens green.
- Colour the pants blue.
- Colour the boots violet and indigo.



2. Look at the pictures and fill in the gaps with the correct pattern words.



1. _____ dresses

2. a _____ shirt

3. _____ pajamas



4. a _____ T-shirt

5. a _____ coat

6. a _____ skirt

USE OF ENGLISH

3. Complete the sentences. Use *a / an, the, some, any, this, these, that or those*.



1) ... is my aunt Mary's store. She sells 2) ... clothes there. We like to buy our clothes here. She has 3) ... nice and comfortable clothes in her store. But she doesn't sell 4) ... shoes here. We do our shopping here. I like 5) ... dresses here. I bought 6) ... circle pink dress. I wanted to buy 7) ... dress for a long time. My mum bought 8) ... lovely blue hat with stars and dotted pajamas for my younger brother. 9) ... pajamas were very soft and comfortable. My father liked 10) ... checked purple shirt. Aunt Mary suggested him 11) ... striped shirt. But he didn't like 12) ... shirt and he took 13) ... checked shirt. 14) We all were satisfied with ... shopping.



4. Read Jimmy's New Year's plans and complete them. Use *will*.

1. I will help (help) my family members.
2. I won't watch (not/watch) TV much.
3. I ... (be) nicer to my brothers and sisters.
4. I ... (not/miss) the class.
5. I ... (read) more.

6. I ... (not/eat) junk food.
7. I ... (do) my homework more often.
8. I ... (clean) my room more often.
9. I ... (not/chat) in class.
10. I ... (get) better in school.

5. Write about your personal plans for the coming year. Use *will* or *won't*.

Example:

1. *I'll study hard*

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

LISTENING AND SPEAKING

 **6a. Listen to the dialogue and answer. Where are the people?**

 **6b. Listen again and circle the correct answer.**

1. a) These two women are in the clothes shop.
b) These two women are in the electrical store.
2. a) They are looking for a skirt.
b) They want to buy a dress.
3. a) They need a smaller size.
b) They need a bigger size.
4. a) They have a size 14 in bright red.
b) They have a size 14 in dark red.
5. a) Red suits her.
b) Red doesn't suit her.



7a. Work in pairs. Tell your partner about your clothes. Think of the following:

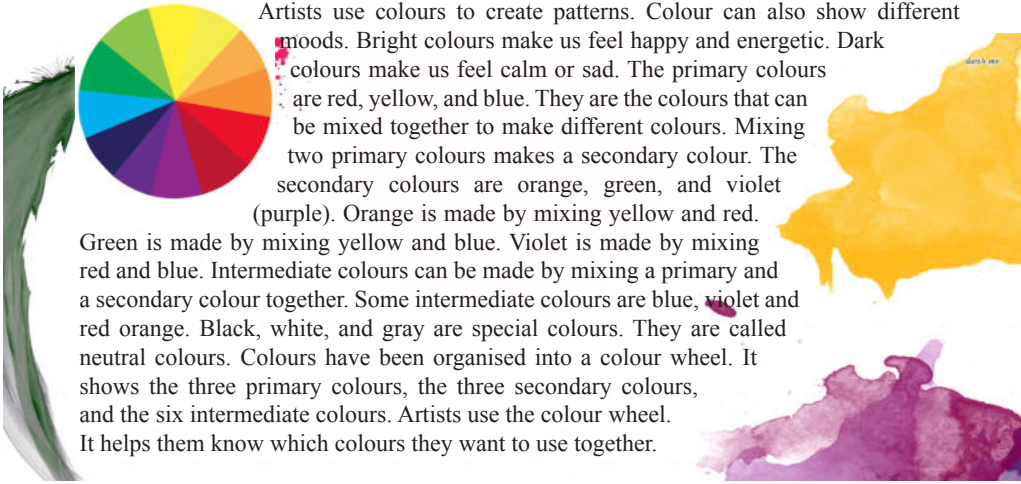
- What are you wearing?
- Talk about types of clothing, colours and patterns.
- Where did you buy your clothes?
- Where is your favourite place to shop for clothes?
- What clothes would you like to buy right now?
- What colours look best on you?

7b. Describe what your partner's clothes.

Example: He is wearing blue shorts.

READING AND WRITING

8a. Read the text and answer. What colours are called neutral colours?



Artists use colours to create patterns. Colour can also show different moods. Bright colours make us feel happy and energetic. Dark colours make us feel calm or sad. The primary colours are red, yellow, and blue. They are the colours that can be mixed together to make different colours. Mixing two primary colours makes a secondary colour. The secondary colours are orange, green, and violet (purple). Orange is made by mixing yellow and red. Green is made by mixing yellow and blue. Violet is made by mixing red and blue. Intermediate colours can be made by mixing a primary and a secondary colour together. Some intermediate colours are blue, violet and red orange. Black, white, and gray are special colours. They are called neutral colours. Colours have been organised into a colour wheel. It shows the three primary colours, the three secondary colours, and the six intermediate colours. Artists use the colour wheel. It helps them know which colours they want to use together.

8b. Read again and answer the following questions.

1. What kinds of colours make us feel calm?
2. What kinds of colours make us feel happy and lots of energy?
3. What are the primary colours?
4. What are the secondary colours?
5. What is a colour wheel?

9. Make six colours using the colour mixing chart in 14a.

Example: If I mix yellow and blue, I'll get green.

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

I can ...	Very well	Well	Not well
use the words related to colours and patterns			
use determiners <i>a, the, some, any, this, these, that, those</i>			
use <i>will</i> to ask about future intention			
use nouns as direct and indirect objects in describing events and actions on a limited range of general and curricular topics			
listen and understand factual and opinion information			
read and understand factual and opinion information			

UNIT 6. SAME OR DIFFERENT?

LEARNING OBJECTIVES

Listening

- L5 Understand most specific information and detail of short, supported dialogue about opinions
- L6 Deduce meaning from context in short, supported talk about tallest building in the world
- L8 Recognize the opinion of the speaker(s) in basic, supported talk

Speaking

- S3 Give an opinion at sentence level to make predictions
- S6 Communicate meaning clearly using phrases and simple sentences to interview partners
- S7 Interact in short, basic exchanges to make comparisons

Reading

- R4 Understand the main points of short simple text about the oldest people in the world
- R5 Understand some detail in short, simple texts about famous places
- R7 Recognize the attitude or opinion of the writer in short texts to do an internet research
- R8 Find books, worksheets and other print materials in a class or school library according to classification





Writing

- W1 Plan, write and check sentences on the topic
- W2 Write longer sentences to write short dialogues
- W3 Write short sentences which describe people, places and objects
- W5 Link words or phrases using basic coordinating connectors to write a short poem

Use of English

- UE3 Use common comparative and superlative adjectives to give personal information and on a limited range of general and curricular topics

1. Work in pairs. Study the table and tick (✓) or cross (x).

	Column A	Column B	Same (✓) or different (x)
1	a quarter to six	fifteen minutes to six	
2	Hi.	Hello.	
3		Park here	
4	I'm fine.	I'm not bad.	
5	When is your birthday?	What's your date of birth?	
6		No Smoking	
7	Yes, please.	No, thank you.	
8		High Voltage!	
9		No Entry	

 2. Listen to the dialogues and circle S for same or D for different feelings of the second speaker.

1. S D 2. S D 3. S D 4. S D 5. S D

3. Read the sentences and explain the differences of the words in italics.

Example:

- What's the difference between a *clock* and a *watch*?
- The difference is *clock* is ... but a *watch* is

1. At the Sunday market, we bought a beautiful antique *clock*. Now it's on our wall in our living room.

David wears a very expensive *watch*.

2. He is a *student* at University of Chicago.

Primary school classes usually have 20 *pupils*.

3. A *notebook* is easy to carry.

Set the *desktop* on this table.

4. This *university* has about 14000 students.

Mongolian children start *school* at the age of 6.

5. My mother wears high-heeled *shoes*.
He wears his coat and *boots* on cold weather.

6. He goes to school by *bus*.
The *trolleybus* uses electricity to run.

7. In the kitchen we have a big *table* and 4 chairs.
She's sitting at her *desk* and writing a letter.

4. Underline the odd noun in each of the following sets. Give reasons why.

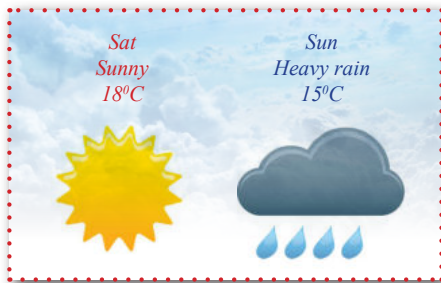
Example: 1. book, pen, toy, ruler, James

Reason: *James is the name of a person.*

1. a book, a pen, a toy, a ruler, James
2. Paris, Rome, Italy, Vienna
3. a committee, a jury, a team, a sparrow
4. shoes, sandals, gloves, boots
5. a radio, a cellphone, Microsoft, computer
6. the Pacific, the Indian, the Atlantic, the Titanic
7. a lake, a forest, an ocean, a river
8. rice, pork, chicken, beef



5a. Work in groups of 4-5. Study the pictures and discuss what someone will say to compare things.



History Museum
taxi
20 min
25 USD

History Museum
tube
40 min
5 USD

5b. Now listen to the people and check whether your predictions were correct. Tick (✓) the correct column.

Person 1		Person 2		Person 3	
correct		correct		correct	
not correct		not correct		not correct	

6a. Work in pairs. Study the table and say. How different are they? Use *a bit / a lot*.

Example: *Russia is a lot bigger than Mongolia.*

1	Size	Mongolia Russia
2	Length	the Nile river the Amazon river
3	Height	Mt. Kilimandjaro Mt. Everest
4	Width	the Tuul river the Selbe river
5	Speed	a car a plane
6	Weather	Hong Kong Alaska



6b. Now write the sentences.

7a. Read the text and answer. What was the secret of Misao Okawa's long life?

THE WORLD'S OLDEST PERSON

The world's oldest person was Misao Okawa from Japan. She was born on March 5, 1898 in Osaka. She was a daughter of a kimono maker. She was already a teenager when World War I broke out. She married to Yukio Okawa in 1919 and had three children - two daughters and a son. Her husband, Yukio ran a business. They lived in Kobe where he ran a business. When he died in 1931, she moved back to Osaka. She lived across three centuries, seeing four emperors of Japan, six British monarchs, and 20 US presidents. Okawa said that eating sushi and sleeping at least eight hours a night are the reasons why she lived so long. She had four grandchildren and six great-grandchildren. She could walk until she was 110, when she began using a wheelchair. When she was 114, she was officially recognised by Guinness World Records as the oldest woman in the world. Okawa finally died of heart failure just a few weeks after she celebrated her 117th birthday at a nursing home.



7b. Read again and complete the fact file.

Name:	
Born in (place and date):	
Family life:	
Married (whom and when)	
Number of grandchildren and great grandchildren:	
Recognised by Guinness world records:	
Died in:	
Died of:	

8. Read the sentences and choose *a* or *b* in the explanations.

Apples are tastier than oranges.
Math is more difficult than English.
Today is the longest day of the year.
Sheila is the youngest girl in the family.

- We use the form ... to compare two people or things.
 a. adjective(*er*) + *than* b. the + adjective(*est*) + *of / in*
- We use the endings – *er* or – *est* for ...
 a. shorter adjectives b. for longer adjectives
- We use the form ... to compare one person or thing to a group of people or objects.
 a. adjective(*er*) + *than* b. the + adjective(*est*) + *of / in*
- We use *more* or *most* for ...
 a. shorter adjectives b. for longer adjectives

9. Write the comparative and superlative forms of the adjectives.

Example: tall – taller -tallest

- | | |
|--------------------|----------------------|
| 1. fast _____ | 6. long _____ |
| 2. heavy _____ | 7. interesting _____ |
| 3. dangerous _____ | 8. cold _____ |
| 4. small _____ | 9. nice _____ |
| 5. large _____ | 10. expensive _____ |

10. Fill in the gaps with the comparative or superlative form of adjectives.

Example: Max is ... (old) John. Max is older than John.

- I am ... (tall) my sister.
- He is ... (rich) man in town.
- Mount Everest is ... (high) mountain in the world.
- Bicycles are ... (slow) cars.
- Computers are ... (expensive) mobile phones.
- Jack is ... (short) boy in his class.
- His car is ... (comfortable) your car.
- London is ... (big) city in England.
- What is ... (long) river in your country?
- Your question is ... (difficult) mine.

11. Correct the mistakes and rewrite the sentences.

1. Cats are more pretty than dogs.
2. This book is interesting than that book.
3. Elephants are heaviest than pigs.
4. An apple cake is the more deliciouser of all.
5. I have the longer hair in my family.
6. Turtles are slow than crocodiles.
7. I think lions are dangeroust animal in the world.
8. Bears are more rare than snakes.
9. A car is the most expensive than a motorbike.
10. He is the shorter man in the world.



12. Read the texts and answer. What are these places famous for? Then complete the table.



The New Century Global Centre located in Sichuan province, southwestern China, is the “largest freestanding building in the world.” It is 500 metres long, 400 metres wide and 100 metres high.



BurjKhalifa, Dubai, United Arab Emirates is the tallest building in the world. This 160- floor building is 828 metres high, and offers more than 500,000 square metres of space for offices and apartments.



The smallest ever printed book, with 0.75 millimetre pages was created in Japan. This 22-page micro-book, *Flowers of Seasons*, contains names and illustrations of Japanese flowers.



The world's longest bridge is the Danyang-Kunshan Grand Bridge in China. The bridge, opened in June 2011, spans 165 kilometres.



The Vatican City is the smallest country in the world.
Land area: 0.44 square km.



Russia is the largest country in the world.
Land area: 17,075,200 square km.
Population (2014 est.): 142,470,272

What	Where	Famous for
The New Century Global Centre	China	The largest freestanding building

13a. Work in groups of 3-4. Discuss and complete the table for Mongolia.

1.	The longest river:	
2.	The tallest building:	
3.	The largest province:	
4.	The highest mountain:	
5.	The biggest desert:	
6.	The biggest lake:	
7.	The biggest animal:	
8.	The biggest steppe:	
9.	The coldest place:	
10.	The deepest lake	

13b. Write sentences using information from activity 13a.

14a. Work in groups of 3-4. Do the Internet search. Choose one of the topics below and write a short description.

1. The fastest car in the world.
2. The longest river in the world.
3. The tallest mountain in the world.
4. The deepest lake in Mongolia.
5. The shortest man in the world.



14b. Report your findings to the class.

15a. Put the adjectives in the correct column.

much better	fantastic	great	exhausting	freezing
delicious	terrible	lovely	positive	terrific
				awful

😊 Positive meaning	☹ Negative meaning

15b. Listen, check and repeat.

16a. Listen to the people. Choose the word from the box that matches with what you hear.

awful	delicious	beautiful	exhausting
-------	-----------	-----------	------------

Dialogue 1. _____
Dialogue 3. _____

Dialogue 2. _____
Dialogue 4. _____



16b. Listen, check and repeat.

17a. In pairs, make 3 short dialogues. Use activity 16 as an example. Talk about:

- food
- clothes
- books

I can't eat spicy food. It's too hot.

Me either.



17b. Now act out the dialogues.

18a. Interview your partner and tick (✓) the appropriate column.



music	loud	quiet
food	plain	spicy
colours	bright	dark
weather	wet	dry
hair	short	long
clothes	formal	casual
films	adventurous	romantic
books	novels	poems

18b. Now write a short poem about your partner and present to the rest of the class.

UNIT 6. SELF-CHECK

VOCABULARY

1a. Find the following 10 adjectives from the word search. (→↓)

fast	heavy	dangerous	small	large
long	interesting	cold	nice	expensive

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

1b. Complete each sentence. Use the comparative or superlative forms of the adjectives from activity 1a.

Example: Which one is nicer, the red dress or the blue one?

1. Kherlen is the ... river in our country.
2. An elephant is the ... animal that lives on land.
3. A car is ... than a motorcycle.
4. A winter is the ... season of a year.
5. What is the ... country in the world? The Vatican city.
6. A lion is ... than a tiger.
7. What is the ... province in your country? South Gobi province.
8. Which one is ... ? A plane or a car?

USE OF ENGLISH

2a. Write the opposites to the adjectives.

- | | | | |
|-----------------------|----------------|---------------------|-----|
| 1. fastest | <i>slowest</i> | 6. longest | ... |
| 2. heavier | ... | 7. more interesting | ... |
| 3. the most dangerous | ... | 8. coldest | ... |
| 4. biggest | ... | 9. nicer | ... |
| 5. larger | ... | 10. more expensive | ... |

2b. Complete the sentences with the adjectives from activity 2a.

1. 'Flowers of Seasons' is the ... book in the world.
2. North and South poles are the ... places in the world.
3. The 22nd of December is the ... day of the year.
4. Your notebook is ... than mine to carry. Can I use yours today?
5. Who is the ... person in the world? Usain Bolt.
6. This shop is ... than the other shops. You can save some money here.

3. Rewrite the sentences. Use the adjectives from the box.

long hot young slow quiet rich cheap dirty dry easy

Example: The clothes are *not clean*. The clothes are *dirty*.

1. The homework is *not hard*. _____
2. The party is *not noisy*. _____
3. The man is *not poor*. _____
4. The weather is *not cold*. _____
5. The perfume is *not expensive*. _____
6. The car is *not fast*. _____
7. The song is *not short*. _____
8. The ground is *not wet*. _____
9. My uncle is *not old*. _____

4. Underline the odd one. Then write down the reason for choosing that word.

Example: mother brother friend daughter

Reason: A friend is not a family member.

1. a lion a bear a zebra an eagle

Reason:

2. shoe sandal cap boot

Reason:

3. lake mountain ocean river

Reason:

4. green white yellow big

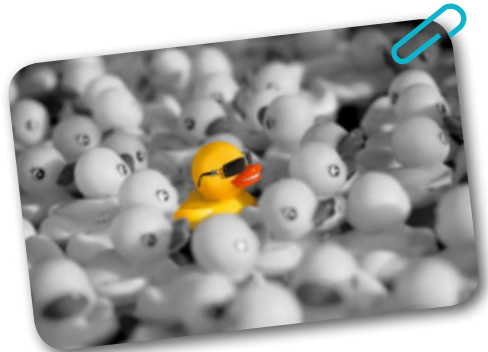
Reason:

5. chair seat table sofa

Reason:

6. dotted plain checked pink

Reason:



5. Put the adjectives in the right column.

nervous generous selfish beautiful lazy careful stupid calm
 rude attractive careless dirty pretty kind

😊 Positive meaning	☹ Negative meaning
calm	rude

LISTENING AND SPEAKING

6. Work in pairs. Discuss the following questions.

1. What do you know about the world's tallest building?
2. Where is it?
3. When was it built?
4. How tall is it?

7a. Listen and answer. How tall is the building?



7b. Listen again and answer the following questions.

1. What is the name of this building?
2. When was it opened?
3. How many lifts are there in this building?
4. How fast do the lifts and elevators move?
5. How much water is needed to run the building every day?

READING AND WRITING

8a. Read and answer. Why is this building of this shape?

Shanghai Tower is in Lujiazui Finance and Trade District of Pudong, in China. It is 632 metres high. It is the tallest building in China and the second tallest building in the world. It has 121 floors above ground and 5 podium floors. The total area of this tower is 410,000 square metres above grade. A local team of architects designed this building. The shape is interesting. The exterior of the building spirals upward like a snake. This is very important to a super tall building in Shanghai to withstand frequent typhoons. The building will be serviced with 149 lift. 108 are lifts. Three of the lifts can take passengers up to the 500-meter (about 1,640 feet)-high sightseeing platform from street level within one minute. It is a world record holder for a lifting service.



8b. Read again and tick (T) for true or (F) for false.

- | | | |
|---|---|---|
| 1. Shanghai Tower is in China. | T | F |
| 2. It is the tallest building in the world. | T | F |
| 3. A chinese team of architects designed this building. | T | F |
| 4. It is a tree – shaped building. | T | F |
| 5. It has about 150 elevators and lifts. | T | F |
| 6. The lifts are the fastest lifts in the world. | T | F |

9a. Write 6-8 sentences comparing two buildings above. Use comparative and superlative forms of adjectives. Think of their:

- location
- shape
- height, floors
- lifts

9b. Write about the tallest building in your town or province as in 8a.

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

I can ...	Very well	Well	Not well
use the words related to signs and notices			
use infinitive of purpose			
use common simple, comparative and superlative adjectives to give personal information			
use conjunction <i>because</i> to give reasons and <i>why</i> to ask for explanations			
listen and understand factual and opinion information			
read and understand factual and opinion information			



SAVE THE WORLD

MODULE 3. ALL ABOUT NATURE

UNIT 7. ENVIRONMENT

LEARNING OBJECTIVES

Listening

- L1 Understand a short sequence of supported classroom instructions
- L5 Understand most specific information and detail of short, supported text about environmental problems

Speaking

- S2 Ask questions to find out general information about nature
- S3 Give an opinion at sentence level to talk about environmental problems
- S5 Organise talk at sentence level using basic connectors for interview
- S6 Communicate meaning clearly using phrases and simple sentences to report findings to the class

Reading

- R2 Read and follow familiar instructions for classroom activities
- R8 Find books, worksheets and other print materials in a class or school library according to classification

Writing

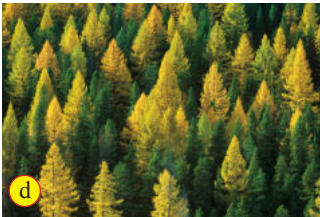
- W1 Plan, write and check sentences to make a list of dangers that threaten our planet
- W2 Write longer sentences to make questions
- W3 Write short sentences which describe people, places and objects

Use of English

- UE13 Use *should/ shouldn't* for advice

1. Match the words to their pictures.

1. wild animals 2. a forest 3. mountains 4. a desert 5. birds
 6. a river 7. the ocean 8. a lake 9. a waterfall 10. a glacier



2a. Work in pairs. Discuss which of the things you have in your town, province or soum.



2b. Now write 4-6 sentences about places you discussed.

3. Work in groups of 3-4. Discuss the following sentences and answer true (T) or false (F).

- | | | |
|--|---|---|
| 1. The rainforests cover less than 7% of the Earth's surface. | T | F |
| 2. The Amazon rainforest produces more than 10% the world's oxygen supply. | T | F |
| 3. 90% of the world's ice covers Antarctica. | T | F |
| 4. The Antarctica ice also represents 50% of all the fresh water in the world. | T | F |
| 5. Antarctica is the land on our planet that is owned by several countries. | T | F |
| 6. Water covers more than 70% of the Earth's surface. | T | F |
| 7. 95.5% of water exists in the form of salt water in oceans. | T | F |
| 8. Only 5% of water is fresh. | T | F |

4a. Now read the texts and check your answers.

Rainforest is an ecosystem located around the earth's equatorial zone. They are warm and wet places. The most rainforests get over 100 inches of rain every year. Moreover, temperatures in a rainforest are warm year-round. These forests cover less than 7% of the earth's surface. They are home to about 50% of all living things on earth. The largest rainforest is in the Amazon rainforest. It produces more than 20% of the world's oxygen supply.


Antarctica is the fifth largest continent after Asia, Africa, North America, and South America. It is 14 million square kilometres big. It is the coldest, driest, and windiest continent. The temperature in Antarctica can reach 89°C. About 98% of Antarctica is covered by ice that makes up 90% of the world's ice. It represents 70% of all the fresh water in the world. Antarctica is the only land on our planet that is not owned by any country.

Water is very important for life. We need water to drink, wash our hands, cook, grow and process food and many other things. It keeps us and the environment healthy. Water covers 70.9% of the earth's surface. It exists in many places and forms: mostly in oceans and polar ice caps, but also as clouds, rain water, rivers or freshwaters. 95.5% of water exists in the form of salt water in oceans. Only 2.5% of water is fresh. We all need not to waste it and be careful when we use it.

4b. Read again and make the false sentences in activity 3 true.

5a. Read the text and answer. Why do people celebrate the World Environment Day?

We share our planet with animals and plants. Unfortunately, we don't care of it much. We do lots of things to destroy it more and more. We cut down trees, throw garbage into the rivers, and pollute air. Each year on June 5 many countries around the world celebrate the World Environment Day. Over the years it has become a big global event widely celebrated in more than 100 countries. It is a day to do something positive for the environment and promote caring for our planet Earth. Save water and energy, plant new trees. Many events such as marathons, parades, concerts, and bicycle riding are organized on that day. Many schools organize essay and poster competitions and clean up campaigns. One of the most popular events is tree planting. Why is it important to celebrate this day? We want the world to be safe, clean and beautiful for everyone.



5b. Read again and tick (✓) the columns.

	Good for the Earth	Bad for the Earth
Cut down trees		
Throw garbage		
Pollute air		
Marathons		
Parades		
Concerts		
Ride bicycles		
Essay and poster competitions		
Clean up campaigns		
Tree planting		

- 6a. In groups, discuss and make a list. What are the dangers that threaten our planet?
 6b. Work in pairs. Ask and answer. How many of them exist in Mongolia?
 6c. Report your findings to the class.
 7a. In pairs, study the web. Then take turns to ask and answer.

What kind of pollution is it?
 What causes it?
 What is the effect of this kind of pollution?



10b. Make questions. Use the prompts and *should*.

1. What ... (we /do) not to pollute the air?
2. What ... (you /do) to save water?
3. Why ... (people / plant) trees?
4. What ... (we / recycle)?
5. Why ... (people / use) more public transport?
6. ... (people / throw) garbage on the street?
7. What ... (you / do) to stop deforestation?
8. Why ... (I / turn) off the lights when I leave a room?
9. Why ... (we / recycle) some things?
10. What... (people / do) to reduce air pollution?



11. Put the expressions in the correct column.

- | | | |
|-----------------|---|---------------------------|
| protect animals | turn off the lights when you leave a room | recycle glass and plastic |
| plant trees | hunt endangered animals | use more public transport |
| throw garbage | ride a bicycle | waste food |

	We should	We shouldn't
1.		
2.		
3.		
4.		
5.		
6.		

12. Make the sentences using the expressions in activity 11. Use *should/shouldn't*.

Example: We should protect animals.

13. Match the words to their pictures.

- | | | | |
|--------------------|-----------------------|--------------------|------------|
| 1. deforestation | 2. endangered animals | 3. forest fires | 4. drought |
| 5. water pollution | 6. air pollution | 7. desertification | 8. flood |



a



b



c



d



e



f



g



h

14. Write the words next to their explanations. Use the words from activity 13.

- | | |
|---|-------|
| 1. Lack of rain | _____ |
| 2. Place that becomes very dry and is covered with sand | _____ |
| 3. The water that overflows | _____ |
| 4. Contaminated water | _____ |
| 5. Destruction of forest | _____ |
| 6. Contaminated air | _____ |
| 7. Animals in danger | _____ |
| 8. Burning forest | _____ |

15a. Work in pairs. Choose one of the environmental problems and answer the questions.

1. What is the problem?
2. What causes this problem?
3. What can you do to solve the problem?

15b. Report your findings to the class.



16a. Listen to the radio talk and answer. Why are these animals included in the Mongolian Red Book?

16b. Listen again and complete the table.



Argali, wild sheep

habitat

.....

.....

.....

.....

reasons to become rare

.....

.....

.....

.....



Taimen

habitat

.....

.....

.....

.....

reasons to become rare

.....

.....

.....

.....



Mongolian Saiga

habitat

.....

.....

.....

.....

.....

reasons to become rare

.....

.....

.....

.....

.....



Saker falcon

habitat

.....

.....

.....

.....

.....

reasons to become rare

.....

.....

.....

.....

.....

17. Write the sentences. Use the information from activity 16b.

18a. In groups of 3-4, do the project on pandas. Find the following information and write.

Their size and colour:

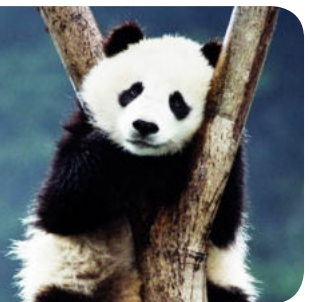
They live:

They eat:

Length of life:

Why are they endangered?

What should people do to help them?



18b. Tell the class about panda.

19a. Interview 4-5 of your classmates and find someone who

- saw any animal included in the Red Book of Mongolia.
- knows what a forest fire is.
- saw a flood or an earthquake.
- can describe desertification.

19b. Report your findings to the class. Begin like this:

3 people know about

20. Write 8 – 10 sentences under the topic “I can help the environment”.
Use *should* / *shouldn't*.

21. Do the quiz. Use a dictionary, if needed.

How much do you know about the Environment?

1. Earth is called "the blue planet" because of the ...
a. continents b. atmosphere c. water
2. The largest ocean in the world is ...
a. the Pacific ocean b. the Indian ocean c. the Atlantic ocean
3. The biggest rainforest in the world is in ...
a. Brazil b. India c. Bolivia
4. The highest mountain on the Earth is ...
a. the mount Elbrus b. the mount Everest c. the mont Blanc
5. Air becomes polluted because of ...
a. hunting animals b. planting trees c. car fumes
6. ... contributes to land pollution.
a. Industrial waste b. Building houses c. Hunting animals
7. Water becomes polluted because of ...
a. hunting animals b. throwing waste c. recycling
8. Water pollution causes ...
a. wise use of water b. death of water animals c. use of chemicals
9. ... is not a type of land pollution.
a. Mining b. Recycling c. Cutting down trees
10. Some results of deforestation are ...
a. soil erosion b. loss of animals' habitat c. both
11. ... does not pollute the land.
a. Saving energy b. Chemicals c. Industrial waste
12. ... are in danger to become extinct.
a. Gobi bears b. Grizzly bears c. Polar bears

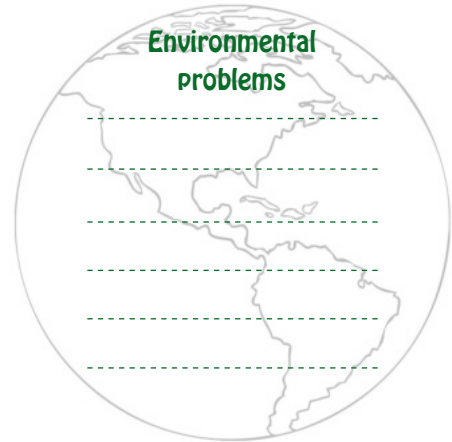


UNIT 7. SELF-CHECK

VOCABULARY

1a. Put the words in the box in the correct circle.

- | | | | | |
|-----------------|---------------------|--------------|---------------|--------------|
| 1. wild animals | 2. forests | 3. mountains | 4. deserts | 5. birds |
| 6. rivers | 7. deforestation | 8. lakes | 9. waterfalls | 10. glaciers |
| 11. pollution | 12. desertification | 13. oceans | 14. drought | 15. flood |



1b. Complete the sentences. Use the words from activity 1a.

1. When forests are cut down it is called
2. ... is the process by which an area becomes a desert.
3. ... is a long period when there is little or no rain.
4. Altai Tavan Bogd is the highest ... in our country.
5. Car fumes cause air
6. The ... means everything in the world around us.

2a. Write the main types of pollution in the boxes.



Types of the pollution

Three empty dashed boxes for writing the types of pollution.

2b. Write about the effects of these pollutions on the environment and people.

USE OF ENGLISH

3. Write ten sentences about how we can save our environment. Use *should* / *shouldn't*

Example: *We should plant more trees. Trees produce oxygen.*

We shouldn't hunt animals.

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



4. Complete the sentences with the verbs from the box. Use *should* / *shouldn't*.

recycle save buy turn off leave drop waste help ride stop

1. I ... litter.
2. I ... paper, glass, plastic and cans.
3. I ... the water.
4. I ... plastic bags.
5. I ... electricity.
6. I ... animals in danger.
7. I ... the lights when I leave the room.
8. I ... the water running when I brush my teeth.
9. I walk or ... my bike to school.
10. I ... the pollution.

LISTENING AND SPEAKING

5a. Listen to the song and complete it.

It's up to me and you

Can you understand
What we have to do?
There is only one ...
It is up to me and you
Brush your teeth, but ... the tap.
Take a shower. Don't have a bath.
Walk or ride ... to school.
Recycle paper. That is rule.

Chorus:

Can you understand
What we have to do?
It is not much time.
It is up to me and you
Unplug the Switch off the
Go out with friends. Don't surf all night.
Give old clothes to charity
Join a green group. Plant

Chorus:

Brush your teeth, but ... the tap.
Take a shower. Don't have a bath.
Give old clothes to charity
Join a green group. Plant a tree.

Chorus:

Can you understand
What we have to do?
It is not much time.
It is up to me and you

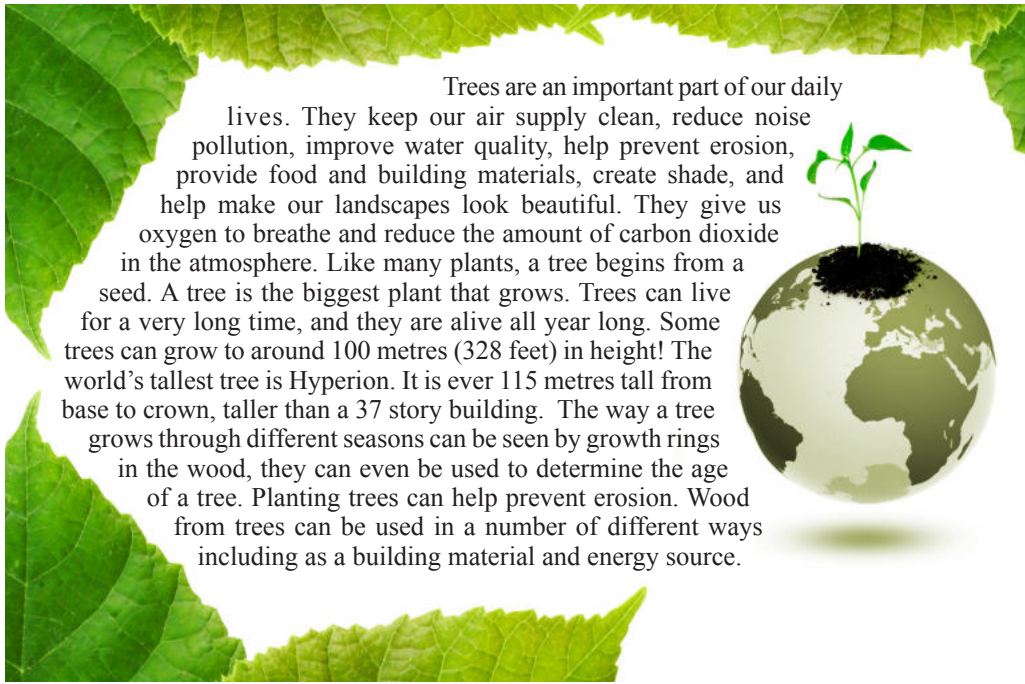


5b. Listen again and answer the following questions.

1. What is this song about?
2. What can you do to save the world?



6a. Read the text and answer. Why are trees important in our life?



Trees are an important part of our daily lives. They keep our air supply clean, reduce noise pollution, improve water quality, help prevent erosion, provide food and building materials, create shade, and help make our landscapes look beautiful. They give us oxygen to breathe and reduce the amount of carbon dioxide in the atmosphere. Like many plants, a tree begins from a seed. A tree is the biggest plant that grows. Trees can live for a very long time, and they are alive all year long. Some trees can grow to around 100 metres (328 feet) in height! The world's tallest tree is Hyperion. It is ever 115 metres tall from base to crown, taller than a 37 story building. The way a tree grows through different seasons can be seen by growth rings in the wood, they can even be used to determine the age of a tree. Planting trees can help prevent erosion. Wood from trees can be used in a number of different ways including as a building material and energy source.

6b. Read again and answer the following questions.

1. What products are made from trees?
2. How tall can trees grow?
3. How do trees create oxygen?
4. How long can they live?
5. How do they help us breathe?

7. Look at the picture and write 3-5 sentences. What are these people doing? Use the words in the box.

clean dirty rubbish pick up school yard
garbage can newspaper cans happy the Earth Day

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

I can ...	Very well	Well	Not well
use the words related to environment and environmental issues			
use should / shouldn't			
listen and understand factual and opinion information			
read and understand factual and opinion information			

UNIT 8. ANIMAL KINGDOM

LEARNING OBJECTIVES

Listening

- L1 Understand a short sequence of classroom instructions
- L3 Understand basic questions about animal kingdom
- L5 Understand most specific information and detail of short, supported text about snail
- L6 Deduce meaning from context in short, supported talk about zoo
- L9 Identify rhyming words

Speaking

- S2 Ask questions to find out general information for project work
- S3 Give an opinion at sentence level to discuss and make predictions
- S6 Communicate meaning clearly using phrases and simple sentences during pair, group and whole class exchanges
- S7 Interact in short, basic exchanges to play the jazz chant
- S8 Relate basic stories about animal kingdom

Reading

- R4 Understand the main points of short simple text about snails
- R5 Understand some detail in short, simple texts about snails

Writing

- W3 Write short sentences which describe animals and places

Use of English

- UE12 Use common adverbs of frequency *never, a lot*
Use adverbs of sequence *first next then* and direction *left right*
- UE14 Use common prepositions of location, position and direction: *at, above, below, behind, between, in, in front of, inside, near, next to, on, opposite, outside, to, under*

1. Match the animals to their names.

1. a penguin 2. a hippo 3. a camel 4. a bear 5. a chameleon 6. a whale
 7. a parrot 8. a giraffe 9. a snail 10. a monkey 11. a flamingo 12. a lion

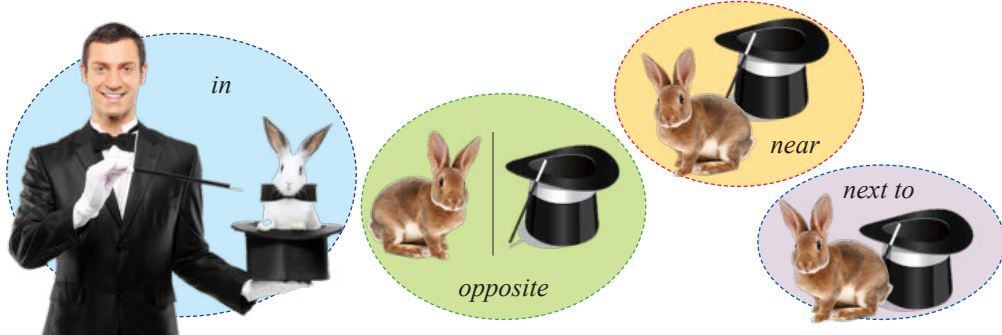


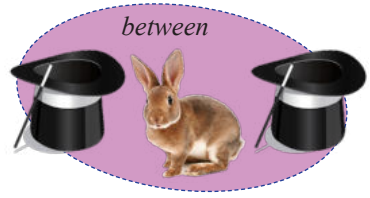
2. Complete the table with the words from activity 1.

Water animals	Land animals	Both water and land animals

3. Work in pairs. Study the pictures and ask and answer.

Example: *The rabbit is in the hat.*





4. Look at the picture and complete the sentences with prepositions from the box.

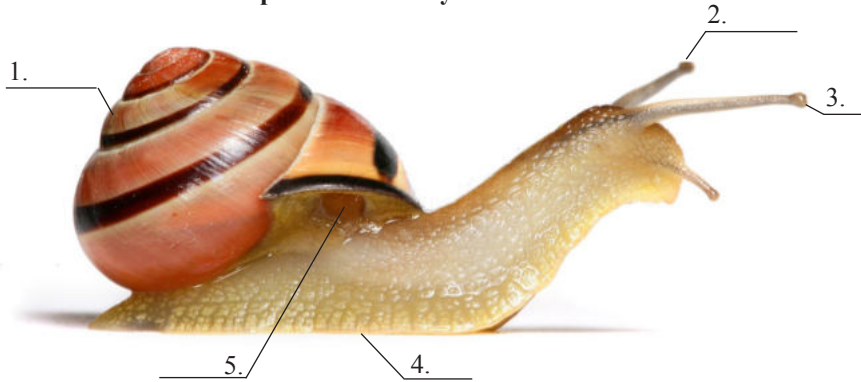
opposite near next to in on behind in front of between beside



Example: There are 2 flamingos in the pool.

1. There are 2 flamingos _____ the pool.
2. There is a hippo _____ the pool.
3. There is a tree _____ the pool.
4. There is a parrot _____ the tree.
5. There is a giraffe _____ the tree.
6. There is a lion _____ the cage.
7. There is a panda _____ the lion and the hippo.
8. There is a mazaalai _____ the lion cage.
9. There are 2 foxes _____ the monkey.

5. Listen and label the snail's parts of the body.



6. Listen again and answer true (T) or false (F).

- | | | |
|---|---|---|
| 1. The body of snails consists of 3 parts. | T | F |
| 2. Their shell is hard. | T | F |
| 3. Snails have a pair of tentacles. | T | F |
| 4. The eyes are on the long tentacles. | T | F |
| 5. The short tentacles are used for eating. | T | F |
| 6. They eat mostly plants and other animals. | T | F |
| 7. The snails move by their "foot" underneath their body. | T | F |
| 8. Snails breathe through a small hole under their shell. | T | F |

7. Read and tick the ideas about the snails mentioned in the paragraphs.

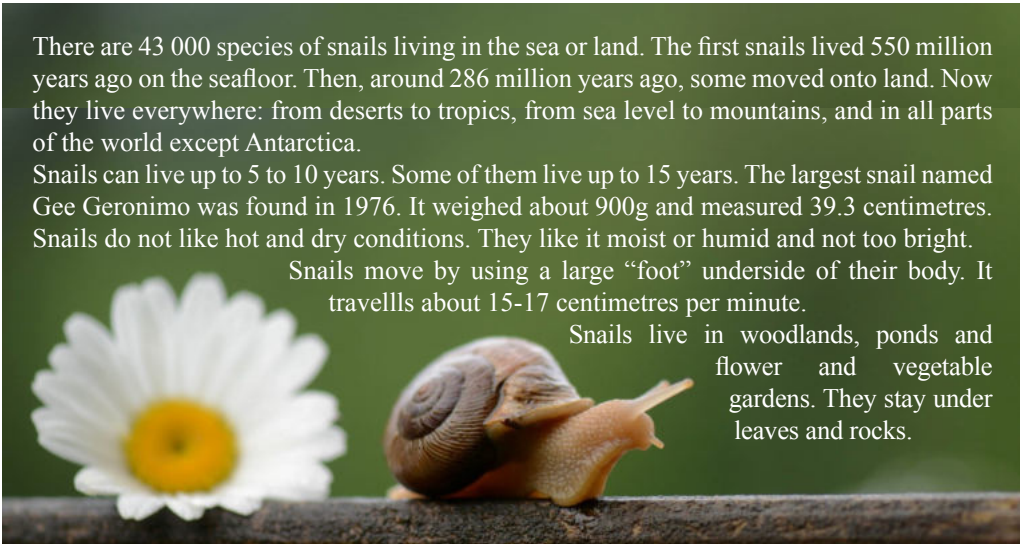
- | | | |
|--|------------------------------------|--|
| <input type="checkbox"/> movement | <input type="checkbox"/> behaviour | <input type="checkbox"/> parts of the body |
| <input type="checkbox"/> habitat | <input type="checkbox"/> food | <input type="checkbox"/> length of living |
| <input type="checkbox"/> weight and size | | |

There are 43 000 species of snails living in the sea or land. The first snails lived 550 million years ago on the seafloor. Then, around 286 million years ago, some moved onto land. Now they live everywhere: from deserts to tropics, from sea level to mountains, and in all parts of the world except Antarctica.

Snails can live up to 5 to 10 years. Some of them live up to 15 years. The largest snail named Gee Geronimo was found in 1976. It weighed about 900g and measured 39.3 centimetres. Snails do not like hot and dry conditions. They like it moist or humid and not too bright.

Snails move by using a large "foot" underside of their body. It travels about 15-17 centimetres per minute.

Snails live in woodlands, ponds and flower and vegetable gardens. They stay under leaves and rocks.



8. Read the text again and answer the questions.

1. How many species of snails are there in the world?
2. Where can you find snails?
3. Where did first snails live?
4. What do snails eat?

10. Play the jazz chant.

See the snail,
 See the snail,
 In the green pail.
 See the snail,
 See the snail,
 It's got a shell.
 See the snail,
 See the snail,
 It's leaving a trail.

9. Complete the sentences with prepositions.

1. You can see snails ... the gardens.
2. Snail's feet are ... its body.
3. Snails have got their eyes ... the longer tentacles.
4. Snails live ... the sea and ... the land.
5. Land snails are active ... night time.

11a. Work in pairs. Discuss and continue the list of rhyming words.

- **all** - all, ball, ..., ..., ..., ...
- **an** - can, fan, ..., ..., ..., ...
- **and** - and, band, hand, ..., ...

11b. Underline the words that rhyme with *snail*.

mail, fail, ship, dock, sail, nail, flock, sea, tail, wail

12. Read the story and underline the rhyming words.

■ These are the other snails in the flock,
 Who all stuck tight to the smooth black rock
 And said to the snail with the itchy foot,
 "Be quiet! Don't wiggle! Sit still! Stay put!"

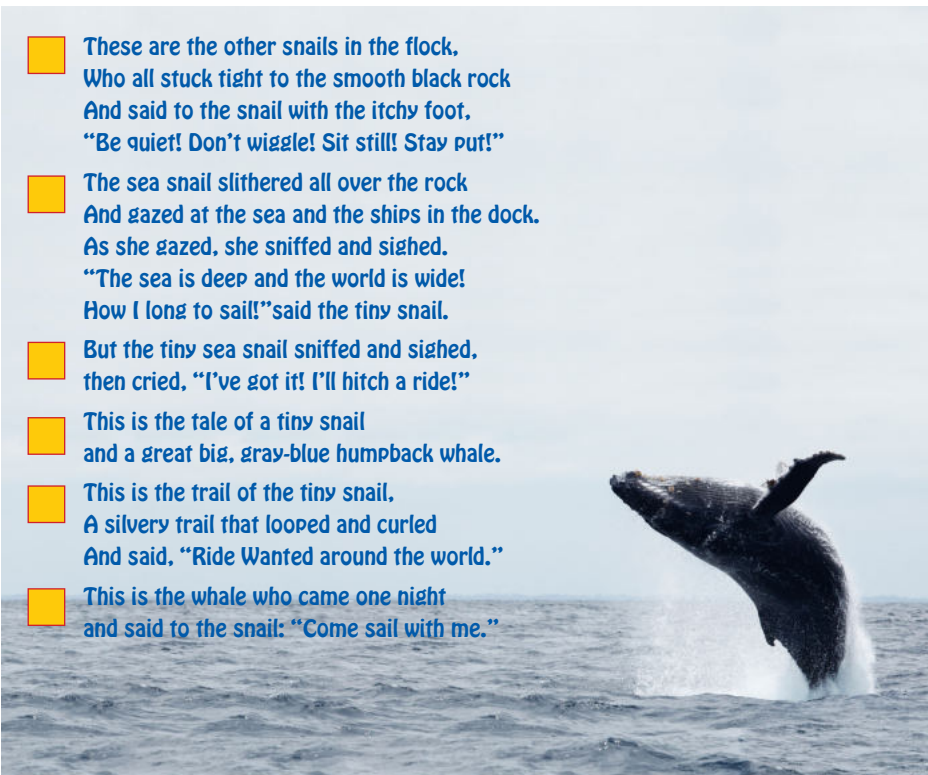
■ The sea snail slithered all over the rock
 And gazed at the sea and the ships in the dock.
 As she gazed, she sniffed and sighed.
 "The sea is deep and the world is wide!
 How I long to sail!" said the tiny snail.

■ But the tiny sea snail sniffed and sighed,
 then cried, "I've got it! I'll hitch a ride!"

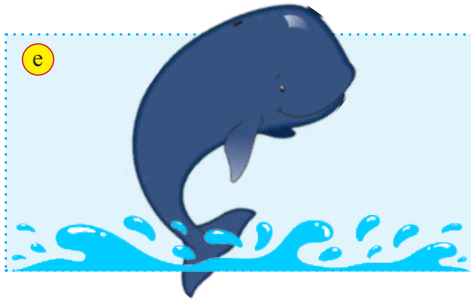
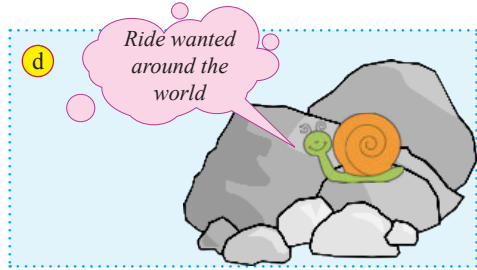
■ This is the tale of a tiny snail
 and a great big, gray-blue humpback whale.

■ This is the trail of the tiny snail,
 A silvery trail that looped and curled
 And said, "Ride Wanted around the world."

■ This is the whale who came one night
 and said to the snail: "Come sail with me."



13a. Read again and match the story to the pictures.



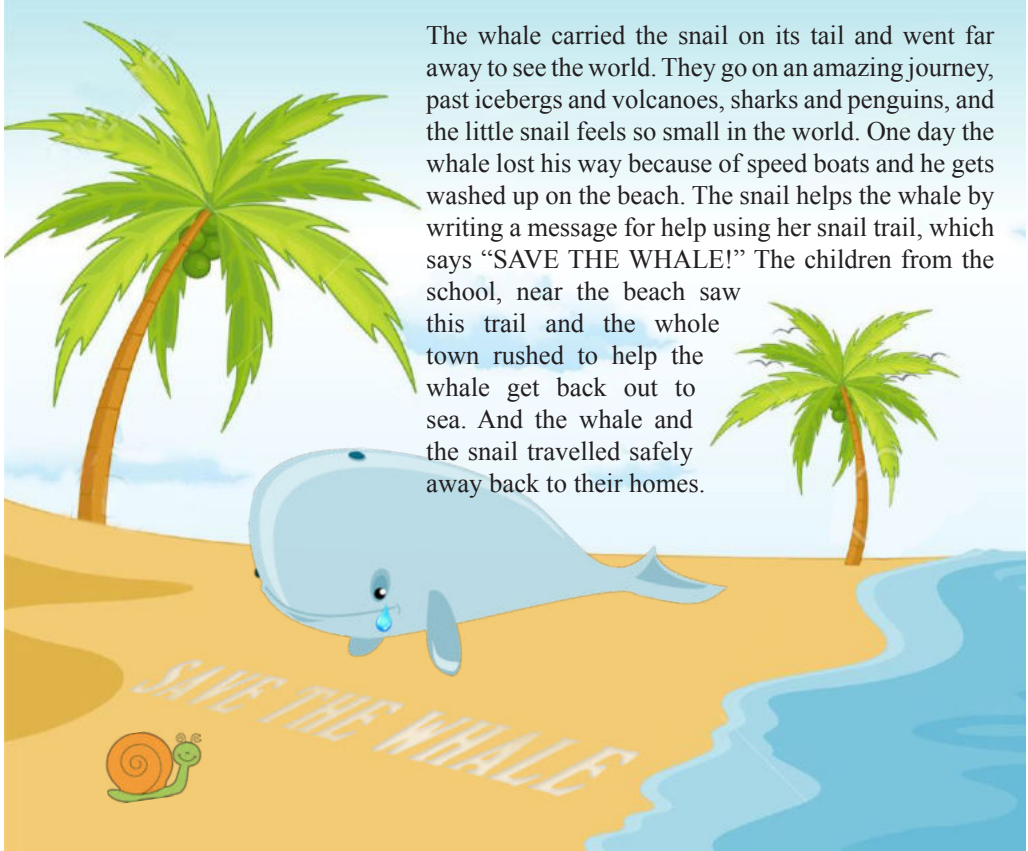
13b. Read again and put the story in the correct order.

14. In groups, discuss and make predictions. What will happen to the snail and the whale?



15. Now read the summary of the second part of the story and answer the questions.

1. What did they see during their journey?
2. What happened to the snail and the whale?
3. How did the little snail help the big whale?



The whale carried the snail on its tail and went far away to see the world. They go on an amazing journey, past icebergs and volcanoes, sharks and penguins, and the little snail feels so small in the world. One day the whale lost his way because of speed boats and he gets washed up on the beach. The snail helps the whale by writing a message for help using her snail trail, which says "SAVE THE WHALE!" The children from the school, near the beach saw this trail and the whole town rushed to help the whale get back out to sea. And the whale and the snail travelled safely away back to their homes.

16. Use the adverbs of sequence from the box and write a summary of the story.

First,
Second,
Next
Then
Finally,

17a. Label the pictures with the words from the box.

- | | | | |
|-------------|----------------|-------------------|---------------|
| 1. a spider | 2. a butterfly | 3. a centipede | 4. a ladybird |
| 5. a bee | 6. a beetle | 7. a grass hopper | 8. a worm |



17b. Listen, check and repeat.

18. Look at the pictures again. In pairs, ask and answer the questions.

- | | |
|---|---|
| 1. Which of the mini-beasts have got wings? | 3. Which of them have got a pair of antennae? |
| 2. Which of them have got a shell? | 4. Which of them have got feelers? |
| 5. Which of them have got 8 legs? | 6. Which of them have got no legs? |

19. Match the words to the animals.

- | | | | | | | |
|--------|--------|---------|---------|-----------|------------|----------|
| 1. fly | 2. run | 3. jump | 4. swim | 5. gallop | 6. slither | 7. crawl |
|--------|--------|---------|---------|-----------|------------|----------|




20. Write sentences.

Example: A snake can slither. A zebra can gallop.

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____

21. Fill in the missing words from the box.

1. My friend is as ... as a dog.
2. I'm as ... as a bear.
3. She is as ... as a mouse.
4. My father is as ... as a beaver.
5. He is as ... as an ox.
6. In the dark, I feel as ... as a bat.
7. I'm as ... as a lion.
8. Her skin is as ... as snow.
9. It is as ... as a pig.
10. She is as ... as a rabbit.



blind
 busy
 sick
 strong
 quiet
 hungry
 brave
 white
 fat
 timid

22a. Project work. Choose your favourite animal and make a poster.



22b. Now tell the class about your animal.

23a. Listen to the zoo guide talk and choose a or b.

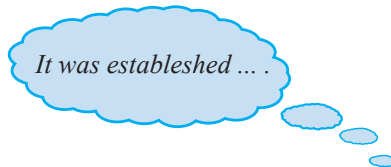
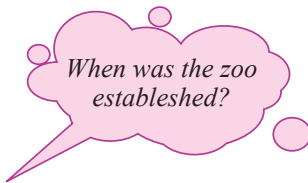
- a) He is talking about the zoo history. b) He is talking about the zoo animals.



23b. Listen again and answer true (T) or false (F).

- | | | |
|---|---|---|
| 1. It was established 64 years ago. | T | F |
| 2. There aren't many animals in the zoo. | T | F |
| 3. There are several sections in the zoo. | T | F |
| 4. There are 2 hippos. | T | F |
| 5. There aren't any animals from Europe. | T | F |
| 6. You can see Australian animals in the zoo. | T | F |
| 7. There are 18 birds in the zoo. | T | F |
| 8. There aren't any kangaroos here. | T | F |

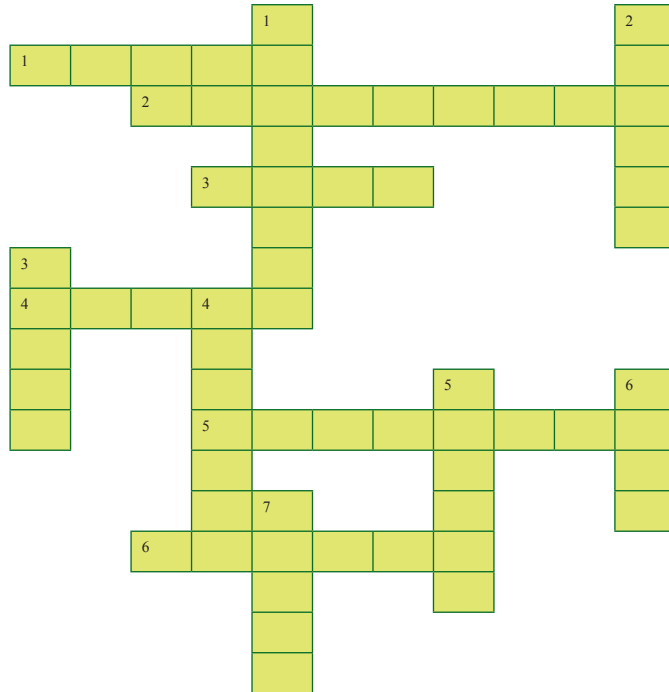
23c. Work in pairs. Ask and answer about the zoo.



UNIT 8. SELF-CHECK

VOCABULARY

1. Do the crossword using the clues below.



Across:

1. It is a bird with pink or red feathers, long thin legs and lives on lakes.
2. It has a long tail and climbs trees.
3. It is the biggest animal in the world.
4. It is a black and white sea bird that can't fly.
5. It is a tropical bird which can be trained to copy human voice.
6. It is a large, strong animal with thick furry skin. It lives in colder parts of Europe, Asia and North America.
7. It is a large animal with a long neck that lives in desert areas.

Down:

1. It moves very slowly and has wet skin and doesn't have bones.
2. It changes its skin colour to match its surroundings.
3. It is a large strong African animal with light brown fur and eats meat.
4. It is a very large animal with a rectangular head, short legs and dark grey skin.
5. It is a large African animal with a very long neck and long legs.
6. It is an animal with a long body and no legs.

2a. Complete the table. Write 5 animals in each column. Use a dictionary, if needed.

Land	Water	Both

2b. Write 3 animals in each column.

Run	Jump	Fly	Crawl	Swim

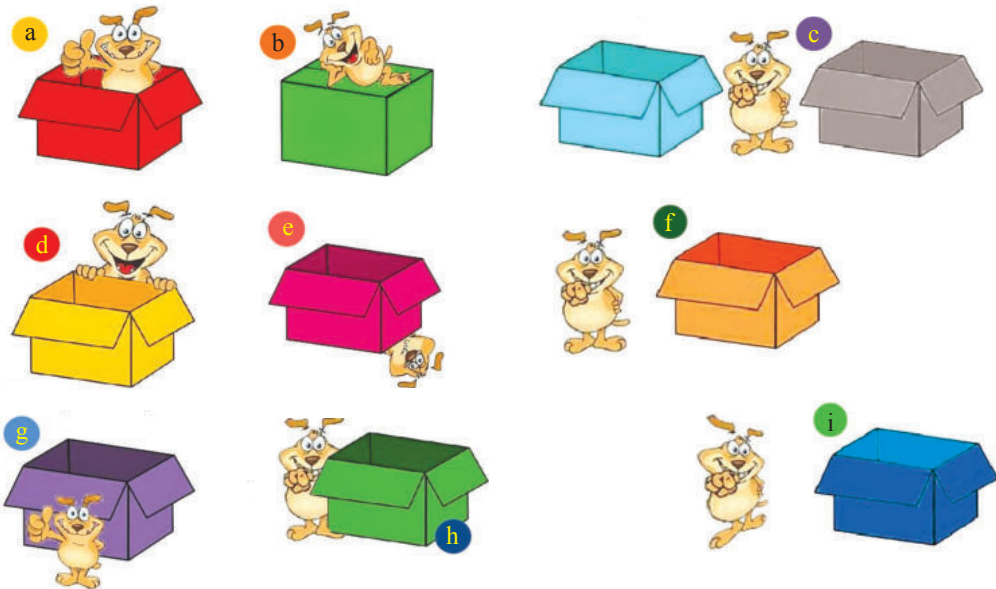
3. Continue the list of rhyming words.

1. day, say
2. dog, frog
3. book, look

USE OF ENGLISH

4a. Match the prepositions to the pictures.

1. near 2. next to 3. behind 4. in front of 5. opposite 6. between 7. on 8. in 9. under



4b. Write the sentences about the pictures in 4a.

Example: The dog is in the red box.

- | | |
|----------|----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | |

LISTENING AND SPEAKING

🎧 **5a. Listen and answer. How many animals did the zoo receive?**

🎧 **5b. Listen again and write the animals in the order of their arrival.**

- | | | |
|--------------|-------------------|----------------|
| 1. First ... | 3. Then ... | 5. Finally ... |
| 2. Next ... | 4. After that ... | |

6. Tell about a zoo you visited. Think of:

- Where is the zoo?
- How big is the zoo?
- What animals are there?

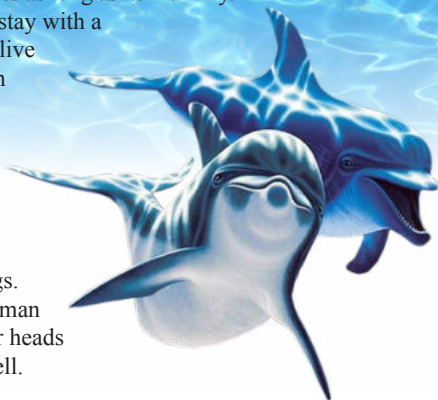
7a. Look at the lion's profile and ask and answer. Is there any idea to add?

7b. Create the snail's profile as in activity 7a.

READING AND WRITING

8a. Read the text and answer. How smart are dolphins?

Dolphins are intelligent, playful and friendly to people. Although they live in the water, they are mammals, not fish. A newborn dolphin is about three times as long as its mummy. A young dolphin is called a calf. A mother dolphin will stay with a calf for 2 to 3 years. Dolphins are social animals. They live and hunt in groups. They help other sick dolphins as often as they can. They communicate with each other with clicks and whistles. Dolphins eat meat. They eat fish and small sea animals. They don't chew their food. They use their teeth to catch their prey. Dolphins can jump as high as 6 metres out of the water. Some of them can dive as deep as 300 metres. Dolphins have large and complex brains. They are as intelligent as dogs. They can learn anything fast. They are able to learn a human sign language. Dolphins have a blowhole on top of their heads and use it to breathe. Dolphins can see and hear very well.



8b. Read again and answer true (T) or false (F)

- | | | |
|---|---|---|
| 1. Dolphins are birds that can swim. | T | F |
| 2. Dolphins can jump and dive. | T | F |
| 3. Dolphins eat whales and crocodiles. | T | F |
| 4. A young dolphin is called a calf. | T | F |
| 5. Dolphins use their lungs to breathe. | T | F |
| 6. They use their teeth to chew their food. | T | F |
| 7. Mother dolphins live with their calves long. | T | F |

9. Write about your favourite animal. Think of the following questions:

- | | |
|-----------------------|----------------------------|
| - Where does it live? | - What is its baby called? |
| - What does it eat? | - How long does it live? |
| - What can it do? | |

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

I can ...	Very well	Well	Not well
use the words related to animals			
use common prepositions of location, position and direction			
express opinions using <i>I think / I know</i>			
use adverbs of sequence <i>first, next, then, finally</i> to talk about event orders			
listen and understand factual information			
read and understand factual information			



MODULE 4. WHAT AND WHEN

UNIT 9. LONG LONG AGO

LEARNING OBJECTIVES

Listening

- L1 Understand a short sequence of supported classroom instructions
- L5 Understand most specific information and detail of short, supported stories
- L7 Understand supported narratives

Speaking

- S3 Give an opinion at sentence level to talk about early men
- S4 Use basic vocabulary for describing dinosaurs
- S6 Communicate meaning clearly using phrases and simple sentences during pair, group and whole class exchanges
- S8 Relate basic stories about early men

Reading

- R3 Read short simple fiction information about dinosaurs
- R5 Understand some detail in short, simple texts about early men

Writing

- W1 Plan, write and check sentences to complete a table
- W3 Write short sentences which describe people, places and objects
- W8 Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently

Use of English

- UE9 Use simple past regular and irregular forms to describe actions and narrate simple events
- UE13 Use could as a past form of can
- UE14 Use common prepositions of time on, in, at, after, before to state when things happen

1a. Tell what you know about dinosaurs.**1b. Answer the following questions about dinosaurs.**

- | | |
|------------------------------|--|
| 1. When did dinosaurs live? | 4. Could any dinosaurs fly? |
| 2. Where did dinosaurs live? | 5. Did people and dinosaurs live at the same time? |
| 3. What did dinosaurs eat? | 6. Did dinosaurs lay eggs? |

2a. Study the sentences and choose *a* or *b* in the explanations.*Some dinosaurs ate plants.**Dinosaurs were big lizards.**Dinosaurs disappeared 65 million years ago.**Why did dinosaurs die?**How big was a dinosaur's egg?*

- | | |
|--|---------------------|
| 1. We use the past simple to talk about ... actions. | |
| a. present | b. past |
| 2. We use ... to make simple past questions. | |
| a. <i>did</i> | b) <i>do / does</i> |
| 3. We use a ... after <i>did</i> in simple past questions. | |
| a. verb + ing | b) verb |
| 4. ... is a past form of <i>be</i> . | |
| a. <i>did</i> | b. was / were |
| 5. We use ... for the 3 rd singular person. | |
| a. was | b. were |

**2b. Complete each sentence. Use the past simple.***Example: (dinosaurs / eat) plants? Did dinosaurs eat plants?*

- Some dinosaurs ... (walk) on four legs.
- Dinosaurs ... (live) on a land.
- Some dinosaurs ... (have) horns.
- Where ... (they / live)?
- Some dinosaurs ... (be) very small.
- What ... (they / eat)?
- Dinosaur eggs ... (be) in many shapes and sizes.
- How big ... (be) the largest dinosaur?
- How ... (be) a life long years ago?
- It ... (be) colder long years ago.

3a. Read the text and answer. What did dinosaurs eat?

Dinosaurs are big lizards. They lived 165 million years ago. They all died millions of years before people lived in the world. They lived on land and couldn't fly. Dinosaurs lived on all continents. The largest dinosaurs were over 30 m long and 15 m tall. The smallest dinosaurs were about the size of a chicken. Dinosaur's eggs were in many shapes and sizes. There were lots of different kinds of dinosaurs. Some dinosaurs ate plants. Others ate meat. Some walked on two legs, some walked on four. Some could do both. They had horns, plates, thorns, spines, long necks, and claws. Dinosaurs disappeared 65 million years ago.

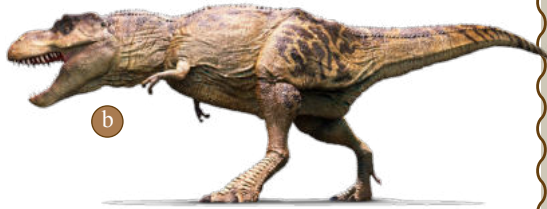
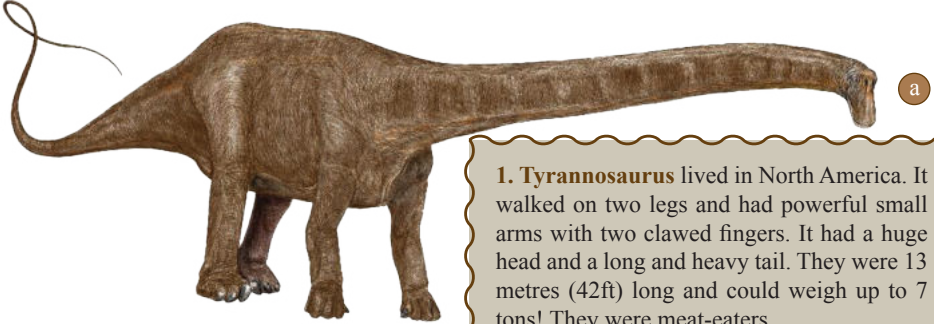
3b. Make questions about dinosaurs.

Example: *where / they / live?* - *Where did they live?*

- | | |
|--|--|
| 1. when / they / live? | 5. what size / be / dinosaur's eggs? |
| 2. when / they / die? | 6. what / they / eat? |
| 3. they / fly? | 7. all dinosaurs / walk / on two legs? |
| 4. how big / be / the largest dinosaurs? | 8. when / be / dinosaurs extinct? |

3c. Read the text again and answer the questions in 3b.

4a. Read the short descriptions and match them to the pictures.



1. Tyrannosaurus lived in North America. It walked on two legs and had powerful small arms with two clawed fingers. It had a huge head and a long and heavy tail. They were 13 metres (42ft) long and could weigh up to 7 tons! They were meat-eaters.

2. Supersaurus is one of the longest land animals. It had a long neck. It was 42 metres long and 16.5 metres tall with a 12 metres long neck. It weighed up to 55 tons. Its front legs were shorter than its back legs, and all the legs had elephant-like, five-toed feet. It lived in Colorado, USA. It ate only plants.

3. Oviraptors was an unusual dinosaur. It lived in the Mongolian Gobi. It was about 6 to 8 feet (1.8 to 2.4 metres) long and weighed 60 to 70 pounds (27 to 32 kilograms). It had five-fingers and three toes. Oviraptor did not have any teeth and ate plants and small lizards.

4. Stegosaurus is the most famous dinosaur from a group of dinosaurs. It was large and heavy. It had rows of bones with the shape of plates and spines along their back and tail. It was 9 metres long, 4 metres tall and up to nearly 5 metric tons in weight. It was a plant-eater and lived in North America and Europe.

5. Triceraptors had a large body, a frill and three horns. It was about 8 metres long, 3 metres tall and weighed between 6 to 12 tons. It had 3 horns. It lived in Wyoming, USA. It walked on 4 legs. It was a plant eater.

4b. Choose one of the dinosaurs from activity 4a and complete the table.

Name of a dinosaur:	What did it eat?
Where did it live?	How long was it?
How tall was it?	How did it walk?


5. In pairs, ask and answer. Use the facts from activity 4b.

6. Look at the picture and discuss the following questions.

1. What do you know about people lived 1000 years ago?
2. What could they do?
3. What couldn't they do?



7. Do the quiz about cavemen.



1. Could cavemen speak to each other?
 a) Yes, they could.
 b) No, they couldn't.
 c) We don't know.

2. What did they eat?
 a) meat
 b) grass
 c) plants

3. How did cavemen live?
 a) in large tribes
 b) in a family
 c) in small groups

4. Which food didn't they eat?
 a) grains
 b) insects
 c) milk products

5. Did cavemen really live in caves?
 a) Yes, always
 b) Sometimes
 c) No, that's a Hollywood myth

6. Compared with modern humans, cavemen were
 a) shorter
 b) taller
 c) the same height

8a. Study the sentences and choose a or b in the explanations.

Some dinosaurs could walk on two legs.

People couldn't drive a car long years ago.

My brother could read when he was 4 years old.

Could cavemen do many things?

Could people use computers hundreds years ago?

1. We use *could* to talk about
 a. past abilities b. present abilities
2. ... is the past form of *can*.
 a. *was* b. *could*
3. We use ... as a past of *can* in negative sentences.
 a. *didn't* b. *couldn't*
4. We use a ... after *could* in positive, a question and negative sentences.
 a. verb b. verb + *ed*

8b. Complete each sentence. Use past form of *can*.

1. People ... (can't/do) many things long years ago.
2. I ... (can/sing) well when I was three years old.
3. ... (can/dinosaurs/fly)?
4. ... (can/people/use) fire a hundred year ago?
5. What ... (can/a caveman/do)?
6. ... (can/they/hunt) animals?
7. ... (can/they/grow) vegetables?
8. People ... (can/invent) many things a hundred year ago.
9. A man ... (can/make) fire.
10. She ... (can't/speak) English two years ago.

9. Work in groups. Discuss the following questions about early men.

1. Where did they live?
2. What clothes did they wear?
3. Could they speak to each other?
4. How did they travel around?
5. Could they hunt animals?
6. Could they use fire?
7. Could a man plant any vegetables?
8. Could early man invent anything?

10a. Read the text and answer. Why did early men travel a lot?

The early men roamed the earth around two million years ago. They lived in caves and huts and ate meat, fruits, vegetables and roots. They wore clothes from the animal skin. They usually hunted wild animals, gathered fruits, vegetables, roots and leaves. They also caught fish and birds for food. Those people often moved from place to place to find food and water. They always travelled on foot. They used a lot of tools. Many of the tools made out of bones, wood and stones. Stone tools were extremely important. They used the stone tools to hunt, cut bones and meat, chop wood and fruits and dig the ground for roots. Wood was chopped to make fire and to build huts. There were also special tools which they used to stitch together animal skins to make clothes.

**10b. Work in groups. Read again and make 3-5 questions to ask and answer.**

Example: When did they live? They lived around two million years ago.

11a. Study the sentences and choose *a*, *b* or *c* in the explanations.

*The family members sat around the lamp and talked about things at night.
Ancient Egyptians made the candles in the fourth century B.C.
Dinosaurs all died millions of years before people lived in the world.
How about meeting at lunchtime?
Children didn't go to school in 1100.
I always brush my teeth after meals.*

1. We use ... with clock times, mealtimes and celebrations.
a. *in* b. *on* c. *at*
2. We use ... with parts of the day, months, seasons, years and centuries.
a. *in* b. *on* c. *at*
3. We use ... with days and dates.
a. *in* b. *on* c. *at*
4. We use ... to mean earlier than something.
a. *before* b. *after*
5. We use ... to mean later than something.
a. *before* b. *after*

11b. Complete the sentences with correct prepositions. Use *in*, *on*, *at*, *before* and *after*.

Example: They get up at 8.00.

1. The train arrives ... 4.00.
2. Let's go to a restaurant ... Friday.
3. There are 30 days ... April.
4. I'm working ... Saturday morning, but I'm free ... the evening.
5. Christmas Day is ... December 25th.
6. ... June the weather is always lovely here.
7. I wake up ... 7 o' clock, take shower and have breakfast.
8. I start a new school year ... September.
9. Summer comes ... spring.
10. Autumn comes ... winter.

**12a. Listen and answer. What kinds of lights did people use before electricity?**

12b. Listen again and answer.

1. What did people use to make light before electric lights?
2. What did they use to make candles?
3. Which one was unpleasant to use? Why?
4. Could those things make enough light?
5. What was the best thing in lighting before electricity?

13a. Match the inventions to the pictures.

1. a remote control 2. a telephone 3. a vacuum cleaner 4. PC
 5. a computer mouse 6. a microwave oven 7. a pocket calculator



13b. Listen and complete each sentence with the correct year.

- a. 1901 b. 1876 c. 1971 d. 1963 e. 1898 f. 1945

1. Douglas Engelbart invented a computer mouse in
2. Percy Spencer invented a microwave oven on October 8,
3. Sharp Corporation invented a pocket calculator in
4. A British engineer Hubert Booth invented a vacuum cleaner on August 30,
5. Nikola Tesla invented a remote control in U.S in
6. American scientist Alexander Graham Bell invented the telephone in

13c. Work in pairs. Complete the table with the inventions from activity 13b.

Mum and dad's time	Grandparents' time	Before grandparents' time
		<i>a remote control (1898)</i>

14a. Complete the table with the modern items. Then add 3 more of your own.

Then	Now
a type writer	a computer word processor
a candle	
a wagon	
a horse-car	

14b. Name 3 inventions you have enjoyed in your life. Then tell why.

15a. Study the pictures and match.

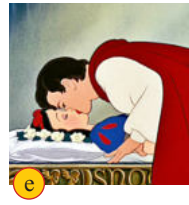
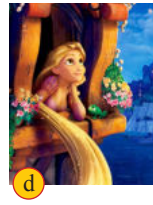
 1	 2	 a	 b
 3	 4	 c	 d
 5	 6	 e	 f

15b. Write sentences about pictures above using *which*, *who* and *where*.

Example: This is Cinderella who wears glass shoes.

1. This is the Wicked Queen ... has a magic mirror.
2. This is a basket ... Red Riding Hood carries.
3. This is a lamp from ... a genie comes out.
4. This is a witch ... gave a poisoned apple to Snow White.
5. This is a house ... Rafunzel lives in.

16. Listen to the stories and match them to the pictures.



17a. Put the words in the correct order to make a sentence.

Example: an apple/ a girl/ an old/ lady/ gave.

An old lady gave a girl an apple. or An old lady gave an apple to a girl.

1. on the table / found/ seven plates / seven tiny beds / and/ in the bedroom / she.
2. the Rapunzel / he/ to his wife / gave.
3. two / the girl / the fairy godmother / glass slippers / gave.
4. the princess / gave / a huge palace to live in / he.
5. climbed / the fruits / and dropped / the tree / the monkey / for everyone.

17b. Read the sentences above. Tell what fairy tales they are from.

18. Work in groups. Write 5 sentences from the fairy tales for other teams to guess which fairy tale it is from.

Example: A prince gave a sleeping girl a kiss. ___ Fairy tale "Sleeping beauty"

19a. Listen and answer. Which fairy tale is it from?

19b. Listen again and answer true (T) or false (F).

- | | | |
|--|---|---|
| 1. Aladdin lived with his father. | T | F |
| 2. Mustafa is his uncle. | T | F |
| 3. The cave was full of gold and treasures | T | F |
| 4. Aladdin found a ring and put it in his pocket. | T | F |
| 5. He gave everything to his uncle. | T | F |
| 6. He found an old lamp and decided to light the lamp. | T | F |

20. Imagine that you met a genie. What 3 wishes would you ask from the genie?

1. _____
2. _____
3. _____

21. Write down 3 words to describe characters in the story.

1. Aladdin: _____
2. Mustafa: _____
3. A princess: _____
4. A Genie: _____

UNIT 9. SELF-CHECK

VOCABULARY

1a. Find the following words in the word search (→↓).

computer mouse microwave oven pocket calculator
remote control telephone

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



1b. Complete the sentences. Use the words in activity 1a.

1. We sometimes use a ... at my math lesson.
2. I change channels on the TV with the ...
3. There is a ... on the table. You can call your friends.
4. A ... is a machine that cooks food very quickly.
5. I can't work on the computer. The ... is not working.

2. Put the verbs in the brackets in the past form.

Example: Dinosaurs lived (live) 165 million years ago.

1. A witch ... (give) Snow White a poisonous apple.
2. Hubert Booth ... (invent) a vacuum cleaner in 1901.
3. Some dinosaurs ... (eat) plants.
4. A little girl ... (go) to her grandmother's house.
5. Aladdin ... (see) the princess and ... (fall) in love with her.
6. Before computers people ... (use) typewriters.
7. I ... (do) my homework yesterday.
8. My grandfather ... (work) in a hospital as a doctor.
9. He ... (can) read when he was 5 years old.



3. Fill in the gaps with the correct time prepositions *in, on, at, after, and before*.

Example: I was born on the 15th of July.

1. She got up early ... the morning.
2. My sister was born ... 15th of August.
3. It rains a lot here ... summer.
4. How about meeting ... 7 o'clock.
5. Douglas Engelbart invented a computer mouse ... 1963.
6. My father runs ... breakfast every morning.
7. He sometimes plays with his friends ... his class.
8. I get up ... 6.30 in the morning.
9. He goes swimming with his friends ... Saturdays.
10. My sister is coming ... June.

4. Fill in the sentences with correct relative pronouns *which, who and where*.

Example: Dinosaurs are big lizards which lived 165 million years ago.

1. That is the lamp ... the genie lived in.
2. Snow White and Seven Dwarfs is a story ... children love to read.
3. He is the boy ... could play chess when he was only 5.
4. This is the school ... my father went.
5. Aladdin was a boy ... lived with his mother.
6. People used an oil lamp ... makes a lot of smoke.
7. This is the tool ... early men used to hunt animals.

LISTENING AND SPEAKING

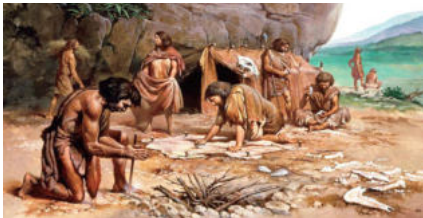
5a. Listen and answer. Where does this dialogue take place?



5b. Listen again and correct the statements.

1. Early cavemen couldn't make sounds.
2. Early men ate dairy products.
3. They had cows.
4. Early women planted fruits and seeds to eat.
5. They lived in gers and houses.
6. Early cavemen were taller than modern people.

6. Tell your partner about cavemen's life.



READING AND WRITING

7a. Read the text and answer. How was the life long ago?

Long ago, life in our town was very different. There were lots of woods and many animals. There weren't many houses, only just a few. The houses were made of grass and walls. People all wore homemade clothes. The women made the clothes. They made the clothes from sheep wool. In those days, they didn't have electricity, and used lamps to see. There were no roads, and they didn't have cars or buses; so they walked whenever they would go. They didn't have radios or doctors. They treated their illnesses with medicinal herbs. All of this is how it was about a hundred year ago from now.



7b. Read again and answer the following questions.

1. Was the life same long ago?
2. What clothes did they wear?
3. Who made the clothes?
4. What did they usually make clothes from?
5. Did they have electricity?
6. How did they treat their illness.

8. Write about the life in your country a hundred years ago.

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

I can ...	Very well	Well	Not well
use the words related to inventions and fairy tales			
use simple past regular and irregular forms to describe actions and narrate past events			
use <i>could</i> as a past form of <i>can</i>			
use common prepositions of time <i>on, in, at, after, before</i> to state when things happen			
use defining relative clauses with <i>which, who, where</i> to give personal information			
express opinions using <i>I think / I know</i>			
listen and understand factual and opinion information			
read and understand factual and opinion information			

UNIT 10. IT IS TIME

LEARNING OBJECTIVES

Listening

- L1 Understand a short sequence of supported classroom instructions
- L2 Understand basic questions which ask for personal information
- L3 Understand basic questions related to a clock
- L8 Recognize the opinion of the speaker(s) in basic, supported instructions about making a clock

Speaking

- S1 Provide basic information about making poster at sentence level
- S2 Ask questions to find out general information about
- S3 Give an opinion at sentence level about 'Time Pyramid'
- S5 Organise talk at sentence level to match two columns

Reading

- R2 Read and follow familiar instructions for classroom activities
- R5 Understand some detail in short, simple texts about the fastest person in the world

Writing

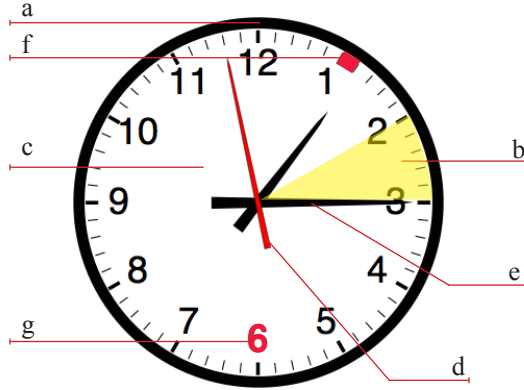
- W2 Write longer sentences for a description of activities

Use of English

- UE2 Use numbers 1 – 100 to count ,
- UE12 Use common comparative and superlative adverbs to describe and compare things
...more quickly ...best on a limited range of general and curricular topics
- UE13 Use *have (got) to/ had to* to express obligation
- UE14 Use common prepositions of time on, in, at, after, before to state when things happen

1a. Label the pictures with words from the box.

1. a clock 2. an hour 3. a face 4. a second
 5. an arm 6. a minute 7. a number



1b. Listen, check and repeat.

2. Listen to the instructions and follow them.

3a. Read the instructions and follow them. Then tell each other what time it is.

1. Set the shorter arm to 10 and a longer arm to 1.
2. Set the shorter arm to 11 and a longer arm to 3.
3. Set the shorter arm to 12 and a longer arm to 6.
4. Set the shorter arm to 2 and a longer arm to 7.
5. Set the shorter arm to 4 and a longer arm to 9.
6. Set the shorter arm to 6 and a longer arm to 11.
7. Set the shorter arm to 1 and a longer arm to 12.



3b. Listen, check and repeat.

4a. In pairs, study the table. Then complete it.

0-9	zero/ null	one	two		four			seven	eight	nine
10-19	ten	eleven	twelve	thirteen		fifteen				
20-29	twenty	twenty one								twenty nine
30-39	thirty	thirty one							thirty eight	

40-49	forty						forty six			
50-59	fifty			fifty three						
60-69		sixty one						sixty seven		
70-79	seventy									
80-89					eighty four					
90-99			ninety two							
100	O	n	e	h	u	n	d	r	e	d

4b. Now listen and check. Then repeat.



5a. Listen and write the numbers in the spaces below.

1	33	Thirty three
2		
3		
4		
5		
6		
7		
8		
9		
10		



5b. Listen again and check. Then repeat.

6. In pairs, ask and answer.



1. How many students are there in your class?
2. How many boys? How many girls?
3. How many classes do you have every day?
4. How many tables and chairs are there in your classroom?
5. How many windows are there in your class?
6. How many books are there in your bag?
7. How many pens are there in your pencil case?

7a. In pairs, discuss and match two columns.




1	It's late.	a	It's 6 am.
2	It's dinner time.	b	It's 11 pm.
3	It's lunchtime.	c	It's 8 am.
4	It's early.	d	It's 1 pm.
5	It's time to go to bed.	e	It's three o'clock.
6	It's time to get up.	f	It's 7 pm.
7	It's time to go to school.	g	It's 10 pm.

7b. Write short dialogues. Use questions and answers from activity 7a.

Example: *What's the time now?*
It's lunchtime. It is 12 a.m.

8. In pairs, study the table. Ask and answer about Jane's day.







Example: *What time does Jane get up?*
She gets up at 7:00.



My Daily Schedule

Monday

7:00	get up
7:40	have breakfast
8:00	go to school
8:40	start classes
1:00	finish classes
1:30	go home
2:00	have lunch
3:00	do housework
4:00	Book Club
5:00	do homework
7:00	have dinner
8:00	do homework
10:00	go to bed

9a. Complete the table for yourself.

<i>My Daily Schedule</i>	<i>Monday</i>
7:00	
7:40	
8:00	
8:40	
1:00	
1:30	
2:00	
3:00	
4:00	
5:00	
7:00	
8:00	
10:00	

9b. In pairs, ask and answer about your daily schedule.

Example: When do you get up?

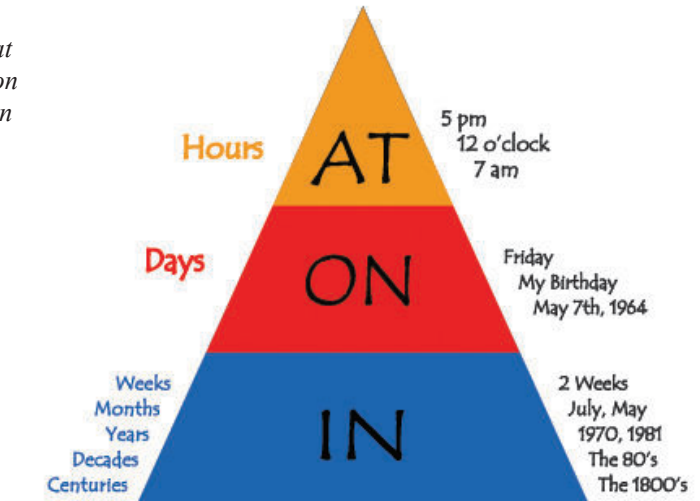
I usually get up at 7 in the morning.

10. Now write down 3 things you do

- at the same time with your partner
- before your partner
- after your partner

11. Study the Time Pyramid and explain it. Think of:

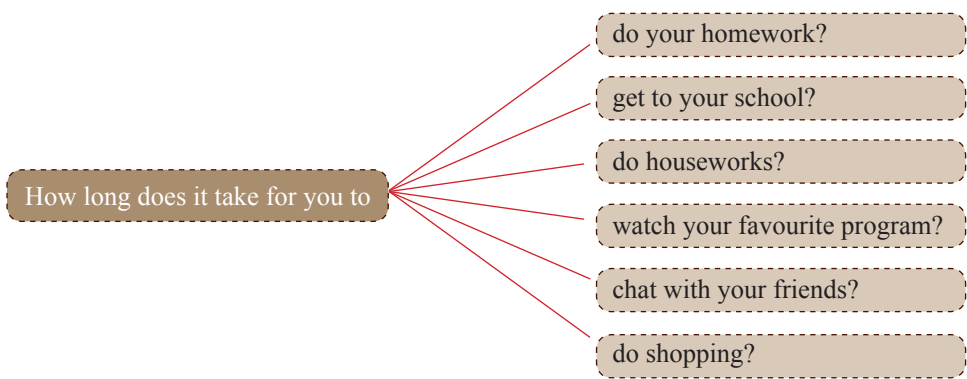
- what is used with *at*
- what is used with *on*
- what is used with *in*



12. Complete the sentences with correct prepositions.

1. Jane gets up ... 7 o'clock.
2. ... Monday she goes to the Book Club.
3. The school holiday starts ... June.
4. The school lunch time is ... 1 o'clock.
5. I go to aerobics ... Wednesdays.
6. My brother was born ... May 3rd, 2008.
7. The schools start ... September.
8. ... summer we often visit our grandparents.
9. He goes fishing with his father ... Sunday morning.
10. People didn't use cars in our country ... 1910s.

13a. In pairs, take turns to ask and answer the following questions.



13b. Write your partner's answers.

Example: It takes 3 hours for him to do his homework.

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

*I have got to take care of my little sister.
 Have you got to take of your sister?
 Yes, I have to.
 He has got to do his homework.
 Has he got to do his homework?
 No, he hasn't.*

1. We use *have (got) to* to express ... in everyday speech.
 - a. a permission
 - b. a obligation
2. We use *have (got) to* with
 - a. the first person singular and plural (*I/we*)
 - b. the third person singular (*he/she/it*)
3. We use *has (got) to* with
 - a. the first person singular and plural (*I/we*)
 - b. the hird person singular (*he/she/it*)

14b. Put the verbs in the brackets in the correct form and complete. Use correct forms of *have got to*.

Example: I have got to help my mother with the house work.

1. He ... (get up) at 7 o'clock in the morning.
2. What time ... (you/go) to school in the morning?
3. She ... (go) to bed at 10 o'clock at night.
4. I ... (do) my homework every day.
5. We ... (not/watch) TV for a long time.
6. What ... (children/do) at school?
7. ... (they/help) their parents with the housework?
8. When ... (she/finish) her work?
9. They ... (not/work) on weekends.
10. ... (I/come) early in the morning?

15. Complete the dialogues with correct form of *have (got) to*.

- We're going to the gym. Would you like to join us?
- I'd love to. But I ... work on my essay.

- ... to take his brother from the kindergarten?
- Yes, he has.

- Who cooks dinner in your family? Your sister?
- Yes, she



16. Listen to the dialogues and match the activities to people.

- | | |
|-----------|---|
| 1. Joy | a. has got to ask parents for permission. |
| 2. Alimaa | b. has got to help her sister prepare for her test. |
| 3. Khulan | c. has got to see her grandparents. |
| 4. Kim | d. has got to finish his project on the Arts. |

17. Work in pairs. Read out each situation and complete the second column. What can you say? Use *have (got) to*.

Appointment at dentist's at 4 pm; now it's 3 o'clock	
Lecture starts at 10 am; now it's 9:30 am	
Gardening; hands are dirty	
Have cold; see the doctor	
Work in the laboratory; wear a uniform	
Project is not good at all; start all over again	

18. In groups of 3-4, study the posters. What do you remember? Follow the instructions below:

- each group spends a minute to study each information.
- go through all pieces of information three times.
- when time is up, walk around the class and tell other groups what you remember.

Weekday Mornings

- 6:30 a.m. Wild Kratts
- 7:00 a.m. Curious George
- 7:30 a.m. Curious George
- 8:00 a.m. Peg + Cat
- 8:30 a.m. Super Why
- 9:00 a.m. Sesame Street
- 10:00 a.m. Daniel Tiger's Neighborhood
- 10:30 a.m. Daniel Tiger's Neighborhood
- 11:00 a.m. Dinosaur Train
- 11:30 a.m. Dinosaur Train



Weekday Afternoons

- 1:00 p.m. Sid the Science Kid
- 1:30 p.m. Thomas & Friends
- 2:00 p.m. Cat In The Hat Knows A Lot About That
- 2:30 p.m. Curious George
- 3:00 p.m. Curious George
- 3:30 p.m. Arthur
- 4:00 p.m. Arthur
- 4:30 p.m. Wild Kratts
- 5:00 p.m. Wild Kratts



OPENING HOURS

Monday to Saturday
9am-5.60pm

Sunday
10.30am-4.30pm

Holidays
10.30am-4.30pm

CITY ZOO



New York (AM)



London (PM)

19a. Read the text and give it a title.

The 28-year-old Jamaican athlete Usain Bolt runs the fastest of all. He won 100 and 200-metre gold medals at both 2008 and 2012 Olympics. Usain Bolt was born in Jamaica on August 21, 1986. He grew up in a small town Trelawny, Jamaica with his parents and his brother and sister. His parents ran the local grocery store and Bolt spent his time playing cricket and football in the street with his brother. He was only 15 when he won a gold medal in the 200 metres at the 2002 World Junior Championships. In



21. Complete the sentences with the correct form of adverbs.

1. Planes can fly ... (high) than birds.
2. Jane can run ... (fast) than Liz.
3. Their school team played ... (badly).
4. We left the room ... (quietly).
5. He worked ... (hard) of all.
6. Walk ... (quickly) or you may miss the bus.
7. A tortoise moves ... (slow) of all.

22a. In groups of 4-5, play the game *How fast can you do it?* Follow the instructions below:

- Make groups of 3-4.
- Set a time limit of 1-1.5 minutes for each activity.
- Each group reads the instructions one by one and do the activity with the given time limit.
- The group that goes through all 4 activities faster than others wins.

Activity 1: tie shoes

Activity 2: make a paper plane

Activity 3: draw a bird

Activity 4: write a recipe to make a vegetable salad



22b. Choose one of the activities and describe. Write 4-5 sentences.

UNIT 10. SELF-CHECK

VOCABULARY

1a. Look at the clocks and write the time.



1. It is 2. It is 3. It is 4. It is 5. It's

1b. Write the time in numbers.

1. It's ten minutes to nine.
2. It's a quarter past eleven.
3. It's half past four.
4. It's a quarter to eight.
5. It's twenty minutes past six.

2a. Find the following 12 words in the word search. (→↓)

clock face arm number a minute second hour
 quarter half to past schedule

q	w	e	r	t	y	u	i	o	y	y	u	i	l	z	x	c	b
q	x	c	l	o	c	k	n	f	g	s	h	o	p	p	i	n	g
a	s	w	e	t	h	f	a	a	q	w	n	t	e	r	g	h	j
z	e	r	r	g	h	j	c	c	e	e	u	r	d	f	g	n	m
v	c	w	s	d	w	w	l	e	g	e	m	f	r	m	q	e	r
f	o	q	q	u	a	r	t	e	r	p	b	c	u	i	s	d	g
r	n	g	d	f	s	s	a	c	v	q	e	h	b	n	d	v	h
f	d	a	c	v	h	z	n	f	v	w	r	n	b	u	c	v	b
c	v	r	i	i	o	x	a	h	a	l	f	f	i	t	f	g	n
w	a	t	u	u	u	d	d	f	i	e	f	v	s	e	d	q	g
e	c	o	o	k	r	c	a	p	d	t	s	n	h	s	f	u	b
r	a	r	m	l	a	u	n	a	y	s	c	h	e	d	u	l	e
h	u	z	x	c	v	t	n	s	y	g	t	y	s	a	r	r	o
y	m	a	k	e	w	o	d	t	g	v	a	h	u	h	x	t	b
j	a	s	d	f	a	s	d	g	h	f	k	b	j	v	b	e	j
k	y	h	a	l	f	d	g	h	j	d	e	v	n	r	y	r	o
l	a	s	s	x	r	t	y	k	h	x	g	d	h	f	g	u	k

2b. Complete each sentence. Use the words in activity 2a.

Example: This is my schedule for the next week

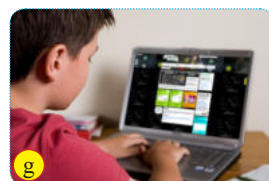
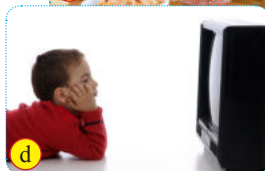
1. My 3-year-old son knows ... 1-100.
2. Set the shorter ... to 5 and a longer ... to 6.
3. We should leave now. It's only ten ... to eight.
4. I finish my lesson at ... past one.
5. My father has an ancient Chinese ... in his collection. It still works.
6. It's ... past eleven. We have only two ... to lunch.
7. I dropped the clock and broke its ...
8. It was very pity for him. He was only a few ... later than the winner.

USE OF ENGLISH

3. Fill in the gaps with the correct prepositions *in, on* and *at*.

1. He feeds his dog ... the evening.
2. I go to the camp with my friends ... summer.
3. We don't go to school ... weekends.
4. They usually have lunch ... one o'clock ... the afternoon at school.
5. My parents give me nice presents ... New Year's Day.
6. His grandmother was born ... 1956.
7. My mother doesn't work ... Saturdays.
8. My summer vacation starts ... July.

4a. Match the words to the pictures.



1. go to school
2. have lunch
3. do homework
4. have breakfast
5. go to bed
6. get up
7. do house work
8. watch TV
9. chat with friends

4b. Make 8 sentences about the pictures in exercise 4a. Use the present simple.

Example: He gets up at 7.00 o'clock in the morning.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

5. Write down 6 things you do during the day. Complete the table.

What do you do?	From	To
<i>I do my homework</i>	<i>from 2 o'clock</i>	<i>to 4 o'clock.</i>
1		
2		
3		
4		
5		
6		

6. Answer the following questions. Use *have to* in your answers.

Example: What do you have to do after school?'

I have to do my homework.

- | | |
|---|--|
| 1. When do you have to get up? | 5. When do you have to go to bed? |
| 2. What do you have to do in the morning? | 6. When do you have to go to school? |
| 3. What do you have to do at school? | 7. When do you have to clean your bedroom? |
| 4. What do you have to do at night? | 8. When do you have to do your homework? |

LISTENING AND SPEAKING

 **7a. Listen and answer. Who is the interviewer talking to?**

 **7b. Listen again and answer the following questions.**

1. What does Brad do after breakfast?
2. What is Brad studying now?
3. What does he do in the afternoon?
4. When does he like going out?

7c. Tell your classmates what you know about an actor Brad Pitt.

READING AND WRITING

8a. Read the text and answer. Is Ann a very busy girl?

Ann is 13 years old and she lives in Texas. She usually gets up at a quarter to eight, has a shower for about 15 minutes, then she gets dressed and brushes her teeth. After that she has breakfast.

For breakfast she usually has some milk, bread and some juice. Then she leaves for school. Her classes start at half past eight and finish at a quarter to 2. She usually has lunch at the school canteen at about 1 o'clock. After school, she returns home and does her homework. She is a very hard working girl and she never misses a school task. After homework she cleans home. She vacuums the floor and dusts the furniture. Then she listens to music and watches TV a bit. At half past seven it is time for dinner. She helps her mother with dinner. Then she usually reads a book and chats with her parents for a while. Finally, she goes to bed at about ten o'clock.

8b. Order Ann's daily routine activities. (1→6).

- ___ She has lunch at the school canteen.
 ___ She returns home and does her homework.
 ___ She gets dressed and she brushes her teeth.
 ___ She listens to music and watches TV.
 ___ She leaves for school.
 ___ She vacuums the floor and dusts the furniture.

8c. Answer the questions about the text.

1. How early does Ann get up?
2. How long does she usually have a shower?
3. What does she usually have for breakfast?
4. When does her school start?
5. How long do her classes usually last?
6. How well does she do her school tasks?

9a. Write about your daily routines activities as in exercise 8b.

9b. Compare your daily routine to Ann's. Answer the following questions.

1. Who gets up earlier?
2. Who has a shower more quickly?
3. Whose classes start later?
4. Whose classes last longer?
5. Who does school tasks well?
6. Who goes to bed later?

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

I can ...	Very well	Well	Not well
use the words related to a clock and house chores			
use numbers 1 – 100 to count			
use <i>have got to</i> / <i>have to</i> to express obligations			
use common prepositions of time <i>on</i> , <i>in</i> , <i>at</i> , <i>after</i> , <i>before</i> to state when things happen			
use <i>when</i> to ask when something happens / happened			
express opinions using <i>I think</i> / <i>I know</i>			
use common, comparative and superlative adverbs to describe and compare things			
listen, read and understand factual and opinion information			
read and understand factual and opinion information			

GRAMMAR REFERENCE

UNIT 1

Present simple

Энгийн Одоо Цаг

Use: to talk about repeated actions or daily routines and habits. the Present simple is often used with time expressions like *always, usually, often (adverbs of frequency), every day/week/month, year, etc., on Mondays/Tuesdays, etc., in the morning/afternoon/evening, at night/ the weekend* etc.

Хэрэглээ: Энгийн одоо цагийг байнга давтагддаг болон дадал зуршил болсон үйлийг илэрхийлэхэд хэрэглэнэ.

Example: She goes to school at eight o'clock every day.

Positive forms

Баглах хэлбэр

I You We They	<i>work.</i>
He She It	<i>works.</i>

Negative forms

Үгүйсгэх хэлбэр

I You We They	<i>do not (don't) work.</i>
He She It	<i>does not (doesn't) work.</i>

Question forms

Асуух хэлбэр

Do	I you we they	<i>work?</i>
Does	he she it	<i>work?</i>

Short answers

Товч хариулт

Yes,	I you we they	<i>do.</i>	No,	I you we they	<i>don't.</i>
	he she it	<i>does.</i>		he she it	<i>doesn't.</i>

The spelling for the verb in the third person differs depending on the ending of that verb:

1. For verbs that end in *-o, -ch, -sh, -ss, -x, or -z* we add *-es* in the third person.

go – goes catch – catches wash – washes kiss – kisses
fix – fixes buzz – buzzes

2. For verbs that end in a consonant + *y*, we remove the *y* and add *-ies*.

marry – marries study – studies carry – carries worry – worries

NOTE: For verbs that end in a vowel + *y*, we just add *-s*.

play – plays enjoy – enjoys say – says

Question words: *Who, What, Where, When, Which, Why, How, How many, How much,*
 Асуух үг: Хэн, Юу, Хаана, Хэзээ, Аль ямар, Яагаад, Хэрхэн яаж, Хэдэн, Хичнээн

<i>Who</i>	is only used to talk about people. For example: <i>Who are your best friends?</i>
<i>What</i>	is used to refer to specific information. For example: <i>What is your name?</i>
<i>Where</i>	is used to talk about place or location. For example: <i>Where do you live?</i>
<i>When</i>	is used to talk about time or an occasion. For example: <i>When is his birthday?</i>
<i>Which</i>	is used to talk about when a choice needs to be made. For example: <i>Which is better - this one or that one?</i>
<i>How</i>	is used to describe the manner that something is done. For example: <i>How do you go to school?</i>
<i>Why</i>	is used to talk about an explanation or a reason For example: <i>Why do you go to the cinema?</i>
<i>How many</i>	is used to talk about a quantity. For example: <i>How many brothers and sisters does he have?</i>
<i>How much</i>	is used to talk about a quantity or a price. For example: <i>How much is this car?</i>

Demonstrative pronouns: *This/that/these/those*
 Заах төлөөний үгс: Энэ/тэр/эдгээр/тэдгээр
 Singular Ганц тоо: *this/that*
 Plural Олон тоо: *these/those*

Use: We use **this** and **these** to talk about things near to the speaker. We use **that** and **those** to talk about things far from the speaker.

Хэрэглээ: **This** болон **these** – ийг тухайн ярилцагч хүнд ойрхон байгаа зүйлийн, **that** болон **those** - ийг тухайн ярилцагч хүнээс хол байгаа зүйлийн тухай өгүүлэхэд хэрэглэнэ.

UNIT 2

Imperatives Захирах хүсэх төлөв

Use: We use imperatives to tell or ask people what to do, to make suggestions, to give advice or instruction, to offer something.

Хэрэглээ: Захирах хүсэх төлөвийг аливаа зүйлийг хийх буюу үл хийхийг хүсэх, санал болгох, тушаах, зөвлөх, зааварлахад хэрэглэнэ.

Positive forms Батлах хэлбэр **Negative forms** Үгүйсгэх хэлбэр

<i>Be quiet, please.</i> <i>Stop talking!</i> <i>Take out books and notebooks, please</i>	<i>Don't talk to each other.</i> <i>Be on time!</i> <i>Don't run in the hall.</i>
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Shall for offers*Shall*-ийг санал болгоход хэрэглэх нь**Use:** We use *shall* for making offers.**Хэрэглээ:** Ямарваа нэгэн зүйлийг хийхийг санал болгоход '*shall*'-ийг хэрэглэнэ.

Making an offer Санал болгох	Accepting an offer Саналыг хүлээн авах	Refusing an offer Саналаас татгалзах
<i>Shall I make a cake?</i>	<i>Yes, please. Thank you.</i>	<i>It's all right, thanks. I can do it myself.</i>
<i>Shall I open the window for you?</i>	<i>Yes please. That would be very kind of you.</i>	<i>No, thanks.</i>

Will for future intentionsИрээдүй цаг заасан баймж үйл үг *Will***Use:** We use *will* for making predictions about the future.**Хэрэглээ:** Ирээдүйн талаар таамаглахад '*will*'-ийг хэрэглэнэ.**Positive forms**

Батлах хэлбэр

Negative forms

Үгүйсгэх хэлбэр

Question forms

Асуух хэлбэр

<i>I will do my homework tomorrow.</i>	<i>I will not (won't) do my homework tomorrow.</i>	<i>Will you do your homework tomorrow?</i>
<i>They will go to the cinema next week.</i>	<i>They will not (won't) go to the cinema next week.</i>	<i>Will they go to the cinema next week?</i>

Present perfect

Одоо төгссөн цаг

Use: To talk about life experiences.**Хэрэглээ:** Одоо төгссөн цагийг амьдралд тохиолдсон үйл явдлуудыг илэрхийлэхэд хэрэглэнэ.**Positive forms**

Батлах хэлбэр

Regular verbs (дүрмийн үйл үг)		Irregular verbs (дүрмийн бус үйл үг)	
I	<i>have cleaned the room.</i>	I	<i>have done homework.</i>
You			
We		(<i>'ve</i>)	
They			
He	<i>has cleaned the room.</i>	He	<i>has done homework.</i>
She			
It		(<i>'s</i>)	

Negative forms

Үгүйсгэх хэлбэр

Regular verbs (дүрмийн үйл үг)		Irregular verbs (дүрмийн бус үйл үг)	
I	<i>have not cleaned the room.</i>	I	<i>have not done (haven't) homework.</i>
You			
We		(<i>haven't</i>)	
They			
He	<i>has not cleaned the room.</i>	He	<i>has not done (hasn't) homework.</i>
She			
It		(<i>hasn't</i>)	

Question forms Асуух хэлбэр

Regular verbs (дүрмийн үйл үг)			Irregular verbs (дүрмийн бус үйл үг)		
<i>Have</i>	I you we they	<i>cleaned the room?</i>	<i>Have</i>	I you we they	<i>done homework?</i>
<i>Has</i>	he she it	<i>cleaned the room?</i>	<i>Has</i>	he she it	<i>done homework?</i>

Short answers Товч хариулт

	Regular /Irregular verbs			Regular /Irregular verbs	
Yes,	I you we they	<i>have.</i>	No,	I you we they	<i>haven't.</i>
Yes,	he she it	<i>has.</i>	No,	he she it	<i>hasn't.</i>

UNIT 3

Present continuous for the future Одоо үргэлжлэн байгаа цагаар ирээдүй цагийг илэрхийлэх

Use: We use the present continuous to talk about things that we have already arranged to do in the future.

Хэрэглээ: Present continuous – цагийг ойрын ирээдүйд хийхээр төлөвлөсөн үйлийн талаар өгүүлэхэд хэрэглэнэ.

I've got my ticket. I'm leaving on Thursday.

I'm seeing Julie at 5 and then I'm having dinner with Simon.

Question forms Асуух хэлбэр

Am	I	working?
Are	you we they	working?
Is	he she it	working?

Short answers Товч хариулт

Yes, No,	I	<i>am/am not.</i>
	You We They	<i>are/aren't.</i>
	He She It	<i>is/isn't</i>

Question forms Асуух хэлбэр

Am	I	<i>working?</i>
Are	you we they	<i>working?</i>
Is	he she it	<i>working?</i>

UNIT 4

Could as a past form of can Чадвар, боломжийг өнгөрсөн цагт илэрхийлэх нь

Use: We use **could** to talk about ability in the past.

Хэрэглээ: **Could** -ийг өнгөрсөн дахь чадвар боломжийг илэрхийлэхэд хэрэглэнэ.

Positive forms

Батлах хэлбэр

I You We They He She It	<i>could sing.</i>
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Negative forms

Үгүйсгэх хэлбэр

I You We They He She It	<i>could not sing.</i>
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Question forms

Асуух хэлбэр

<i>Could</i>	I you we they he she it	<i>sing?</i>
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Short answers

Товч хариулт

Yes,	I you we they he she it	<i>could sing.</i>	No,	I you we they he she it	<i>could not sing.</i>
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Comparatives and superlatives of adjectives Тэмдэг нэрийн харьцуулсан ба давуу зэрэг

Use: We can use many ways to compare people and things.

Хэрэглээ: Эд зүйлс, хүмүүсийг харьцуулахдаа ижил төсөөтэй болон ялгаатай талыг нь олон янзаар хэлж болдог.

Regular adjectives

One-syllable regular adjectives normally have comparatives and superlatives ending in **-er**, **-est**. Longer regular adjectives have **more** and **most**.

Ганц үет тэмдэг нэр нь харьцуулах зэрэгт **-er**, давуу зэрэгт **-est** дагавар тус тус авна. Хоёр ба түүнээс дээш үетэй дүрмийн тэмдэг нэр нь харьцуулах зэрэгт **more**, давуу зэрэгт **most** дагавар тус тус авна.

Comparative forms of adjectives

Тэмдэг нэрийн харьцуулсан зэрэг

One syllable adjectives	small easy	smaller easier	<i>This table is smaller than that one. English is easier than math.</i>
Two or more syllable adjectives	interesting	more interesting	<i>A film is more interesting than a book.</i>

Superlative form of adjective

Тэмдэг нэрийн давуу зэрэг

One syllable adjectives	small easy	smallest easiest	<i>This table is the smallest. That is the easiest exercise.</i>
Two or more syllable adjectives	interesting	most interesting	<i>The film is the most interesting.</i>

Irregular adjectives

Тэмдэг нэрийн дүрмийн бус хувирал

Students need to learn the comparative and superlative forms of irregular adjectives.

Дүрмийн бус тэмдэг нэрийн харьцуулах ба давуу зэрэг нь дүрмийн тэмдэг нэрээс огт өөрөөр хувирдаг.

Adjectives	Comparatives	Superlatives
<i>Good</i>	<i>better</i>	<i>best</i>
<i>Bad</i>	<i>worse</i>	<i>worst</i>
<i>Far</i>	<i>farther/further</i>	<i>farthest/furthest</i>
<i>Old</i>	<i>older/elder</i>	<i>oldest/eldest</i>
<i>Much/many</i>	<i>more</i>	<i>most</i>
<i>Little</i>	<i>less</i>	<i>least</i>

We use **to be as + adjective + as** to say that two things or people are equal.

To be as + adjective + as бүтцийг хэрэглэн хүн, эд юмс, үзэгдэл зэргийн ижил төстэй байдлыг илэрхийлнэ.

We use **to be not as + adjective + as** to say that two things or people are unequal.

Not to be as + adjective + as бүтцийг хэрэглэн хүн, эд юмс, үзэгдэл зэргийн ялгаатай байдлыг илэрхийлнэ.

Similarities (ижил төстэй байдал)	Differences (ялгаатай байдал)
<i>He is as tall as his brother. She is as pretty as her sister. This car is as expensive as that car. These books are as thick as those books.</i>	<i>He is not as tall as his brother. She is not as pretty as her sister. This car is not as expensive as that car. These books are not as thick as those books.</i>

UNIT 5**Determiners: a (an), the, some, any, this, these, that, those**Тодотгогч: **a (an), the, some, any, this, these, that, those**

Use: The indefinite article **a/an** is used with singular countable nouns. We don't use **a/an** with plural nouns.

a/an ялгац гишүүн нь ганц тоонд байгаа тоологдох нэр үгстэй хамт хэрэглэгдэх бөгөөд олон тоон дээр энэ ялгац гишүүнийг хэрэглэхгүй.

He is a pupil. They are pupils.

The definite article **the** is used with singular and plural nouns.

The ялгац гишүүн нь ганц болон олон тоонд байгаа тоологдох нэр үгстэй аль алинтай хамт хэрэглэгдэнэ.

The student is from the USA. The students are from the USA.

Some is used with countable plural and uncountable nouns in affirmative sentences. **Some** нь олон тооны тоологдох болон эс тоологдох нэр үгстэй хамт хүүрнэх өгүүлбэрт хэрэглэнэ.
There are some books on the table. There is some meat in the fridge.

Any is generally used with countable plural and uncountable nouns in questions and negative sentences. **Any** - г олон тооны тоологдох болон эс тоологдох нэр үгстэй хамт асуулт болон үгүйсгэх өгүүлбэрт хэрэглэнэ.
Are there any students in the classroom? There isn't any milk in the bowl.

Nouns as a direct and indirect object Шууд ба шууд бус тусагдахуун

There are two types of objects: direct and indirect objects. *Тусагдахууныг шууд ба шууд бус тусагдахуун гэж хоёр ангилна.*

A direct object answers the question *what* or *whom* *Тусах үйл үгээр илэрсэн үйл байдал шууд туссан бөгөөд заахын тийн ялгалын дагавартай буюу дагаваргүй боловч заахын тийн ялгалын утгатай тусагдахууныг шууд тусагдахуун гэнэ. Шууд тусагдахуун нь хэнийг? юуг? юу? гэсэн асуултад хариулагдана.*
David repaired his car. He invited Mary to the party.

An indirect object answers the question *to whom*, *for whom*, *for what* *Тусах ба эс тусах үйл, жич тэмдгийн нэр зэргээр илэрсэн үйл байдал шууд бус тусч, заахын тийн ялгалаас бусад үйлдэх, өх орших, гарах, хамаарахын ялгал, жич дагавар үгтэй харьяалахын тийн ялгалын хэлбэрт тусагдахууныг шууд бус тусагдахуун гэнэ.*
They sent him a postcard. He bought his son a bike.

UNIT 6

The conjunction *because* to give reasons "*because*" холбоосоор учир шалтгааныг заах

Use: We use *because* to give the reason of something.

Хэрэглээ: *Because* холбоосыг нэг зүйлийн шалтгааныг өгүүлэхэд хэрэглэнэ.
I am crying because we lost the game.
Because I woke up late, I missed the bus.

Conjunction *why* to ask for explanation

Use: We use *why* to ask for what cause or reason:

Хэрэглээ: *why* холбоос үйлийн учир шалтгаан заана.
I don't know why she is leaving.

A lot and a bit

Comparatives can be modified with ***a lot and a bit***.

A lot means a great deal; much.

My life is a lot better now.

A bit means not much; only slightly

She is a bit taller than me.

UNIT 7

Should /shouldn't for giving advice *Should /shouldn't – ийг зөвөлгөө өгөхөд хэрэглэх*

Use: We use *should* for giving advice.

Хэрэглээ: *should*-г зөвөлгөө өгөхөд хэрэглэнэ.

You *should* speak to him about it.

He *should* see a doctor.

UNIT 8

Prepositions of location, position, and direction: *at, above, below, behind, between, in, in front of, inside, near, next to, on, opposite, outside, to, under*

Байршил заасан угтварууд: дээр, доор, хажуу, дунд, дотор, урд, ард, хажууд, дэргэд, эсрэг, талд, гадна талд.

Adverbs of sequence: *first, then, next* Үйлийн дарааллыг заасан үгс

Use: Sequencers to begin with *first, then, next* join ideas and begin or end a sentence.

Хэрэглээ: *First, then, next* зэрэг үгс аливаа үйлийн дэс дарааллыг илэрхийлнэ.

First, he did some exercises. *Then*, he had breakfast.

UNIT 9

Simple past Жирийн өнгөрсөн цаг

Use: To talk about things that happened at a time that is now finished.

Хэрэглээ: Өнгөрсөн цагт бүрэн төгс болж дууссан үйлийг илэрхийлнэ. Гол төлөв *yesterday, last week, two days ago* зэрэг цаг хугацаа заасан хэллэгүүдтэй хамт хэрэглэгдэнэ.

My father *went* to England last week.

They *played* football yesterday.

Regular verbs
Positive forms
Батлах хэлбэр

I	
You	
We	
They	<i>worked.</i>
He	
She	
It	

Дүрмийн үйл үгс
Negative forms
Үгүйсгэх хэлбэр

I	
You	
We	
They	<i>did not work.</i> <i>(didn't)</i>
He	
She	
It	

Question forms
Асуух хэлбэр

	I	
	You	
	We	
<i>Did</i>	They	<i>work?</i>
	He	
	She	
	It	

Short answers

	I	
	You	
	We	
<i>Yes,</i>	They	<i>did.</i>
	He	
	She	
	It	

Товч хариулт

	I	
	You	
	We	
<i>No,</i>	They	<i>didn't.</i>
	He	
	She	
	It	

Irregular verbs

Дүрмийн бус үйл үгс

Some common verbs have irregular past simple positive forms.

Students need to learn them.

do - did; go - went; come - came; have - had; give - gave; buy - bought

Negative and question forms are formed the same way as regular verbs:

She *didn't buy* a dress. *Did she buy* a dress? Yes, *she did.*/ No, *she didn't.*

Зарим нийтлэг үйл үгс нь өнгөрсөн цагт дүрэм бус хэлбэртэй байдаг.

Эдгээрийг цээжлэх ёстой. Үгүйсгэх болон асуух хэлбэр нь дүрмийн үйл үгтэй адил байна.

Prepositions of time

Цаг хугацаа заасан угтварууд

AT - to talk about exact time, holidays, the weekend <i>at 6 o'clock</i> <i>at the weekend</i> <i>at Christmas</i>	ON - days and dates <i>on Monday</i> <i>on October 23</i> <i>on Sunday evening</i>	IN - parts of the day, months, seasons, years, centuries <i>in the morning</i> <i>in July, in winter</i> <i>in 2014, in the 1950s</i>
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There are no prepositions with these words and expressions: *tomorrow, last, next, everyday*

Before and after

Before is used for something that occurs before a certain time.

I leave home for school before 4.00.

She reads a book before bed.

After is used for something that occurs after a certain time.

She always does homework after school.

They go for a walk after dinner.

Хэрэглээ: **AT** угтварыг тодорхой цаг, баяр ёслолын нэр, амралтын өдөр зэрэгтэй;

ON угтварыг долоо хоногийн гарагууд, он сар өдөр, гариг ба өдөр зэрэгтэй;

IN угтварыг өдрийн аль нэг хэсэг, сар, жилийн улирал, жил зэрэгтэй тус тус хэрэглэнэ.

Before – угтварыг тодорхой цаг хугацаанаас өмнө,

After - угтварыг тодорхой цаг хугацаанаас хойш гэсэн тохиолдолд хэрэглэнэ.

Defining relative clauses: who, which, where

who, which, where холбоос бүхий тодотгол гишүүн өгүүлбэр

Use: We use relative clauses to identify the noun in the main clause. We use **who** instead of subject pronouns refer to people. We use **which** to refer objects or animals. **Where** is used to refer to place.

Хэрэглээ: Тодотгол гишүүн өгүүлбэр нь угсарсан нийлмэл өгүүлбэрийн бүрэлдэхүүнд багтаж гол өгүүлбэрийн ямар нэгэн нэр үгээр илэрсэн гишүүнд захирагдан холбогдож ямар? яасан? яадаг? гэсэн асуултад хариулагдах гишүүн өгүүлбэр юм. Гишүүн өгүүлбэрийн тодотгож буй нэр үг хүнийг илэрхийлсэн байвал **“who”** холбоосоор, хүнээс бусад зүйл амьтан, эд юмс байвал **“which”**, **“that”**, газар орон байвал **“where”** холбоосоор холбоно.

The girl who lives next door is from England.

Did you like the book which I gave you as a gift.

That is the school where we study.

The conjunction *when* to ask when something happens

Use: Conjunction *when* is used to say at what time something happened or will happen:

Хэрэглээ: Угсарсан нийлмэл өгүүлбэрийн бүрэлдэхүүнд багтаж гол өгүүлбэрийн үйлийн цаг хугацааг зааж хэзээ? гэсэн асуултад хариулагдах гишүүн өгүүлбэр юм.

I loved math when I was in school.

When we go shopping, I'll buy you something nice.

Have/has (got) to to express obligation. Баймж үг *have/has (got) to*

Use: We use *have/has (got) to* to express necessity and obligation. *Have got to* and *have to* mean the same. *Have got to* is more informal.

Хэрэглээ: *have/has (got) to* баймж үгийг ямар нэгэн үйлийг хийх ёстой, үүрэгтэй гэсэн санааг илэрхийлэхэд хэрэглэнэ.

I have (got) to be at work by 8:30 AM. He has (got) to finish that project today.

The negative of *have to* is formed using *do not*, *does not* or *did not*.

Do, *does*, *did* are used before the subject to form *questions* with *have to*.

Example: *We don't have to pay for the food.*

Do we have to take our shoes off?

The negative of *have got to* is formed by adding *not* after *have*. We don't use *don't*, *doesn't*, *didn't*.

The subject and *have* change position to form *questions* with *have got to*:

Example: *Have we got to take our shoes off?*

We haven't got to pay for the food.

Positive forms

Батлах хэлбэр

Negative forms

Үгүйсгэх хэлбэр

They have to wear a tie for school.

She has to go now.

They don't have to wear a tie for school.

She doesn't have to go now.

Comparative and superlative forms of adverbs

Use: An adverb is a word that tells us more about a verb. It modifies a verb.

Хэрэглээ: Дайвар үг нь үйл үгтэй холбогдож, үйл үгийг тодорхойлно.

Example: *Mark speaks loudly. He ran quickly.*

Adverbs ending in -ly, take more in the comparative, and most in the superlative.

With short adverbs that don't end in *-ly* comparative and superlative forms are the same to adjectives: add *-er* to form comparative and *-est* to form superlative.

-ly-аар төгссөн дайвар үг энгийн болон давуу харьцуулсан зэрэг дээр *more* болон *most* өмнөө авна. *-ly*-аар төгссөөгүй дайвар үгс нь энгийн болон давуу харьцуулсан зэрэг дээр тэмдэг нэрийн адил *-er* болон *-est* төгсгөл авна.

slow – more slowly – most slowly,

hard – harder – hardest

DICTIONARY

A

a/an *article* - 1. тодорхой бус ялгац гишүүн, ерөнхий нэр 2. нэг ширхэг
about, *prep.* - тухай
abroad, *adv.* - хилийн чанд, гадаад
across, *prep.* - хөндлөн, -аар, -ээр, -оор, -өөр
act (acted), *v.* - жүжиглэх
actor, *n.* - эрэгтэй жүжигчин
actress, *n.* - эмэгтэй жүжигчин
action, *n.* - үйл явдал, үйлдэл
add (added), *v.* - нэмэх, нэмж хийх
address, *n.* - хаяг
adjective, *n.* - тэмдэг нэр
adult, *n.* - насанд хүрэгч
adventure, *n.* - адал явдал
adverb, *n.* - дайвар үг
advice, *n.* - зөвлөгөө
again, *adv.* - дахин
age, *n.* - нас
ago, *adv.* - өмнө, урд
agree (agreed), *v.* - санал нэгтэй байх, зөвшөөрөх
airport, *n.* - нисэх онгоцны буудал
album, *n.* - цомог
alive, *adj.* - амьд
all, *adj.* - бүгд
already, *adv.* - аль хэдийн
also, *adv.* - бас
american, *adj.* - америк хүн, америкийн
ancient, *adj.* - эртний, дээр үеийн
angry, *adj.* - ууртай
animal, *n.* - амьтан
another, *adj.* - өөр нэг, өөр бас, бусад
antennae, *n.* - тэмтрүүл
anyway, *adv.* - юу ч болсон, ямар ч байсан
appearance, *n.* - төрх, гадаад байдал
apple, *n.* - алим
architect, *n.* - уран барилгачин
arm, *n.* - гар
around, *adv.* - эргэн тойрон
arrange (arranged), *v.* - зохицуулах, эмхлэх
arrive (arrived), *v.* - хүрэлцэн ирэх
art, *n.* - урлаг
Asia, *n.* - ази тив
athlete, *n.* - тамирчин
attack (attacked), *v.* - дайралт, дайрах, давших

attract (attracted), *v.* - сэтгэл татах
attractive, *adj.* - дур булаам
aunt, *n.* - авга, нагац эгч

B

back, *n.* - нуруу
ball, *n.* - бөмбөг
ballet, *n.* - балет
band, *n.* - чуулга, хамтлаг
bank, *n.* - банк
basket, *n.* - сагс
basketball, *n.* - сагсан бөмбөг
be born (was born), *v.* - төрөх
be excited, *v.* - сэтгэл хөдлөх
be (was/were), *v.* - байх
bee, *n.* - зөгий
bear, *n.* - баавгай
beast, *n.* - мангас, зэрлэг амьтан
beautiful, *adj.* - гоё, сайхан
beetle, *n.* - цох хорхой
behind, *prep.* - ард / ар талд
believe (believed) *v.* - итгэх, үнэмших
best, *adj.* - хамгийн сайн
between, *prep.* - хооронд, завсар
bicycle, *n.* - унадаг дугуй
big, *adj.* - том
biggest, *adj.* - хамгийн том
bike, *n.* - дугуй
blouse, *n.* - эмэгтэй цамц
blow out candles - лаа унтраах
boat, *n.* - завь
boring, *adj.* - уйтгартай, сонирхолгүй
bread, *n.* - талх
break a record - рекорд/амжилт эвдэх
breathe, *v.* - амьсгалах
brick, *adj./n.* - тоосго, тоосгон
bring (brought), *v.* - авчрах, авч ирэх
british, *n. adj.* - их британий, англичууд
bus station, *n.* - автобусны буудал
bus, *n.* - автобус
busy, *adj.* - завгүй
but, *conj.* - гэвч
butterfly, *n.* - эрвээхэй
buy (bought), *v.* - худалдаж авах
by the way - өө нээрээ, мартсанаас
by, *prep.* - аар, -ээр, -өөр, -оор

C

cage, *n.* - тор
cake, *n.* - бялуу
calculator, *n.* - тооны машин
calf, *n.* - тугал
camel, *n.* - тэмээ
camera, *n.* - зургийн аппарат
camping, *n.* - аялал
can (could), *v.* - чадах
Canada, *n.* - Канад улс
Canadian, *adj.* - Канад хүн, хэл, Канадын
candle, *n.* - лаа
canteen, *n.* - хоолны газар, гуанз
car, *n.* - саравчтай малгай
capital, *n.* - нийслэл
car, *n.* - машин
careful, *adj.* - болгоомжтой, анхааралтай
carefully, *adv.* - болгоомжтойгоор,
анхааралтайгаар
careless, *adj.* - болгоомжгүй, анхааралгүй
carry (carried), *v.* - зөөх, тээвэрлэх
cart, *n.* - тэрэг (морин)
cartoon, *n.* - хүүхэлдэйн кино
castle, *n.* - цайз
casual, *adj.* - энгийн
catch (caught), *v.* - барьж авах
caveman, *n.* - агуйн хүн
CD player, *n.* - CD тоглуулагч
celebrate (celebrated), *v.* - баяр тэмдэглэх
centipede, *n.* - жаран хөлт
chain, *n.* - гинж
chameleon, *n.* - хамелеон
champion, *n.* - аварга
chat (chatted), *v.* - ярилцах, чалчих
cheap, *adj.* - хямд
checked, *adj.* - дөрвөлжин хээтэй
chef, *n.* - тогооч
chew (chewed), *v.* - зажлах
childhood, *n.* - хүүхэд нас
china, *n./adj.* - шаазан
China, *n.* - Хятад улс
Chinese, *n./adj.* - 1. Хятад хүн, Хятад хэл 2.
Хятадын
chocolate bar, *n.* - хэсэг шоколад
chop down/cut down - тайрах, огтлох
cinema, *n.* - кино, кино театр
circular, *adj.* - дугуй хэлбэртэй

circled, *adj.* - дугуй, цагираг
circus, *n.* - цирк
city, *n.* - хот
classical, *adj.* - сонгодог
classroom, *n.* - хичээлийн танхим
clean, *adj.* - цэвэр
clean (cleaned), *v.* - цэвэрлэх
climb (climbed), *v.* - авирах
clock, *n.* - цаг
cloud, *n.* - үүл
cloudy, *adj.* - үүлэрхэг, үүлтэй
coach, *n.* - 1. автобус 2. дасгалжуулагч
coat, *n.* - хүрэм, пальто
coffee, *n.* - кофе
cold, *adj.* - хүйтэн
collect (collected), *v.* - цуглуулах
college, *n.* - коллеж
come (came), *v.* - ирэх
comfortable, *adj.* - тохилог, тухтай, эвтэйхэн
communicate (communicated), *v.* - харилцах
company, *n.* - компани
composer, *n.* - хөгжмийн зохиолч
computer game - компьютер тоглоом
concert, *n.* - концерт
consequence, *n.* - үр дагавар
contaminate (contaminated), *v.* - бохирдуулах
continue (continued), *v.* - үргэлжлэх
continent, *n.* - тив
cook, *n.* - тогооч
cook (cooked), *v.* - хоол хийх
cool, *adj.* - сэрүүн
cotton, *n./adj.* - хөвөн даавуун
count (counted), *v.* - тоолох
countryside, *n.* - хөдөө
cousin, *n.* - үеэл ах, эгч, дүү
crawl (crawled), *v.* - мөлхөх
create (created), *v.* - бүтээх
cubic, *adj.* - шоо хэлбэртэй
cucumber, *n.* - өргөмт хэмх
curly, *adj.* - буржгар
cycling, *n.* - дугуй унах

D

dance, *n.* - бүжиг
dance (danced), *v.* - бүжиглэх
dangerous, *adj.* - аюултай
dark, *adj.* - 1. хар бараан 2. Харанхуй
date, *n.* - сар өдөр

daughter, *n.* - охин
dear, *adj.* - үнэтэй
decide (decided), *v.* - шийдэх
deer, *n.* - буга согоо
deforestation, *n.* - ой модыг огтлох
delicious, *adj.* - амттай
dentist, *n.* - шүдний эмч
description, *n.* - тайлбар
desert, *n.* - цөл
desertification, *n.* - цөлжилт
develop (developed), *v.* - хөгжих, хөгжүүлэх
die (died), *v.* - нас нөгчих, үхэх
difference, *n.* - ялгаа
different, *adj.* - өөр
difficult, *adj.* - хүнд хэцүү
dinosaur, *n.* - динозавр
dirty, *adj.* - бохир, заваан
disappear (disappeared), *v.* - алга болох
dive (dived), *v.* - шумбах
do exercises - дасгал хийх
do (did), *v.* - хийх
dog, *n.* - нохой
dolphin, *n.* - дельфин
dot, *n.* - цэг
draw (drew), *v.* - зурах
dream (dreamt), *n./v.* - 1. зүүд, мөрөөдөл 2. зүүдлэх, мөрөөдөх
dress, *n.* - даашинз
drive (drove), *v.* - жолоодох
drought, *n.* - ган
dry, *adj.* - хуурай
duty, *n.* - үүрэг

E

ear, *n.* - чих
earache, *n.* - чихний өвчин
earth, *n.* - дэлхий
east, *n.* - зүүн (зүг)
easy, *adj.* - амархан, хөнгөн
eight, *num.* - найм
eighth - наймдугаар
egg, *n.* - өндөг
electricity, *n.* - цахилгаан
elevator, *n.* - цахилгаан шат
eleventh - арваннэгдүгээр
e-mail, *n.* - electronic mail - цахилгаан шуудан
English, *n./adj.* - 1. Англи хэл, Англи хүн 2. Английн

enjoy (enjoyed), *v.* - таалагдах
entertainment, *n.* - үзвэр
environment, *n.* - байгаль орчин
Europe, *n.* - европ тив
every day - өдөр бүр
exciting, *adj.* - сэтгэл хөдөлгөм, сайхан
excursion, *n.* - аялал, экскурс
excuse (excused), *v.* - уучлал гуйх
exhibition, *n.* - үзэсгэлэн
expensive, *adj.* - үнэтэй
experience, *n.* - туршлага

F

face, *n.* - нүүр
factory, *n.* - үйлдвэр
fair, *adj.* - 1. цайвар, 2. шударга
fairytale - үлгэр
famous, *adj.* - нэртэй, алдартай
fan, *n.* - шүтэн бишрэгч
fantastic, *adj.* - гайхамшигтай
fast, *adj./adv.* - хурдан, түргэн
fat, *n.* - өөх, тос
favourite, *adj.* - дуртай, таалагддаг
feed (fed), *v.* - тэжээх, хооллох
feeler, *n.* - тэмтрүүл
feet, *n.* - хөл
female, *n.* - эмэгтэй
few, *adj.* - цөөхөн
fifth - тавдугаар
fight (fought), *v.* - тэмцэх, байлдах
film, *n.* - кино
final, *adj.* - сүүлийн
finally, *adv.* - төгсгөлд нь, сүүлд нь
find (found), *v.* - олох
finish (finished), *v.* - дуусах
fire, *n.* - гал
first - нэгдүгээр
fish, *v/n.* - загасчлах, загас
fishing, *n.* - загас барих
flamingo, *n.* - тэмээн хяруул
flat, *n.* - орон сууц
flood, *n.* - үер
flower, *n.* - цэцэг
fly (flew), *v.* - нисэх
fog, *n.* - манан
foggy, *adj.* - манантай
football, *n.* - хөл бөмбөг
foreign, *adj.* - гадаад

forest, *n.* - ой мод
forest fire - ойн түймэр
form, *n./v.* - 1. маягт 2. хэлбэр
four, *num.* - дөрөв
fourth - дөрөвдүгээр
fox, *n.* - үнэг
french, *n./adj.* - 1. франц хэл, хүн 2. Францын
friend, *n.* - найз, нөхөр
friendly, *adj.* - найрсаг, нөхөрсөг
friendship, *n.* - найрамдал
fruit, *n.* - жимс
fun, *n.* - хөөр хөгжил
funny, *adj.* - хөгтэй, зугаатай

G

gallop (galloped), *v.* - давхих, цогих
garbage, *n.* - хог хаягдал
gather (gathered), *v.* - цугларах, бөөгнөрөх
genie, *n.* - бэрд
glass, *adj.* - шил, шилэн
geography, *n.* - газар зүй
German, *adj.* - 1. Герман хүн, хэл 2. Германы
Germany, *n.* - Герман улс
giraffe, *n.* - анааш
give (gave), *v.* - өгөх
glass, *n./adj.* - 1. шил, шилэн 2. шилэн аяга
glasses, *n.* - нүдний шил
go shopping, *v.* - дэлгүүрээр явах
go skiing - цанаар гулгах
gold, *n./adj.* - алт, алтан
grain, *n.* - үр тариа
grammar, *n.* - хэлзүйн дүрэм
grandfather, *n.* - өвөг эцэг, өвөө
grandmother, *n.* - эмэг эх, эмээ
grandchildren, *n.* - ач, зээ хүүхдүүд
grass, *n.* - зүлэг
grass hopper - дэвхрэг
great, *adj.* - агуу, гоё сайхан
greet (egreeted), *v.* - мэндлэх
greeting, *n.* - мэндчилгээ
grocery, *n.* - хүнсний дэлгүүр
group, *n.* - бүлэг
grow (grew), *v.* - ургах, өсөх
guitar, *n.* - гитар
gym, *n.* - биеийн тамирын заал

H

habit, *n.* - дадал, зуршил

half, *n.* - хагас
hamburger, *n.* - хавчуургатай талх
hand, *n.* - 1. гар 2. цагийн зүү
happy, *adj.* - баяртай, хөгжилтэй
hard, *adj./adv.* - хүнд, хэцүү
hardworking, *adj.* - ажилсаг
hat, *n.* - малгай
hate (hated), *v.* - үзэн ядах
have (had), *v.* - байх
hear (heard), *v.* - сонсох
heart, *n.* - зүрх
heavy, *adj.* - хүнд, бэрх
help (helped), *v.* - туслах
her, *pron.* - тэр эмэгтэйн, тэр эмэгтэйд
height, *n.* - биеийн өндөр
high, *adj./adv.* - өндөр
him, *pron.* - тэр эрэгтэйг, түүнд
hip-hop, *n.* - хип хоп
hippo, *n.* - усны үхэр
history, *n.* - түүх
hit, *n.* - хит
hole, *n.* - нүх, цоорхой
hobby, *n.* - хобби, сонирхол
hope (hoped), *v.* - итгэх
horn, *n.* - эвэр
horse, *n.* - морь
hospital, *n.* - эмнэлэг
hot, *adj.* - халуун
hotel, *n.* - зочид буудал
house, *n.* - байшин
How about - тэгэх үү, ингэх үү гэж санал болгох
how long - хэр урт, хэдий хугацаанд
how many - хэр олон, хэдэн
how often - хэр, хэдэн удаа
how well - хэр зэрэг
human, *adj.* - хүний, хүн төрөлхтөн
hundred, *num.* - зуу
hungry, *adj.* - өлссөн, өлсөх
hunt (hunted), *v.* - ан хийх
husband, *n.* - эр нөхөр

I

in front of, *prep.* - урд/ урд талд
Indian, *adj.* - 1. Энэтхэгийн, Энэтхэг хүн
indigo, *n./adj.* - хөх будаг, хөх
insects, *n.* - хорхой шавьж
instead, *prep.* - оронд

interesting, *adj.* - сонирхолтой
international, *adj.* - олон улсын
introduce (introduced), *v.* - танилцуулах
invent (invented), *v.* - зохион бүтээх
invention, *n.* - зохион бүтээсэн зүйл
invitation, *n.* - урилга
invite (invited), *v.* - урих
italian, *n.* - итали хүн, итали хэл

Ж

jacket, *n.* - хүрэм
Japan, *n.* - Япон улс
Japanese, *adj.* - 1. Япон хүн, хэл 2. Японы
jeans, *n.* - жийнс
jogging, *n.* - явган гүйлт
juice, *n.* - шүүс
jump (jumped), *v.* - үсрэх

К

keep (kept), *v.* - хадгалах
kill (killed), *v.* - алах, хөнөөх
kilometre, *n.* - километр
kind, *adj.* - сайхан сэтгэлтэй
kindergarten, *n.* - цэцэрлэг
kiss (kissed), *v.* - үнсэх
knife, *n.* - хутга
knit (knitted), *v.* - нэхэх
Korean, *adj.* - 1. Солонгос хэл, хүн 2.
Солонгосын

Л

lab, *n.* - лингафоны кабинет
ladybird, *n.* - алтан цох
lake, *n.* - нуур
lamp, *n.* - чийдэн
land, *n.* - хуурай газар
language, *n.* - хэл
large, *adj.* - том
last, *adj.* - өнгөрсөн, сүүлчийн
late, *adv.* - дараа, сүүлд
laugh (laughed), *v.* - шоолох, инээх
lazy, *adj.* - залхуу
learn (learnt), *v.* - сурах
leather, *n/adj.* - арьс, арьсан
leave (left), *v.* - явах, орхиж явах
left, *adj/adv.* - зүүн
leg, *n.* - хөл
lend (lent), *v.* - зээлүүлэх

Let's - тэгье, ингье гэж санал болгох
letter, *n.* - 1. захидал, 2. үсэг
library, *n.* - номын сан
lift (lifted), *v.* - өргөх
light, *n.* - гэрэл
lion, *n.* - арслан
listen to music - хөгжим сонсох
listen (listened), *v.* - сонсох
literature, *n.* - уран зохиол
litter, *n.* - хог
lively, *adj.* - амьд, сэргэлэн
lizard, *n.* - гүрвэл
local, *adj.* - орон нутгийн
locate (located), *v.* - байрлах, орших
look (looked), *v.* - харгах
look after - асрах
lose (lost), *v.* - гээх, хаях
lot, *n.* - олон
loud, *adj.* - чанга
lovely, *adj.* - дур булаам, сайхан
lunch, *n.* - өдрийн хоол

М

magic, *n.* - шидэт
magician, *n.* - илбэчин
make (made), *v.* - хийх
male, *n.* - эрэгтэй
mammal, *n.* - сүүн тэжээлтэн
many, *adj.* - олон
marketplace, *n.* - зах
matches, *n.* - чүдэнз
maybe, *adv.* - магадгүй
me, *pron.* - надад
medal, *n.* - медаль
medicine, *n.* - эм
meet (met), *v.* - уулзах, танилцах
men, *n.* - эрэгтэй хүмүүс
metal, *n./adj.* - төмөр, метал
metre, *n.* - метр
microwave oven - богино долгионы зуух
mirror, *n.* - толь
midnight, *n.* - шөнө дунд
milk a cow - үнээ саах
milk products - сүүн бүтээгдэхүүн
million, *num.* - сая
minute, *n.* - минут, агшин
miss (missed), *v.* - 1. таслах (хичээл, ажил)
2. санах

mix (mixed), *v.* - холих
mobile phone - гар утас
model, *n.* - загвар
modern, *adj.* - орчин үеийн
monastery, *n.* - сүм хийд
Mongolian, *adj.* - 1. Монгол хүн, хэл 2.
Монголын
monkey, *n.* - сармагчин
moon, *n.* - сар
more than - *aac* илүү
most, *adj.* - хамгийн
mountain, *n.* - уул
much, *adj.* - их
music, *n.* - хөгжим
musical instruments - хөгжмийн зэмсэг
must, *v.* - ёстой

N

nationality, *n.* - үндэстэн
neck, *n.* - хүзүү
need (needed), *v.* - хэрэгтэй
negative, *adj.* - үгүйсгэл, сөрөг
nephew, *n.* - ач хүү, зээ хүү
never, *adv.* - хэзээ ч
new year - шинэ жил
news, *n.* - мэдээ
next to, *prep.* - хажууд, дэргэд
next, *adj.* - дараа, дараагийн
nice, *adj.* - аятайхан, сайхан, сайн
niece, *n.* - ач охин, зээ охин
ninth - есдүгээр
noisy, *adj.* - чимээ шуугиан
north, *n.* - хойт (зүг)
nose, *n.* - хамар
note, *n.* - тэмдэглэл
number, *n.* - тоо
nurse, *n.* - асрагч, сувилагч

O

ocean, *n.* - далай
of course - мэдээж, тэгэлгүй яахав
often, *adv.* - үе үе
old, *adj.* - 1. настай 2. хуучин
onion, *n.* - сонгино
only, *adv.* - зөвхөн
opposite, *prep.* - эсрэг
optimistic, *adj.* - өөдрөг
other, *adj.* - бусад

oval, *adj.* - зууван
owl, *n.* - шар шувуу

P

paint, *n.* - будаг
paint (painted), *v.* - будах
painting, *n.* - уран зураг
palace, *n.* - ордон, шилтгээн
panda, *n.* - хулсны баавгай
paper, *n.* - цаас
parent, *n.* - эцэг эх
parking, *n.* - машины зогсоол
parrot, *n.* - тоть
party, *n.* - үдэшлэг
pop star - поп од - поп - поп (хөгжим, дуу)
popular, *adj.* - алдартай, түгээмэл
postcard, *n.* - ил захидал
prefer (preferred), *v.* - илүүд үзэх, таалагдах
prepare (prepared), *v.* - бэлдэх
present, *n.* - бэлэг
prince, *n.* - ханхүү
princess, *n.* - гүнж
private, *adj.* - хувийн, амины
prize, *n.* - шагнал
professional, *adj.* - мэргэжлийн
programme, *n.* - хөтөлбөр
protect (protected), *v.* - хамгаалах
public, *adj.* - олон нийтийн

Q

quality, *n.* - чанар
quarter, *n.* - дөрөвний нэг
question, *n./v.* - асуулт, асуух/ байцаах
queen, *n.* - хатан
quick, *adj.* - хурдан, түргэн
quiet, *adj.* - тайван, чимээгүй
quit, *v.* - хаях, орхих

R

rabbit, *n.* - туулай
race, *n.* - уралдаан
railway station, - төмөр замын буудал
railway, *n.* - төмөр зам
rain (rained), *n. v.* - бороо, бороо орох
rainy, *adj.* - бороотой
ready, *adj.* - бэлэн
really, *adv.* - үнэхээр
recipe, *n.* - хоолны жор

recommend (recommended), *v.* - санал болгох, зөвлөх
rectangular, *adj.* - тэгш өнцөгтэй
recycle (recycled), *v.* - дахин боловсруулах
remember (remembered), *v.* - санах
repeat (repeated), *v.* - давтан хэлэх
reply (replied), *v.* - хариулах
rest, *n.* - бусад
restaurant, *n.* - зоогийн газар
return (returned), *v.* - буцаж ирэх
rich, *adj.* - баян чинээлэг
rhino, *n.* - хирс
rhyme, *n.* - шүлгийн холбоц
ride (rode), *v.* - унах
right, *adj./adv.* - баруун
ring, *n.* - бөгж
river, *n.* - гол мөрөн
road, *n.* - зам
rough, *adj.* - хатуу, ширүүн
round, *adj.* - дугуй, тойрог
route, *n.* - зам, чиглэл
rub (rubbed), *v.* - үрэх
run (ran) away - зугтах
Russian, *adj.* - 1. Орос хэл, хүн 2. Оросын

S

safe, *adj.* - аюулгүй
sailing, *n.* - завиар аялах (далбаат)
salad, *n.* - зууш
salt, *n.* - давс
same, *adj.* - ижил, төстэй
sandwich, *n.* - хачиртай талх
save (saved), *v.* - 1. аврах 2. хэмнэх
scarf, *n.* - ороолт
scary, *adj.* - аймаар
school, *n.* - сургууль
seafood, *n.* - далайн хоол
seat, *n.* - суудал
second - хоёрдугаар, секунд
secondary school - дунд сургууль
see (saw), *v.* - үзэх, харах
sense, *n.* - мэдрэл, мэдрэмж
sensible, *adj.* - ухаалаг, ухаантай
set a new record - шинэ амжилт (рекорд)
тогтоох
seventh, *num.* - долдугаар
several, *adj.* - хэд, хэдэн
sex, *n.* - хүйс

shape, *n.* - хэлбэр, дүрс
shell, *n.* - дун, хясаа
shirt, *n.* - эрэгтэй цамц
shoes, *n.* - богино түрийтэй гутал
shop, *n.* - дэлгүүр
short sleeved - богино ханцуйтай
short, *adj.* - богино
should, *v.* - ёстой
show, *n.* - 1. үзэсгэлэн 2. Тоглолт
shy, *adj.* - ичимхий, бүрэг
sick, *adj.* - өвдсөн, өвчтэй
sight, *n/v.* - хараа, харах
sign, *n.* - тэмдэг
silk, *n/adj.* - торго, торгон
sing a song - дуу дуулах
singer, *n.* - дуучин
single, *adj.* - ганц бие
singular noun - ганц тооны нэр үг
sixth, *num.* - зургадугаар
size, *n.* - хэмжээ
skates, *n.* - тэшүүр
skating, *n.* - тэшүүрээр гулгах
skiing, *n.* - цанаар гулгах
skirt, *n.* - юбка, банзал
skis, *n.* - цана
sledging, *n.* - чаргаар гулгах
sleep (slept), *v.* - унтах
slim, *adj.* - нарийхан, гуалиг
slither (slithered), *v.* - гулсах, мөлхөх
slow, *adj.* - удаан
slowly, *adv.* - аажим, аажимаар
smell (smelled), *n./v.* - үнэр, үнэрлэх
snacks, *n.* - хөнгөн зууш
snail, *n.* - эмгэн хумс
snow (snowed), *n./v.* - цас, цас орох
snow leopard - ирвэс
snowy, *adj.* - цастай
sociable, *adj.* - нийтгэч
socks, *n.* - оймс
soft, *adj.* - зөөлөн
sometimes, *adv.* - заримдаа
son, *n.* - хүү
song, *n.* - дуу
soon, *adv.* - удахгүй
sound, *n./v.* - дуу чимээ, дуугарах
sour, *adj.* - исгэлэн
south, *n.* - урд зүг
souvenir, *n.* - бэлэг дурсгалын зүйлс

Spanish, *adj.* - 1. Испани хүн 2. Испаний
speak (spoke), *v.* - ярих
special, *adj.* - тусгай, онцгой
spend (spent), *v.* - 1. өнгөрөөх 2. зарцуулах
spider, *n.* - аалз
sporting events - спортын үйл ажиллагаа
sports, *n.* - спорт
spotted, *adj.* - толботой, толбон хээтэй
square, *n./adj.* - 1. дөрвөлжин 2. талбай
star-shaped, *adj.* - од шиг хэлбэртэй
start (started), *v.* - эхлэх
station, *n.* - буудал
stay in a tent - майханд хонох
stay up late - оройтож унтах
stay (stayed), *v.* - үлдэх, байх
stomach, *n.* - гэдэс
stomachache, *n.* - гэдэсний өвчин
stone, *n./adj.* - чулуу, чулуун
stop (stopped), *v.* - зогсох
story, *n.* - түүх
straight, *adj.* - шулуун
strange, *adj.* - хачин, сонин
stranger, *n.* - танихгүй хүн, гадны хүн
strawberry, *n.* - гүзээлзгэнэ
street, *n.* - гудамж
striped, *adj.* - судалтай
strong, *adj.* - хүчтэй
study (studied), *v.* - сурах
subject, *n.* - хичээл
suggestion, *n.* - санал болгох
sun, *n.* - нар
sunglasses, *n.* - нарны нүдний шил
sunny, *adj.* - нарлаг, нартай
surface, *n.* - гадаргуу
sweater, *n.* - хоолойтой цамц
Swedish, *adj.* - 1. швед хүн, хэл 2. шведийн
swim (swam), *v.* - усанд сэлэх
swimming pool, *n.* - усан бассейн

T

table tennis - одон бөмбөг
take medicine - эм уух
take part in - оролцох
take photos - зураг авах
take (took), *v.* - авах
talented, *adj.* - авьяаслаг
talk (talked), *v.* - ярих
tall, *adj.* - өндөр

task, *n.* - даалгавар, ажил
taste (tasted), *n./v.* - амт, амтлах
tea, *n.* - цай
teach (taught), *v.* - заах
team, *n.* - баг
technology, *n.* - технологи
tell a lie - худал ярих, хэлэх
tent, *n.* - майхан
tenth - аравдугаар
terrible, *adj.* - аймшигтай
theatre, *n.* - театр
them, *pron.* - тэдэнд
then, *adv.* - дараа нь
there is/there are - байх
these, *pron.* - эдгээр
thin, *adj.* - 1. туранхай 2. нимгэн
thing, *n.* - юм, зүйл
third, *num.* - гуравдугаар
thirsty, *adj.* - цангасан, ангасан
thousand, *num.* - мянга
throat, *n.* - хоолой
throw litter - хог хаях
throw (threw), *v.* - шидэх, хаях
tidy, *adj.* - эмх цэгцтэй
tie (tied), *v.* - уях, үдэх
tiger, *n.* - бар
tired, *adj.* - ядрах, ядарсан
today, *adv.* - өнөөдөр
toe, *n.* - хөлийн хуруу
together, *adv.* - хамт
tomorrow, *adv.* - маргааш
too, *adv.* - бас
tooth, *n.* - шүд
toothache, *n.* - шүдний өвчин
toy, *n.* - тоглоом
tradition, *n.* - уламжлал
traditional, *adj.* - уламжлалт
traffic lights - гэрлэн дохио
traffic, *n.* - замын хөдөлгөөн
train, *n.* - галт тэрэг
train (trained), *v.* - сургах
translate (translated), *v.* - орчуулах
travel (travelled), *v.* - аялах
traveller, *n.* - аялагч
tree, *n.* - мод
tribe, *n.* - овог
trick (tricked), *v.* - залилах, мэхлэх
triangular, *adj.* - гурвалжин

trip, *n.* - аялал
try on - өмсөж үзэх
t-shirt, *n.* - футболка
Turkish, *adj.* - 1. Турк хүн, хэл 2. Туркийн
turn around - эргэх, тойрох
turn (turned), *v.* - эргэх
turtle, *n.* - яст мэлхий
twins, *n.* - ихэр
TV set, - зургагт
twelfth, *num.* - арван хоёрдугаар
twice, *adv.* - хоёр удаа, хоёр дахин
typewriter, *n.* - бичгийн машин

U

ugly, *adj.* - царай муутай, муухай
uncle, *n.* - авга, нагац ах
unfriendly, *adj.* - нөхөрсөг бус
university, *n.* - их сургууль
unpleasant, *adj.* - эвгүй, таагүй
untidy, *adj.* - замбараагүй
us, *pron.* - бидэнд
use (used), *v.* - хэрэглэх, ашиглах
usually, *adv.* - ихэнхдээ

V

vegetable, *n.* - ногоо
very, *adv.* - маш
vacuum cleaner, *n.* - тоос сорогч
violet, *n./adj.* - нил ягаан, хөх ягаан
visit (visited), *v.* - зочлох

W

wait (waited), *v.* - хүлээх
waiter, *n.* - эрэгтэй үйлчлэгч
walk (walked), *v.* - алхах
wallet, *n.* - түрийвч
want (wanted), *v.* - хүсэх
wash (washed), *v.* - угаах
waste (wasted), *v.* - үрэх
watch, *n.* - цаг
watch (watched), *v.* - үзэх
water, *n.* - ус
water (watered), *v.* - услах
weak, *adj.* - сул, дорой
weather, *n.* - цаг агаар
weekend, *n.* - амралтын өдрүүд
well, *adv.* - сайн
well-known, *adj.* - нэртэй, алдартай

west, *n.* - баруун, өрнө зүг
wet, *adj.* - нойтон
whale, *n.* - халим
What about ...? - Тэгвэл ингэвэл яасан юм.
What's the matter? - Юу болсон бэ?
witch, *n.* - шулам
whole, *n.* - бүхэл
wild life - онгон байгаль
wild, *adj.* - зэрлэг
win a prize - шагнал хожих
win a competition - тэмцээнд түрүүлэх
win (won), *v.* - ялах, хожих
wind, *n.* - салхи
windy, *adj.* - салхитай
wing, *n.* - далавч
wolf, *n.* - чоно
woman, *n.* - эмэгтэй хүн
wood, *n.* - мод
wool, *n.* - ноос
world, *n.* - дэлхий
worm, *n.* - өт, хорхой
wrestle (wrestled), *v.* - барилдах
wrestler, *n.* - бөх
wrestling, *n.* - бөхийн спорт
write (wrote), *v.* - бичих
write a poem - шүлэг бичих

Y

year, *n.* - жил
yesterday, *adv.* - өчигдөр
yogurt, *n.* -гараг
you, *pron.* - чи, та, танд, чамд
young, *adj.* - залуу
younger sister - эмэгтэй дүү

Z

zebra, *n.* - тахь
zebra crossing - явган хүний гарц
n. noun нэр үг
v. verb үйл үг

adj. adjective - хавсралт нэр
adv. adverb - үйл хавсрал
num. number - тооны нэр
conj. conjunction - холбоос үг
pron. pronoun - төлөөний үг
prep. preposition - угтвар үг