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ENGLISH VI

Ерөнхий боловсролын 12 жилийн сургуулийн
6 дугаар ангийн сурах бичиг

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зөвшөөрлөөр хэвлэв.

Дөрөв дэх хэвлэл

СУРГУУЛИЙН НОМЫН САНД ОЛГОВ.
БОРЛУУЛАХЫГ ХОРИГЛОНО.

Улаанбаатар хот
2019 он

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371.32
A-618

English VI: Ерөнхий боловсролын 12 жилийн сургуулийн 6 дугаар ангийн сурах бичиг. (Мира Н., ба бусад; Ред. Баянжаргал П., Отгонбаатар Х., - УБ.2015.-136 х)

Азийн Хөгжлийн Банкны “Эдийн засгийн хүндрэлийн үед боловсролын чанар, хүртээмжийг сайжруулах төсөл”-ийн хүрээнд хэвлүүлэв.

Энэхүү сурах бичиг нь “Монгол Улсын Зохиогчийн эрх болон түүнд хамаарах эрхийн тухай” хуулиар хамгаалагдсан бөгөөд Боловсрол, Соёл, Шинжлэх Ухаан, Спортын Яамнаас бичгээр авсан зөвшөөрлөөс бусад тохиолдолд цахим болон хэвлэмэл хэлбэрээр, бүтнээр эсхүл хэсэгчлэн хувилах, хэвлэх, аливаа хэлбэрээр мэдээллийн санд оруулахыг хориглоно.

Сурах бичгийн талаарх аливаа санал, хүсэлтээ textbook@mecs.gov.mn хаягаар ирүүлнэ үү.

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ISBN 978-99962-74-22-0

CONTENTS

CONTENT MAP	4
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MODULE 1. ENGLISH TIME

UNIT ONE. BACK TO ENGLISH	8
UNIT TWO. MY SCHOOL	19
UNIT THREE. LET'S COUNT	30

MODULE 2 ME AND MINE

UNIT FOUR. THAT'S MINE	41
UNIT FIVE. BODY	52
UNIT SIX. STORIES	63

MODULE 3 EVERYDAY LIFE

UNIT SEVEN. DAYS	74
UNIT EIGHT. WHAT'S COOKING?	85

MODULE 4 NATURE PROTECTION

UNIT NINE. WEATHER AND SEASONS	96
UNIT TEN. ENGLISH ENVIRONMENT	107
GRAMMAR REFERENCE	118
DICTIONARY	129

CONTENT MAP

	UNITS	LISTENING	SPEAKING	READING	WRITING	USE OF ENGLISH
MODULE 1 ENGLISH TIME	BACK TO ENGLISH	<p>Listening and singing along the song</p> <p>Listening to a dialogue and completing the questions</p> <p>Listening and pointing at the flags</p> <p>Listening and repeating the countries, nationalities and languages</p>	<p>Playing a spelling game, a guessing game</p> <p>Asking and answering about yourself and others</p> <p>Interviewing classmates</p> <p>Asking and answering about the countries, nationalities and languages</p>	<p>Reading the email messages about the children</p> <p>Reading and completing a puzzle</p> <p>Reading the text</p> <p>Reading the world map</p>	<p>Writing the English alphabet</p> <p>Completing the enrollment form</p> <p>Writing the names of the countries</p> <p>Writing about Takashi</p> <p>Writing about friends</p>	<p>Present simple of <i>to be</i></p> <p>Present simple: positive, negative and questions</p> <p>Demonstrative pronouns: <i>this, that, these, those</i> <i>This is my book.</i> <i>That is my friend</i></p>
	MY SCHOOL	<p>Listening about friends' school life</p> <p>Listening to and following the instructions</p> <p>Listening about the school subjects</p>	<p>Guessing game <i>Where am I?</i></p> <p>a board game, an instruction game</p> <p>Telling about school subjects</p> <p>Talking about a school timetable</p>	<p>Reading logos of the school rooms</p> <p>Reading about a friends' school life</p> <p>Reading the instructions on doing the activities</p> <p>Reading about school subjects</p>	<p>Writing about a school plan</p> <p>Writing about school rooms and school subjects</p> <p>Writing own school time table.</p>	<p>Prepositions of places: <i>on, next to, in front of, near, between, opposite</i></p> <p>Present continuous: positive, negative and questions</p> <p>Imperatives: <i>Stand up! Open the book!</i></p>
	LET'S COUNT	<p>Listening to the number song</p> <p>Listening to the short dialogues about numbers</p> <p>Listening to the song about the months of the year</p>	<p>Telling numbers <i>1-100</i></p> <p>Talking about the personal information using numbers</p> <p>Playing games: buzz, show me pages</p> <p>Talking about birthdays</p> <p>Chanting the numbers</p>	<p>Reading about the personal information using numbers</p> <p>Reading math problems</p> <p>Reading about the events and months</p>	<p>Writing numbers 1-100</p> <p>Writing and solving problems</p> <p>Writing the months of the year</p> <p>Writing the ordinal numbers</p> <p>Writing a birthday invitation</p>	<p>Numbers 1-100</p> <p>Even and odd numbers</p> <p><i>One, three, five</i> <i>Two, four, six ...</i></p> <p>Ordinal numbers</p> <p><i>First, second ...</i></p> <p>Prepositions of time <i>in</i> and <i>on</i></p> <p><i>There is/There are</i> to make short statements and descriptions</p>

CONTENT MAP

MODULE 2 ME AND MINE	THAT'S MINE	Listening to the jobs Listening to the dialogue about family morning life Listening to the dialogue about parents' jobs Listening to the information and matching belongings to the jobs	Telling the names of the jobs Playing a guessing game 'Are you a/an ...' 'Whose is it?' Making a job survey by asking others Telling about someone's daily life using the frequency adjectives	Reading about job activities Reading about family members' jobs Reading about the people and their jobs Reading about someone's personal life	Writing the names of the jobs Writing about family members' jobs Writing about people's belongings Writing about someone using the prompts	Possessive 's' <i>Carlo's hat</i> Adverbs of frequency: <i>always, usually, sometimes, often, never</i> Possessive adjectives: <i>mine, yours, hers ...</i>
	BODY	Listening: the parts of the body Listening to the song and singing along Listening to the animal facts Listening to the dialogue about favourite animals	Naming the parts of the body Describing the aliens Naming the animals Comparing the animals	Reading a text about favourite pets Reading the animal descriptions Reading a text about an animal market Reading a text about a farm	Writing the missing parts of the body Writing about aliens Writing the facts about the animals Changing the pictures into the words	Comparative adjectives: <i>taller, faster, stronger</i> Superlative adjectives: <i>the tallest, the fastest, the strongest</i> Irregular plural: <i>man - men, tooth - teeth</i>
	STORIES	Listening to the texts about a summer holiday Listening to the story and completing with irregular verbs Listening to the dialogue about the children's activities	Describing details of someone's summer holiday Acting out the story 'Nightingale' Asking and answering about each other's past actions	Reading the texts about a summer holiday and ordering the activities Reading the story and answering the comprehension questions Reading the story 'Nightingale'	Writing sentences what they did last week / weekends Creating own story using regular and irregular verbs Continuing the story Completing the story using adverbs	Past simple: positive, negative and questions Linkers: <i>and, but, or</i> Common <i>-ly</i> adverbs to describe actions: <i>sweetly, quickly, slowly ...</i>

CONTENT MAP

MODULE 3 EVERYDAY LIFE	DAYS	<p>Listening to the song about days of the week and singing along</p> <p>Listening to the texts about two children's daily routines</p> <p>Listening to the dialogue about everyday activities</p> <p>Listening to and writing the times</p>	<p>Asking and answering the questions about the week</p> <p>Talking about daily routines</p> <p>Playing a game 'What time is it?'</p> <p>Asking and answering the questions about weekday activities</p> <p>Playing a chain game 'So do I/ nor do I'</p>	<p>Reading the story 'A very hungry caterpillar'</p> <p>Reading the text about the one's favourite day</p> <p>Reading the time</p> <p>Reading the prompts and creating a story</p>	<p>Writing sentences about the story 'A very hungry caterpillar'</p> <p>Writing the times</p> <p>Writing about everyday activities</p> <p>Writing sentences using 'So do I/ Nor do I'</p> <p>Writing weekday timetable</p> <p>Writing about a favourite person's daily routine</p>	<p>Telling the time: <i>What is the time? It is ten to ten.</i></p> <p><i>So do I / Nor do I</i> to give short answers <i>I go to school at 8 o'clock. So do I.</i></p> <p>Prepositions of time: <i>on, in, at</i></p>
	WHAT IS COOKING ?	<p>Listening to the food items and classifying into countable and uncountable categories</p> <p>Listening to the quantity nouns</p> <p>Listening to the dialogue about one's favourite food</p> <p>Listening to the text 'Pancake'</p> <p>Listening to the cooking verbs</p> <p>Listening to the dialogue in the shop</p>	<p>Asking and answering the questions about the food in the fridge</p> <p>Finding the differences in the pictures</p> <p>Offering the food to others</p>	<p>Reading the text about English meals</p> <p>Reading the text about food from different countries</p> <p>Reading the recipe of 'Pancake'</p> <p>Reading the recipe 'Potato with garlic'</p>	<p>Sorting and writing the words into the food categories</p> <p>Writing food nouns with <i>a/ an/some</i> in the sentences</p> <p>Writing a recipe for a traditional Mongolian food</p>	<p>Countable / uncountable nouns: <i>a carrot / three carrots / some carrots some milk ...</i></p> <p><i>Some/any</i></p> <p>Quantity nouns: <i>A loaf of bread, a jar of jam</i></p> <p>Future simple for intention, <i>would like</i> for offering food</p>

CONTENT MAP

MODULE 4 NATURE PROTECTION	WEATHER AND SEASONS	<p>Listening to the weather words</p> <p>Listening to the text about changeable weather in spring</p> <p>Listening to the weather forecasts in different cities</p> <p>Listening to the dialogue about the climate changes</p>	<p>Talking about the weather</p> <p>Talking about when people wear what</p> <p>Asking and answering about what children do when it is <i>sunny/snowy...</i></p> <p>Talking about the water and where it comes</p> <p>Telling each other about the importance of water</p> <p>Giving advice how to save water and nature</p>	<p>Reading the text and choosing the correct answers</p> <p>Reading the shorts texts and answering the comprehension questions</p> <p>Reading about a water cycle</p> <p>Reading a text 'A nice sun hat'</p>	<p>Writing about the seasons and weather words</p> <p>Describing and writing people's clothing in different weather seasons</p> <p>Writing advice to others how to save the nature</p> <p>Writing about weather forecasts in different cities using the given symbols</p>	<p>Adjectives related to the topic of the weather: <i>cold, rainy, cloudy ...</i></p> <p>'When' clause to describe the simple present</p> <p><i>should/shouldn't</i> for advice</p>
	ENGLISH ENVIRONMENT	<p>Listening to the story 'The tortoise and the Hare'</p> <p>Listening to the song 'Hello, Goodbye' and singing along</p> <p>Listening to the song about holidays</p>	<p>Talking about 'The tortoise and the hare'</p> <p>Asking and answering the questions of the story 'The tortoise and the Hare'</p> <p>Role play the story 'The tortoise and the Hare'</p> <p>Talking about a summer holiday plan</p>	<p>Reading the story 'The tortoise and the Hare'</p> <p>Reading a finger puppet instruction</p> <p>Reading a text about one's summer holiday</p>	<p>Writing an invitation for the end of the year English party</p> <p>Writing own summer holiday plan</p>	<p>Past simple: positive, negative and questions</p> <p>Question words: <i>What, where, when, who, how long ...</i></p> <p>Future simple for intentions</p>

MODULE 1. ENGLISH TIME

UNIT 1. BACK TO ENGLISH

LEARNING OBJECTIVES

Listening

- L1 Understand short, basic, supported classroom instructions
- L2 Understand basic questions which ask for personal information
- L5 Understand specific information from the dialogue about personal information
- L8 Recognise the words of countries, nationalities and languages

Speaking

- S2 Ask questions to find out personal information
- S6 Use suitable words, phrases, and sentences for interview

Reading

- R1 Recognise, identify and sound at the text level
 - Recognise the English alphabet in print
- R7 Understand the meaning of simple short sentences

Writing

- W6 Use upper and lower case letters accurately when writing English alphabet
- W7 Spell familiar high-frequency words accurately during guided writing about friends

Use of English

- UE5 Use who what and where, how many to ask questions
- UE6 Use demonstrative pronouns this, these, that, those
- UE9 Use common simple present forms to give personal information

1.  Listen and sing the song.

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

2. Find small letters and write next to the capital letters.



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

3. Look at the picture in activity 2 and play a spelling game.

Example: A: Can you show me an apple in the picture?
B: Yes, it is.
A: How do you spell it?
B: A-P-P-L-E

4a. Look at the girl and tell sentences using the given prompts.

Example: Her name is Solongo.



4b. Tell your partner about yourself as in the example above.

My name is ...



I am ...
I live ...
I have got ...

5a.  Listen to the dialogue and complete the questions. Use the question words in the box.

How What How many What Where

- | | |
|----------------------|--|
| a. ... is your name? | d. people are there in your family? |
| b. ... are you from? | e. ... is your phone number? |
| c. ... old are you? | |

5b.  Listen to the dialogue again and complete the enrolment form for Tamir.

First name:

City/Aimag:

Age:

Family members:

Phone number:

6. Complete the text with the information from the enrolment form.

His name ... Tamir. He is ... years old. He is from There ... four people in his family. His phone number is

7a. Look and study. Present simple: to *be*

I am Mongolian.	He / She / is French.
You / We / They are German.	It is a Japanese flag.

7b. Complete with *am, is or are*.

- | | |
|-----------------------------|--------------------------|
| 1. We ... eleven years old. | 4. They ... my friends |
| 2. He ... from Mongolia. | 5. Hello! I ... Solongo. |
| 3. She ... my sister. | 6. It ... his car. |









8a. Interview 3 of your classmates and complete the chart.


	What is your name?	Where are you from?	How old are you?	How many people are there in your family?	What is your phone number?
Student 1					
Student 2					
Student 3					

8b. Report to the class about 3 students.

Example: His name is Badral. He is from Mongolia. He is ...

9a. Look at the flags and write down the country below them.

1. 	2. 	3. 	4. 	5. 	6. 	7. 	8. 
Cinha	Rssuai	Mniagolo	Jpaan	Egldann	Sainp	Grmaney	The Uinedt Sattes
C_____	R_____	M_____	J_____	E_____	S_____	G_____	U_____
							S_____

9b.  Listen and check. Then point at the flags and ask and answer each other as in the example.

What country is this? This is CHINA. How do you spell CHINA? C-H-I-N-A

10a. Match the countries to the nationalities.

Mongolian	Russian	Chinese	American
Spanish	English	German	Japanese



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____

10b.  Listen and check. Then repeat.

11. Complete the sentences with the countries or nationalities.

- a. David Beckham was born in England. He's ...
- b. Beyoncé Knowles is a famous ... singer. She's from America
- c. Jet Li is from China. He's ...
- d. Haruma Miura is from He is Japanese.
- e. Masha lives in Russia. She is ...

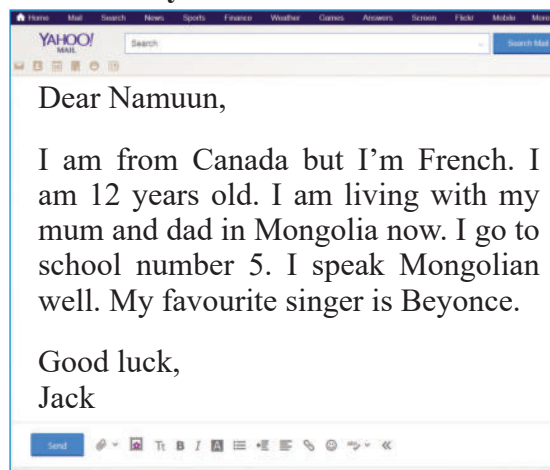
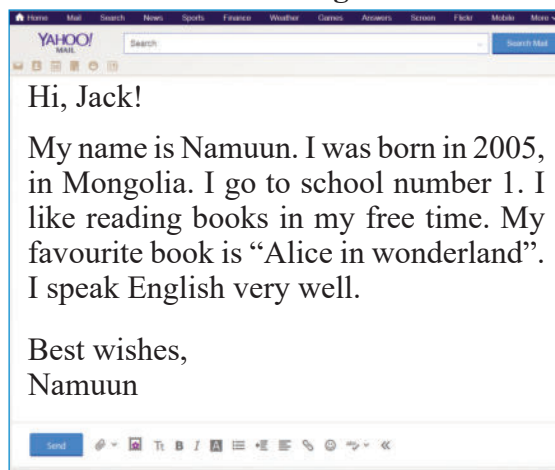
12. Play a guessing game “Am I ...?”

*Example: Am I from Mongolia? No, you are not.
Am I Russian? Yes, you are.*

13. Work in pairs on the map. Ask and point to the countries.

*Example: Student A: Where is Russia?
Student B: It is Russia.
Student A: No, it is not. It is Spain.*

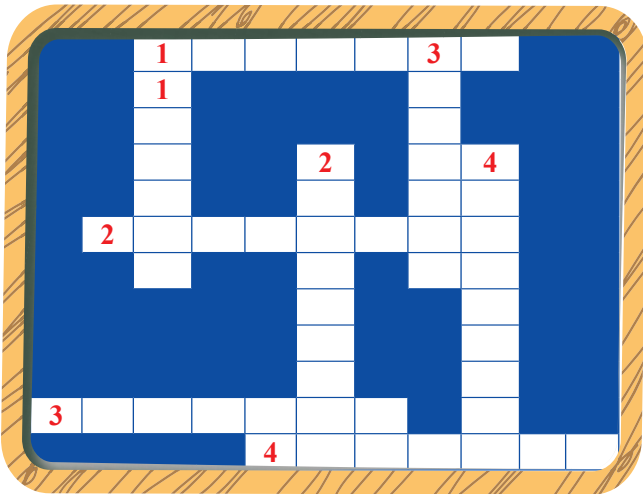
14a. Read the e-mail messages and answer. Where are they from?



14b. Work in pairs, ask and answer the questions to complete the chart.

What's his/her name?	Jack	Namuun
How old is he/she?		
What's his/her nationality?		
Where is he/she from?		
What school does he/she go?		

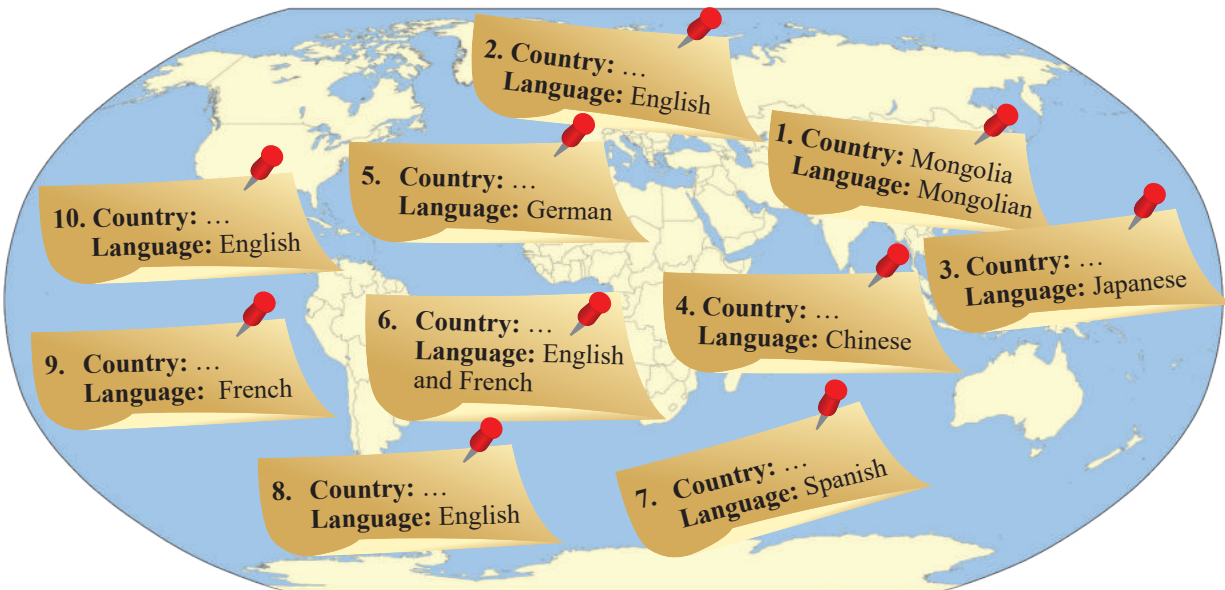
15. Read the sentences and do the crossword.



- ACROSS**
- 1. Li is from China. She is
 - 2. Takashi lives in Japan. He is
 - 3. Olga lives in Russia. She is
 - 4. Dan is from England. He is

- DOWN**
- 1. Mark lives in Germany. He is
 - 2. Tamir is from Mongolia. She is
 - 3. Carlos is from Spain. He is
 - 4. Kelly lives in the USA. She is

16a. Work in pairs, match the countries to the languages.



16b.  Listen and check. Then repeat.

17. Complete with the correct languages above.

1. I live in Ulaanbaatar. I speak
2. Akiko lives in Japan. She speaks
2. We are from Mongolia. We speak
3. Tom and Amy live in the USA. They speak
4. Li is Chinese. He speaks
5. Linda is Canadian and Adam is Australian. They both speak

18a. Read the text and answer the question. Who speaks German?

My name is Carla. I am an American but I live in France. I speak English and French. My friend Pedro speaks Spanish and lives in France, too. His sister Lily speaks German and English. We are good friends.

18b. Read and decide true (T) or false (F).

- | | | |
|-------------------------------------|---|---|
| 1. Carla lives in the USA. | T | F |
| 2. She speaks English and French. | T | F |
| 3. Her friend Pedro is from France. | T | F |
| 4. Lily speaks Spanish. | T | F |
| 5. Carla and Lily are sisters. | T | F |



19. In groups, discuss. What languages do people speak in different countries?

Example: In Canada people speak English and French.

20a. Look and study. Present simple.

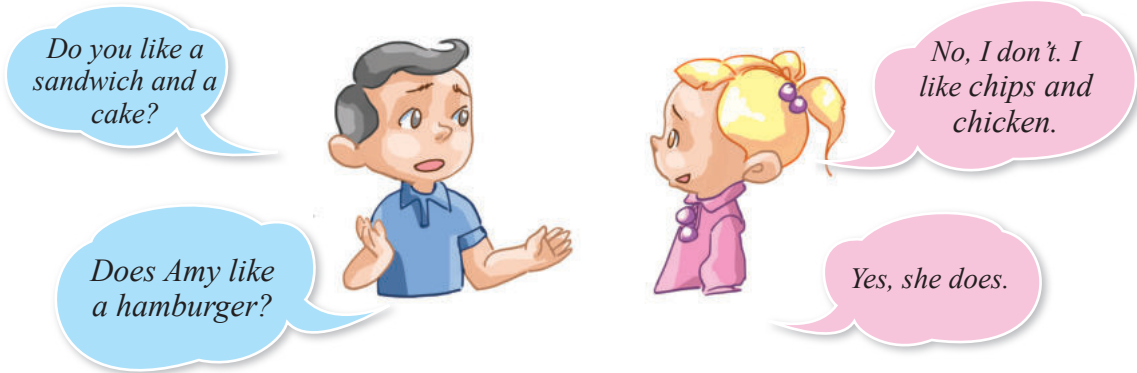
I/you/we/they live in Mongolia.	I/you/we/they don't live in Mongolia.
He/She/It lives in Canada.	He/She/It doesn't live in Canada.
Do you/they live in Mongolia?	Yes, I/they do . No, I/they don't .
Does he/she/ it live in Canada?	Yes, he/ she/it does. No, he/she/it doesn't .

20b. Look at the chart and complete the sentences.

Steve	England	√	fish and chips	√
Molly	Canada	×	popcorn and chocolate	√
Amy and Jim	America	×	a hamburger and coke	×
Bill	Australia	√	a chocolate and coffee	×
Temuulen and I	Mongolia	√	milk and aaruul	√

1. Steve **lives** in England. He **likes** fish and chips.
2. Molly ... in Canada. She ... popcorn and chocolate.
3. Amy and Jim ... in the USA. They ... a hamburger and coke.
4. Bill ...in Australia. He ... chocolate and coffee.
5. Temuulen and I ... in Mongolia. We ... milk and aaruul.

21. Work in pairs. Ask and answer as in the example.



22a. Look and study. *This/That/ These/Those*



22b. Look, write and say.

1. ... is Japanese flag.
2. ... are Russian balloons.
3. ... is my Spanish dog.
4. ... are my English books.

23. Project: Write about Takashi. Use the prompts.

Name:	Takashi
Country:	Japan
City:	Tokyo
Nationality:	Japanese
Favourite food:	Pizza
Age:	12

Begin like this:

His name is Takashi. ... He is from ... He is ...

SELF-CHECK

VOCABULARY

1. Look at the word snail and find the words.)



2. Complete the chart.

Countries	Nationalities	Languages
America		
	Chinese	
		Russian
		Spanish
German		
	English	
Mongolia		

USE OF ENGLISH

3. Choose the correct answer.

1. I ... from Spain. I speak Spanish.
a. is b. are c. **am**
2. His name ... Komi. He is Japanese.
a. is b. am c. are
3. Natasha and Sasha ... in Russia.
a. live b. lives c. living
4. Jane lives in China. She ... fish and chips.
a. like b. likes c. lives
5. How many people ... there in your family?
a. are b. is c. am
6. Look at these children. They ... from Australia.
a. am b. are c. is

4. Read and match.

1. What	a. is Amy from?
2. Where	b. old are you?
3. What	c. people are there in your family?
4. How	d. is your phone number?
5. What	e. is your name?
6. How many	f. is your favourite song?

LISTENING AND SPEAKING

5. Listen and choose.

1. Carlo speaks
a. French and English b. French and Spanish c. French and Mongolian
2. Susan lives in ..., but she is
a. America, German b. America, Japanese c. Germany, American
3. Natasha likes
a. chicken and a hamburger b. a hamburger and fish c. chicken and chips

6. Ask and answer.


1. What is your name?
2. How do you spell it?
3. Where are you from?
4. What nationality are you?
5. What languages do you speak?

READING AND WRITING

7a. Read the text. Is it about a) an American student or b) a Mongolian student?

Hello! My name is Tsenguun. I'm twelve years old. I'm from Mongolia. I live in the countryside. I have a big family. I have two sisters and two brothers. My mum and dad have a lot of sheep and goats. I like milk and aaruul a lot.

7b. Read again and complete the chart.

	Name:	<input type="text"/>
	Country:	<input type="text"/>
	Age:	<input type="text"/>
	Nationality:	<input type="text"/>
	Family:	<input type="text"/>
	Favourite food:	<input type="text"/>

8. Read and write.

John



Sam

Tamir is in Japan. He has a new friend. Write about his friend.

This is Tamir's friend. His name is He is ... years old. His dad's name is He goes to school number He lives with his ... and He speaks He likes ... and ...

I can ...	Well	OK	Not well
<ul style="list-style-type: none"> spell countries, nationalities and languages introduce myself and others write about a favourite person talk about my favourite things ask and answer questions 			

UNIT 2. MY SCHOOL

LEARNING OBJECTIVES

Listening

- L1 Understand and follow the classroom instructions
- L3 Understand basic questions about friends' school life
- L4 Understand the main points of short talk about school subjects
- L8 Recognise words that are spelled out for schools

Speaking

- S6 Use suitable words, phrases, and sentences during playing game
- S7 Take turns when speaking with others in short, basic exchanges about school subjects

Reading

- R2 Read and follow logos of the school rooms
- R4 Understand the main points of very short, simple texts about friends' school life
- R5 Understand some specific information of very short, simple texts about school subjects
- R7 Understand the meaning of simple short sentences about a school timetables

Writing

- W2 Write short sentences which give basic personal information
- W7 Spell familiar high-frequency words accurately during guided writing activities for school subjects

Use of English

- UE10 Use common present continuous forms to talk about what is happening now
- UE14 Use prepositions of places: *between, in front of, near, next to, on, opposite*

1a. Look and read, then write.



1b. Listen, check and repeat.

2a. Listen and read.

Is it about a) their hobbies or b) their families?

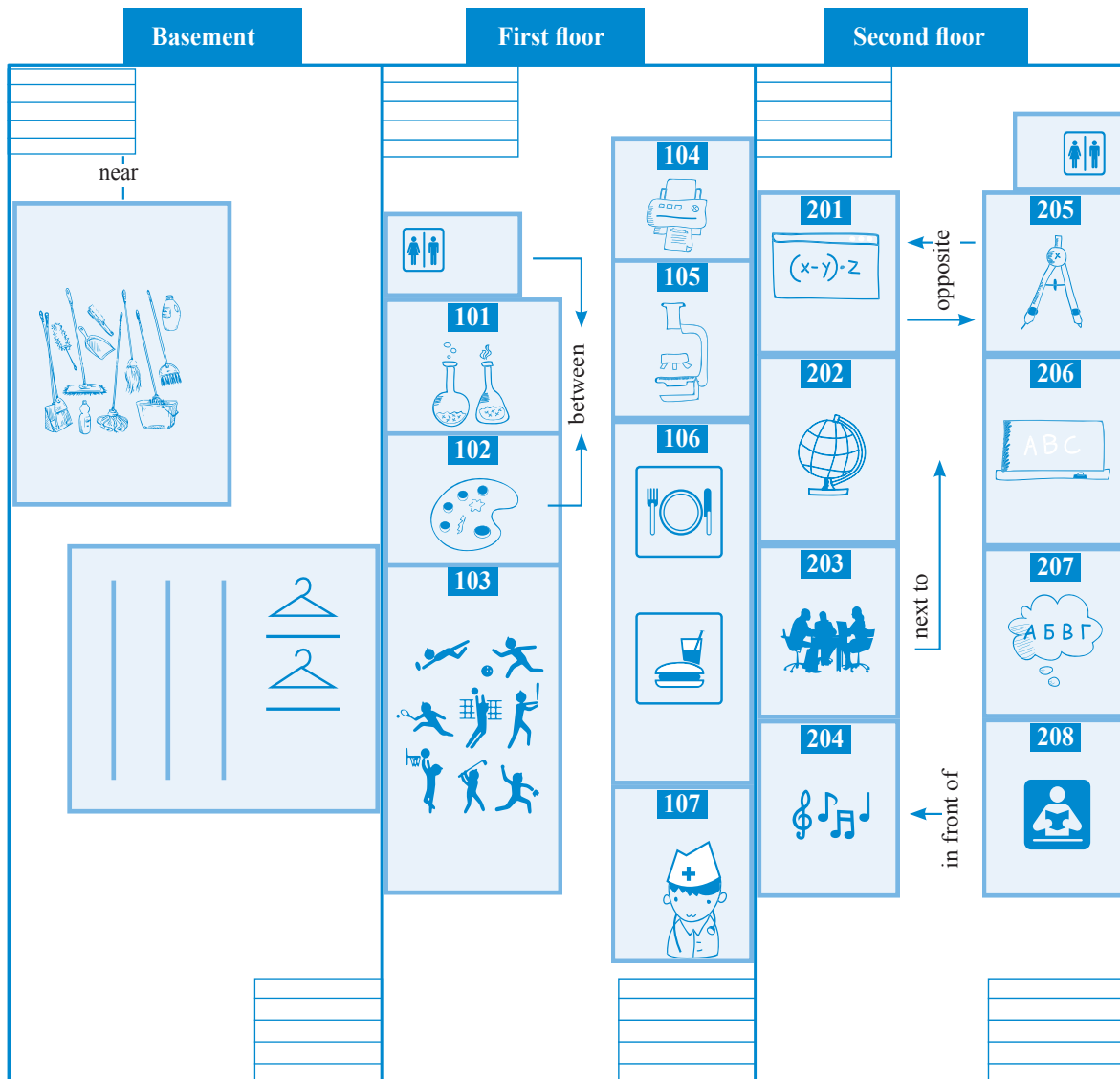
Aminaa is a Mongolian girl. She goes to school from Monday to Friday. She goes to a music room on Mondays and plays the piano. She likes songs a lot. On Tuesdays she stays in the library and reads books. Her friends like to read books, too. On Fridays she plays basketball in the gym.

James is an American boy. He is a student in grade 6. His favourite places at school are an art room and a gym. He goes to the art room every day and draws pictures. He likes sports, too. He plays football and tennis on Wednesdays and Thursdays with his friends in the gym.

2b. Listen and read again. Correct the sentences.

1. Aminaa goes to school from Monday to Saturday. _____.
2. She goes to the nurse's room on Mondays. _____.
3. James plays basketball and tennis in the school canteen. _____.
4. He draws pictures in the English room. _____.
5. Aminaa reads books in the computer room. _____.
6. James is a Mongolian boy. _____.

3. Look at the school plan and study the prepositions.



4. Look at the plan in activity 3. Complete the prepositions.

On next to in front of near between opposite

1. The library is ... the second floor.
2. The school canteen is ... the nurse's room.
3. The art room is ... the gym and the science lab.
4. The English classroom is ... the Mongolian classroom class.
5. The teacher's room is ... Mongolian classroom.
6. The music room is ...the library.

5a. Look and study. Present Continuous

Subject	be	Base + ing	Example sentences
I	am (not)	singing	I am singing a song. I am not singing a song.
He, she, it	is (not)	playing	He is playing basketball. He is not playing basketball.
You, we, they	are (not)	reading	We are reading a book. We are not reading a book.

5b. Read and write *am, am not, is, is not, and are, are not*.

1. Telmen ... speaking English now.
2. Kim and Jack ... drinking coffee.
3. Helen ... doing her homework.
4. We ... drawing a picture.
5. I ... playing with my friends.
6. My friends ... singing a song

6. Play a guessing game “Where am I?” Use the words in the box

have lunch play basketball play the guitar read books
draw picture sing a song speak English

Example:

- *I am reading a book in a big room. Where am I?*
- *In the library.*
- *Yes, that's right. Your turn.*
- *I am having my lunch. Where am I?*

7a. Read and choose.

a) They are at home or b) They are at school

Hi, my name is Anu. They are my friends. Today is Monday. After class we go to different clubs. Look at Tergel. He is drawing a picture in the art room. Jenny and I are in the computer room. We are typing texts. The music teacher is teaching Saruul how to play the piano. Ochir is reading a book in the library with his English teacher. Some of my friends are playing basketball. They like sports a lot.

7b. Read again and decide true (T) or false (F).

- English teacher is in the library.
- The music teacher is teaching the guitar.
- Ochir is playing basketball in the gym.
- After class students go to the clubs.
- Today is Tuesday

8. Play a board game. Answer the questions.

Example: Where are you now? I am in the art room.

What are you doing? I am drawing a picture



9. Play an instruction game in groups. Listen to the instructions carefully and follow.

Example:

Student 1. Say "Hello" to the person near you

Student 2. Jump

Student 3. Touch your elbow

10a. Read and answer. Are they a) in the gym or b) in the class?

Hello! Everybody! Open your textbooks. Read the text. Write three sentences. Now put the pens down. Listen to the teacher! Stand up! Sit down! Knock the desk once. Touch your nose. Clap your hands.

10b. Read the text again and change the underlined words.

Example: Open the textbook!

Open the notebook!

- | | |
|----------------------------------|----------------------------------|
| 1. Read <u>the text!</u> | 4. Listen to <u>the teacher!</u> |
| 2. Write <u>three sentences!</u> | 5. Knock <u>the desk!</u> |
| 3. Put <u>the pens down!</u> | 6. Touch <u>your nose!</u> |

11a. Look and study. Present Continuous.

Am I	} reading a book?	Yes, you are. / No, you are not.
Are you/we/they		Yes, I am / you are/they are.
Is he/she/it		No, I am not / you are not/they are not.
What are you doing now?		Yes, he/she/it is. No, he/she/it is not. I am reading a book.

11b. Match the question words with the correct endings.

- | | |
|----------|---------------------|
| 1. Are | he swimming? |
| 2. Is | they playing games? |
| 3. Where | is she eating? |
| 4. Who | are you going? |
| 5. What | is smiling? |

11c. Answer the questions in activity 11b.

12a.  Listen and read. Is she talking about a) her school or b) her school subjects?

Hello! My name is Namuun. I go to school number 10. Today is Monday. I'm studying geography at the moment. My friend Telmen is working on the world map. He is pointing to the countries and my classmates are listening to him. Geography is fun. My favourite subjects are history, science and physical education. My friend Telmen likes math and literature. He is reading a literature book. Mongolian language, art, and health education are interesting subjects too. We love our school.

12b.  Listen and read again. Answer the questions.

1. What day is it?
2. What is Namuun doing?
3. Is Telmen working on the computer?
4. What's Namuun's favourite subject?
5. Is Telmen studying math now?

13a. **Work in groups. Read and complete a school timetable.**

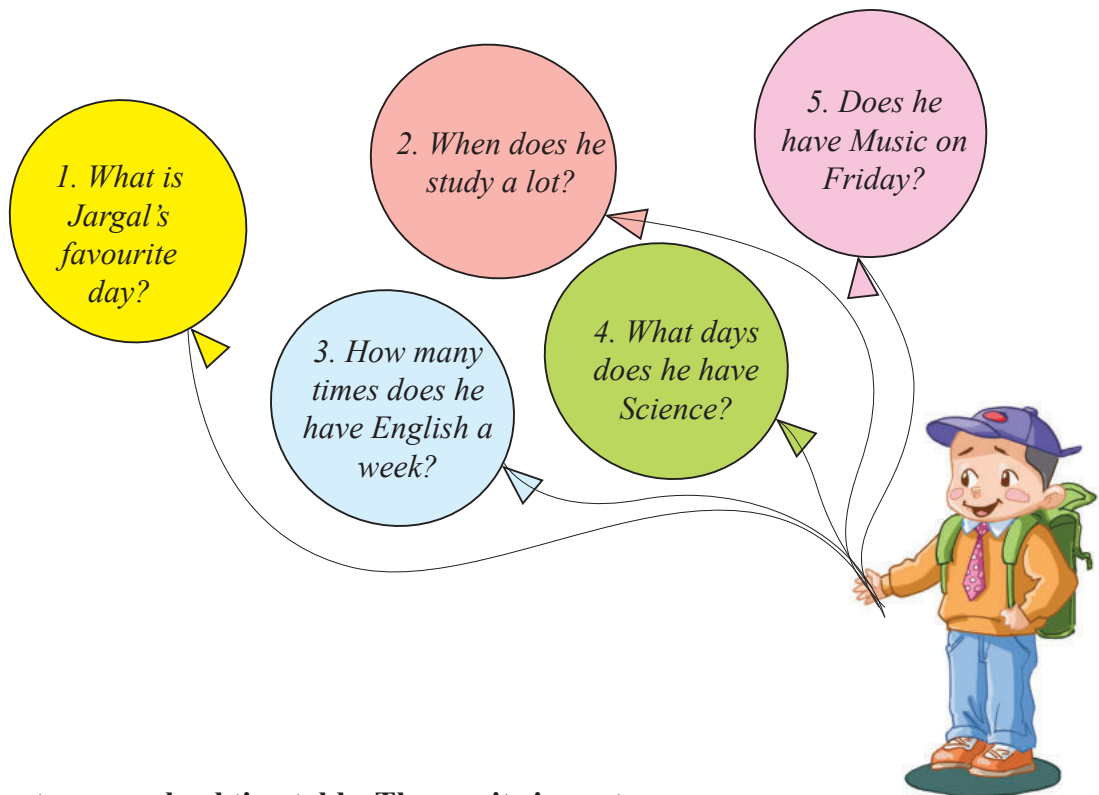
Jargal has 25 lessons a week. He studies Mongolian language, English, History, Science, Math, Music, Computer class, Art, PE (physical education) and Literature.

- He has Mongolian language and English every day.
- His first lesson is Literature before PE (physical education) on Tuesdays. The Science is after English.
- His favourite day is Friday. He has Music, PE, Math and English after Mongolian language.
- On Thursdays he studies a lot. He has Computer class, Science and History after Mongolian language and English
- He has Geography on Mondays before Art. His last class on Monday is English. Health education is between Art and English on Monday.
- He likes Wednesdays because he has Math twice after English. On Wednesdays the first lesson is Literature.

Monday	Tuesday	Wednesday	Thursday	Friday
Mongolian language	Literature		Mongolian language	Mongolian language
		Mongolian language		Music
Art	English	English	Computer class	
Health		Math		
	Mongolian language		History	



13b. Look at the timetable and ask each other.



14. Create your school timetable. Then write in sentences.

Monday	Tuesday	Wednesday	Thursday	Friday

Begin like this:

I have got ... lessons a week. I study ... on Mondays My favourite day is

SELF-CHECK

VOCABULARY

1. Match the school subject to the pictures.

1. MATHEMATICS

2. HISTORY

3. SCIENCE


4. GEOGRAPHY

5. LITERATURE


6. MUSIC

7. PHYSICAL EDUCATION


8. ART




a.




d.




f.



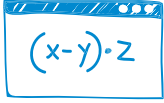
g.



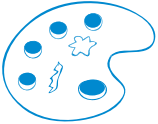
e.



b.



h.



c.

2. Odd one out

1. between, art, next to, behind, near
2. a music room, a gym, a nurse's room, behind, an art room
3. read, like, write, listen, point
4. Mongolian, English, Literature, Gym, Russian
5. Monday, Sunday, Tuesday, Wednesday, Thursday

USE OF ENGLISH

3. Choose the correct answer.

1. *Is / Are* they playing tennis now?
2. We *is / are* having English now.
3. What *is / are* you doing in the art room?
4. *My friends are / am* reading books in the library.
5. What *is / are* they doing in the gym?

4. Put the words in the correct order.

1. are / We / a / book / reading.
2. Sarah / playing / Look! / the / is/ piano.
3. chairs / there / desk / the / under / are / two.
4. Listen! / Tsetseg / Chimeg / are / a / song / and / singing.
5. standing / in / Are / in front of / the / you / board?
6. TV / not / watching / am/ I.
7. room / between / The / music / the / is / room / science / and / library / the.

LISTENING AND SPEAKING

5a.  Listen and say. Is it about a) a school or b) a classroom?

5b.  Listen again and circle the correct words.

1. Today is Tuesday / Monday.
2. They are in the art room / English room.
3. There are 3 books / notebooks on the desk.
4. The pen is on the / books / notebooks.
5. The ruler is next to / near the notebook.

6. Ask and answer.

1. What is your favourite subject?
2. How many subjects do you have a week?
3. Are there a library and gym at your school?
4. Are you studying in a science room now?
5. What do you do in the art room?

READING AND WRITING

7a. Read and answer. How many floors are there in Telmen’s school?

Hi, my name is Telmen. I am 13 years old and I go to school No 1. This is my school. We have a school canteen, a gym and a computer room on the first floor. The computer room is next to the art room. The English room is the opposite room 107 next to the gym. On the second floor we have a large library between the nurse’s office and the science room. My classroom is on the third floor between the history room and the music room.

7b. Read again and decide true (T) or false (F). Correct the false sentences.

- | | | |
|--|---|---|
| 1. He is a student at school No 2. | T | F |
| 2. The English room is on the second floor. | T | F |
| 3. The library is between the nurse’s office and the science room. | T | F |
| 4. His classroom is near the art room. | T | F |
| 5. They have a small library. | T | F |

8. Write sentences using the pictures.

Begin like this: This is Masha. She has ... lessons a week.



I can ...	Well	OK	Not well
<ul style="list-style-type: none"> • name subjects, classrooms • use prepositions of places • understand commands • talk using the present continuous • write my favourite subjects 			

UNIT 3. LET'S COUNT

LEARNING OBJECTIVES

Listening

- L1 Understand and follow short, basic, supported classroom instructions
- L5 Understand some specific information of short, supported dialogue about numbers
- L9 Understand short songs about number and months of the year

Speaking

- S1 Make basic statements which provide personal information
- S2 Ask questions to find out personal information
- S6 Use suitable words, phrases, and sentences during playing games
- S7 Take turns when speaking with others in short, basic exchanges about birthdays

Reading

- R1 Recognise, identify and sound at text level
 - Recognise the English alphabet in print
- R2 Read and follow familiar instructions for classroom activities
- R6 Understand the meaning of very short, simple texts about the events and months
- R7 Understand the meaning of simple short sentences about math problems

Writing

- W1 Plan, write and check short sentences about numbers
- W4 Use joined-up handwriting in a written work
- W8 Use a full stop and question mark, comma during guided writing of short, familiar sentences

Use of English

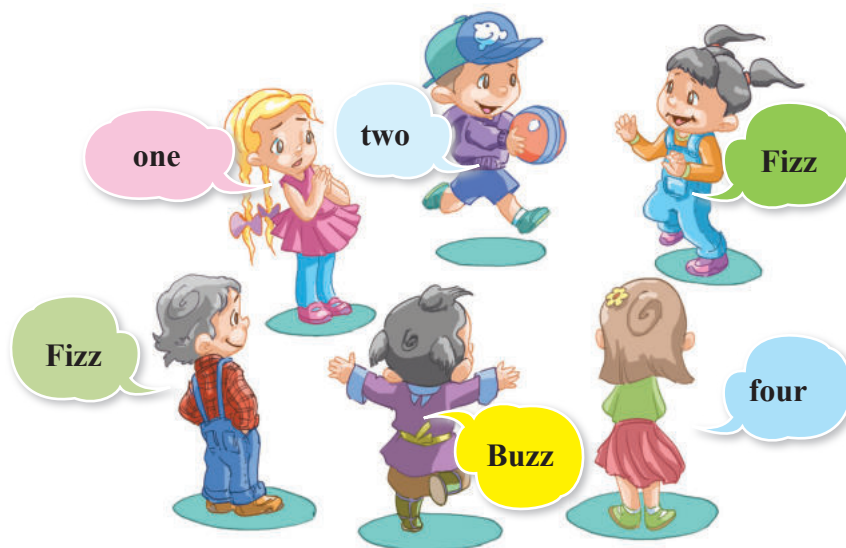
- UE2 Use numbers 1 – 100 to count
- UE5 Use who what and where, how many to ask questions
- UE11 Use there is / are to make short statements and descriptions

UNIT 3. LET'S COUNT

1.  Listen to the number song and sing along.



2. Work in groups. Play a game “Fizz Buzz”.



3.  Listen to the short dialogues and circle the numbers mentioned.

- 1) 3, 13, 23, 33, 43 2) 4, 14, 24, 34, 44
3) 1, 11, 21, 31, 41 4) 2, 12, 22, 32, 42

4a. Read and listen to the text. Is she a) a student or b) a teacher?

My name is Jargal. I'm from Mongolia. I'm 37 years old. I speak English, Chinese and Russian. I work at school number 10 in Ulaanbaatar. I live with my family. I have got two children. Telmen is 12 years old. Nomin is 9 years old. My address is 24 Sun Street. We are happy family.

4b. Read and listen again. Choose the correct answers.

1. She is ... years old.
a. thirty b. thirty seven c. thirteen
2. She speaks ... languages.
a. three b. one c. nine
3. There are ... children in her family.
a. two b. four c. five
4. Telmen is ... years old.
a. twenty two b. eight c. twelve
5. Her address is ... Sun street.
a. twenty four b. thirty four c. four

5. Play a game "Show me pages".

Example:

A: Please, open your book to page nine.

B: Please, open your book to page ten.

Student A: (forty eight, seventeen, two, twenty one, thirty six, and fifty)

Student B: (fifteen, twenty three, five, thirteen, eighteen, and thirty eight)

6. Write the answers.

1. sixty + ten = **seventy** 5. thirty two – sixteen =
2. fifteen + ten = 6. fifty + fifty =
3. forty five – twenty five = 7. twenty one – eleven =
4. nineteen + eighteen = 8. seventy seven + three =

7a. Look and study. Even and odd numbers.

Even numbers: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 40, 60

Odd numbers: 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 31, 43

7b. Look and write numbers in the correct place.

14, 53, 29, 44, 67, 75, 84, 1, 7, 12, 88, 93, 35, 28, 9, 4, 15, 22, 41, 99, 82, 74, 66, 27, 33

Even numbers	Odd numbers

8. Work in groups, solve the problems.

- There are 26 green balls and 13 yellow balls on the floor. How many balls are there?
- Mary has got 9 red apples and 6 green apples, and Pete has got 7 green apples and 8 red apples. How many green apples have they got?
- Jane has got 38 pencils. She gives 5 pencils to her brother. How many pencils has Jane got?
- There are 7 puppies in the doghouse. Suvdaa takes 3 puppies home. How many puppies are there in the dog house?
- Molly and Ariun are riding bikes with 2 friends. How many children are riding a bike?

9. Listen and complete the chart with the missing even and odd numbers. Then check.

Odd numbers	11		21		19		1		
Even numbers		2		12		24		18	

10. Work in pairs, do the puzzle.

- What number do you get when you add an even number to an odd number?
- What number do you get when you add an even number to an even number?
- What number do you get when you add an odd number to an odd number?

11a. Look and study. Is there ...? Are there ...?

Is there a book on the desk? - Yes, there is / No, there isn't.
 Are there pens on the desk? - Yes, there are / No, there aren't.
 How many pencils are there? - There are eighteen pencils.

11b. Look at the chart and write sentences. These are Telmen's school objects.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
a pen																		
a pencil																		
a ruler																		
a book																		
a map																		

Example: There are eleven pens on the desk.

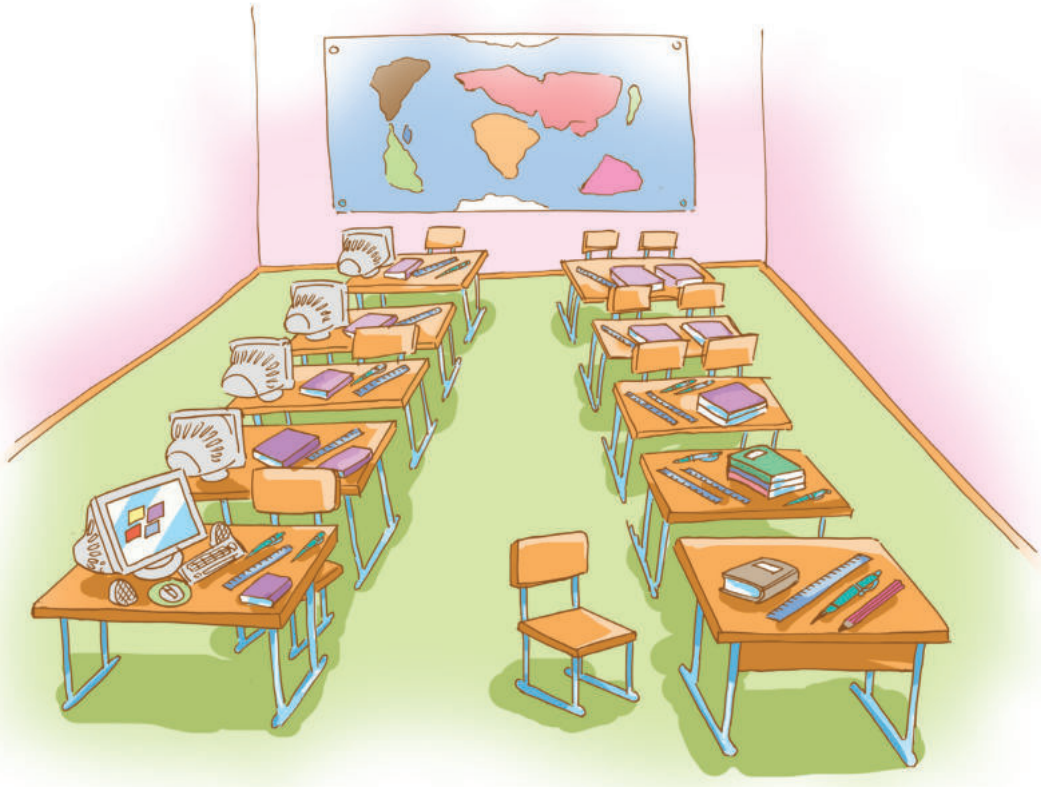
11c. Work in pairs. Look at the chart 11b. Ask and answer.

Example:

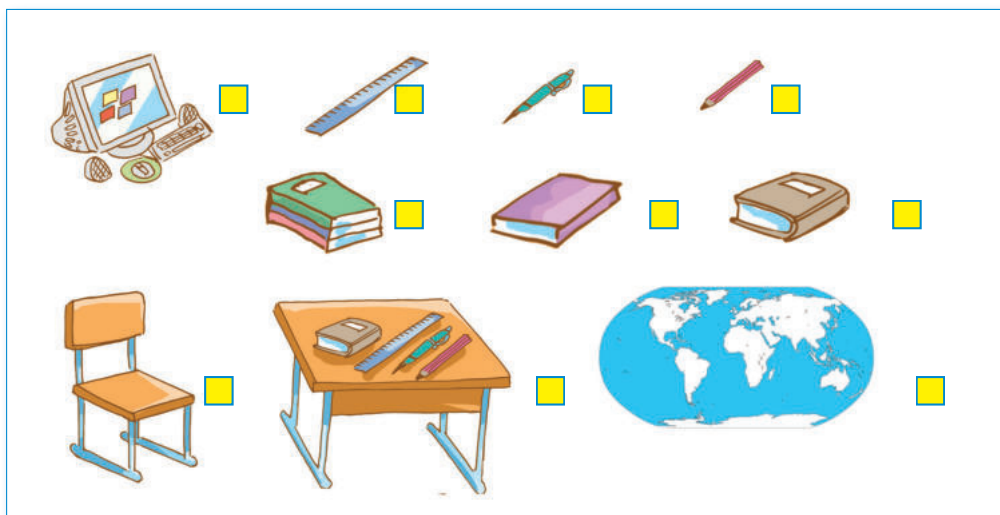
- Is there a pen? How many pens are there?

Yes, there is. Eleven

12a. Look at the picture of the classroom.



How many of each object do you see? Write the number in the box.



12b. Write the sentences.

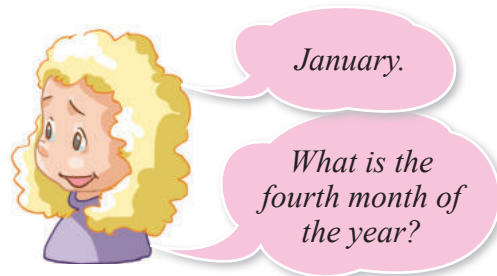
Example: There are twenty pencils on the desk.

13a. Match the ordinal numbers to the months.

- | | |
|---------------------------------------|------------|
| 1. The first month of the year is | April. |
| 2. The second month of the year is | August. |
| 3. The third month of the year is | March. |
| 4. The fourth month of the year is | January. |
| 5. The fifth month of the year is | September. |
| 6. The sixth month of the year is | November. |
| 7. The seventh month of the year is | October. |
| 8. The eighth month of the year is | December. |
| 9. The ninth month of the year is | February. |
| 10. The tenth month of the year is | July. |
| 11. The eleventh month of the year is | June. |
| 12. The twelfth month of the year is | May. |

13b.  Listen and check, then repeat.

14. Work in pairs. Ask and answer.



15. In groups of 3, do the chant and continue until 12. Present to the whole class.

Begin like this:

*I am number 1, I am the first,
I am number 2, I am the second,
I am number 3, I am the third, ...*

16a.  Listen to the dialogue and answer the question. Who is talking to Kelly?



16b.  Listen to the dialogue again and circle the correct answers.

1. What is the girl's name? a. Carla b. Kelly c. Candy
2. How old is the girl today? a. two b. twenty c. twelve
3. When is Dan's birthday? a. on the third of March b. on the third of May
c. on the fourth of March
4. What is the gift? a. Barbie b. Teddy Bear c. a CD

17a. Look and study. Prepositions *in* and *on*.

Telmen's birthday is in December.

Telmen's birthday is on the 31st of December.

17b. Complete the dialogue with *on* and *in*

A: How old are you, Telmen?

B: I'm twelve.

A: And when is your birthday?

B: My birthday is ... the third of May. How about you and Anu?


A: Well, my birthday is ... the seventh of December, and Anu's birthday is ... July.

18.  Listen to the song and sing along. Then answer the questions.

1. How many months are there in a year?
2. What is your favourite month? Why?

19. **Work in pairs, ask and answer. When are these children's birthdays?**

Example: How old is Tom? He is 11. When is his birthday? - It's on the 5th of August.



Tom 11
On the 5th of August



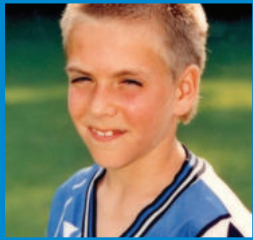
Cindy 10
On the 21st of July



Masha 8
On the 18th of September



Manlai 12
In March



Tim 13
In January



Ono 9
In July

20a. **Do a birthday survey. Ask all your classmates.**

Example: When is your birthday? - My birthday is on the seventh of December.

	Name	Birthday
1		
2		
3		
4		
5		

20b. **Write your friends' birthdays and present to the class.**

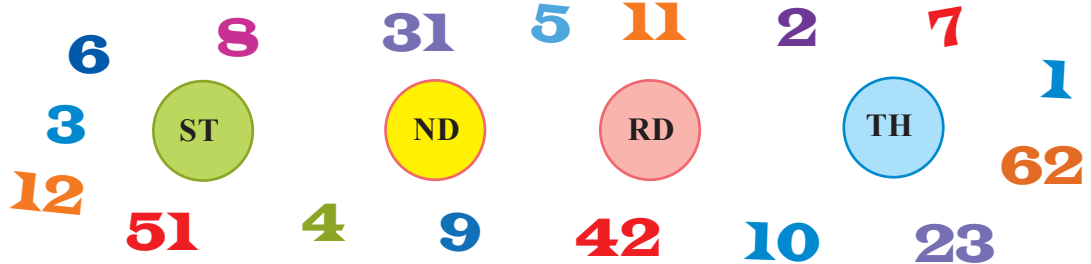
Example: My friend Ganaa's birthday is on the tenth of May.

SELF-CHECK

VOCABULARY

1. Write ordinal numbers.

Example: 1 - first, 2 - second



2. Write the months in order 1-12.

Example: The first month of the year is January.

October, March, June, September, May, November, January, April, July, December, February, June

USE OF ENGLISH

3. Choose the correct answers.

1. My friend's birthday is *in / on* July.
2. *Is / Are* there a pen on the desk?
3. My brother's birthday is *in / on* the 3rd of March.
4. Twelve is *odd / even* number.
5. There *is / are* sixteen pencils in the bag.

LISTENING AND SPEAKING

4a.  Listen and read.

Where are these children?



4b. Listen again and answer true (T) or false (F).

- | | | |
|---|---|---|
| 1. They are all from Mongolia. | T | F |
| 2. They speak English well. | T | F |
| 3. There are fifty students in their block. | T | F |
| 4. Martin is on the eighth floor. | T | F |
| 5. Margad is in the room number fourteen. | T | F |

5. Ask and answer these questions.

1. When is your birthday?
2. When is your friend's birthday?
3. How many boys and girls are there in your class?
4. Is November the second month of the year?
5. What is the date today?

READING AND WRITING

6a. Read the text and answer. Is it about a) months or b) Anu?

My name's Anu. I go to school on the first of September. My birthday is on the twelfth of October. My friend's birthday is in November. We celebrate Christmas in December. January is a winter month. Tsagaan Sar is usually in February. I give presents to my mum and sister on the eighth of March. The children's day is on the first of June, and Naadam is on the eleventh of July. My grandmother's birthday is in August. These dates are special for me.

6b. Read again and correct the sentences.

1. I go to school on the first of October.
2. We celebrate Christmas in January.
3. Tsagaan sar is on the eighth of March.
4. I give presents to my dad and grandfather.
5. Naadam is on the eleventh of June.



7. Write a birthday invitation.

at 5 o'clock

California restaurant

the 19th of August

Dear ...,

My birthday is on It's in It starts at

Please come to my birthday party!

Best wishes, ...

I can ...	Well	OK	Not well
<ul style="list-style-type: none"> • count 1-100 • say even and odd numbers • use ordinal numbers • name months of the year • talk about my and others' birthday • write birthday invitation 			

MODULE 2. ME AND MINE

UNIT 4. THAT'S MINE

LEARNING OBJECTIVES

Listening

L5 Understand some specific information of short, supported dialogue about the jobs

L8 Recognise words that are spelled out on topics about parents' jobs

Speaking

S1 Make basic statements which provide personal information

S2 Ask questions to find out personal information

S5 Give short, basic descriptions of people and their jobs at sentence level

S6 Use suitable words, phrases, and sentences during playing games

Reading

R4 Understand the main points of very short, simple texts about job activities

R5 Understand some specific information in very short, simple texts about people and their jobs

Writing

W1 Plan, write and check short sentences about family members' jobs

W2 Write, short sentences which give basic personal information

W4 Use joined-up handwriting in a written work

Use of English

UE1 Use genitive 's/ s' to name and label things

UE3 Use adjectives, including possessive adjectives, to give personal information

UE6 Use demonstrative pronouns this, these, that, those

UE7 Use possessive pronouns mine, yours to give basic personal information

UE9 Use common simple present forms, including short answer forms and contractions to give personal information

1.  Listen, look and repeat.



a firefighter



a cook



a pilot



a doctor



a policeman




a builder

2. Read the sentences and write the jobs.

1. She helps sick people. She works in the hospital. She is
2. He travels a lot. He flies a plane. He wears a uniform. He is
3. He works in a school canteen. He cooks food. He is
4. She works outside. She controls cars in the street. She is
5. She wears a uniform. She fights fire. She is
6. He builds new houses and schools. He is

3. Work in pairs. Look, read and correct.

Example:


1.  *A cook builds houses.*

*No! A cook doesn't build houses.
A cook cooks food.*

2.  A firefighter cooks food.

3.  A pilot helps sick people.

4.  A builder controls cars.

5.  A doctor fights fire.

6.  A policeman flies a plane.

4. Look and study. Possessive 's.

This is Carlo's hat.



That is Naran's ball.



These are Sam's pens.



Those are Naran's flags.

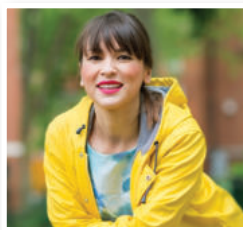


5a.  Listen to the people. Is it about their a) jobs or b) hobbies?

5b.  Listen again and complete the sentences.



1. His name is ...
He is from ...
He is a ...



2. She is ...
She is ...
She works in a ...



3. He is a German ...
He builds ... and ...



4. She is from ...
She is a ...
She helps ... people.



5. He is a ...
He controls ... and ...
... in the street.



6. Her name is ...
She is from ...
She is a ...

5c.  Listen again and match. Whose hat is this?

1. This is Carlo's hat.

2. This is Sandra's hat.

3. This is Henry's hat.

4. This is Suvdaa's hat.

5. This is Takashi's hat.

6. This is Nina's hat.



b.



6. Play a guessing game. "Are you a ...?"

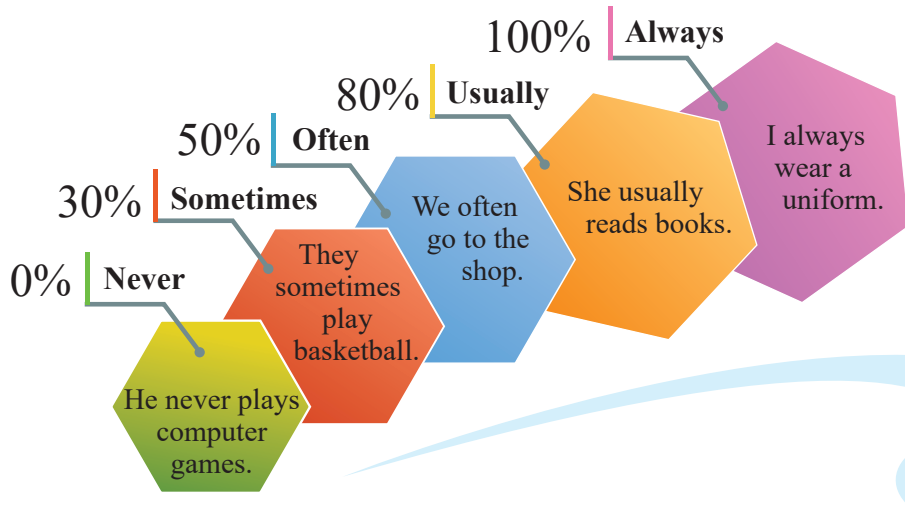
EXAMPLE:

- Hi! I live in the countryside. I ride horses. I have got sheep and goats.

- Are you a herder?

- Yes. I am. Your turn

7a. Look and study. Adverbs of frequency



7b. Look and answer. How often does Carla ...?



Example:

1. Carla always flies a plane.

8. Look at the pictures and write sentences.

Example: A herder usually rides a horse. Today he is riding a motorbike.

1. a/pilot/always/fly/plane/the  Now/he/play/football 
2. a/doctor/usually/help/people  Today/she/read/book/a 
3. a firefighter/always/ fight/fires  Now/he/cook/ food/at home 
4. a policeman/always/ control/cars/in/the/streets  Today/he/play/basketball in the gym 
5. a/cook/always/cook/food  Now/she/sit/and/talk/with/ children 
6. he/usually/build/houses  Today/he/swim/in/the/river 

9a. Look and study. Possessive adjectives.

This is **Nina's** hat. It's **her** hat. The hat is **hers**.

These are **Anu's** and my bags. They are **our** bags. These bags are **ours**.

9b. Match and write.

- | | | |
|-----------------------|---|-----------------|
| 1. It's my ball. | → | a. It's yours. |
| 2. It's their jacket. | | b. It's ours. |
| 3. It's your dog. | → | c. It's mine. |
| 4. It's his cat. | | d. It's hers. |
| 5. It's her flag. | | e. It's theirs. |
| 6. It's our pencils. | | f. It's his. |

9c. Look at the pictures and finish the sentences.



*Example 1. This is his dog.
This dog is his.*



2. This is her doll.
This doll is



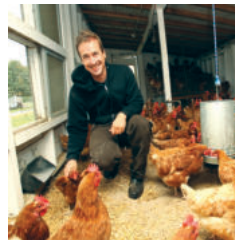
3. These are their horses.
They are



4. This is my cat.
This is



5. These are our goats.
They are



6. This is your chicken.
This chicken is

10. Play a game “Whose is it?”



11a.  Listen to the dialogue. Is it a) morning or b) evening?



11b.  Listen again. Choose the correct answers.

1. Och's hand phone is in his
a. pencil case b. bag c. pocket
2. Dad has got
a. Naran's phone b. Och's phone c. a mum's phone
3. Naran's jacket is in the
a. bag b. class c. wardrobe
4. Whose hat is in the wardrobe?
a. Naran's b. dad's c. Och's

12a. Read the text and answer. Is it about a) her family or b) her friends?

Hi! I'm Uyanga. I live with my family in Ulaanbaatar. I have two brothers and a sister. My father's name is Tenuun. He works at the police station. He is a policeman. He likes playing football and hockey. My mother is Maral. She works in the hospital. She helps sick people. She loves wrestling because my grandfather is a wrestler. My big brother is called Od, and he works at the fire station. He is a firefighter. He plays table tennis. My brother Och is a pilot. He travels a lot. My sister's name is Zulaa. She works in a restaurant. She is a good cook. She plays bowling. I want to be a builder. I like building nice houses. My favourite sports are basketball and volleyball.

12b. Read the text again. Write *yes* or *no*.

1. Uyanga wants to be a good cook.
2. Her father is a policeman and her mother is a policewoman.
3. Her grandfather is a wrestler, so her mother loves wrestling.
4. Her brothers are a pilot and a firefighter.
5. Uyanga lives with her grandparents.

13. Do a job survey. Find someone whose parents are ...

Example: Is your father a doctor? What is your mother's job? What does your sister do?

	a father	a mother	a brother	a sister	a grandfather	a grandmother
a pilot	1. Suvdaa 2. Naran					
a doctor						
a firefighter						
a cook						
a policeman						
a builder						

14. Write about your family members' jobs.

Begin like this: *I have got a ... family. There are ... people in my family. My father's name is He is a*

SELF-CHECK

VOCABULARY

1. Find the job names in the word search. Then complete the sentences.



1. A person who cooks food.
2. A person who builds houses
3. A person who flies a plane.
4. A person who fights fires.
5. A person who helps sick people.
6. A person who controls cars in the street.

USE OF ENGLISH

2. Read and choose the correct answer.

Example: ... father and mother are herders.

a) Telmen's b) Telmen c) Telmens

1. Is this book ...?

a) you	b) your	c) yours
--------	---------	----------
2. She is a doctor. She ... sick people.

a) helps	b) help	c) helping
----------	---------	------------
3. That is my coat not

a) she	b) her	c) hers
--------	--------	---------
4. He ... houses but today he ... basketball with his friends.

a) build / is building	b) builds / plays	c) builds / is playing
------------------------	-------------------	------------------------
5. She is ... mother and that horse is

a) my / hers	b) mine / hers	c) my / her
--------------	----------------	-------------
6. My sister is a teacher. They are ... students.

a) she	b) her	c) hers
--------	--------	---------

LISTENING AND SPEAKING

3a.  Listen to the dialogue between Telmen and Namuun. Are they talking about a) their favourite jobs or b) their parents?

3b.  Listen to the dialogue again and choose.

1. Telmen's favourite job is ...
a. a doctor b. a policeman c. a firefighter
2. Telmen's mother is a ...
a. a cook b. a doctor c. a pilot
3. Namuun helps her ...
a. brother b. sister c. mother
4. Telmen's mother helps ...
a. Namuun b. brother c. children
5. Namuun's father works at ...
a. the hospital b. the street c. the school

4. **Ask and answer.**

1. What does your mother/father do?
2. What is your favourite job?
3. What do builders do?
4. Who controls cars in the streets?
5. Who helps sick people?

READING AND WRITING

5a. **Read the texts and choose the best title.**

a) People and their families or b) People and their jobs.

1. Bataa is a famous cook and he works on television. He teaches how to cook healthy food. People like his "Healthy Food" programme.
2. Sanchir is a pilot. He always flies a plane to different countries. Also he is a good basketball player. This is his hobby. He plays basketball with his team in his free time.
3. Tumen is a herder. He lives in the countryside. He has a lot of horses and sheep. His hobby is horse racing so he has a lot of fast horses. His horses race during Naadam every summer.

5b. Read the texts again and write the names.

Example: Someone who flies a plane. Sanchir

1. Someone who has got a lot of fast horses. ...
2. Someone whose hobby is basketball. ...
3. Someone who teaches how to cook healthy food. ...
4. Someone who flies to different countries. ...
5. Someone who lives in the countryside. ...
6. Someone who works on television. ...
7. Someone whose horses race during Naadam. ...
8. Someone who is a famous cook. ...

6. Read about James and write about him.

Name: James

Surname: Anthony

Country: Australia

City: Sydney


Job: Teacher

Age: 28

Family: his wife and son

Hobby: basketball and tennis

Begin like this: *His name is James and his surname is Anthony. He is ...*



I can ...	Well	OK	Not well
<ul style="list-style-type: none">• talk about jobs• use possessive pronouns• use genitive 's/s'• describe different jobs• write about other people's jobs• ask and answer questions about jobs			

UNIT 5. BODY

LEARNING OBJECTIVES

Listening

L5 Understand some specific information and detail of short dialogue about favourite animals

L8 Recognise words that are spelled out on topics about body

Speaking

S4 Use basic vocabulary for parts of the body

S6 Use suitable words, phrases, and sentences during short pair, group and whole class exchanges

Reading

R3 Begin to read very short, simple, fiction and non-fiction texts about animals

R6 Understand the meaning of very short, simple texts about a farm

Writing

W1 Plan, write and check short facts about the animals

W4 Use joined-up handwriting in the missing parts of the body

W8 Use a full stop and question mark, comma during guided writing of short, familiar sentences

Use of English

UE1 Use singular nouns, plural nouns – including some common irregular plural forms

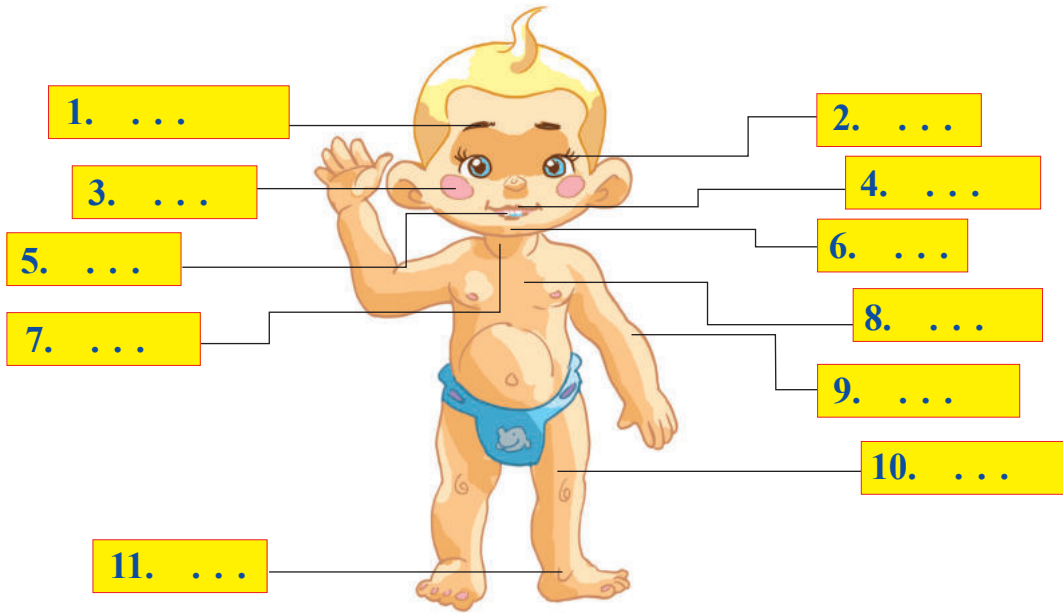
UE3 Use adjectives, including possessive adjectives, on familiar topics to give personal information and to describe things

Use comparative and superlative adjectives

UNIT 5. BODY

1.  Look and listen. Label parts of the body.

eyelashes a chest a neck ankles a chin lips a thigh
teeth cheeks elbows eyebrows



2.  Listen to the song and write the missing words in your notebook.

This is my head.

These are my ears.

These are my 1. ...

This is my 2. ...

These are my cheeks.

This is my 3. ...

This is my mouth.

These are my 4. ...

This is my tongue.

This is my 5. ...

This is my 6. ...

These are my
shoulders.

These are my hands.

This is my 7. ...

This is my wrist.

These are my 8. ...

... This is my chest.

This is my 9. ...

This is my thigh.

This is my 10. ...

This is my 11. ...


This is my ankle.

This is my 12. ...

These are my 13. ...



These are my 14. ...


3. **Work in pairs. Look and say. Change the pictures into the words.**

Two little hands and two little 
One big back and one big chest

Ten little  and ten little toes


Two little  and one little 

Two little  and two little 

One little mouth with lots of 

Rosy lips and a big forehead

And lots of  on the head

One little chin and two 

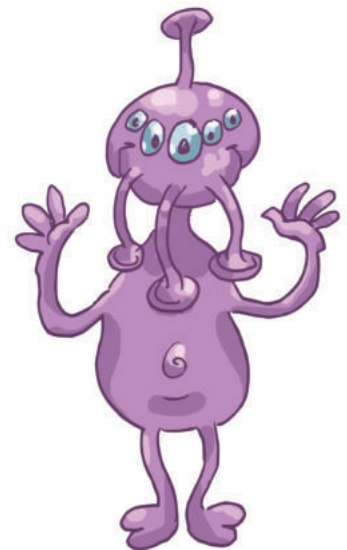
Two little ankles and two eyebrows

One long neck and two chubby cheeks

Two long  and two round knees

These are the parts of my body.

4. **Look at these aliens. Give names and describe them.**



Example: This is Zok. It has got This is This is

5. **Create your alien and draw. Write about it.**

Begin like this:

Look at my alien. He is from Mars. His name is He has got ..., ...,

6. Look at Murat's pets and learn the words.

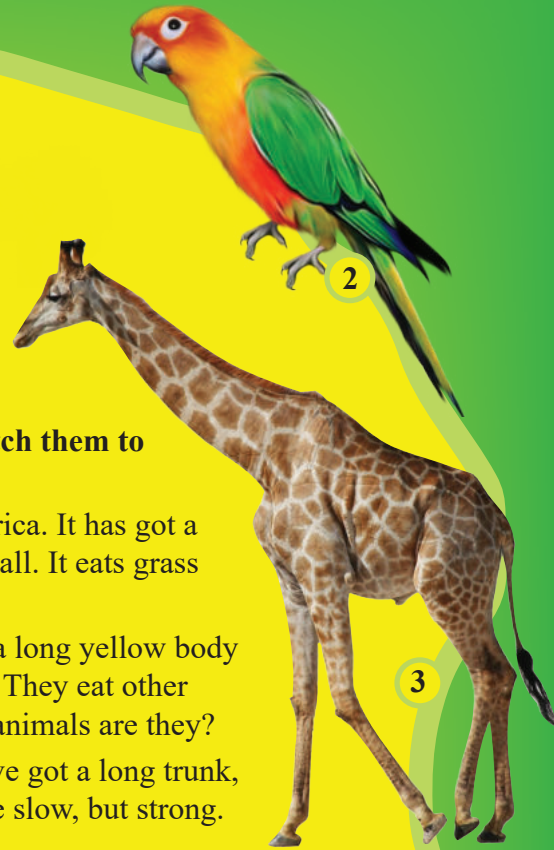



7a. Look at Murat's pets again and choose the correct words.

Murat lives in the countryside in Mongolia. He has got three pets. They are the horse, the dog and the eagle. His horse has got a **long/short** tail. And it's very **fast/slow**. It always wins the horse race on Naadam days. He loves his eagle very much. His eagle has got a **sharp/weak** beak. Also its claws are **strong/weak**. It hunts animals very well. The dog is his friend. His dog's paws are **small/large**. Its favourite food is meat and bones. Murat loves his pets very much.

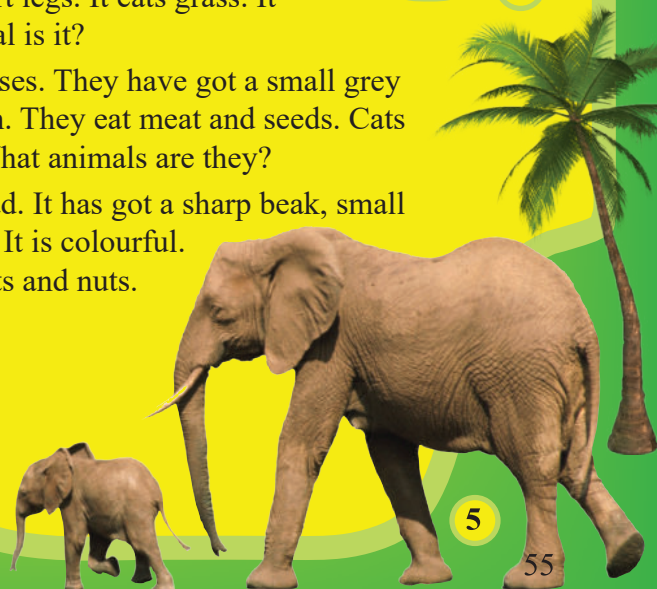
7b. Read again the text and find:

1. one name of the festival
2. two food names
3. the names of three animals
4. four parts of the animal body
5. five adjectives about animals



8a.  Read, listen to the descriptions and match them to the pictures.

- a. This animal lives in the savannas of Africa. It has got a long neck and a long tail. It is fast and tall. It eats grass and leaves. What animal is it?
- b. They are large animals. They have got a long yellow body and big paws. They are strong and fast. They eat other animals. They live in the jungle. What animals are they?
- c. They live in the hot countries. They have got a long trunk, big grey ears and a large body. They are slow, but strong. They eat grass. What animals are they?
- d. It has got a small head, long arms, short legs and a long tail. It's medium and brown. It usually lives in the jungle. It eats bananas and nuts. What animal is it?
- e. It lives in the forest. It sleeps during the winter and likes honey and ants. It has got a large brown body, short legs and big paws. It is a slow, but strong animal. What animal is it?
- f. This animal lives in the hole. It has got a small yellow and black body and short legs. It eats grass. It has got sharp teeth. What animal is it?
- g. They live in the steppe and houses. They have got a small grey body, a long tail and sharp teeth. They eat meat and seeds. Cats like them. They can run fast. What animals are they?
- h. It has got wings and a small head. It has got a sharp beak, small claws and a long tail. It can fly. It is colourful. It lives in the forest. It eats fruits and nuts. What animal is it?



8b. Read the descriptions again and complete the chart.

Animal	Giraffe	Bear	Marmot	Parrot	Tiger	Mouse	Monkey	Elephant
Has got	a long neck and a long tail							
Colour	black and orange							
Size	large and tall							
Lives in	savanna							
Eats	grass and leaves							

9a. Look and study. Comparative and superlative forms of adjectives.

long – longer – the longest

heavy – heavier – the heaviest

big – bigger – the biggest

Example:

An elephant is heavier than a horse.

An elephant is the heaviest animal in the world.

9b. Look at the examples and write.

1. small – smaller – the smallest

2. tall

3. short

5. fast

6. strong

7. fat

8. thin

9. noisy

10. happy

10. Read about the animals in the exercise 8a and compare them.

1. A marmot is ... (big) than a mouse.

2. A giraffe is ... (tall) than a bear.

3. A tiger is ... (fast) than an elephant.

4. A monkey is ... (happy) than a parrot.
5. Mice are ... (small) than marmots.
6. Elephants are ... (heavy) than giraffes.
7. Tigers are ... (strong) than bears.
8. A bear is ... (big) than a marmot.

11. Circle the correct answer.

- | | | | |
|--------------------------------|----------------|--------------|----------------|
| 1. Which is the biggest? | a. an elephant | b. a horse | c. a marmot |
| 2. Which is the smallest? | a. a parrot | b. a mouse | c. a giraffe |
| 3. Which is the fastest? | a. a tiger | b. a bear | c. a monkey |
| 4. Which is the tallest? | a. a giraffe | b. a parrot | c. a marmot |
| 5. Which has the longest ears? | a. a monkey | b. a tiger | c. an elephant |
| 6. Which is the heaviest? | a. a marmot | b. a bear | c. a mouse |
| 7. Which is the noisiest | a. a tiger | b. a parrot | c. a bear |
| 8. Which is the strongest? | a. a horse | b. a giraffe | c. a tiger |

12. Mix and mingle. Ask and answer. Use the words in the box

a giraffe a parrot a marmot a dog an eagle a tiger a horse
a mouse a sheep a cat a camel



13. Look, read and match.

a child



a tooth



a goose



a man



a foot



a woman



a sheep



a mouse



teeth



children



feet



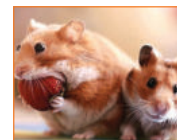
geese



men



mice



women



sheep



14. Write the plurals.

- | | | | |
|----------------|----------------|----------------|----------------|
| 1. a man ... | 3. a goose ... | 5. a foot ... | 7. a mouse ... |
| 2. a woman ... | 4. a tooth ... | 6. a child ... | 8. a sheep ... |

15. Read and correct.

1. Telmen and Anu are at the animal market. There are a lot of 1) a man and 2) a woman there today. Telmen is buying some 3) a goose and hens for his uncle. There are some 4) a child there. Two 5) a child are buying two 6) a mouse and a puppy as a pet.

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

SELF-CHECK

VOCABULARY

1. Odd one out.

1. a nose, a head, a foot, a face, cheeks
2. eyes, ears, a chin, eyebrows, a neck
3. a chest, legs, toes, ankles, knees
4. fingers, a wrist, arms, a stomach, hands
5. beaks, claws, paws, tails, parrots
6. women, teeth, a foot, men, children

2. Decode the animal names.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

- a. 10 9 18 1 6 6 5
- b. 5 12 5 16 8 1 14 20
- c. 16 1 18 18 15
- d. 20 9 7 5 18
- e. 13 15 14 11 5 25
- f. 13 1 18 13 15 20
- g. 5 1 7 12 5
- h. 8 15 18 19 5

USE OF ENGLISH

3. Write in the correct form.

1. A giraffe is ... (tall) than a horse.
2. Elephants are ... (large) animals on the land.
3. A tiger is ... (strong) wild animal in the forest.
4. Mice are ... (small) than marmots.
5. A horse is ... (fast) animal in Mongolia.
6. A parrot is ... (noisy) than an eagle.
7. A cow is ... (fat) animal on the farm.

4. Write the plural nouns.

1. a child _____
2. a foot _____
3. a tooth _____
4. a mouse _____
5. a man _____
6. a woman _____
7. a goose _____
8. a sheep _____

LISTENING AND SPEAKING

5a.  Listen to the dialogue and answer. Are they talking about a) their favourite pets or b) their favourite animals?

5b.  Listen to the dialogue again and answer the questions.

1. What is Anu's favourite animal?
2. Why does she like it?
3. Who likes honey?
4. What is Jane's favourite animal?
5. Are elephants the smallest animals in the world?

6. **Work in pairs. Ask and answer.**

1. What is your favourite animal?
2. Which is faster a tiger or a giraffe?
3. Which is the biggest animal in the world?
4. Have eagles got sharp beaks?
5. Do dogs eat grass and leaves?

READING AND WRITING

7a. **Read the text. Choose the best title a) In the zoo or b) On the farm.**

Hooray! Tomorrow is Saturday. I always go to my grandparents' farm. They have got a lot of sheep, goats, cows and horses. Also they have got many geese and pigs. I love one goose called Grey. She has got a long beak and a long neck. Her claws are sharp. She runs faster than others. The Grey's favourite place is green land because she likes grass. She gives eggs every day. She is a very good pet!

7b. **Read the text again. Complete the sentences.**

1. Today is
2. Telmen's grandparents live on a
3. His favourite pet's name is
4. Grey has got a and a
5. She runs faster than other
6. Grey likes

8. Look at the picture and write a short description.



- Name
- Size
- Parts of the body
- Place to live
- Food

Begin like this: *There are many animals in the zoo.*

I can ...	Well	OK	Not well
<ul style="list-style-type: none"> • name parts of the body • use adjectives for descriptions • use singular and irregular plural nouns • talk about animals • use comparative and superlative forms • write descriptions about scene pictures 			

UNIT 6. STORIES

LEARNING OBJECTIVES

Listening

L6 Use contextual clues to predict content and meaning in short, supported dialogue about the children's activities

L7 Understand short, supported narratives about a summer holiday

Speaking

S3 Describe details of someone's summer holiday

S5 Give short, basic descriptions of people's past action at sentence level

Reading

R4 Understand the main points of very short, simple texts about a summer holiday

R6 Understand the meaning of very short, simple story

Writing

W2 Write, short sentences what they did last week / weekends

W5 Link words or phrases using basic coordinating connectors when create own story

W7 Spell familiar high-frequency words accurately during guided writing activities

Use of English

UE9 Use common past simple forms [regular and irregular] to describe actions and narrate simple events including short answer forms and contractions

UE12 Use common -ly adverbs to describe actions

UE16 Use conjunctions and or but to link words and phrases

UE17 Use when clauses to describe simple present and past actions on personal and familiar topics

UNIT 6. STORIES

1a.  Listen and read about Telmen's holiday. Match the stories to the pictures



1. Last summer I **visited** my uncle's home on my holiday. They live in the countryside. On the first day I **helped** my uncle and **looked after** sheep and goats. In the evening my uncle **cooked** khorkhog for us. After dinner we **listened to** our uncle's interesting stories.
2. The next day I **played** with my uncle's children near the river. We **stayed** there all day and **loved** our games. We **watched** our sand castles and **enjoyed** a lot. After our game we **washed** our hands and **walked** home.

1b.  Listen and read again. Put the sentences in the correct order.

- ___ Telmen played with his uncle's children near the river.
- ___ He helped his uncle and looked after sheep and goats.
- ___ They watched their sand castles and enjoyed a lot.
- 1 He visited his uncle's home on his holiday.**
- ___ After their game they washed their hands and walked home.
- ___ In the evening his uncle cooked khorkhog for them.
- ___ After dinner they listened to their uncle's interesting stories.

2. Look and study. Past simple

(+) I/you/he/she/it/we/you/they **visited**. (-) I/you/he/she/it/we/you/they **didn't visit**.

(?) **Did** I/you/he/she/it/we/you/they **visit**?

Short answers: Yes, I/you/he/she/it/we/you/they **did**.

No, I/you/he/she/it/we/you/they **didn't**.

(?) What **did** you **do** yesterday? I **visited** my grandparents.

3. What did they do?

Example: Tom played basketball two days ago.

Telmen didn't help his uncle yesterday.

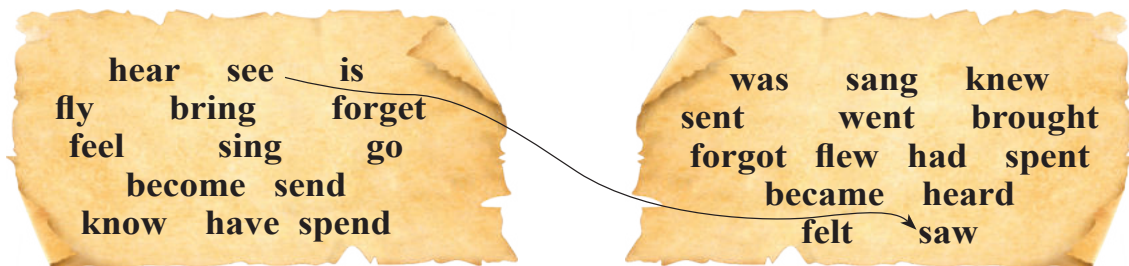
Tom	Play basketball two days ago	√
Telmen	Help his uncle yesterday	×
Maral	Visit grandparents last winter	√
Namuun	Wash clothes last Monday	×
Ochir	Cook pizza last week	√
Jane	Listen to music last night	×
John	Watch TV yesterday	√
Och	Look after sheep and goats three days ago	√
Enkhee	Walk in the garden	×
Purev	Stay in a ger	√
Peter	Live in the city	×

4. Mix and mingle. Ask and answer.

Example:



5. Match the verbs to their past forms.



- | | | | |
|--------------------|--------------|---------------|---------------|
| 1. bring - brought | 5. ... - ... | 9. ... - ... | 13. ... - ... |
| 2. ... - ... | 6. ... - ... | 10. ... - ... | 14. ... - ... |
| 3. ... - ... | 7. ... - ... | 11. ... - ... | |
| 4. ... - ... | 8. ... - ... | 12. ... - ... | |

6. Write 5 things you did last week.

Example: I helped my mother.

7a. Read the letter and write the verbs in the correct form.

Dear Uncle Bat,

How are you? I hope you are fine. We are in London now. I am writing to tell you about the great time we **had** (have) last weekend. We ... (go) to see a football game on Saturday evening. Manchester United ... (play) against Liverpool. I really ... (enjoy) it, but sadly Liverpool didn't win. You know, I am a big fan of it! On Sunday we ... (spend) the day looking around the city. We got lost because we ... (not have) a map. It wasn't a big problem because we asked a policeman and he ... (help) us. We ... (visit) the Lowry Museum. There were a lot of interesting paintings. In the evening we ... (have) dinner in a restaurant. The meal ... (is) so nice.

Yours,
Anu

7b. Read the letter again and choose the correct picture.

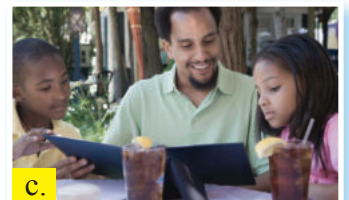
1. Where is Anu now?



2. What did they do on Saturday?



3. What did they do first on Sunday?

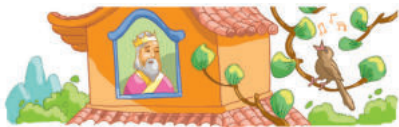


4. Who helped them when they got lost?



8a.  Listen, read and complete.

was sang knew sent went brought forgot flew became heard felt



a. Once upon a time, there 1) ... **(be)** a king. He lived in a beautiful palace. Behind the palace there was a forest. A nightingale lived there.



b. The nightingale 2) ... **(sing)** so sweetly. One day the king 3) ... **(know)** about the nightingale and 4) ... **(send)** a man to bring it to him.



c. The man 5) ... **(go)** to the forest and saw the bird then he 6) ... **(bring)** it.



d. At the palace the nightingale sang and the king loved him.



e. But one day a Japanese king sent him a golden toy nightingale. The king listened to the toy nightingale and 7) ... **(forget)** about the real nightingale.



f. So the real nightingale 8) ... **(feel)** badly and 9) ... **(fly)** back to the forest. Every night the king listened to the toy bird singing. But one day it didn't work.







g. The king was sad and 10) ... **(become)** sick. The real nightingale 11) ... **(hear)** and came back to his palace again. The king was so happy and lived happily.



h. His sweet music brought happiness to everyone in the palace forever.

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

	listened <input type="checkbox"/>	became <input type="checkbox"/>	forgot <input type="checkbox"/>	flew <input type="checkbox"/>
	watched <input type="checkbox"/>	heard <input type="checkbox"/>	sang <input type="checkbox"/>	flew <input type="checkbox"/>
	went <input type="checkbox"/>	sent <input type="checkbox"/>	brought <input type="checkbox"/>	helped <input type="checkbox"/>
	felt <input type="checkbox"/>	helped <input type="checkbox"/>	sent <input type="checkbox"/>	washed <input type="checkbox"/>
	knew <input type="checkbox"/>	didn't work <input type="checkbox"/>	forgot <input type="checkbox"/>	looked after <input type="checkbox"/>

8c. Read the story again and answer the questions.

Example:

Where did the king live?

The king lived in a beautiful palace

1. Where did the nightingale live?
2. Why did the king send a man to the forest?
3. Did the king listen to the nightingale?
4. What did the Japanese king send to the king?
5. Why did the nightingale fly back to the forest?
6. Why did the nightingale come to the palace again?

9. Work in groups. Role play the “Nightingale” story.

10. Look and study. *And / But / Or*

- We went to the river **and** played games.
- We went to the river **but** we didn't swim.
- Do you like tea **or** coffee?

11. Complete the sentences with *or/and/but*.

1. Telmen went to the countryside ... helped his uncle.
2. Do you ride horses ... camels?
3. He wanted to play basketball ... he forgot his ball.
4. The children looked after sheep ... goats.
5. They went to the gym ... didn't play.
6. Did you watch TV ... read a book last night?
7. I visited my friends ... went to the movie.
8. We wanted to buy new books ... forgot the money at home.

12a.  Listen to the dialogue between Bolor and James. Are they talking about a) playing games or b) watching games on TV?

12b.  Listen to the dialogue again and choose the best answer.

1. They are meeting ...
a. in the morning b. in the afternoon c. in the evening
2. Bolor wants to play ...
a. tennis b. basketball c. football
3. James forgot his ... when he was in the classroom.
a. ball b. cards c. book
4. James learnt to play tennis when he was ... years old.
a. seventeen b. seventy c. seven
5. Bolor learnt to play tennis when she was ... years old.
a. one b. ten c. nine

13. Look and study. Adverbs

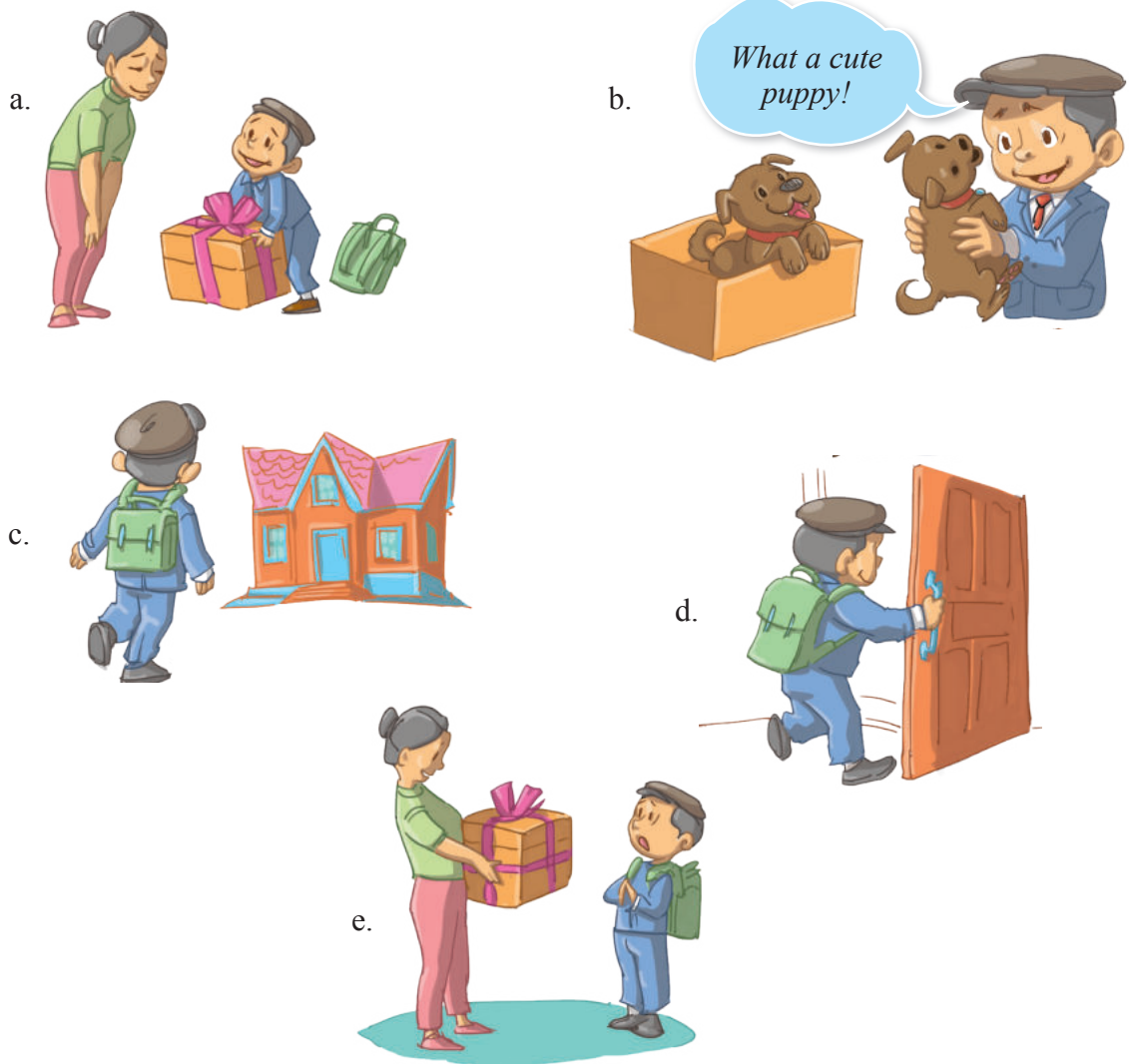
Sweet – sweetly	Quick – quickly
Slow – slowly	Loud – loudly
Careful – carefully	Beautiful – beautifully
Quiet – quietly	Careless – carelessly

*He gave a sweet gift to the king. The king smiled sweetly.
The man had a slow horse. The man walked slowly to the forest.
My dad is a careful driver. He drives carefully.*

14a. Read the story and write the missing adverbs.

It was a sunny summer day. Telmen walked ... (slow) to his home. He came home and opened the door ... (quick). When he opened the door his mother smiled ... (sweet) and gave him a big box. Telmen looked at her mother ... (quiet) and opened it ... (careful). What a surprise! He saw a small puppy in it and he shouted ... (loud) "What a cute puppy!" It was his birthday gift from his family.

14b. Read the story again. Put the pictures in the correct order.



1. ___ 2. ___ 3. ___ 4. ___ 5. ___

15. Work in groups and create your own story. Then role play it.

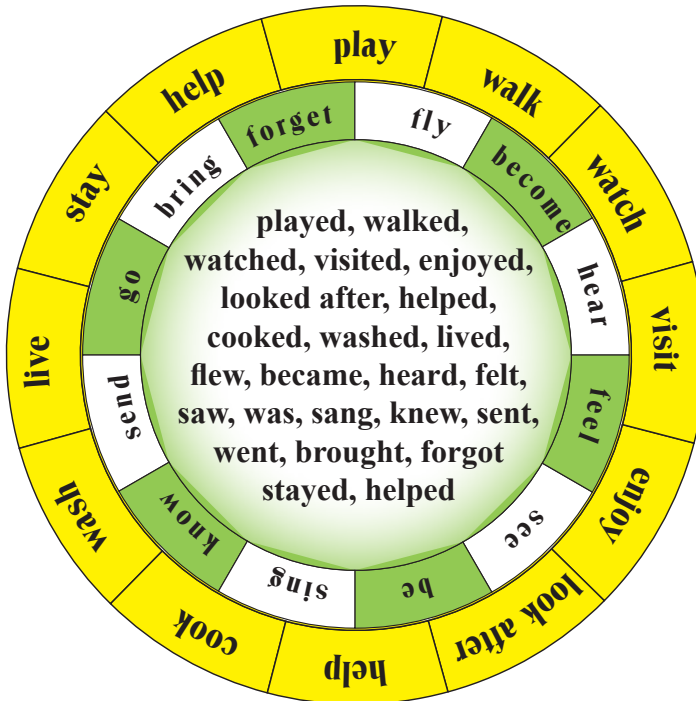
Begin like this: *It was a cold winter evening. Bold rode a horse and sang loudly.*

SELF-CHECK

VOCABULARY

1. Match the verbs to their past forms.

Example: watch – watched



2. Odd one out.

- | | |
|--|---|
| 1. cook, wash, visit, enjoy, was | 4. watched, loved, helped, heard, liked |
| 2. forget, send, play, know, go | 5. saw, felt, stayed, knew, sang |
| 3. listened, brought, flew, sang, went | |

USE OF ENGLISH

3. Circle the correct word.

1. My friend John is a quiet / quietly boy.
2. My sister opened the box careful / carefully.
3. Bolor sang an English song very loud / loudly.
4. He closed the door quick / quickly and went out.
5. We walked slow / slowly to the road.
6. Telmen's mother has sweet / sweetly smile.

4. Put the words in the correct order.

1. Aunt's / played / the / children / near / river.
2. they / dog / came / when / their / brought / They.
3. felt / the / She / when / heard / happy / she / news
4. became / the / He / king / but / like / didn't / he / it.
5. music / very / We / to / carefully / listened / and / sang / the.
6. sent / emails / They / to / other / each / last / summer.

5. Choose the correct word.

1. Do/Did you go to the circus yesterday?
2. Was/were she in the zoo two days ago?
3. We don't/didn't forget our homework yesterday.
4. They aren't/ didn't know the story.
5. Telmen didn't/doesn't watch TV last night.
6. What do/did you watch on TV last night?

LISTENING AND SPEAKING

6a.  Listen to the dialogue between Telmen and Jane. Are they talking about a) their hobbies or b) their holidays?

6b.  Listen to the dialogue again. Find the false sentences and correct them.

1. Telmen went to the countryside with his friends.
2. Jane went to the children's camp with her friends.
3. Telmen helped his uncle on his holiday.
4. Jane looked after goats and sheep in the countryside.
5. Jane liked the children's camp.
6. Telmen didn't like the countryside.

7. **Talk to each other about your last summer holiday. Use the given questions.**

1. Where did you go on your holiday?
2. What did you do there?
3. How long did you stay there?
4. Did you like your holiday?
5. Who did you go with?
6. Did you see/do interesting things on your holiday?

READING AND WRITING

8a. Read the paragraphs and put in the correct order.

- _ The wolf ran away suddenly. He was surprised. Then he saw his uncle and he knew why the wolf ran away. Telmen was happy to see his uncle.
- _ Suddenly there was a strange noise and his sheep and goats went away with fear. He walked quickly and looked around carefully. He didn't know what happened.
- _ It was early in the morning. Telmen looked after sheep and goats. There was no sound. Everything was quiet.
- _ Telmen felt unhappy. He called his uncle but he didn't answer him. Suddenly he saw a big wolf. What a scary animal! But Telmen was a brave boy. When he sang loudly, sheep and goats came back to him.

8b. Read the story again. Answer the questions.


1. When did it happen?
2. What did Telmen do?
3. Why did the sheep and goats go away?
4. Did he feel scary?
5. Did his uncle answer his call?
6. Why did the wolf run away?

9. Read the beginning of the story, then continue it.

walked came didn't see heard flew knew came played

Begin like this:

One day Jane walked to her friend's house. When she came there she didn't see anybody. But she heard sweet singing voice ...



I can ...	Well	OK	Not well
<ul style="list-style-type: none">• use regular and irregular verbs• read stories• use adverbs correctly• talk about past actions• use linkers <i>and</i> / <i>or</i> / <i>but</i>• use <i>when</i> clause• use <i>what a</i> / <i>an</i> + <i>adjectives</i>• make up stories			

MODULE 3. EVERYDAY LIFE

UNIT 7. DAYS

LEARNING OBJECTIVES

Listening

- L3 Understand basic questions about daily routines
- L5 Understand some specific information of the texts about two children's daily routines
- L6 Use contextual clues to predict content and meaning in short, dialogue about everyday activities
- L7 Understand short, supported narratives about days of the week

Speaking

- S1 Make basic statements about the week
- S2 Ask questions to find out weekday activities
- S3 Describe basic present and past actions on the topic
- S4 Use basic vocabulary for a limited range of general and curricular topics
- S5 Give short, basic descriptions of daily routine
- S8 Relate very short, basic stories and events on the topic

Reading

- R3 Begin to read with support very short, simple non-fiction story about hungry caterpillar
- R4 Understand the main points of very short, simple texts about the one's favourite day
- R5 Understand some specific information and detail in very short, simple sentences about telling the time

Writing

- W2 Write, with support, short sentences which give basic personal information
- W6 Use upper and lower case letters accurately when writing story

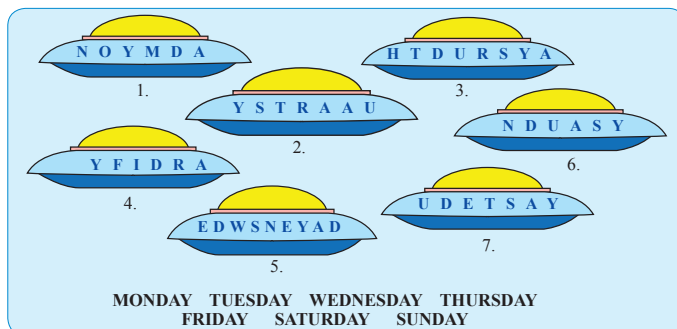
Use of English

- UE5 Use what to tell the time
- UE9 Use common simple present forms, including short answer forms
- UE14 Use prepositions of time: on, in at to talk about days and times
- UE17 Use So do I to give short answers

1.  **Work in pairs. Ask and answer. Then put the words in the correct order.**

Example: A: What day is in the first picture?

B: It's Monday. And what is the second one?



2.  **Listen to the song. Work in pairs, then answer the questions.**

Example:

- How many days are there in a week?

- There are seven days in a week.

1. How many days are there in a week?
2. How many days begin with S?
3. What days are weekend days?
4. What day is your favourite day? Why?
5. Which days are school days?

3a. **Read the story and choose the best title. a) A very fast caterpillar b) A very hungry caterpillar.**



On a Sunday morning the warm sun came out. Pop! - Out of the egg came a tiny and a very hungry caterpillar. He started to look for food. On Monday he ate through one apple. But he was still hungry. On Tuesday he ate through two pears. But he was still hungry. On Wednesday he ate through three plums. But he was still hungry. On Thursday he ate through four strawberries. But he was still hungry. On Friday he ate through five oranges. But he was still hungry. On Saturday he ate through six pineapples. But he was still hungry. On Sunday he ate

through one piece of cake, one ice-cream, one lollipop and one watermelon. That night he had a stomachache. The next day was Monday again. The caterpillar ate through one nice green leaf after that he felt much better.

3b. Read the story again and put the pictures in the correct order. Then finish the sentences.



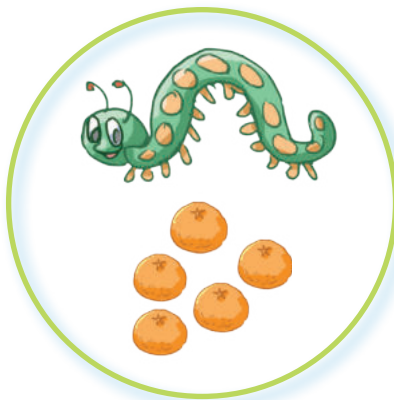
a. On Monday ...



b. On ...



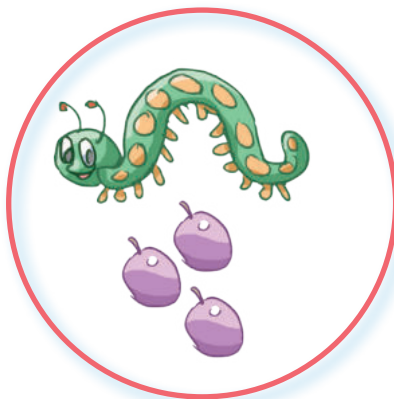
c. On ...



d. On ...



e. On ...



f. On ...



g. On ...

4a. Match the pictures to the activities.

a. get up b. go to school c. have a shower d. get dressed
e. have breakfast f. brush teeth g. go to bed
h. ride a bike i. do sports j. meet friends

4b. Listen and check. Then repeat.

5. Work in pairs. Ask and answer what Telmen does each day.

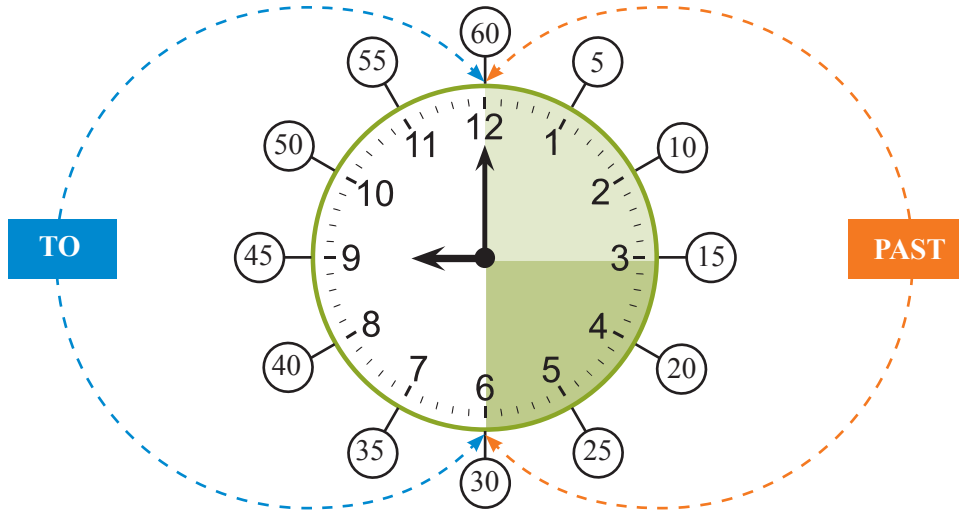
Example: What does Telmen do on Monday? He meets his friends.

- | | |
|----------------------------------|------------------------------------|
| 1. Monday / meet / friends. | 5. Friday / clean / his home. |
| 2. Tuesday / ride / a bike. | 6. Saturday / go / the music club. |
| 3. Wednesday / go / the library. | 7. Sunday / watch / TV. |
| 4. Thursday / do / sports. | |

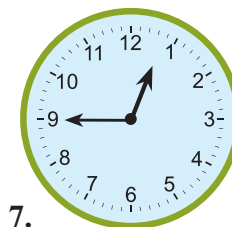
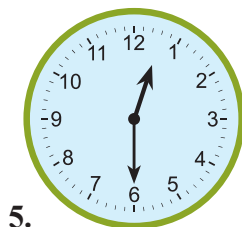
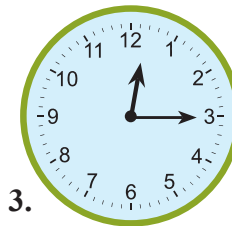
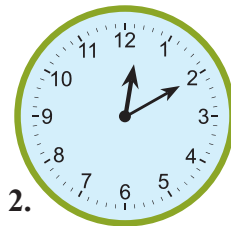
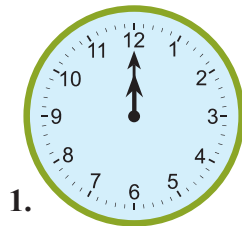
6a. Look and study. Telling the time.

There are 5 minutes between each of the numbers on the clock. Count by fives to find how many minutes after the hour.

Quarter = 15 minutes Half = 30 minutes



6b.  Look, listen and practise. Then write the times.



What time is it?

Example: It's twelve o'clock.

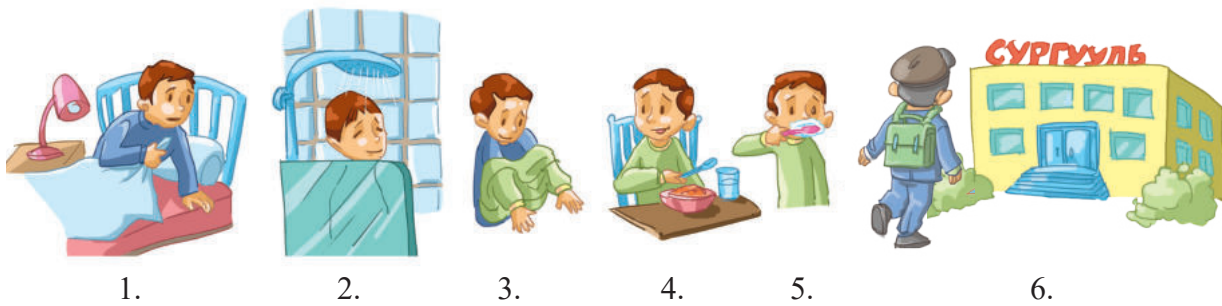
1. It is
2. It is
3. It is
4. It is

5. It is
6. It is
7. It is
8. It is

7. Create your own clock. Play a game “What time is it?”



8. Look at the pictures. Ask and answer.



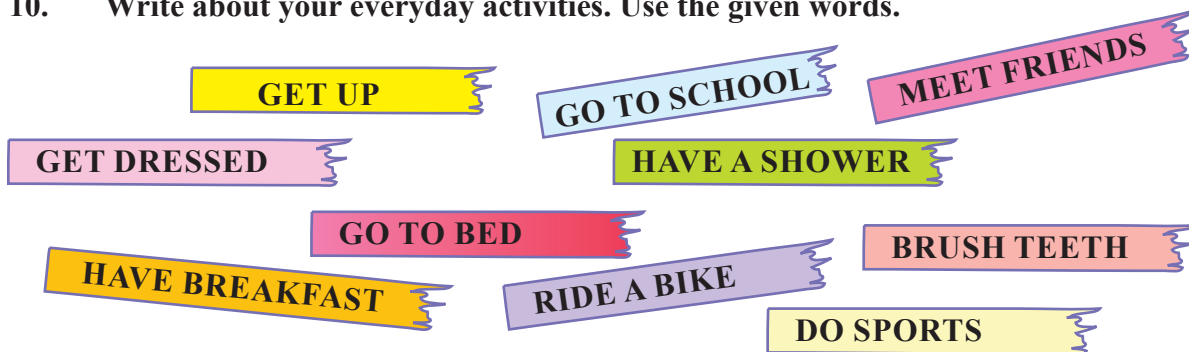
*Example: What time does Tsogt get up?
He gets up at half past seven.*

9a. Listen and answer. Is it about a) daily routines or b) weekend activities?

9b. Listen again and tick.

Activities	John	Anu
1. lives in England		
2. lives in Ulaanbaatar city		
3. gets up at 6:00		
4. gets dressed at 7:40		
5. has breakfast at 7:00		
6. rides a bikes after school		
7. reads books in the school library		
8. has lunch in the school canteen		

10. Write about your everyday activities. Use the given words.



Begin like this:

I get up at 7 o'clock then I have a shower. I have breakfast at...in the morning.

11a. Look and study. *So do I* and *Nor do I*

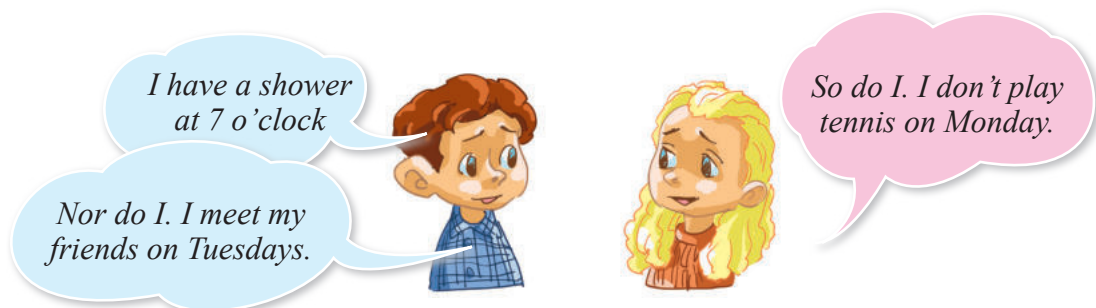
I watch TV at the weekends. - So do I.

I don't watch TV on Monday. - Nor do I.

11b. Read the sentences and complete with *so do I* and *nor do I*.

1. I always get up at 6 o'clock.
2. I don't go to school on Saturdays and Sundays.
3. I do sports at the weekends.
4. I visit my grandparents on Fridays.
5. I don't watch TV everyday.

12. Work in groups of 5. Play a chain game using "*so do I, nor do I*"



13. Look at Telmen's week day timetable and write.

Example: He goes to school from Monday to Friday.

	go to school	ride a bike	play basketball	go to the library	clean home	meet friends	play the piano
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							

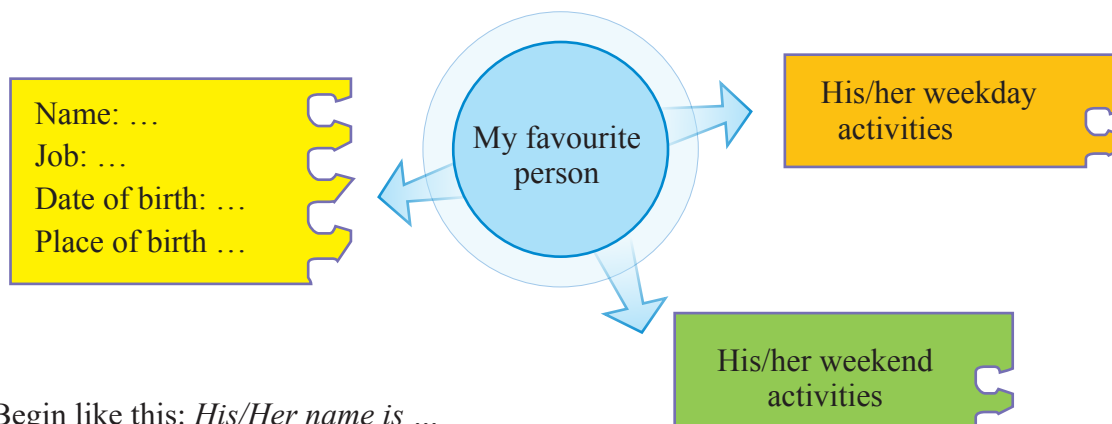
14a. Look and study. Prepositions *on, in* and *at*

the morning		the weekend	Saturday
In the afternoon	At		On The 3rd of March
the evening		ten o'clock	
summer			
October			
2010			

14b. Complete the sentences with the correct prepositions.

- We start our school ... 8 o'clock.
- My brother rides a bike ... Sundays.
- I went to China ... 2011 with my family.
- Halloween is ... October.
- Anand's birthday is ... the 1st of July.
- They watch TV ... the evenings.
- She visits her grandparents ... the weekends.
- We go to the countryside ... summer.

15. Who is your favourite person? Think and write about him/her.



Begin like this: *His/Her name is ...*

SELF-CHECK

VOCABULARY

1. Look at the pictures and write the verbs.



a. *have a shower*



b. ...



c. ...



d. ...



e. ...



f. ...



g. ...



h. ...



i. ...



k. ...

2. Look at the pictures and make sentences.

Example: Telmen plays basketball on Tuesdays.



1. Telmen / Tuesdays



2. Anu / the afternoon



3. Jane & John/ winter



4. Naran & Bill / July



5. Rita / weekends



6. Pete / 8 o'clock

3. Write the times in numbers.

1. *ten past three* It's 3:10

2. *quarter to ten* It's ...

3. *half past six* It's ...

4. *five o'clock* It's ...

5. *fifteen past seven* It's ...

6. *five to five* It's ...

7. *twenty to eight* It's ...

8. *one o'clock* It's ...

9. *twenty five to one* It's ...

10. *one to one* It's ...

USE OF ENGLISH

4. Choose the correct word.

- | | | | |
|--|------------|-------------|------------|
| 1. Bolor has lunch ... twelve o'clock. | a. on | b. in | c. at |
| 2. I was born ... 2005 in Mongolia. | a. on | b. in | c. at |
| 3. I don't watch TV every day. - ... | a. So do I | b. Nor do I | c. So am I |
| 4. My birthday is ... the 7 th of December. | a. on | b. in | c. at |
| 5. Naadam is ... July. | a. on | b. in | c. at |
| 6. On Mondays Naran ... meet friends. | a. don't | b. doesn't | c. didn't |
| 7. What time ... Anu go to bed? | a. do | b. does | c. is |

5. Put the words in the correct order.

1. Albert / school / the / goes / afternoon / in / to.
2. is / aunt's / May / My / on / birthday / second / twenty / of.
3. goes / Tuesday / the / club / Tsengel / to / piano / on.
4. do / get / you / When / up / in / the / morning?
5. Anu / does / What / go / time / school / to?

LISTENING AND SPEAKING

6a.  **Telmen is talking to his friend Kelly. Are they talking about a) their hobbies or b) their everyday activities?**

6b.  **Listen again and choose the correct answers.**

1. On Mondays to Fridays ... go to school.
a) Telmen b) Kelly c) Telmen & Kelly
2. On Mondays and Tuesdays ... reads a book in the school library.
a) Telmen b) Kelly c) Telmen & Kelly
3. On Mondays and Tuesdays ... goes home after school and helps mum.
a) Telmen b) Kelly c) Telmen & Kelly
4. ... goes to the music club on Wednesdays.
a) Telmen b) Kelly c) Telmen & Kelly
5. ... plays basketball on Wednesdays and Fridays.
a) Telmen b) Kelly c) Telmen & Kelly
6. At the weekends ... visits the grandparents.
a) Telmen b) Kelly c) Telmen & Kelly

7. **Answer the questions.**
1. What do you do on weekdays?
 2. What is your favourite day? Why?
 3. What do you do after school on Monday?
 4. Do you like weekends? Why?

READING AND WRITING

- 8a. **Read and write the words. Is Bilegt's favourite day a) a weekday or b) a weekend?**

Biligt's favourite day is Saturday. He gets up at eleven o'clock, has a shower and brushes his teeth. Then he gets dressed and has breakfast with his family. After that he always visits his grandparents and cleans their home. In the afternoon, he rides a bike with his grandfather. And then in the evening he plays cards with his grandmother. He has a lot of fun at grandparents' home and he goes to bed at half past twelve. Saturdays are happy days for Bilegt.

- 8b. **Read the text again. Number the sentences in the text order.**

- a. _ Bilegt plays cards with his grandmother.
- b. 1 He has a shower and brushes his teeth.
- c. _ He goes to bed.
- d. _ He gets dressed and has breakfast.
- e. _ He visits his grandparents and cleans their home.
- f. _ He rides a bike with his grandfather.

9. **Write about your weekdays and weekends.**

Begin like this: *I get up at ... on weekdays.*

I can ...	Well	OK	Not well
<ul style="list-style-type: none"> • count 1-100 • say even and odd numbers • use ordinal numbers • name months of the year • talk about my and others' birthday • write a birthday invitation 			

UNIT 8. WHAT'S COOKING?

LEARNING OBJECTIVES

Listening

- L4 Understand the main points of short supported dialogue about someone's favourite food
- L6 Use contextual clues to predict content and meaning in short dialogue

Speaking

- S1 Make basic statements which provide personal information
- S5 Give short, basic descriptions of objects at sentence level
- S7 Take turns when asking questions about the food with others in short, basic exchanges

Reading

- R3 Begin to read with support very short simple fiction texts about English meals and food from different countries with confidence
- R7 Understand the meaning of simple short recipes of "Pancake" and "Potato with garlic"

Writing

- W3 Write short familiar instructions with support for their peers with support
- W7 Spell a growing number of familiar high-frequency words accurately during guided writing activities

Use of English

- UE1 Use countable and uncountable nouns
- UE4 Use determiners *a, the, some, any, this, these, that* to refer to familiar objects
- UE15 Use *Would you like* and *Would you like to ...* for inviting and using appropriate responses
Yes, please, and No, thanks
- UE13 Use *will* to talk about future intention

1a. Look and learn countable and uncountable nouns.

Countable



an egg



a watermelon



a pancake



a biscuit



a cherry



a carrot



an onion



a pepper



a cabbage



a sausage

Uncountable



bread



mutton



rice



sugar



jam



milk



soup



pasta



cereal



bacon

1b. Put the words in the correct column.

Fruits	Vegetables	Drinks	Meat	Others
...

1c. Listen and check. Then repeat.

2a. Look and study. *Some/Any*

There is some milk in the glass.

There are some cabbages in the kitchen.

Is there any mutton in the fridge?

Are there any watermelons on the table?




There isn't any milk in the glass.

There aren't any cabbages in the kitchen.


2b. *Some or any?*

- Do we have ... soup?
- Is there ... cereal for breakfast?
- There is ... juice but there isn't ... milk.
- Are there ... watermelons in this supermarket?
- There are ... pancakes in the kitchen.
- Is there ... bacon in the fridge.
- There are ... eggs and ... onions on the table.
- There aren't ... cherries, but there are ... apples.

3a. Look and study. Countable/Uncountable nouns

Countable nouns
 One carrot  two carrots  some carrots 

Uncountable nouns



milk pasta mutton
 cheese rice jam

3b. Write C for countable and U for uncountable nouns.

- | | | |
|----------------|-----------------|-----------------|
| 1. an egg - C | 7. mutton - | 13. biscuits - |
| 2. rice - | 8. a cherry - | 14. a sausage - |
| 3. jam - | 9. an onion - | 15. a bacon - |
| 4. a pancake - | 10. a cabbage - | 16. soup - |
| 5. pepper - | 11. a carrot - | 17. sugar - |
| 6. bread - | 12. pasta - | 18. cereal - |

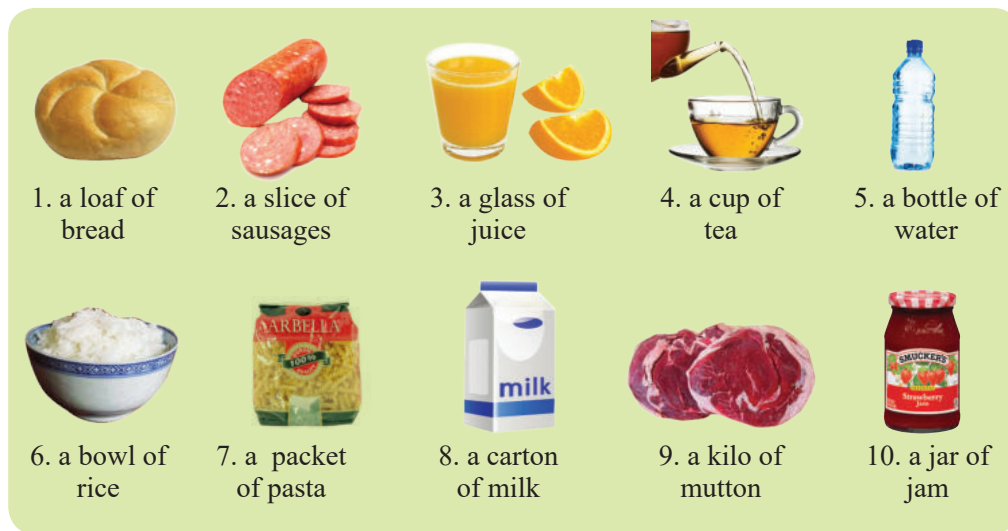
4. Work in pairs. Ask and answer the questions about the food in the fridge.



Example:

- Is there any bread in the fridge?
- Yes, there is some bread in the fridge.
- Are there any eggs in the fridge?
- Yes, there are some eggs in the fridge.

5a. Look and study. Quantity nouns.



5b.  Listen and repeat

5c. Complete the words.

- | | |
|------------------|-----------------|
| 1. ... of mutton | 6. ... of bread |
| 2. ... of tea | 7. ... of juice |
| 3. ... of jam | 8. ... of rice |
| 4. ... of water | 9. ... of bread |
| 5. ... of pasta | 10. ... of milk |

6a. Read the text and choose the best title. a) English meals or b) English breakfast?

Breakfast

English people have breakfast between 7:00 and 9:00 am. A traditional English breakfast: eggs, bacon, a slice of sausages, a slice of fried bread, tomatoes, baked beans and a cup of coffee. Nowadays English breakfast is a bowl of cereal, a slice of toast, orange juice and a cup of coffee.

Lunch

English people have lunch between 12:00 and 1:30 pm. Many children at school and some people at work have a “packed lunch”. This is a slice of sandwich, a packet of crisps, some fruit and a glass of juice.

Dinner

English people have dinner between 6:00 and 8:00 pm. A typical English dinner is meat and vegetables. Nowadays it is curry, a bowl of rice and a packet of pasta.

6b. Read the text again and complete the sentences. Use quantity nouns.

1. A traditional English breakfast: is *a slice of sausages* and *a slice of fried bread*.
2. English breakfast now is ... cereal, ...toast, ... coffee.
3. English people take ... sandwich, ... crisps, ... juice for lunch.
4. English dinner is: ... rice, ... pasta.

7. Work in pairs and find the differences in the pictures.

Example: A: Is there a glass of juice in picture 1?
B: Yes, there is. It's next to the bowl of salad. Are there any eggs in picture 2?
A: No, there aren't. There is a plate of eggs between the slices of bread and a cup of coffee.



8a. Listen to the dialogue and answer. Are they talking about a) food or b) their favourites.

8b. Listen to the dialogue again and choose the correct answer.

1. Who is talking?
a) Mary and Enhee b) Mary and Enhjin c) Mary and Eddy
2. What nationality is Mary?
a) American b) English c) Australian
3. What's Enhee's favourite food?
a) Chinese food b) Korean food c) Mongolian food
4. What's Mary's favourite food?
a) buuz b) rice and pasta c) huushuur
5. What Mongolian food doesn't Mary know?
a) horhog b) meat c) huushuur and buuz
6. Who is cooking horhog tonight?
a) Enhee's mum b) Enhee's uncle c) Enhee's dad

9a. Look and study. *Will* Future intention.

I/you/he/she/it/we/they will have juice for breakfast.

I/you/he/she/it/we/they won't (will not) have juice for breakfast.

9b. Choose *will* or *won't* and complete the sentences.

1. I *will/won't* drink some cold juice.
2. He *will/won't* buy some potatoes. There aren't any potatoes in his fridge.
3. They *will/won't* cook today. They will/won't eat out.
4. We *will/won't* have a birthday cake tomorrow. It's Bolor's birthday.
5. She *will/won't* buy a lot of sugar. It's not healthy.

10a. Read the text and answer. Which of these have sugar?

1. Sushi is Japanese food. You can make sushi with rice and fish. You won't cook them. You will eat sushi with chopsticks.
2. A pizza and pasta are Italian food. You can use different kinds of pasta and sauces. You will have spaghetti and macaroni for Italian traditional food.
3. A paella is Spanish. It's yellow rice. You will cook it with chicken or seafood.
4. Americans' favourite snack is biscuits. You will have biscuits with chocolate, fruit or jam. They have sugar.
5. You can eat popcorn as a snack. People around the world ate popcorn 2000 years ago. You will eat it at the cinema with salt or with sugar and butter. Popcorn seeds make a loud noise.
6. People like pancakes. There are many types of pancakes. You will cook them easily. Recipe and cooking are simple.

10b. Read the text again and match.

- | | |
|----------------------|----------------------------------|
| 1. A pizza and pasta | a. an American's favourite snack |
| 2. A paella | b. Japanese traditional food |
| 3. Biscuits | c. Spanish food |
| 4. Sushi | d. Italian traditional food |
| 5. Popcorns | e. famous in the world |
| 6. Pancakes | f. easy to cook |

11a. Look and study. *Would like* (offers)

Would you like some milk? = Would you like to have some milk?

Yes, I would.

No, I wouldn't.

I would like some milk. = I'd like some milk.

11b.  Listen to the dialogue. Are they talking about a) a pancake or b) a pancake and its recipe?

11c.  Listen to the dialogue again and circle the words which are in the dialogue.

1. milk pancakes. cheese, bread, a burger
2. a chocolate, peanuts, peas, butter, olives
3. oranges, vegetables, watermelons, honey, jam
4. coffee, oil, ice-cream, delicious, carrots
5. tomatoes, a recipe, salad, sandwiches, biscuits

12a. Look and learn the words.



1. peel



2. slice



3. grate



4. pour



5. mix



6. fry



7. roll







8. bake

12b.  Listen and repeat.







13a. Look at the text. What is it? a) A recipe or b) A letter?

INGREDIENTS
Makes for 4 people
Time: 10 minutes

 2 eggs
 ¾ cup milk
 3 tablespoons flour
 2 tablespoons sugar

1. Put the eggs, sugar, flour, and milk in the bowl.
 2. Mix them well.
 3. Heat the large pan.
 4. Pour mixture ¼ cup at a time.
 5. Heat until golden then turn it.
 6. Serve with jam

13b. Read the recipe again. Look and match.

1.  a. salt
 2.  b. jam
 3.  c. a pan
 4.  d. flour
 5.  e. sugar
 6.  f. eggs

14. Choose one Mongolian food and write the recipe.

Begin like this:

Ingredients: meat, ...

Instructions: 1. Cut the meat ...

SELF-CHECK

VOCABULARY

1. Odd one out.

1. a slice of bread, a kilo of sugar, eggs, a cup of tea
2. rice, sugar, bread, pasta, pancakes
3. an apple, a pepper, jam, a biscuit, an egg
4. carrots, tomatoes, potatoes, bacon, onions
5. watermelon, cherries, juice, grapes, apples

2. Write the words.



1. ...



2. ...



3. ...



4. ...



5. ...



6. ...

USE OF ENGLISH

3. Write a/an or some.

- | | | | |
|---------------|-------------------|---------------|--------------|
| 1. __ cabbage | 2. __ sugar | 3. __ sausage | 4. __ cookie |
| 5. __ jam | 6. __ mutton | 7. __ pepper | 8. __ egg |
| 9. __ soup | 10. __ watermelon | 11. __ cereal | 12. __ bacon |

4. Put the words in the correct order.

1. My / is / favourite / vegetable / food / soup.
2. like / Would / sausages / you / some?
3. an / for / We / have / breakfast / won't / egg.
4. of / like / rice / bowl / you / Would / a?
5. for / have / glass / burgers / orange / They / lunch / and / juice / will / a / some / of.

5. ***Some or any?***

1. A: Are there 1) ... peppers?
B: Yes, there are.
2. A: Is there 2) ... mutton?
B: Yes, there is 3) ... mutton in the fridge.
3. A: Have we got 4) ... soup?
B: Yes, we have got but we need 5) ... bread.
4. A: Would you like 6) ... bacon?
B: No, thanks.
5. A: What food would you like to have for breakfast?
B: I'd love to have 7) ... cereal and 8) ... tea.

LISTENING AND SPEAKING

6a.  **Listen to the dialogue. Are they in a) the shop or b) in the restaurant?**

6b.  **Listen to the text again and answer the questions.**

1. What did Emily buy first?
2. How much were they?
3. What did Emily buy next?
4. Are the fruits from America?
5. How many kilos did she buy?

7. **Answer the questions.**

1. What's your favourite food?
2. What do Mongolians eat on special holidays?
3. What do you have for breakfast?
4. Do you like vegetables?
5. What's your favourite drink?

READING AND WRITING

8a. **Read the text. Is the text about a) a garlic and cheese potatoes and it's recipe or b) black pepper potatoes.**

This is a great potato food. It's easy to cook. You need some cream, black pepper, garlic and good potatoes for baking. You can use cheese if you want. The garlic makes it delicious.

Ingredients:

- | | |
|----------------------|--------------------|
| 1.5 kg potatoes | 4 cloves of garlic |
| 500 ml cream | black pepper |
| 100 g cheese, grated | |

1. Peel and slice thinly all the potatoes using a sharp knife. Place them in a large bowl.
2. Add all the grated cheese, the cream, the garlic. Add black pepper.
3. Mix everything together well with a large spoon and then put it into a deep baking dish. Put the cheese over the top.
4. Bake in a pre-heated oven at 175°C, for 1 hour. After 30 minutes, take the potatoes out and gently press the potatoes down again to let the cream come up over the top. The top of the potato dish will be crispy and brown and it will be ready to eat straight away. There you go, simple and very tasty Oven Baked Creamy Garlic & Cheese Potatoes. Yum!


8b. Read the text again. Answer the questions.

1. What food is it?
2. What are the ingredients?
3. What will we do first?
4. What will we do second?
5. What will we do third?
6. What will we do fourth?
7. What will we do last?



9. Create your own recipe for food.

Begin like this: *Ingredients:* ...



I can ...	Well	OK	Not well
<ul style="list-style-type: none"> name and write food names and cooking verbs listen to different dialogues about food read about food and work on the information talk about my favorite food ask and answer the questions about food use quantity nouns, <i>will</i> for intention and <i>would</i> for offering 			

MODULE 4. NATURE PROTECTION

UNIT 9. WEATHER AND SEASONS

LEARNING OBJECTIVES

Listening

L3 Understand basic questions about weather

L5 Understand some specific information and detail of short, supported text about changeable weather in spring

L7 Understand short, supported narratives about weather forecast in different cities.

L8 Recognise words that are spelled out on topics

Speaking

S1 Make basic statements which provide personal information

S4 Use basic vocabulary for water and where it comes

S6 Use suitable words, phrases, and sentences during short pair, group and whole class exchanges when telling each other about importance of water

S8 Relate to give advice how to save water and nature

Reading

R1 Recognise, identify and sound the words at text level Recognise the English alphabet in print

R4 Understand the main points of very short, simple texts about a water cycle

R6 Understand the meaning of very short, simple texts 'A nice sun hat'

R7 Understand the meaning of simple short sentences on the text

R8 Use a simple picture dictionary with more infrequent support

Writing

W4 Use joined-up handwriting at the written work for weather forecast

W7 Spell high-frequency words accurately during guided writing activities

Use of English

UE3 Use adjectives, including possessive adjectives, on familiar topics to give personal information and to describe things

UE13 Use should/ shouldn't to give advice

UE17 Use when clauses to describe simple present

1a. Match the words to the pictures. Then ask and answer.

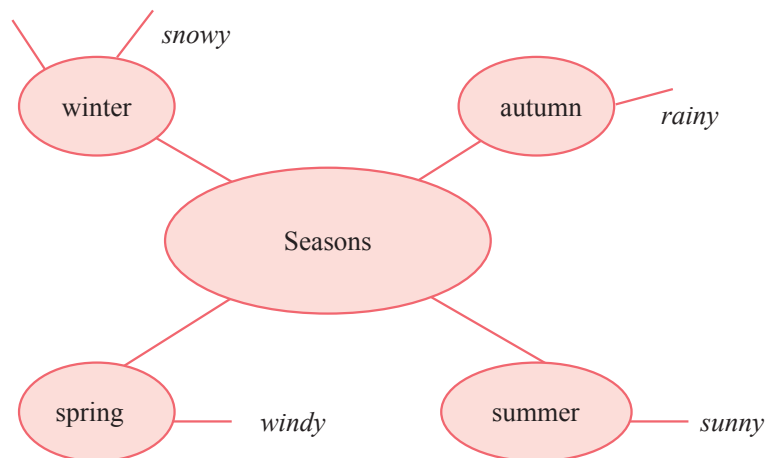
Example: 1. What's the weather like today? It's sunny.

- a. cloudy b. hot c. windy d. sunny e. snowy f. foggy g. cold h. rainy

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

1b.  Listen and check. Then repeat.

2. Write the adjectives into the web.



3. Work in pairs. Ask and answer the questions.

1. What's the weather like in summer?
2. What's the weather like in winter?
3. What's your favourite season? Why?
4. What kind of weather do you like? Why?

4a.  **Read and listen to the text. Is Anu talking about a) her holiday or b) the weather?**

Last spring I went to the countryside on my holiday. My aunt and uncle have a lot of sheep, goats and cows. I stayed there for a week. It was April. On the first day of my holiday the morning was sunny and warm. I helped my aunt to feed the baby animals. In the afternoon the weather became foggy and rainy. I played with my uncle's children and sang a song "Rain rain go away". But soon it became snowy and cold. So we went into the ger and played with anklebones. After three hours later the sun came back and it was warm, but windy. It was so interesting for me because there were four seasons in a day.

4b. Read and listen to the text again and choose the correct answer.

1. Anu's uncle and aunt live
 - a. in the city
 - b. in Ulaanbaatar
 - c. in the countryside
2. She stayed in the countryside for
 - a. a week
 - b. two weeks
 - c. a day
3. On the first day of her holiday in the morning the weather was
 - a. foggy and rainy
 - b. snowy and cold
 - c. sunny and warm
4. The children played with anklebones when the weather was
 - a. sunny and warm
 - b. snowy and cold
 - c. foggy and rainy
5. In the evening the weather was
 - a. sunny and warm
 - b. warm but windy
 - c. foggy and rainy

5a.  **Listen to the weather forecast in different cities. Write the weather words you hear under the cities.**

Ulaanbaatar	Sydney	New York	Beijing	London
				

5b.  **Listen to the weather forecast again and answer the questions.**

1. What will be the weather like in Ulaanbaatar?
2. What will be the weather like in Beijing?
3. What will be the weather like in New York?
4. What will be the weather like in Sydney?
5. What will be the weather like in London?

6. Match the words to the pictures.

- | | | | | | |
|-------------|--------------|--------------|----------------|------------|-------------|
| 1. a dress | 2. a jacket | 3. a T-shirt | 4. shoes | 5. a coat | 6. a hoodie |
| 7. socks | 8. shorts | 9. jeans | 10. boots | 11. gloves | 12. a scarf |
| 13. a shirt | 14. trousers | 15. a skirt | 16. a raincoat | | |



7. Tell your friend what clothes you wear when it is rainy, sunny, cold, snowy, warm and foggy.

Example:

- What do you wear when it is snowy?
- I usually wear a coat, gloves and a scarf. What about you?

8. What is the weather like in each picture? Describe each picture.



Example: In picture 1 it is winter. It is cold and snowy. The children are making a snowman and playing with snow. They are wearing warm coats, gloves and scarves.

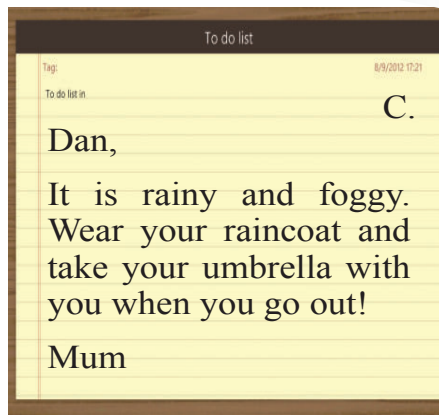
9. Match the sentences with the weather expressions.

- | | |
|---|----------|
| 1. We make a snowman when it is | a) rainy |
| 2. I wear a sun hat and carry an umbrella when it is | b) sunny |
| 3. We wear warm clothes when it is | c) hot |
| 4. We swim and sunbathe when it is | d) cold |
| 5. We wear raincoats and carry an umbrella when it is | e) snowy |

10. **Mix and mingle. Ask and answer the following questions.**

1. What do you do when it is sunny?
2. What do you do when it is snowy?
3. What do you do when it is rainy?
4. What do you do when it is hot?
5. What do you do when it is cold?

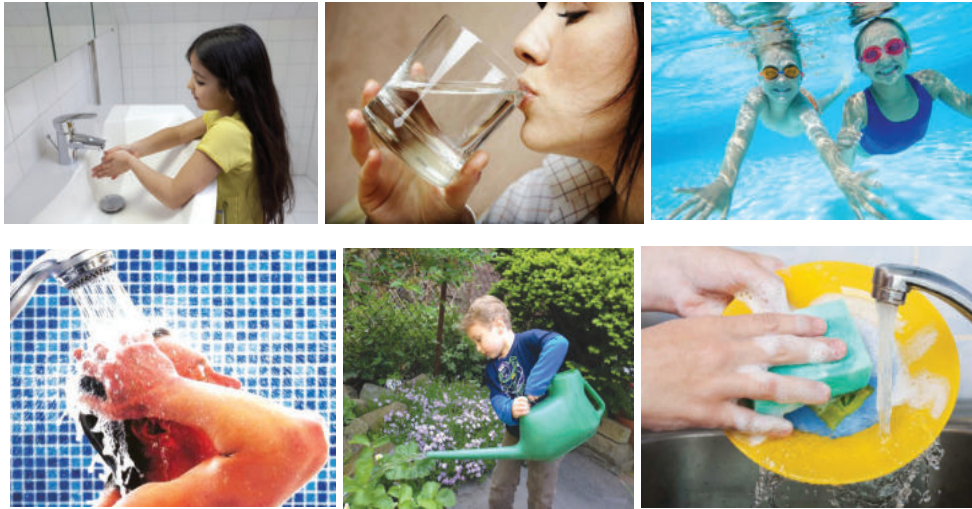
11a. **Which text is an email, a note or a text message?**



11b. **Read again and decide true or false.**

- | | | |
|---|---|---|
| 1. It is warm and sunny in Ulaanbaatar. | T | F |
| 2. Amy is playing outside and making a snowman. | T | F |
| 3. Misheel is in Ulaanbaatar now. | T | F |
| 4. Misheel is inviting Naraa to Bali. | T | F |
| 5. Dan is with his mum. | T | F |

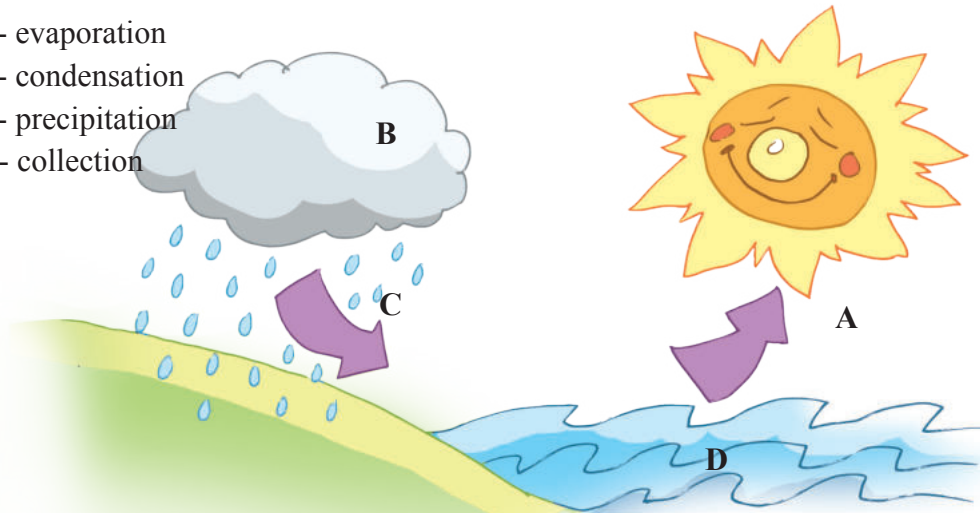
12. Look at the pictures and answer. When do we use water?



Example: We use water when we wash our hands and face.

13a. Look at a diagram about where the water comes from.

- A - evaporation
- B - condensation
- C - precipitation
- D - collection



13b. Match the words to their definitions.

- | | |
|------------------|--|
| 1. Evaporation | a. is when water vapor in the air gets cold and changes back into water, forming clouds. |
| 2. Condensation: | b. is when the sun heats up water in rivers or lakes or the ocean and turns it into vapor or steam. |
| 3. Precipitation | c. is when water falls back to the land as precipitation, it falls back in the oceans, or rivers or it may end up on land. |
| 4. Collection | d. is when the clouds get heavy and water falls back to the land in the form of rain or snow. |

14a. Look and study. *Should/Shouldn't* for advice.



You should save the water when you brush teeth.



You shouldn't turn on the lights when it is sunny.

14b. Look at the pictures and complete the sentences. Use *should / shouldn't*.



1. People ... wash their cars in the river.



2. You ... turn off the water when you soap your hands.



3. You ... pollute the water.




4. You ... have a short shower.



5. You ... turn off the lights when you leave your home.



6. Factories ... pour polluted water into the river.

15a.  Look at the pictures and listen to the dialogue. Are they talking about a) environmental changes or b) their favourite places?



1.



2.

Telmen: Anu, look at these pictures. Do you think these are the same places or different?

Anu: Well, let me see. I think these are the same places, but there are so many changes. Why?

Telmen: 5 years ago there were a lot of trees and animals. But today there aren't any trees and animals because of people's wrong action.

Anu: What a pity! I see a big clean river with a lot of fish in the first picture. But in the second picture I see a polluted river with only 2 fish. What should we do then?

Telmen : We should plant more trees again. We shouldn't pollute the rivers. When there are clean rivers and a lot of trees the animals will come back.

Anu: You are right! Let's talk to our friends and parents! We should start soon!

15b.  Listen to the dialogue again and answer the questions.

1. Why there aren't any trees and animals in the second picture?
2. Can you describe the differences between the pictures?
3. What is Telmen's advice for the second picture?
4. Who will they talk to?

SELF-CHECK

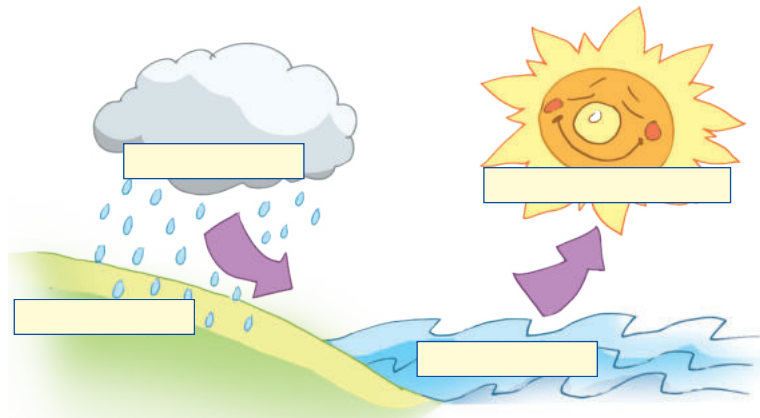
VOCABULARY

1. **Odd one out.**

1. rainy, snowy, weather, windy, cold
2. a skirt, socks, shorts, a sweater, hot
3. autumn, November, summer, winter, spring
4. make a snowman, swim in a river, carry an umbrella, wear a raincoat

2. **Put the words in the correct box.**

condensation, evaporation, collection, precipitation



USE OF ENGLISH

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

1. is / I / sunny / wear / it / a / when / sunhat.
2. when / water / it / drink / People / a lot of / is / hot.
3. do / wear / is / What / it / when / you / clothes / cold?
4. umbrellas / rains / We / when / it / carry / outside.
5. will / in / weather / tomorrow / What / be / like / the / Ulaanbaatar?

4. **Choose the correct answer.**

1. You should / shouldn't wear warm clothes when it's cold.
2. You should / shouldn't waste water when you wash your face.
3. You should / shouldn't turn off the computer when you finish work.
4. You should / shouldn't pollute the river when you go for a picnic.
5. You should / shouldn't wear a uniform at school.

LISTENING AND SPEAKING

5a.  Listen to the weather forecasts, then match them to the clothes.



a.



b.



c.

5b.  Listen to the weather forecasts again and choose the correct answer.

1. It will be windy in the late afternoon.

a) in Ulaanbaatar

b) in London

c) in Delhi

2. It will be very hot and sunny.

a) in Ulaanbaatar

b) in London

c) in Delhi

3. It is cold. It will be windy and snowy in the evening.

a) in Ulaanbaatar

b) in London

c) in Delhi

4. It will be rainy and foggy.

a) in Ulaanbaatar

b) in London

c) in Delhi

6. Ask and answer the questions.

1. What is the weather like today?

4. What is the weather like in Mongolia in January?

2. What is your favourite weather? Why?

5. What is the weather like in Mongolia in autumn?

3. What is the weather like in Mongolia in July?

6. What is the weather like in Mongolia in spring?

READING AND WRITING

7a. Read the text and choose the best title. a) *A nice sun hat* or b) *A nice sand castle*.

Telmen went to the countryside and visited his grandma. It was a beautiful summer day. Telmen wanted to go to the river and build a sand castle. His grandma didn't want him to go to the river because it was a very hot day and Telmen didn't have a sunhat. So his grandma decided to give him one of her hats. She had a lot of sunhats. Telmen tried four of grandma's hats. The pink one was really pretty, but it was too big. That wouldn't be good for building a sand castle. The blue hat was too bright. Telmen didn't like it because he's a boy. The red hat was nice, but it had flowers on it. Then Telmen saw a big straw hat. It was very nice and he liked it.


7b. Read the text again and choose the correct answer.

1. Where did Telmen go?
 - a. the shop
 - b. the school
 - c. the countryside
2. Who did he visit?
 - a. his grandma
 - b. his sister
 - c. his aunt
3. What did he want to do?
 - a. go to the river and swim
 - b. go to the river and build a sand castle
 - c. go to the river and walk
4. Why Telmen didn't wear a blue hat?
 - a. It was too bright.
 - b. It was too small.
 - c. It was too big.
5. Why did Telmen like the straw hat?
 - a. because it was nice
 - b. because it was red
 - c. because it was blue

8. Look at the chart and write about weather forecast in different cities.

New York	windy/cloudy
Moscow	snowy/cold
Tokyo	rainy/ foggy
Seoul	sunny/hot

Begin like this: *It is (will be) windy and cloudy in New York.*



I can ...	Well	OK	Not well
<ul style="list-style-type: none"> name weather and clothes listen and understand weather forecasts talk about weather in different places use when in my speech use <i>should</i> and <i>shouldn't</i> give advice how to save the environment read texts about water write weather forecasts using symbols 			

UNIT 10. ENGLISH ENVIRONMENT

LEARNING OBJECTIVES

Listening

- L3 Understand a limited range of unsupported basic questions about song
- L5 Understand some specific information of song
- L7 Understand short, supported narrative ‘The tortoise and the Hare’
- L9 Understand short songs about holidays

Speaking

- S1 Make basic statements which provide summer holiday plan
- S6 Use suitable words, phrases, and sentences during short pair, group and whole class exchanges
- S8 Relate very short, basic stories and events on a topic

Reading

- R1 Recognise, identify and sound of language at text level
 - Recognise the English alphabet in print
- R2 Read and follow familiar instructions for classroom activities
- R3 Begin to read with support very short, simple fiction texts with confidence and enjoyment
- R6 Understand the meaning of very short, simple texts about one’s summer holiday
- R8 Use a simple picture dictionary

Writing

- W1 Plan, write and check short invitations for the end of the year English party
- W6 Use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities

Use of English

- UE5 Use who what and where, how many to ask questions on familiar topics
- UE9 Use common past simple forms [regular and irregular] to describe actions and narrate simple events including short answer forms and contractions
- UE13 Use will to talk about future intention

UNIT 10. ENGLISH ENVIRONMENT

- 1a.  Read and listen to the story.
What is the story about?



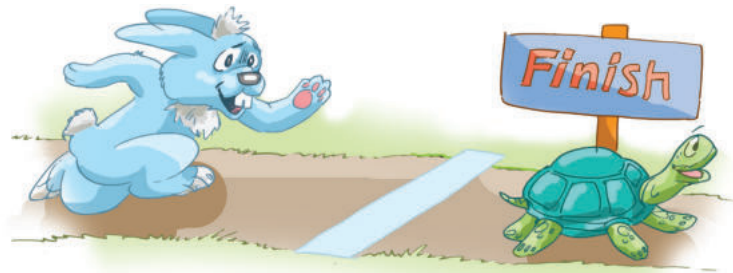
There was a beautiful forest. Many animals lived happily in the forest. A tortoise and a hare also lived in the forest.



But one day they talked about who was faster. They decided to go on a race to find who was better. Finally, they went on a race in front of all the animals.



As everyone knows, the hare ran very fast but the tortoise walked slowly. After sometime, the hare looked back and the tortoise was far behind. The hare decided to have a rest for some time and run again. The hare slept. The tortoise walked slowly and crossed the hare.



The hare woke up suddenly and saw that the tortoise was nearing the Finish line. The hare started to run. But, the tortoise won the race. Moral of the hare and the tortoise story is "Slow and steady wins the race".

1b. Read the story again. Find someone who ...

- 1 ... lived happily in the forest. *Many animals*
- 2 ... also lived in the forest.
- 3 ... ran very fast.
- 4 ... walked slowly.
- 5 ... decided to have a rest for some time and run again.
- 6 ... crossed the rabbit.
- 7 ... woke up suddenly.
- 8 ... won the race.

2. Work in pairs. Match the questions to the answers.

- | | |
|---|--|
| 1. Where did the animals live? | a. The tortoise won the race. |
| 2. How did they live? | b. Because the tortoise was far behind. |
| 3. Why did they decide to go on a race? | c. The tortoise walked slowly. |
| 4. Why did the hare decide to sleep? | d. The animals lived happily in the forest. |
| 5. How did the tortoise walk? | e. Because they talked about who was faster. |
| 6. Who did win the race? | f. The animals lived in the forest. |

**3. Work in groups. Make finger puppets of the animals for the story
“The tortoise and the Hare”**

Materials you need:

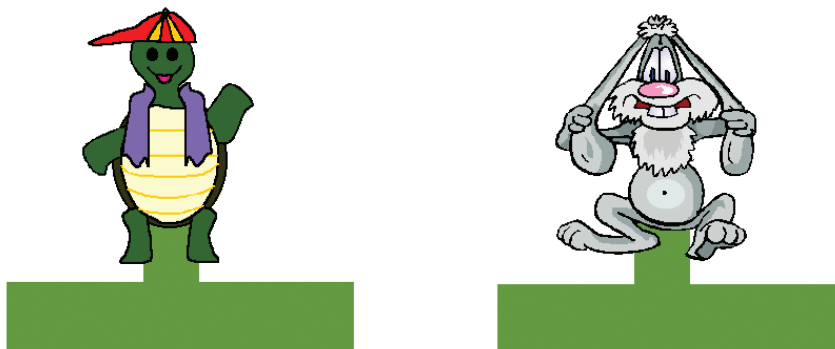
- paper
- scissors
- crayons
- tape or glue

Instructions:

- draw the animal
- cut out the animals
- colour the animals
- roll and tape or glue the bottom rectangle to make a tube that fits over your finger ...

You can cut the rectangle smaller if needed.

Example:



4. Read and role play the story. Use your finger puppets.

The Tortoise and the Hare

Characters

Narrator 1

Narrator 2

Hare

Mouse

Frog

Snake

Horse

Tortoise

Cheering Team 1 (several students)

Cheering Team 2 (remaining students)

Narrator 1: One sunny day in the forest, Mouse, Frog, Snake, and Horse were sitting around talking

Narrator 2: All of sudden, Hare ran up to them. He jogged in place as he spoke to the other animals.

Hare: I feel like running a race. Who would like to race with me? How about you, Mouse?

Mouse: No, not me. I can't run along fast enough to beat you!

Hare: You are right. How about you, Frog?

Frog: No, not me. I can't hop along fast enough to beat you!

Hare: You are right. How about you, Horse?

Horse: No, not me. I can't gallop along fast enough to beat you!

Hare: You are right. How about you, Snake?

Snake: No, not me. I can't sssssslither along fast enough to beat you!

Hare: You are right. I am the fastest animal around! I have never been beaten in a race.

Narrator 1: At the moment, Tortoise came out. He was walking very slowly towards the group.

Tortoise: I will race with you.

Narrator 2: The other animals stared at Tortoise. Then Hare laughed at him.

Hare: You? You must be joking! You are so slow!

Narrator 1: The other animals laughed too. How could Tortoise ever beat Hare?

Tortoise: I can beat you.

Hare: No, you can't.



Tortoise: Yes, I can

Hare: No, you can't.

Tortoise: Yes, I can

Hare: Well, I hate to see you make a fool of yourself, but Ok.

Tortoise: All right then. Let us begin.

Narrator 1: Tortoise and Hare stood up side by side.

Snake: Get ssssssset ...

Narrator 2: Tortoise and Hare crouched down. They were ready to run!

Frog: Go!

Cheering Team 1: Go Tortoise!

Cheering Team 2: Go Hare!

Narrator 1: Tortoise started moving very slowly.

Narrator 2: Hare ran quickly, leaving Tortoise and the other animals behind. Horse looked at Tortoise.

Horse: You must move a faster if you want to win.

Tortoise: This is as fast as I go. Step by step, step by step

Narrator 1: Hare was very fast ahead by now. He decided to take a little nap.

Hare: That Tortoise will never catch me up. When I wake up, I will win!

Narrator 2: Hare lay down and went to sleep.

Narrator 1: While Hare slept, Tortoise caught up with him. He moved slowly past him.

Mouse: Hare!

Frog: Wake up!

Snake: Tortoissssssse isssssss beating you!

Narrator 1: Hare was sleepy. Finally he was awake.

Hare: Huh? What? What is going on?

Horse: Tortoise is ahead of you. Get going!

Hare: I have plenty of time! Please, let me nap!

Narrator 2: The other animals shrugged. Hare would not listen to them.

Mouse: Fine. Rest then.

Snake: Let usssssss go catch up with Tortoissssssse.

Frog: Hop to it!

Horse: Giddy-yap!



Narrator 1: The animals ran to catch up with Tortoise. They watched as he crossed the finish line.

Narrator 2: Mouse patted Tortoise on his back.

Mouse: Well done!

Frog: Great job!

Snake: Congratulationsssssss.

Horse: Good going!

Narrator 1: Meanwhile, Hare had woken up.

He looked at his watch and started off toward the finish line.

Narrator 2: Hare was out of breath when he caught up to the other animals. Then he saw that Tortoise had won the race.

Hare spoke to tortoise.

Hare: How did you beat me?

Tortoise: Well, it is a little secret of mine.

Hare: Oh, come on. You can tell us.

Snake: Yesssssss, pleasssssss do.

Frog: What is the way?

Mouse: We want to know.

Horse: What is the secret?

Tortoise: I learned this lesson from wise old Grandfather

Tortoise: As you move from place to place, slow and steady wins the race.

Hare: How about another try? One more race. I know I can beat you this time.

Tortoise: Maybe tomorrow. Right now I must go to the pond. A duck is waiting there for me. He wants to see who the fastest swimmer is.

Mouse: May we come along?

Tortoise: Of course.

Narrator 1: All the animals followed Tortoise, even Hare.

Narrator 2: As they walked they chanted the lesson Tortoise had just taught them.

All: As you move from place to place,
Slow and steady wins the race!



5a.  Listen to the song “Hello, Goodbye” by Beatles. Write the missing words.

- a. I don't know why you say goodbye** **b. You say goodbye and I say hello**
c. (But I may mean no) **d. You say why and I say I don't know**
e. Do you say goodbye? **f. Hela, goodbye hello**

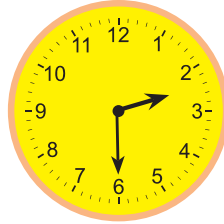
You say yes, I say no	I don't know why you say goodbye
You say stop and I say go, go, go	I say hello
You say yes, I say no	
You say stop and I say go, go, go	I don't know why you say goodbye
Oh, no	I say hello
1. ...	You say yes
Hello, hello (x2)	(I say yes)
2. ...	I say no
I say hello	5. ...
I say high, you say low	You say stop
3. ...	(I can stay)
Oh, no	And I say go, go, go
You say goodbye and I say hello	(Til it's time to go)
(Hello goodbye, hello goodbye) (x 2)	Oh, no
Hello, hello	You say goodbye and I say hello
(Hello goodbye)	Hello, hello
I don't know why you say goodbye	I don't know why you say goodbye
I say hello	I say hello
Why, why, why, why, why, why	Hello, hello
4. ...	I say hello
Goodbye, bye, bye, bye, bye	Hello, hello
Oh, no	I don't know why you say goodbye I say hello
You say goodbye and I say hello	Hello
Hello, hello	6. ...
I don't know why you say goodbye	Hela, goodbye hello
I say hello	Hela, heba helloa
Hello, hello	

5b.  Listen to the song again and do the actions.

6a. Write an invitation for the End of Year English Party.

WELCOME TO THE END OF YEAR ENGLISH PARTY!

When:



Where:



What to bring:



What to wear:



What to do:



6b. Write your invitation.

WELCOME TO THE END OF YEAR ENGLISH PARTY!

When: It will be on ...

What to wear: You should ...

Where: In ...

What to do: You will ...

What to bring: You should ...



SELF-CHECK

VOCABULARY

1. Odd one out.

1. France, Canada, Mongolia, Spain, American
2. Math, literature, Gym, Russian, English
3. March, Saturday, January, July, December
4. a firefighter, a cook, a policeman, build, a pilot
5. elbows, knees, eyes, a nose, legs
6. play, see, forget, sing, go
7. get up, brush teeth, stay, walk, visit
8. meat, rice, a carrot, coffee, honey
9. windy, rain, foggy, snowy, cold
10. fast, slow, large, sweetly, small

USE OF ENGLISH

2. Choose the correct answer.

1. I ... from Spain. I speak Spanish.
a. is b. are c. **am**
2. Natasha and Boris ... in Russia.
a. live b. lives c. living
3. My friend ... reading a book in the library.
a. am b. is c. are
4. We ... reading interesting stories in the classroom.
a. is b. are c. am
5. The elephants are the ... animals in the jungle.
a. large b. larger c. largest
6. A tiger is ... than a horse.
a. strong b. stronger c. strongest.
7. These cats aren't Jane's. They are
a. ours b. our c. her
8. Those are ... dogs, not theirs.
a. ours b. our c. their
9. My brother is a ... boy.
a. quietly b. quiet c. quieter
10. We ... order a pizza tomorrow.
a. did b. will c. are

3. Match the questions to the answers.

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

- | | |
|---|--|
| 1. What nationality are you? | a. My favourite job is a teacher. |
| 2. What are you doing in the library? | b. I play tennis everyday. |
| 3. Where did you go last summer? | c. Today is sunny and warm. |
| 4. What is your favourite job? | d. Yes, I do. I like meat. |
| 5. How often do you play tennis? | e. I am Mongolian. |
| 6. Which is bigger, a bear or a parrot? | f. I go to school at eight on Tuesday. |
| 7. Will you meet your friends tomorrow? | g. Yes, I will. |
| 8. What is the weather like today? | h. I went to the countryside. |
| 9. When do you go to school on Tuesday? | i. I am reading a book. |
| 10. Do you like meat or vegetables? | j. A bear is bigger than a parrot. |

LISTENING AND SPEAKING

4.  Listen to the song and write the missing words.

- a. a fair b. mountains c. a park d. a swimming pool e. a beach f. a zoo

Holidays! Holidays!	I want to go to the swimming pool
I want to go to the 1. ...	I want to go to the beach
I want to go to the zoo	Holidays! Holidays!
I want to go to the mountains	I want to go to the 5. ...
I want to go to the 2. ...	I want to go to the 6. ...
Holidays! Holidays!	I want to go to the park
I want to go to the 3. ...	I want to go to the fair
I want to go to the 4. ...	Holidays! Holidays!
Hooray!	

5. Work in groups and talk about your summer holiday plan. Use the given questions.

1. When does your school finish?
2. Where do you want to go on holiday?
3. How long do you want to stay there?
4. What do you want to do there?
5. Who do you want to go with?

READING AND WRITING

6a. Read the text and choose the best title. a) My summer holiday or b) My summer activities

Summer holidays are the longest of all the other holidays. I like summer holidays because I have a lot of free time. I usually spend June in the countryside. My grandparents live there. I help them to look after the sheep and goats. There is a river near my home. Every day I swim and play with my friends. In July I go to the camp. We have a happy time at the camp. Every day we play different games, listen to music, dance and go for a walk.

I spend August with my parents and friends. Sometimes I go for a picnic with my family and I meet my friends. And it's time to prepare for a new school year. I like summer and my summer holidays.

6b. Read the text again and order the events according to the text.

1. I go for a picnic with my family. _____
2. I have a lot of free time. 1
3. Every day we play different games. _____
4. I help them to look after the sheep and goats. _____
5. Every day I swim and play with my friends. _____

7. Write about your summer holiday. a) where b) how long c) what to do

Begin like this: I usually spend my holiday ...

I can ...	Well	OK	Not well
<ul style="list-style-type: none">• name all words in this book• read and do exercises• understand listening activities• sing along the songs• act out• write a party invitation			

GRAMMAR REFERENCE

UNIT ONE

BACK TO ENGLISH

Present simple: *to be*

Энгийн одоо цаг: байх, болох **үйл үг**

Use: We use ***to be*** forms to talk names, ages, classroom and other objects

Хэрэглээ: Нэр, насаа хэлэх, хичээлийн хэрэглэл бусад зүйлийг нэрлэхэд хэрэглэнэ.

Positive / Negative statements Хүүрнэх, Батлах / Үгүйсгэх өгүүлбэр

Хүүрнэх, батлах			Үгүйсгэх		
<i>I</i>	<i>am</i>	<i>a student.</i>	<i>I</i>	<i>am not/ 'm not</i>	<i>a student.</i>
<i>He/she/it</i>	<i>is</i>	<i>10 years old.</i>	<i>He/she/it</i>	<i>is not/ isn't</i>	<i>10 years old.</i>
<i>We/you/they</i>	<i>are</i>	<i>Mongolian.</i>	<i>We/you/they</i>	<i>are not/ aren't</i>	<i>Mongolian.</i>
		<i>happy.</i>			<i>happy.</i>

Question forms and answers Асуулт ба хариултын хэлбэр

Асуулт			Хариулт		
<i>Am</i>	<i>I</i>			<i>I</i>	<i>'m not</i>
<i>Is</i>	<i>he/she/it</i>	<i>a student?</i>	<i>Yes,</i>	<i>he/she/it is</i>	<i>No, He/she/it isn't</i>
<i>Are</i>	<i>we/you/they</i>	<i>10 years old?</i>		<i>we/you/they are</i>	<i>We/you/they aren't</i>
		<i>Mongolian?</i>			
		<i>happy?</i>			

Present simple Энгийн одоо цаг

Use: We use the present simple to talk about everyday routines.

Хэрэглээ: Энгийн одоо цагийг байнга эсвэл тодорхой хугацаанд давтагддаг үйлийг илэрхийлэхэд хэрэглэнэ.

Positive / Negative Хүүрнэх, Батлах / Үгүйсгэх өгүүлбэр

<i>I/you/we/they</i>	<i>play</i>	<i>chess</i>
<i>she/he/it</i>	<i>plays</i>	

<i>I/you/we/they</i>	<i>don't</i>	<i>play</i>	<i>chess</i>
<i>she/he/it</i>	<i>doesn't</i>		

Yes / No questions / Ерөнхий асуулт

Short answers/ Товч хариулт

<i>Do</i>	<i>I/you/we/they</i>	<i>play</i>	<i>chess?</i>
<i>Does</i>	<i>she/he/it</i>		

<i>Yes,</i>	<i>I/you/we/they</i>	<i>do</i>
<i>No,</i>	<i>she/he/it</i>	<i>does</i>

WH-Questions Тодорхой асуулт

<i>What</i>	<i>do</i>	<i>I/you/we/they</i>	<i>do</i>	<i>On Sunday?</i>
	<i>does</i>	<i>she/he/it</i>		

Use: *This, that, these, those* are called **demonstratives** and they are used to show the relative distance between the speaker and the noun.

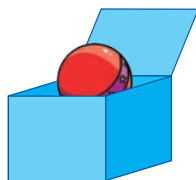
Хэрэглээ: Заах төлөөний үгс нь өгүүлэгч болон тухайн зааж буй зүйлийн хоорондох зайг илэрхийлэхэд хэрэглэнэ.

We use this (singular) and these (plural) to refer to something that is here / near .	This is my car. (singular) Энэ бол миний машин. These are our cars. (plural) Эд нар бол бидний машинууд.
We use that (singular) and those (plural) to refer to something that is there / far .	That is our house. (singular) Тэр бол манай байшин. Those are my shoes. (plural) Тэдгээрүүд бол миний гуталнууд

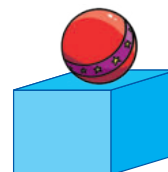
Prepositions *Үгтвар үг*

Use: We use prepositions *in, on, under, in front of* and *next to* to talk about positions of people and things in places.

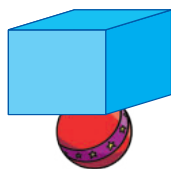
Хэрэглээ: Эдгээр угтварыг ямар нэг зүйлийн байршлыг тодорхойлоход хэрэглэнэ.



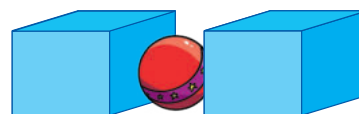
The ball is **in** the box.



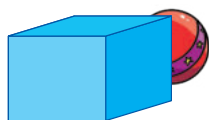
The ball is **on** the box.



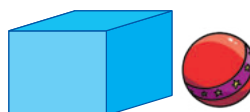
The ball is **under** the box.



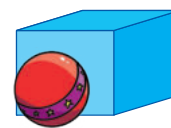
between



behind



next to



in front of

Present continuous *Одоо үргэлжлэх цаг*

Use: We use the present continuous to talk about actions happening at the moment of speaking.

Хэрэглээ: Энэ цагийг тухайн хүн ярьж байх үед өрнөж байгаа үйлийг илэрхийлэхэд хэрэглэнэ.

Positive statements Хүүрнэх, батлах

<i>I</i>	<i>am</i>	<i>watching.</i>
<i>He/she/it</i>	<i>is</i>	
<i>You/we/they</i>	<i>are</i>	

Negative statements Үгүйсгэх

<i>I</i>	<i>am not ('m not)</i>	<i>watching.</i>
<i>He/she/it</i>	<i>is not (isn't)</i>	
<i>You/we/they</i>	<i>are not (aren't)</i>	

Questions Асуух хэлбэр

<i>Am</i>	<i>I</i>	<i>watching.</i>
<i>Is</i>	<i>he/she/it</i>	
<i>Are</i>	<i>you/we/they</i>	

Short answers Товч хариулт

<i>Yes,</i>	<i>I am.</i>	<i>No,</i>	<i>I am not. ('m not)</i>
	<i>he/she/it is.</i>		<i>he/she/it is not. (isn't)</i>
	<i>we/you/they are.</i>		<i>we/you/they are not. (aren't)</i>

Imperatives Захиран хүсэх төлөв

Use: We use imperatives to tell people what to do or give instructions.

Хэрэглээ: Үйл үгийн захиран хүсэх хэлбэрийг тушаал, заавар өгөхөд хэрэглэнэ.
Read! Listen! Look at! Say! Write! Point! Repeat! Put!

UNIT THREE

LET'S COUNT

There is / There are

Use: We use *There is / There are* to talk about location of things.

Хэрэглээ: *There is / There are* нь аливаа эд юмс хаана оршин байгааг илэрхийлэхэд хэрэглэгдэнэ.

Positive / Negative Хүүрнэх/ Үгүйсгэх	Questions / Асуулт	Answers / Хариулт
<i>There is (not) a boy here.</i>	<i>Is there a boy here?</i>	<i>Yes, there is / No, there isn't.</i>
<i>There are (not) five pens.</i>	<i>Are there five pens?</i>	<i>Yes, there are / No, there aren't.</i>

Prepositions of time цаг хугацаа заасан угтвар үгс

Use: *in/at/on* with

<i>Years / Seasons / Months / Parts of the day</i>	<i>in</i>	<i>1992 / spring / June / the morning, evening, afternoon</i>
	<i>at</i>	<i>night / 8 o'clock</i>
<i>Weekdays / dates / parts of the day</i>	<i>on</i>	<i>on Sunday / on 1st September / on Monday afternoon</i>

UNIT FOUR

THAT'S MINE

Possessive 's 's – ийн, ын

Use: We use 's to say who the things belong to.

My dad's name is Baatar. My mum's name is Bayarmaa. This is his book. His son's cat is small.

Хэрэглээ: Энэхүү нөхцөл нь аливаа зүйл хэн нэгнийх эсвэл хэн нэгэнд хамаатай байх утга илэрхийлнэ.

Adverbs of frequency

Use: We use some adverbs to describe how frequently we do an activity.

Хэрэглээ: Дайвар үгсийг үйл явдлын давтамжийг заахад хэрэглэнэ.

100%	always	<i>I always go to bed at 11 o'clock.</i>
90%	usually	<i>I usually have cereal for breakfast.</i>
70%	often	<i>I often go the library</i>
50%	sometimes	<i>I sometimes play basketball.</i>
0%	never	<i>I never play computer games</i>

Possessive pronouns

Use: are used in English to avoid repeating information that is already clear.

Хэрэглээ: Нэгэнт тодорхой болчихсон зүйлийг давтаж хэлэх шаардлагагүй тохиолдолд хамаатуулах төөлөөний үгсийг хэрэглэнэ. *This book is yours. Энэ ном чинийх.*

Pronouns / Төлөөний нэр

Personal pronouns <i>Биеийн төлөөний нэр</i>	Possessive adjectives <i>Хамаатуулах төлөөний нэр</i>	Possessive adjectives <i>Хамаатуулах төлөөний нэр</i>
<i>I – би</i> <i>You – чи</i> <i>He – тэр /эрэгтэй/</i> <i>She – тэр /эмэгтэй/</i> <i>It – тэр /эд юмс/</i>	<i>My – миний</i> <i>Your – чиний</i> <i>His – түүний /тэр эрэгтэйн/</i> <i>Her – түүний /тэр эмэгтэйн/</i> <i>Its – тэр юмны /амьтан, эд юмсын/</i>	<i>Mine – минийх</i> <i>Yours – чинийх</i> <i>His – түүнийх /тэр эрэгтэйнх/</i> <i>Hers – түүнийх /тэр эмэгтэйнх/</i> <i>Its – тэр юмных /амьтан, эд юмсынх/</i>
<i>We – бид /нар/</i> <i>You – та, та нар</i> <i>They – тэд, тэд нар</i>	<i>Our – бидний</i> <i>Your – таны, та нарын</i> <i>Their – тэд нарын, тэдний</i>	<i>Ours – биднийх</i> <i>Yours – таных, та нарынх</i> <i>Theirs – тэд нарынх, тэднийх</i>

Comparisons and superlatives *Хавсрал / тэмдэг нэрийн харьцуулалт*

Use: We use comparative and superlative adjectives to compare things and people.

Хэрэглээ: Аливаа хүн, юмс, үзэгдлийг харьцуулах зорилгоор хавсрал нэрийн харьцуулсан ба давуу зэргийг хэрэглэнэ.

Хавсрал нэр	Харьцуулсан зэрэг	Давуу зэрэг
<i>Fast</i> <i>Big</i> <i>Tall</i>	<i>Faster</i> <i>Bigger</i> <i>Taller</i>	<i>Fastest</i> <i>Biggest</i> <i>Tallest</i>
<i>Funny</i>	<i>Funnier</i>	<i>Funniest</i>

Singular / plural nouns *Нэр үгийн ганц / олон тоо*

a / олон тоо үүсгэхэд – s дагавар залгана.

b/ - y → -ies.

a dog → *two dogs*
a chair → *two chairs*
a boy → *two boys*

a baby → *two babies*
a family → *three families*

b / Irregular plurals дүрмийн бус олон тооны хэлбэрүүд

a man → *two men*
a woman → *two women*
a child → *two children*

a person → *two people*
a foot → *two feet*
a tooth → *two teeth*

Past simple *Өнгөрсөн цаг*

Use: We use the past simple when we talk about actions happened at a particular time in the past.

Хэрэглээ: Өнгөрсөн цагийг өнгөрсөнд тодорхой цагт болсон үйлийг илэрхийлэхэд хэрэглэнэ.

Positive	Negative	Question form and short answers
<i>I/You/He/She/We/You/They</i> watched TV last night.	<i>I/You/He/She/We/You/They</i> did not (didn't) watch TV last night.	Did you/he/she/we/they watch TV last night? - Yes, they did . - No, they didn't .

Use: We use adverbs to say how something happens or how something is done. We usually form an adverb by adding *-ly* to the adjective.

Slow – slowly, quick – quickly, careful – carefully, happy - happily

Хэрэглээ: Дайвар үг нь болсон үйлийг хэрхэн яаж өрнөсөн болохыг илэрхийлнэ.

The children were playing happily. He walked slowly.

Linking words and, but, or Холбоос үг **and, but, or**

Use: We use linking words and, or to connect ideas.

Хэрэглээ:

and холбоос үг нь ба, бөгөөд, болон гэсэн утгатай. Хоёр хавсрал нэр, үйл үг, нэр үгийн хооронд нь хэрэглэнэ. *The sun came out again and we played outside.*

or холбоос үг нь эсвэл гэсэн утгатайгаар асуултанд орно. *Do you like basketball or tennis?*

but холбоос нь эсрэг утгатай санаануудыг илэрхийлнэ. *I played outside but it was cold.*

So do I, Nor do I

Use: We use **so + do + person** when agreeing with a positive statement

We like English. So do I. I listen to the pop music. So do I.

Бид Англи хэлэнд дуртай. Би ч гэсэн.

Use: We use **nor + do + person** when agree with a negative statement.

I don't play computer games. Nor do I. I don't speak Russian. Nor do I.

Би компьютер тоглоом тоглодоггүй. Би ч гэсэн.

Future simple *Энгийн ирээдүй цаг*

Use: We use the future simple for future actions which may or may not happen.

Хэрэглээ: Энгийн ирээдүй цагийг ирээдүйд болж магадгүй үйлийг илэрхийлэхэд хэрэглэнэ.

Positive	Negative	Question form and short answers
<i>I/You/He/She/We/You/They will play basketball.</i>	<i>I/You/He/She/We/You/They will not (won't) play basketball.</i>	<i>Will you/he/she/we/they play basketball?</i> - <i>Yes, they will.</i> - <i>No, they won't.</i>

Countable / Uncountable Nouns *Тоологддог ба тоологддоггүй нэр үгс*

Use: We put *a / an* before countable nouns in the singular. Uncountable nouns are nouns which cannot be counted and they usually have no plural.

Хэрэглээ: Тоологддог нэр үгсийн өмнө *a/an* ялгац гишүүнийг хэрэглэнэ. Тоологддоггүй нэр үгс нь тоолох боломжгүй үгс ба эдгээр үгсэд олон тоо үүсгэдэггүй.

Countable nouns: *a dog, a horse, a cup, an egg, an onion, a pen*

Some / any

Use: We use *some / any* with uncountable nouns (tea, water, etc) and plural countable nouns (books, trees, etc.). We use *some* in positive statements. We use *any* in questions and not any in negations.

Хэрэглээ: *Some/any* -г тоологддоггүй нэр үгс (цай, ус г.м) болон олон тооны тоологддог нэр үгс (ном, мод г.м) дээр ашигладаг. *Some* хүүрнэх, батлах өгүүлбэрт хэрэглэгддэг бол асуух, үгүйсгэх хэлбэрт *any* ашиглана.

Do you have any friends in England?

Yes, I have some good friends there

No, I don't have any friends there

Uncountable nouns: *sugar, water, rice, tea, salt*

Would (all forms) for offering

Use: *Would* is used in polite requests and offers. It often acts as a softer form of will.

Хэрэглээ: Эелдэгээр санал, хүсэлт тавихад хэрэглэдэг.

Would you like to some milk? Yes, I would. No, I wouldn't.

Should / Shouldn't

Use: We use *should / shouldn't* to give advice.

Хэрэглээ: *Should / shouldn't* нь зөвлөгөө өгөх үед ашиглагдана.

Positive	Negative
<i>I/You/He/She/We/You/They should save water.</i>	<i>I/You/He/She/We/You/They should not (shouldn't) pollute the water.</i>

Questions words

Questions words begin with a question word such as who, what, where, when, how long, why etc.

Who – хэн

Who's that?

That's Nancy.

What – юу

What do you do?

I am an engineer.

Where – хаана/ хаашаа

Where do you live?

In Boston.

Why – яагаад

Why do you get up early?

Because I go to school early.

When – хэзээ

When do you go to work?

At 7:00.

How long – хир удаан

How long are you staying there?

For a week.

How many – хэдэн

How many books are there?

Ten

NUMBERS

Numbers Тоо	Cardinal numbers Жинхэнэ тоо	Translation Орчуулга	Ordinal numbers Дэс тоо	Translation Орчуулга
1	one	нэг	1 st - first	нэгдүгээр
2	two	хоёр	2 nd - second	хоёрдугаар
3	three	гурав	3 rd – third	гуравдугаар
4	four	дөрөв	4 th – fourth	дөрөвдүгээр
5	five	тав	5 th – fifth	тавдугаар
6	six	зургаа	6 th – sixth	зургаадугаар
7	seven	долоо	7 th - seventh	долоодугаар
8	eight	найм	8 th – eighth	наймдугаар
9	nine	ес	9 th – ninth	есдүгээр
10	ten	арав	10 th – tenth	аравдугаар
11	eleven	арван нэг	11 th – eleventh	арван нэгдүгээр
12	twelve	арван хоёр	12 th – twelfth	арван хоёрдугаар
13	thirteen	арван гурав	13 th – thirteenth	арван гуравдугаар
14	fourteen	арван дөрөв	14 th – fourteenth	арван дөрөвдүгээр
15	fifteen	арван тав	15 th – fifteenth	арван тавдугаар
16	sixteen	арван зургаа	16 th – sixteenth	арван зургаадугаар
17	seventeen	арван долоо	17 th – seventeenth	арван долоодугаар
18	eighteen	арван найм	18 th – eighteenth	арван наймдугаар
19	nineteen	арван ес	19 th – nineteenth	арван есдүгээр
20	twenty	хорь	20 th – twentieth	хорьдугаар
21	twenty one	хорин нэг	21 st – twenty first	хорин нэгдүгээр
22	twenty two	хорин хоёр	22 nd – twenty second	хорин хоёрдугаар
23	twenty three	хорин гурав	23 rd – twenty third	хорин гуравдугаар
24	twenty four	хорин дөрөв	24 th – twenty fourth	хорин дөрөвдүгээр
25	twenty five	хорин тав	25 th – twenty fifth	хорин тавдугаар
26	twenty six	хорин зургаа	26 th – twenty sixth	хорин зургаадугаар
27	twenty seven	хорин долоо	27 th – twenty seventh	хорин долоодугаар
28	twenty eight	хорин найм	28 th – twenty eighth	хорин наймдугаар
29	twenty nine	хорин ес	29 th – twenty ninth	хорин есдүгээр
30	thirty	гуч	30 th – thirtieth	гучдугаар
40	forty	дөч	40 th – fortieth	дөчдүгээр
50	fifty	тавь	50 th – fiftieth	тавьдугаар
60	sixty	жар	60 th – sixtieth	жардугаар
70	seventy	дал	70 th – seventieth	далдугаар
80	eighty	ная	80 th – eightieth	наядугаар
90	ninety	ер	90 th – ninetieth	ердүгээр
100	a hundred	зуу	100 th - hundredth	зуудугаар

DICTIONARY



a slice of sausages – зүсэм хиам
a bottle of water – шил/сав ус
a bowl of rice – аяга будаа
a carton of milk – хайрцаг сүү
a cup of tea – аяга цай
a glass of juice – аяга жүүс
a jar of jam – шил жимсний чанамал
a kilo of mutton – кг хонины мах
a loaf of bread – бөөрөнхий талх
a packet of pasta – хайрцаг гоймон
address, *n.* – хаяг
advice, *n.* – зөвлөгөө
age, *n.* – нас
alien, *n.* – харь гарагийн хүн
always, *adv.* – үргэлж
American, *adj.* – Америк хүн
ankles, *n.* – хөлийн шагай
art room, *n.* – зургийн анги
Australian, *adj.* – Австрали хүн
autumn, *n.* – намар



basoon, *n.* – гахайн утсан мах
baked, *adj.* – жигнэсэн
beach, *n.* – наран шарлагын газар
beak, *n.* – шувууны хошуу

bear, *n.* – баавгай
because, *conj.* – яагаад гэвэл
become, *v.* – байх, болох
behind, *prep.* – ар талд / ард
between, *prep.* – дунд/хооронд
bike, *n.* – дугуй
birthday, *n.* – төрсөн өдөр
biscuits, *n.* – жигнэмэг
boots, *n.* – гутал
brave, *adj.* – зоригтой
bread, *n.* – талх
breakfast, *n.* – өглөөний цай
bright, *adv.* – тод өнгөтэй
bring, *v.* – авчрах
brush teeth, *v.* – шүдээ угаах
builder, *n.* – барилгачин
butter, *n.* – цөцгийн тос
buy, *v.* – худалдаж авах



cabbage, *n.* – байцаа
camel, *n.* – тэмээ
canteen, *n.* – гуанз
careful, *adj.* – болгоомжтой
careless, *adj.* – болгоомжгүй
carrot, *n.* – лууван
carry, *v.* – барьж явах
castle, *n.* – цайз
cat, *n.* – муур

catch, *v.* – барих
caterpillar, *n.* – жаран хөлт
cereal, *n.* – өглөөний хоол
change, *n.* – өөрчлөлт
cheeks, *n.* – хацар
cheese, *n.* – бяслаг
cherry, *n.* – интоор
chest, *n.* – цээж
child, *n.* – хүүхэд
chin, *n.* – эрүү
Chinese, *n.* – хятад
chips, *n.* – шарсан төмс
chopsticks, *n.* – хоолны савх
classroom, *n.* – анги
claws, *n.* – савар
clothes, *n.* – хувцас
cloudy, *adj.* – үүлэрхэг
cloves of garlic, *n.* – саримсны хумс
club, *n.* – дугуйлан
coat, *n.* – пальто/куртка
coffee, *n.* – кофе
cold, *adj.* – хүйтэн
collection, *n.* – цуглуулга/бөөгнөрөл
colourful, *adj.* – олон өнгийн/өнгөлөг
condensation, *n.* – өтгөрөлт
continue, *v.* – үргэлжлүүлэх
control, *v.* – хянах/зохицуулах
cook, *n.* – тогооч
cook, *v.* – хоол хийх
cookie, *n.* – боов/жигнэмэг
countable, *adj.* – тоологддог
country, *n.* – улс, орон
countryside, *n.* – хөдөө
cow, *n.* – үнээ
crayons, *n.* – будгийн харандаа
cream, *n.* – цөцгий



dance, *n.* – бүжиглэх
delicious, *adj.* – амттай
dialogue, *n.* – харилцан яриа
different, *adj.* – төрөл бүрийн
dinner, *n.* – оройн хоол
do sports, *v.* – дасгал хийх
doctor, *n.* – эмч
doll, *n.* – хүүхэлдэй
draw, *v.* – зурах
dress, *n.* – даашинз
drink, *v.* – уух



eagle, *n.* – бүргэд
easy, *adj.* – амархан
eat, *v.* – идэх
egg, *n.* – өндөг
elbow, *n.* – тохой
elephant, *n.* – заан
English, *adj.* – англи
enjoy, *v.* – таалагдах
enrolment form, *n.* – элсэх өргөдөл
environment, *n.* – хүрээлэн буй орчин
evaporation, *n.* – ууршилт/ширгэлт
even number, *n.* – тэгш тоо
eyebrows, *n.* – хөмсөг
eyelashes, *n.* – сормуус

F

fall, *v.* – унах, ойчих
famous, *adj.* – алдартай
farm, *n.* – ферм
fast, *adj.* – хурдан
fat, *adj.* – тарган/бүдүүн
favourite, *adj.* – дуртай
fear, *n.* – айдас
feel, *v.* – мэдрэх
fight, *v.* – тулалдах
finish, *v.* – дуусах
firefighter, *n.* – гал сөнөөгч
flag, *n.* – далбаа
floor, *n.* – давхар
flour, *n.* – гурил
fly, *v.* – нисэх
foggy, *adj.* – манантай
food, *n.* – хоол
forehead, *n.* – дух
forest, *n.* – ой мод
forget, *v.* – мартагч
French, *n.* – Франц хүн
fridge, *n.* – хөргөгч
fried, *adj.* – шарсан
frog, *n.* – мэлхий
fruit, *n.* – жимс/ жимсгэнэ
fry, *v.* – шарах/хуурах

G

garlic, *n.* – саримс
Geography, *n.* – газарзүй
German, *n.* – герман хүн, герман хэл
get dressed, *v.* – хувцаслах
get up, *v.* – босох
giraffe, *n.* – анааш
give, *v.* – өгөх
gloves, *n.* – таван хурууны бээлий
glue, *n.* – цавуу
go, *v.* – явах
go for a picnic, *v.* – зугаалгаар явах
go for a walk, *v.* – алхах
go to bed, *v.* – орондоо орох/унтах
goat, *n.* – ямаа
goose, *n.* – галуу
grass, *n.* – зүлэг
grate, *v.* – үрэх
gym, *n.* – заал

H

hamburger, *n.* – гамбургер
hare, *n.* – туулай
have a rest, *v.* – амрах
have a shower, *v.* – шүршүүрт орох
have breakfast, *v.* – өглөөний цай уух
health, *n.* – эрүүл мэнд
healthy, *adj.* – эрүүл
hear, *v.* – сонсох

heat, *v.* – халаах
heavy, *adj.* – хүнд
help, *v.* – туслах
hen, *n.* – тахиа
herder, *n.* – малчин
hers, *pron.* – түүний (эм)
his, *pron.* – түүний (эр)
history, *n.* – түүх
hockey, *n.* – хоккей
hole, *n.* – нүх
holiday, *n.* – амралт
horse, *n.* – морь
horse racing, *n.* – морины уралдаан
hot, *adj.* – халуун
hungry, *adj.* – өлссөн



ice cream, *n.* – зайрмаг
in front of, *prep.* – урд/өмнө
interesting, *adj.* – сонирхолтой
invitation, *n.* – урилга
invite, *v.* – урих



jacket, *n.* – хүрэм
jam, *n.* – жимсний чанамал
Japanese, *n.* – япон
jeans, *n.* – жийнс
job, *n.* – ажил
juice, *n.* – жүүс
jump, *v.* – үсрэх



king, *n.* – хаан
knock, *v.* – тогших
know, *v.* – мэдэх



language, *n.* – хэл
large, *adj.* – том
last night, *n.* – өчигдөр шөнө
leave home, *v.* – гэрээсээ гарч явах
leaves, *n.* – навчис
lesson, *n.* – хичээл
library, *n.* – номын сан
lights, *n.* – гэрэл
lion, *n.* – арслан
lips, *n.* – уруул
listen, *v.* – сонсох
literature, *n.* – уранзохиол
little, *adj.* – бяцхан
live, *v.* – амьдрах
long, *adj.* – урт
look after, *v.* – асрах, маллах
loud, *adj.* – чанга
lunch, *n.* – өдрийн хоол



make, *v.* – хийх
map, *n.* – газрын зураг
marmot, *n.* – тарвага

mathematics, *n.* – математик
meet friends, *v.* – найзуудтайгаа уулзах
milk, *n.* – сүү
mine, *pron.* – минийх
minute, *n.* – минут
mix, *v.* – холих, хутгах
Monday, *n.* – даваа гараг
Mongolian, *n.* – монгол хүн, монгол хэл
monkey, *n.* – сармагчин
mountain, *n.* – уул
mouse, *n.* – хулгана
music room, *n.* – хөгжмийн анги
mutton, *n.* – хонины мах



narrator, *n.* – өгүүлэгч
nationality, *n.* – үндэстэн
near, *prep.* – ойролцоо/ойр
neck, *n.* – хүзүү
never, *adv.* – хэзээ ч
next to, *prep.* – хажууд /зэргэлдээ
nightingale, *n.* – алтан гургалдай
noisy, *adj.* – дуу чимээтэй
nurse's office, *n.* – эмчийн өрөө
nut, *n.* – самар



ocean, *n.* – далай
odd number, *n.* – сондгой тоо
often, *adv.* – байнга/үе үе
oil, *n.* – тос
olive, *n.* – чидун жимс
on, *prep.* – дээр

onion, *n.* – сонгино
opposite, *prep.* – эсрэг
order, *v.* – захиалах
ours, *pron.* – бидний
outside – гадаа



page, *n.* – хуудас
palace, *n.* – ордон
pan, *n.* – хайруулын таваг
pancake, *n.* – гамбир
parrot, *n.* – тоть
pasta, *n.* – гоймон
paws, *n.* – сарвуу
PE /physical education, *n.* – биеийн тамир
pea, *n.* – вандуй/буурцаг
peanuts, *n.* – самар
pear, *n.* – лийр
pepper, *n.* – чинжүү
person, *n.* – хүн
pet, *n.* – гэрийн тэжээмэл амьтан
piano, *n.* – төгөлдөр хуур
picture, *n.* – зураг
pig, *n.* – гахай
pilot, *n.* – нисэгч
pineapple, *n.* – хан боргоцой
plant, *n.* – ургамал
play, *v.* – тоглох
plum, *n.* – чавга
pocket, *n.* – халаас
policeman, *n.* – цагдаа
pollute, *v.* – бохирдуулах
popcorn, *n.* – эрдэнэ шиш
pour, *v.* – юүлэх

precipitation, *n.* – хур тунадас
prepare, *v.* – бэлтгэх
programme, *n.* – хөтөлбөр
puppy, *n.* – гөлөг



question, *n.* – асуулт
quick, *adj.* – хурдан
quiet, *adj.* – дуу чимээгүй



rabbit, *n.* – туулай
race, *v.* – уралдах
raincoat, *n.* – борооны цув
rainy, *adj.* – бороотой
recipe, *n.* – жор
repeat, *v.* – давтах
ride, *v.* – унах
ride a bike, *v.* – дугуй унах
river, *n.* – гол мөрөн
roll, *v.* – элдэх/ороох
run away, *v.* – зугатах
Russian, *n.* – орос хүн, орос хэл



salad, *n.* – салат
salt, *n.* – давс
sand, *n.* – элс
sandwich, *n.* – хачиртай талх
Saturday, *n.* – бямба гараг

sauce, *n.* – сүмс
sausage, *n.* – хиам
scarf, *n.* – ороолт
school subject, *n.* – хичээл
science room, *n.* – байгалийн ухааны анги
season, *n.* – улирал
see, *v.* – харах
seeds, *n.* – үр
sentence, *n.* – өгүүлбэр
serve, *v.* – үйлчлэх
sharp, *adj.* – хурц
sheep, *n.* – хонь
shirt, *n.* – сорочкон цамц
shoes, *n.* – ботинк
short, *adj.* – богино
shorts, *n.* – шорт
shout, *v.* – хашгирах
show, *v.* – үзүүлэх
simple, *adj.* – энгийн
sing along, *v.* – дагаж дуулах
skirt, *n.* – юбка
sleep, *v.* – унтах
slow, *adj.* – удаан
small, *adj.* – жижиг
smile, *v.* – инээмсэглэх
snack, *n.* – зууш
snail, *n.* – эмгэн хумс
snake, *n.* – могой
snowman, *n.* – цасан хүн
snowy, *adj.* – цастай
socks, *n.* – оймс
sometimes, *adv.* – хааяа
son, *n.* – хүү
song, *n.* – дуу
sound, *n.* – дуу чимээ
soup, *n.* – шөл

spaghetti, *n.* – шпагетти гоймон
Spanish, *n.* – испани хүн, испани хэл
speak, *v.* – ярих
spend, *v.* – цаг зарцуулах/өнгөрөөх
spring, *n.* – хавар
stand, *v.* – зогсох
stare, *v.* – ширтэх
stay, *v.* – үлдэх, байх
steam, *n.* – уур
steppe, *n.* – тал газар
stomachache, *n.* – ходоод/гэдэс өвдөх
story, *n.* – өгүүллэг/түүх/зохиол
strange, *adj.* – хачин сонин
strawberries, *n.* – гүзээлзгэнэ
strong, *adj.* – хүчтэй
study, *v.* – сурах
suddenly, *adv.* – гэнэт
sugar, *n.* – элсэн чихэр
summer, *n.* – зун
sunbathe, *v.* – наранд шарах
Sunday, *n.* – ням гараг
sun hat, *n.* – нарны малгай
sunny, *adj.* – нартай
sweater, *n.* – хоолойтой цамц
sweet, *adj.* – гоё, сайхан
swim, *v.* – сэлэх
swimming pool, *n.* – усан сан



tablespoon, *n.* – хоолны халбага
tail, *n.* – сүүл
talk, *v.* – ярилцах
tall, *adj.* – өндөр
tape, *n.* – скоч

teeth, *n.* – шүд
tell, *n.* – хэлэх
theirs, *pron.* – тэдний
thigh, *n.* – гуя
thin, *n.* – туранхай
Thursday, *n.* – пүрэв гараг
tiger, *n.* – бар
toast, *n.* – шарсан талх
today, *n.* – өнөөдөр
tongue, *n.* – хэл
touch, *v.* – хүрэх барилах
traditional, *adj.* – уламжлалт
trousers, *n.* – өмд
trunk, *n.* – зааны хушуу
t-shirt, *n.* – футболка
Tuesday, *n.* – мягмар гараг
turn off, *v.* – унтраах
turn on, *v.* – асаах



umbrella, *n.* – шүхэр
uncountable, *adj.* – тоологддоггүй
uniform, *n.* – дүрэмт хувцас
usually, *adv.* – ихэвчлэн



vapor, *v.* – усны уур
vegetable, *n.* – ногоо
visit, *v.* – зочлох, очих
voice, *n.* – дуу, хоолой



walk, *v.* – алхах
wardrobe, *n.* – хувцасны шкаф
warm, *adj.* – дулаан
wash, *v.* – угаах
watch, *v.* – үзэх
watermelon, *n.* – тарвас
weak, *adj.* – сул дорой
wear, *v.* – өмсөх
weather, *n.* – цаг агаар
Wednesday, *n.* – лхагва гараг
week, *n.* – долоо хоног
weekdays, *n.* – ажлын өдрүүд
weekend, *n.* – амралтын өдрүүд
where – хаана
wife, *n.* – эхнэр
win, *v.* – ялах
windy, *adj.* – салхитай
wings, *n.* – далавч
winter, *n.* – өвөл
work, *v.* – ажиллах
wrestler, *n.* – бөх
wrist, *n.* – бугуй
write, *v.* – бичих



X – ray, *n.* – рентген зураг



you, *pron.* – та, чи
yours, *pron.* – таны, чиний



zoo, *n.* – амьтны хүрээлэн