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АНГЛИЙСКИЙ ЯЗЫК

Учебник для 6 класса
школ с русским языком обучения

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Учебник «Английский язык» является основным компонентом учебно-методического комплекса, подготовленного для учащихся 6 класса общеобразовательных школ Кыргызской Республики; создан на основе Предметного стандарта и учебной программы по иностранному языку, принятых Министерством образования и науки Кыргызской Республики для общеобразовательной школы (3–9 классы), в соответствии с ГОС, утвержденным в 2014 году.

УСЛОВНЫЕ ОБОЗНАЧЕНИЯ

-  – Говорение
-  – Чтение
-  – Слушание
-  – Письменное задание
-  – Игровое задание

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

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

Aigul: Hello. My names's Aigul.

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

Aigul: Nice to meet you too.

Tom: Are you a new student?

Aigul: Yes, I am. Is anyone sitting here?

Tom: No. You can sit next to me.

Aigul: Thanks.

Tom: Why did you change schools?

Aigul: I heard that we'll use English in all our classes at this school. I'd like to improve my English so that I can study abroad. What's more, students from different countries study here. It will be interesting to make friends with them.

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

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



  1. c) Listen to the dialogue again. Then practise the dialogue with your partner.

 1. d) What else do you think Tom and Aigul talked about?

 2. a) Look at the pictures of Tom's classmates on his web page. What do you think he writes on his web page?

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



Welcome to my page.

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



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

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



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



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

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



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

achieve	passion	loyal	amazing	determination	diversity
---------	---------	-------	---------	---------------	-----------

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



5. Discuss the following questions with a partner.

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

Grammar



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

- | | |
|--------------------------------------|---------------------|
| 1) Present Simple: <i>come</i> , ... | 3) Present Perfect: |
| 2) Present Continuous: | 4) Past Simple: |



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

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

7) I'm preparing for an oral presentation.

8) I do exercise every day.



7. b) Tick the affirmative or negative sentences which are true for you.

1) I like taking part in competitions. ✓ / I don't like taking part in competitions.



8. a) Write the question form for each sentence and the short answers *Yes* and *No*.

1) Do you like taking part in competitions? Yes, I do. / No, I don't.



8. b) Ask your classmate the questions. If your classmate answers *Yes*, ask two more follow-up questions.

Do you like taking part in competitions?

Yes, I do.

What kind of competitions have you taken part in?

I've taken part in singing competitions.

When did you last take part in the competition?

I took part in the competition last year.

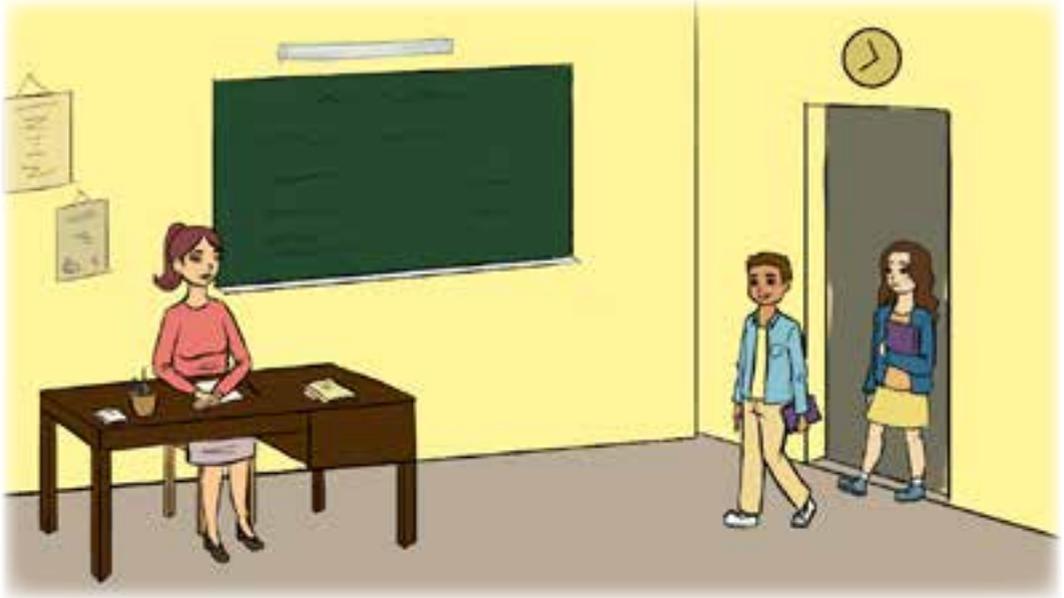


improve
loyal

excited
amazing

achieve
determination

passion
diversity



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

that	too	surname	you	this
------	-----	---------	-----	------

Tom: Hi, Aigul. How are (1) *you*?

Aigul: Fine, thanks, Tom. And you?

Tom: I'm OK. Aigul, (2) _____ is our English teacher, Miss Kelly.

Miss Kelly: Hello, Aigul. Nice to meet you.

Aigul: Hello, Miss Kelly. Nice to meet you (3) _____.

Tom: Aigul is new to the school.

Miss Kelly: Oh, right. Can you spell your name, please?

Aigul: A-I-G-U-L.

Miss Kelly: What's your (4) _____?

Aigul: My surname's Asankulova.

Miss Kelly: Can you spell (5) _____, please?

Aigul: That's A-S-A-N-K-U-L-O-V-A.

Miss Kelly: Thank you, Aigul.



1. b) Listen and check your answers.



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

 2. a) Work in groups of three. Write a new conversation about Aigul's first meeting with a new teacher. Look at the dialogue in exercise 1a.

 2. b) Practise the conversation.

 3. Match the most suitable reaction to the following phrases.

- | | |
|-----------------------------|--------------------------------------|
| 1) How are you? | a) I really enjoyed meeting you too. |
| 2) Pleased to meet you. | b) See you. |
| 3) It was nice meeting you. | c) Pleased to meet you too. |
| 4) Have a good weekend. | d) Fine, thanks. And you? |
| 5) See you tomorrow. | e) I hope so too. |
| 6) I hope to see you again. | f) Same to you. |

Reading

 4. a) Match the words to make collocations.

- | | |
|------------------|------------------------------|
| 1) make | a) places |
| 2) social | b) nervous and uncomfortable |
| 3) feel | c) advice |
| 4) give somebody | d) contact with someone |
| 5) public | e) skills |

 4. b) Fill in the gaps with the above collocations.

- a) Don't *feel nervous and uncomfortable*, just be yourself!
- b) _____ are important when we communicate and interact with each other.
- c) There are some rules how to behave in _____.
- d) My parents always _____ which I think useful in my life.
- e) You should be careful when you _____ with a stranger.

 5. In pairs, answer the following questions:

- a) How often do you make a contact with new people?
- b) Is it easy or difficult for you to make a contact with new people?
- c) How do you behave in this situation?

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

Example: *Speak with a positive tone of voice.*

Remember his name and use it during the conversation.

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

(1) *When meeting an unfamiliar person and making contact with them, people need some social skills.* They feel nervous and uncomfortable during their first meeting. It's normal because they don't know what opinion he will have of them and what relationship they will have after the first meeting. (2) _____. At this age, teenagers take everything to heart. They're too worried about their appearance, someone's opinion of them and their relationship with other people. (3) _____. One of these situations is, of course, having a contact with new people in different places: school and public places. (4) _____

- Face the speaker.
- Speak confidently with a positive tone of voice.
- Remember the speaker's name and use it when addressing him.
- Be interested in the speaker and ask questions that get him to talk about himself.
- Be a good listener and react to what he's saying through eye contact, head nodding and using such words and phrases as "Really?, Uh-huh, Me too, That's interesting!"

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

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

 **8. Work in pairs and discuss.**

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

Saying phone numbers



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

(0702) 620-938

(0312) 995-732

(0555) 148-778

(0772) 590-631

- a) oh-three-one-two, double nine-five, seven-three-two – (0312) 995-732
- b) oh-double seven-two, five-nine-oh, six-three-one
- c) oh-five-five-five, one-four-eight, double seven-eight
- d) oh-seven-oh-two, six-two-oh, nine-three-eight



9. b) Listen, check and repeat.



10. Write the digital numbers.

- a) Oh-double seven-oh, one-two-five, two-double three – (0770) 125-233
- b) Oh-double seven-six, four-nine-eight, five-one-two
- c) Oh-double five-oh, one-eight-seven, oh-eight-seven
- d) Oh-three-one-two, five-four-three, seven-two-three
- e) Oh-double five-eight, double one-two, five-nine-six



11. Work in pairs. Say the following phone numbers.

- a) (0705) 426-715 d) (0779) 671-985 g) (03944) 249-09
- b) (0312) 550-729 e) (0777) 630-824 h) (03137) 412-33
- c) (03922) 207-77 f) (03722) 546-55



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



feel nervous and uncomfortable

public place

eye contact

give me advice

head nodding

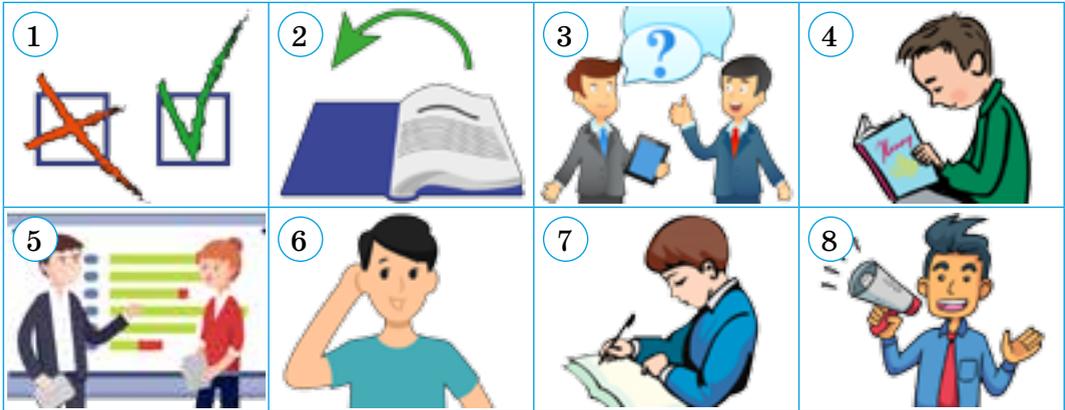
social skills

make contact

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

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

Example: *Picture 1 – check your answers.*



  1. b) Listen and repeat the instructions.

 2. Work with a partner. Follow the instructions.

 3. Choose an instruction and mime it. Your classmate guesses it.

  4. Read and listen to the instructions.

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

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

Open your book. – Underline

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

Open your book.

Underline.

 6. Write the instructions.

Example: I'm from Kyrgyzstan. – Underline *Kyrgyzstan*.

a) I'm from Kyrgyzstan.

b) I'm from Kyrgyzstan.

c) I'm from Kyrgyzstan.

I'm from France.

d) I'm from _____.

e) Kyrgyzstan

Kyrjyzstan

f) Bishkek

Japan

Madrid

Kyrgyzstan

Tokyo

Spain

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

a) I'm sorry I'm late. (S)

b) Sit down, please.

c) Listen to me.

d) May I come in?

e) How do you say 'солнце' in English?

f) Sorry, I don't understand.

g) Open your books at page 10.

h) What does 'square' mean?

i) How do you spell it?

j) Do the exercise.

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

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



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

homework
speak
more slowly

pronounce
spell
in English

explain
partner
write

mean
repeat
page

a) How do you spell “forehead”?

b) What’s  _____?

c) What _____ are we on?

d) How do you _____ this word?

e) Can you _____ this on the board, please?

f) Who’s my _____?

g) What does “script” _____?

h) Could you speak _____?

i) Can you _____ that, please?

j) What’s the _____ for today’s?

k) Can you _____ this grammar again?

l) Could you _____ up, please?



9. b) Listen to the teacher. Repeat the phrases.



10. Discuss with a partner what questions from exercise 9a you will ask in the following situations.

Example: – *You are late. What do you say?*

– *I’m sorry, I’m late. May I come in?*

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

4) You don’t know  in English.

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

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



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

Example: *Teacher: Open your books at page 17.*

Student: Can you repeat that, please?

Teacher: OK. Open your books at page 17. Complete the phrases with the correct word.

Student: What does "phrase" mean?



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



underline
cross out
mean

circle
match
spell

tick
pronounce
flashcard

complete
explain

Unit 2

2A School subjects

Lesson 9–11

 1. a) Match the subjects to the pictures.

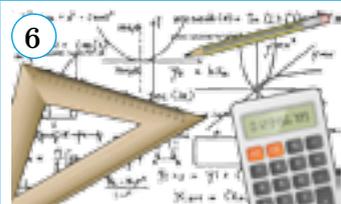
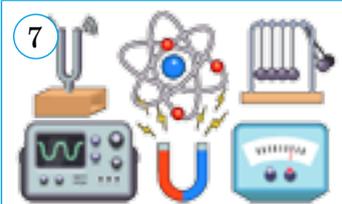
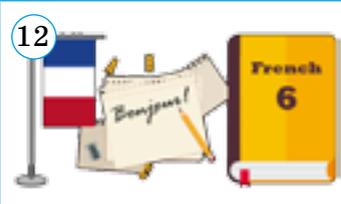
Maths
Physics
Biology

English
Chemistry
Physical Education (PE)
Information Technology (IT)

History
Literature

Music
Geography
French

Example: *Picture 1* → *Information Technology (IT)*

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

			
Maths French	English History Music Physics	Chemistry Literature Geography	Biology

 1. c) Which two subjects are not in the table? Underline the stress in these words?

 2. Work in pairs. Point to the pictures of exercise 1a and ask your classmate.

What's number 1?

It's Information Technology.

  3. Read the sentences and correct the wrong statements.

- We study numbers, shapes and do calculations in History. – *It's false. We study numbers, shapes and do calculations in Maths.*
- We study past events, especially events of a particular period or country in Geography.
- We do exercise and learn to play sport in PE.
- We study the language people from the US, the UK and in many other countries speak in Music.
- We study living organisms, their structure, functioning, evolution in Biology.
- We see maps, learn about other countries, cities, population in Geography.
- We study forces such as heat, light, sound, pressure, gravity and electricity in Literature.
- We do experiments in IT.

 4. Which of the subjects from exercise 1 a do you study? Do you study any others?

 5. a) Read the text about different schools around the world and answer the questions below.

In which country / countries...

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



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

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

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

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

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

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

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

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

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

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

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

Grammar

Object pronouns

-  6. Complete the table with the object pronouns.

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

-  7. Choose the correct answer.

- | | |
|---|--|
| 1) Do you like Math? | Yes, I love <i>it</i> / <i>her</i> . |
| 2) Do you like your English teacher? | Yes, (<i>s</i>) <i>he's</i> / <i>it's</i> great. |
| 3) Do you enjoy reading poems? | Yes, I quite like <i>them</i> / <i>it</i> . |
| 4) Do you like Michael Schumacher? | Yes, <i>him</i> / <i>he's</i> all right. |
| 5) Do you enjoy cleaning the classroom? | No, I can't stand <i>her</i> / <i>it</i> . |
| 6) Do you like going for a run? | I don't mind <i>it</i> / <i>its</i> . |
| 7) Do you like computers? | Yes, I adore <i>them</i> / <i>it</i> . |

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

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

- 3) Atai cannot wait to experience _____.
(it, I, he)
- 4) Don't forget to take the CDs to _____.
(they, them, we)
- 5) Make sure to be polite with _____.
(you, he, him)
- 6) I'm excited about _____.
(it, we, they)
- 7) This dress looks nice. Do you think it fits _____?
(I, me, he)

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

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

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

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

Put the phrases into the correct place in the table.

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

Good	Quite good	Bad
<i>He's brilliant.</i>	<i>It's not bad.</i>	<i>It's awful.</i>

  10. b) Listen, check and repeat.

 11. a) Write any five nouns. You can use singular or plural common nouns and names.

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

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

Do you like watching TV?

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

What do you think of Mirbek Atabekov?

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

 12. Race to the Finish

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



• Put your counters onto the start.

• Player 1 tosses a coin.  If you have a HEAD, move two steps. If you have a TAIL, move one step.

• For example, Player 1 has a TAIL and goes to square 1. Player 1 must choose the correct form of the pronouns. If your team likes your answer, you stay on your place. If you made a mistake, YOU LOSE YOUR TURN.

• Who is the winner? The one who knows PRONOUNS MYSTERY and gets to the finish first!

• **If you choose a subject pronoun, you move one space.**

• **If you choose an object pronoun, you move two spaces.**



START

1. _____ (He/Him) is my favourite cousin.

2. Please, bring _____ (I/me) the chair.



11. Miss a turn

10. They brought that box for _____ (I/me).

9. These earrings are for _____ (she/her).

12. His friends went to visit _____ (he/him) at the hospital.

13. _____ (Me/I) love playing with the dogs.

14. _____ (We/Us) both made the swim team.

23. Asan helped _____ (I/me) with my homework.

22. _____ (I/Me) eat dinner with my family every day.

21. I know that vegetables are good for _____ (we/us).

24. _____ (He/Him) doesn't want to go to the zoo.

25. Ann set the table for _____ (they/them).

26. Erlan loves _____ (she/her) more than anyone else.

29. Milan told _____ (we/us) a very interesting story.

28. _____ (We/Us) enjoy working with them.



27. Miss a turn



FINISH

STOP

3. Miss a turn

4. Did you see _____
(he / him) yesterday?

5. Don't take that
away from _____
(we / us).

8. Can you fix _____
(them / they) for me?

7. Next winter,
_____ (they / them)
are going to the
mountains

6. _____ (She / Her)
is the girl sitting
near the window.

15. My granny said
that she believes in
_____ (I / me).

STOP

16. Miss a turn

17. _____ (We / Us)
enjoy spending time
walking.

STOP

20. Miss a turn

19. My mom
punished my brother
and _____ (I / me).

18. In March _____
(she / her) will move
to a new city.



Maths

English

History

Music

Physics

Chemistry

Literature

Geography

Biology

French

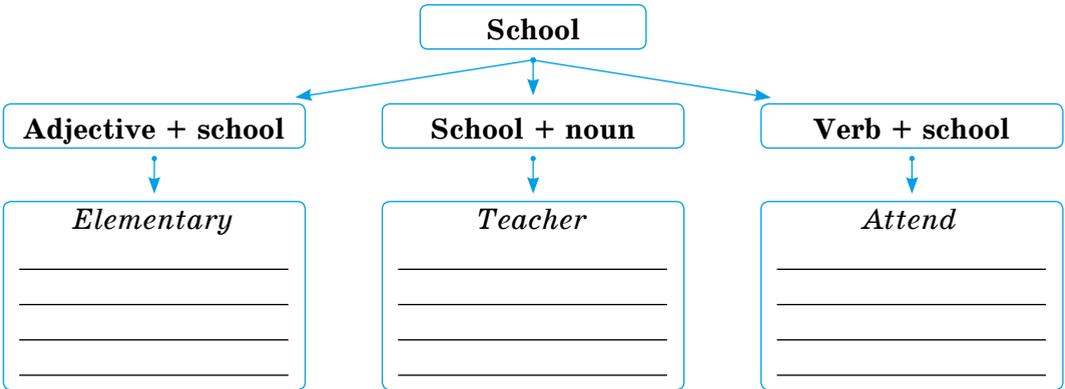
Physical Education (PE)

Information

Technology (IT)

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

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



  1. b) Listen, check and repeat.

Pronunciation [ʌ] or [ju:]

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

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

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

[ʌ]	[ju:]

  2. b) Listen, check and repeat.

 3. a) Read the text.

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

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

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

Schools in the U. S.

(1) American Elementary School

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

(2) _____

Students start middle school at the age of 11. Middle school is 3 years – 6th, 7th, and 8th grade. Some students go to Junior High School which is also three years – 7th, 8th and 9th grade. They've got both compulsory and elective classes. Compulsory subjects are maths, English, social science (a subject that combines history, government and geography) and natural science (i.e. chemistry, biology, anatomy and physiology, physics). Students can also choose some elective subjects that they like such as foreign languages, band, home economics, chorus and art.



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

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

(3) _____

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

  **3. c) Read the text again. Match the paragraphs with three of the headings. There are two extra headings that you don't need.**

- a) Types of Schools
- b) Scholarship Programs
- c) American Elementary School
- d) The American Education System
- e) Middle School, Junior High and High School

 **3. d) Decide if these sentences are True or False. Correct false sentences.**

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

Project work: Lapbook

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





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

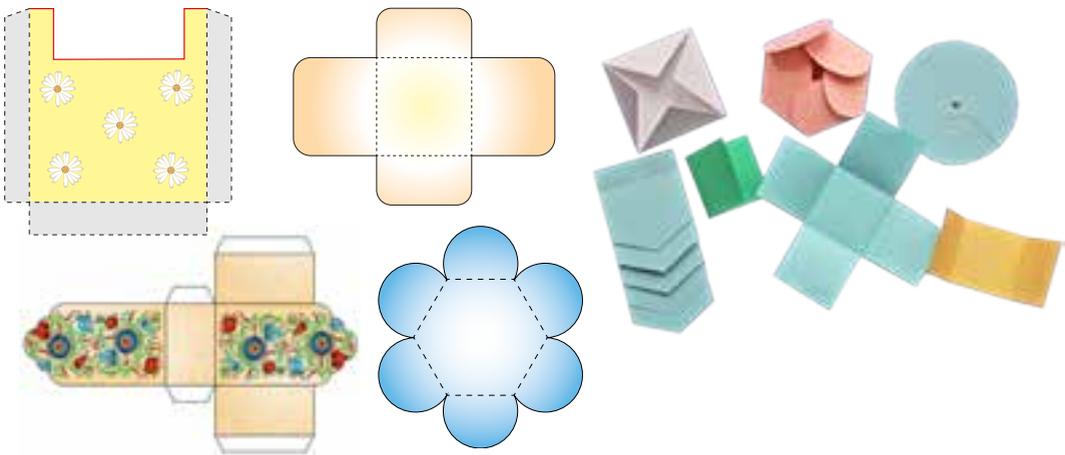
Education!

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

- 1 file folder
- white or coloured paper
- glue stick
- stapler
- scotch
- scissors
- coloured pencils or crayons
- your imagination!

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

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



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



3. Write down the information.



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



elementary school

private school

school uniform

school student

start school

compulsory subjects

public school

high school

school bus

attend school

finish school

elective subjects

secondary school

school teacher

school library

go to school

leave school

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

- | | | |
|---------------------------------|------------------------------|---------------|
| a pencil sharpener | a tube of glue | a pencil case |
| an eraser | coloured pencils | a ruler |
| a schoolbag | a protractor [prə'træktə(r)] | scissors |
| a pair of compasses ['kæmpəsiz] | | |



  1. b) Listen, check, and repeat.

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

What's number 1?

It's an eraser.

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

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

 3. b) Read the text about the school objects and check your answers.

The History of School Objects

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

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

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

* **stationery** – materials for writing, e.g. paper, pens and envelopes.

** **ivory** – long teeth of elephants and some other animals.

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

Grammar

Have got

 4. Complete the table with *have got*.

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

 5. Complete the sentences with *have got*, *has got*, *haven't got* or *hasn't got*.

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

* **carpenter** – a person whose job is making and repairing wooden objects.

Speaking

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

Have you got a pencil sharpener?

Yes, I have.
Here it is.

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

-  6. b) Tell the class about your classmate.

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

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

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

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

Grammar

Have



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

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

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

The past of *have* and *have got* is *had*.

-  8. Rewrite the sentences using the correct form of *have got*.

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

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

 **9. Put *do / does* or *have / has* into the gaps.**

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

Speaking

 **10 Make a list of important personal possessions. Ask your partner questions using *have got* or *have*. In pairs, find three things that:**

- your partner hasn't got / doesn't have but you've got / have.
- your partner has got / has but you haven't got / don't have

Do you have a CD player?

No, I don't but I have a mobile phone.

Have you got a bicycle?

No, I haven't. I walk everywhere.



a pencil sharpener
an eraser
a schoolbag
a pair of compasses

a tube of glue
coloured pencils
a protractor
scissors

a pencil case
a ruler

2D Are you successful in language learning?

Lesson 18–19

 1. Choose one or two quotations you like and discuss them with your partner.

1) “One language sets you in a corridor for life. Two languages open every door along the way.”

Frank Smith

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

Rita Mae Brown

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

Edmund De Waal

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

Rumi

 2. Work in pairs. Answer the questions.

1) Why are you learning English?

2) What techniques do you use to learn it better?

 3. Read what teenagers write about learning English and find out:

1) Why are they learning English?

2) What techniques do they use to learn English?

1. Akzyinat

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

2. Daniel

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

3. Meerim

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

4. Bektur

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



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

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



5. a) Work in groups of 4 or 5 people. Think about the techniques you use and the techniques Meerim, Daniel, Akzyinat and Bektur use in learning English in exercise 3. Write a list of tips for a successful language learner on the poster.

Example: 1) *Practise English constantly every day.*

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

5. b) Put your poster on the wall.

Grammar

So/such

  6. Read the sentences. What do the underlined words mean?

I'm so motivated to learn English.

I'm so realistic in setting of my study goals.

I'll have such a good opportunity.

I'm planning to be such a professional computer programmer.

 7. a) Complete the rules with so or such.

a) _____ + a/an + adjective + singular countable noun

b) _____ + adjective

 7. b) Now look at the following sentences and write rules for them.

1) This actress has got such beautiful eyes.

2) It was such cold lemonade.

 8. Complete the gaps with so or such.

1) It was such terrible weather. I couldn't go out.

2) His presentation about Scotland was _____ interesting.

3) Anna's friends are _____ friendly.

4) I don't want to drink _____ cold water.

5) The exam was _____ difficult. She had to prepare for it for a month.

6) The bus was _____ full that I decided not to get on.

7) My neighbor bought _____ beautiful furniture.

8) _____ unusual souvenirs are hard to find.

9) I'm _____ surprised to see him here.

 9. Complete the gaps with such or such a/an.

1) Ski resort Nooruz is such a good place to go skiing.

2) We found _____ lovely cafe on the way home. It serves _____ delicious food.

3) They're having _____ good time.

4) My sister always gives me _____ useful advice.

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

- 6) She studied at _____ prestigious university.
- 7) It was _____ sunny day. The children enjoyed playing in the lake.
- 8) Joan is reading _____ interesting book.
- 9) Oh, this is _____ nice present. Thank you.



10. Complete the second sentence so that it means the same as the first.

- 1) The reality show was so interesting. → *It was such an interesting show.*
- 2) Anton's father is such an intelligent person. → *Anton's father is so intelligent.*
- 3) My new job is so interesting. → I have such _____
_____.
- 4) She's such a pretty girl. → She's so _____
_____.
- 5) The test was so difficult. → It was such _____
_____.
- 6) You had such a good idea. → Your idea was so _____
_____.
- 7) Jibek's dress is so beautiful. → Jibek has got such _____
_____.
- 8) They've got such expensive cars. → Their cars are so _____
_____.



be motivated to do something
get a well-paid job
fluent speech
be realistic in setting goals

apply for an exchange program
take a risk
achieve goals

 1. Discuss the following questions with your classmates.

- a) What is the best environment to raise a family in (e. g. city, village, house, apartment, etc.)?
- b) Is there anything funny or different about your family?
- c) Does someone in your family maintain a family tree? How far back can you trace your family history?
- d) Who is your oldest relative? Who is your youngest relative?
- e) Which side of the family is bigger: your father's side or your mother's side?

  2. a) Look at the title of the magazine article. Does the title tell you what the reading will be about? What does the word “value” in the title suggest about the text?

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

Family values

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

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

 **3. Answer the questions.**

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

  **4. Read the replies of three teenagers. Are your values the same as these teenagers' values?**

Daniel

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

Emir

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

Sultankhan

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

  5. Are the statements True or False? Correct false statements.

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

 6. Match the words with their meanings.

to affect
values

to trust
open-minded

to rely on
sibling

to avoid
to respect

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

 7. Write a complete sentence using the words below.

Example: *As babies, we rely on our parents.*

to rely on
to respect
siblings
open-minded
family
to trust
to avoid
to affect

a friend
values
parents
troubles
someone's opinion
health
father
leader

 **8. Discuss with a partner what you should do when...**

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

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

Grammar

Possessive case 's



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

's = is

This is Timur's car.

's = the car of Timur.

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

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

Daniel is Charles's son. ✓

Daniel is Charles' son. ✓

 **10. Put in missing possessive apostrophes.**

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

Grammar

Possessive adjectives and possessive pronouns

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



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



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

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



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

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

You can use *his* and *its* before nouns and alone.

Don't use an apostrophe (') with possessive pronouns.



12. Use possessive adjectives or possessive pronouns in these sentences:

Example: *The red coat belongs to me. It's my coat. It's mine.*

- 1) That big modern camera belongs to Jim. It's _____ camera. It's _____.
- 2) The car in front of the house belongs to the Browns. It's _____ car. It's _____.
- 3) The watch on the shelf belongs to Burul. It's _____ watch. It's _____.
- 4) This record belongs to us. It's _____ record. It's _____.
- 5) That bike belongs to you, Mark. It's _____ bike. It's _____.



13. Choose the right word.

- 1) Is this *your / yours* mobile? *Is this your mobile?*
- 2) It's *their / theirs* problem.
- 3) Are these *your / yours* shoes?
- 4) Is this camera *your / yours*?
- 5) That's not *my / mine* umbrella. *My / mine* is blue.
- 6) They know *our / ours* address but we don't know *their / theirs*.
- 7) They have two children but we don't know *their / theirs* names.



14. Write the correct possessive pronoun for each sentence:

Example: *That car belongs to me. That car is mine.*

- 1) That photograph belongs to them. That photograph is _____.
- 2) That bracelet belongs to me. That bracelet is _____.
- 3) This suitcase belongs to us. This suitcase is _____.
- 4) These football boots belong to him. These football boots are _____.
- 5) This computer game belongs to me and my brother. This computer game is _____.
- 6) That motorbike belongs to that man. That motorbike is _____.



15. Put in the missing possessive pronoun or adjective:

- 1) Is that the Taylors' house? Yes, it's *his*.
- 2) This is _____ ball. It belongs to me.
- 3) Burul has bought that cassette. It's _____.
- 4) The bag on the chair is _____. It belongs to you.
- 5) Is that Fred's mobile? Yes, it's _____.
- 6) That camera belongs to Gulnaz. It's _____ camera.
- 7) We live here and we like _____ new home very much.
- 8) Give the bird _____ food.



to affect
family values
responsibility
dishonesty

to trust
open-minded
patience
to have a respect for somebody

to rely on
sibling
domestic chores
to avoid
to respect

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

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

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



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

1. c) Work in pairs. Make a list of the qualities of a good friend. For example:

- Good friends listen to each other.
- Good friends help each other when they've got problems.
- Good friends respect each other.

2. a) Read the text. Which qualities of a good friend you mentioned in exercise 1c are in the text?

Example: *Sabyr – Good friends respect each other.*

My best friend



Shirin

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



Boris

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

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

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



Alice

My best friend's name is Rustam. I think I'm very different from my best friend. I'm short and thin but Rustam is tall and well-built. He plays basketball and does karate. As for me, I don't like sports at all. I love watching films instead. I know about almost all the actors, their lives, and their films, but Rustam can't even remember the names of the films he has seen! Why are we friends? Just because we respect each other and each other's interests. When we get together it's always fun to talk about different things.



Sabyr

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

Example: a) *Shirin and Dilbar are neighbours.*

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

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

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

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

She is always ready to help.

Ready to give me a hand.

Grammar

Present Simple (+), (-)

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

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

Pronunciation

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

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

[z]	[s]	[iz]
<i>gives</i>	<i>likes</i>	<i>watches</i>

  5. b) Listen and repeat.

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

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

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

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

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

- He _____ early in the morning (-).
- Aizada _____ her parents and grandparents. (+)
- My best friend _____ me good advice. (+)
- Our lesson _____ at 12.00 p.m. (-)
- My aunt _____ beautifully. (+)
- Vladimir _____ the answers to all my questions. (-)
- Jack _____ even at weekends. (+)
- She _____ for her exam. (+)

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

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

- share my secrets with my friend
- walk to school
- do karate
- enjoy shopping
- study history
- do homework every day
- take the dog for a walk

 **8. b) Work in pairs. Listen to your partner's sentences. Then tell the class about your partner.**

Meerim shares her secrets with her friend.

 **9. Change the sentences.**

- He lives in a big house in the country.
I live in a big house in the country.

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

Writing

10. Write a paragraph about your best friend.

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



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

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

3C Spending time with family or friends

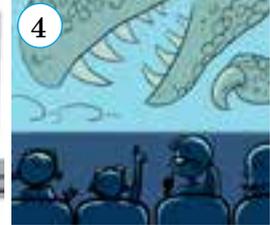
Lessons 27–29

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

go for a walk
play computer games
meet friends

listen to music
go to the cinema
play the guitar

watch TV
read books



 1. b) Listen, check, and repeat the phrases.

 1. c) Test your partner. Say the verb and your classmate calls the whole phrase and show the picture.

Watch

Watch TV.
It's picture 3.

 2. a) Discuss with your classmate. Who do 12-year old teenagers spend more time: their friends or their family?

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

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



Nurzada

I can't say that I spend more time with my family. I'd rather say that I spend more time at home, being alone. I like reading books alone at home. I like reading books when it's quiet and when nobody disturbs you. Most of my friends spend their free time playing computer games but it's different for me. I don't play any computer games and hardly ever surf the internet. I think playing computer games is for lazy teenagers. Sometimes on the weekends I go for a walk with my friends. We stroll in the park or go to the cinema.



Bob

I think I spend more time with my friends than with my family. My parents very often work long hours and I have to be at home alone. I hate being alone – it's too boring. When my parents are at work, I often invite my friends over and we play computer games. Our favourite game is Minecraft. About two months ago, I started learning to play the guitar and my friends became my audience. They say that I'm making some progress and I want to believe them!



Burul

I like going to the cinema to see new films and cartoons. My mother says that I'm a cinemaddict. My favourite actor is Orlando Bloom. I have seen all the films in which he was starring and I have some really nice posters of him in my room. I go to the cinema with my friends or my family. Every evening after dinner I go for a walk with my family because my friends live far away from me. And I watch TV with my family at weekends. On weekdays I go to school, do my homework, and help my parents.

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

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

 2. d) Discuss the questions with your partner.

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

 **3. Look at the questions of an interviewer with Burul. Put the interviewer's questions in the correct places.**

Example: (1) *Do you go to the cinema?*

- a) Do you go for a walk with your friends?
- b) Do you watch TV?
- c) Do you go to the cinema?

Interviewer: (1) _____.

Burul: Yes, I do. I like going to the cinema to see new films and cartoons. I go to the cinema with my friends or my family.

Interviewer: (2) _____.

Burul: No, I don't. Every evening after dinner I go for a walk with my family because my friends live far away from me.

Interviewer: (3) _____.

Burul: Yes, I do. I watch TV with my family at weekends. On weekdays I go to school, do my homework, and help my parents.

Grammar

Present Simple (?)

 **4. Complete the table for the Present Simple in interrogative sentences.**

Interrogative (?)	Negative (-)
_____ I play ...?	Yes, I _____. / No, I _____.
Does he / she / it play ...?	Yes, he / she / it does. / No, he / she / it doesn't
_____ you / we / they play ...?	Yes, you / we / they _____. / No, you / we / they _____.

 **5. Complete the questions and short answers.**

- a) – Do you study at school № 67?
– Yes, I do.
- b) – _____ your father work in hospital?
– No, he _____.
- c) – _____ they watch TV every day?
– No, they _____.
- d) – _____ Jane go to the cinema with her friends?
– Yes, she _____.

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

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

- 1) go for a walk / your parents / do / with you? → *Do your parents go for a walk with you?*
- 2) you / do / shopping / like?
- 3) at the weekend / do / play / you and your friends / tennis?
- 4) listen to rap music / your best friend / does?
- 5) your mother / does / every day / cook?
- 6) like / do / computer games / you.

 **6. b) Work in pairs. Ask and answer the questions from exercise 6a.**

 **7. a) Read the activities. Find out which of your classmates do the activities in the table. Also find out who they do these activities with.**

Example: *A: Do you go for a walk?*

B: Yes, I do.

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

B: I go for a walk with my friends.

Activity	Classmates
1) go for a walk 2) listen to music 3) watch TV 4) play computer games 5) go to the cinema 6) read books 7) meet friends 8) play the guitar	<i>Aigul (her friend)</i>

 **7. b) Tell the class.**

My classmate, Aijan spends most time with her friends.



8. Complete the questions with *do* or *does*. Then answer the questions.

- 1) – Do you read newspapers?
– Yes, _____ .
- 2) – _____ he listen to classical music?
– No, _____ .
- 3) – _____ people in your country like sport?
– Yes, _____ .
- 4) – _____ she earn much money?
– Yes, _____ .
- 5) – _____ you eat lunch at school?
– No, _____ .
- 6) – _____ Daniyar usually wear jeans?
– Yes, _____ .
- 7) – _____ Fatima and Rasul play musical instruments?
– No, _____ .
- 8) – _____ they play sport in the gym?
– Yes, _____ .



go for a walk
play computer games
meet friends

listen to music
go to the cinema
play the guitar

watch TV
read books

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

Example: *play* = *picture 4*

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



 1. b) Listen and repeat the words.

 1. c) Describe the activities in the pictures.

Example: *picture 1 = cook dinner / cook meal*

 2. Work with a partner. Test each other.

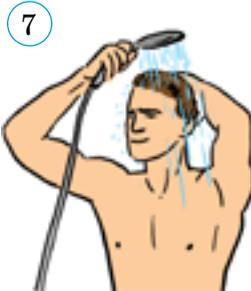
Picture 4.

Play football.

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

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

Example: *wash* = picture 1.



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

Example: *picture 1* = *wash a car*.

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

Play

Play football, play board games, play chess.



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

Example: *My father always watches TV in the evenings.*

sweep	wait for	play	listen	brush
watch	iron	take	wash	listen

- My father always _____ TV in the evenings.
- I _____ to a radio when I drive to work. I never _____ to the CD player.
- My brother Azamat loves sport: he _____ football, badminton and chess!
- My sister lives in the bathroom! She _____ the shower for two hours.
- I can't _____ the clothes. I always ask my mother to do it for me.
- When we do the housework, I usually _____ the floor and my brother _____ it.
- I usually _____ my teeth before and after the breakfast.
- My friend is really impatient. She can't _____ more than five minutes!



5. “Spending Time”

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

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



play
watch
sing

sweep [swi:p]
brush
dance

cook
wash
wait for

listen to
iron ['aɪən]

4A Yes, I love it!

Lessons 32–33

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

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



I (1) love it.



I (2) _____ it.



I (3) _____ it.



I (4) _____ it.



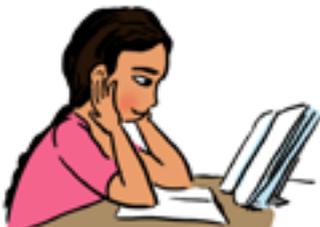
I (5) _____ it.



I (6) _____ it.

  1. b) Listen, check and repeat.

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



Kashi



Lorenzo

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

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

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

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

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

Grammar



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

Present Simple: *he* and *she*

She loves apples.

She doesn't like computer games.

He hates cold weather.

He doesn't mind *sweeping* the floor.

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

Most verbs	Verbs ending in -e	Verbs ending in consonant + vowel (a, e, i, o, u) + consonant
cook → <i>cooking</i>	dance → <i>dancing</i>	shop → <i>shopping</i>
watch → (1) _____	take → (4) _____	swim → (6) _____
play → (2) _____	drive → (5) _____	jog → (7) _____
study → (3) _____		

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

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

Example: *playing chess* – picture 3

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



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

- Do you like playing chess?
- No, I don't – I hate it!
- It's OK. I don't mind it.
- Yes, I love it!

	don't mind	hate	playing chess
	sleeping	playing computer games	spiders
	doing homework	doing the housework	going to the gym
	flying	watching TV	taking photos
	swimming		
	playing chess		

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



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

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

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

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



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



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



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



-  1. b) Do you know any other interesting traditions? Tell your classmates.

-  2. Look at the highlighted words in the text. Answer the questions.

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

0% → 10% → 20% → 30% → 70% → 90% → 100%
 never always

d) Choose the correct position A, B or C for the highlighted phrases.

- I **A** listen **B** to music **C**
- He **A** is **B** late for classes **C**



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

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

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



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

always	usually	often	sometimes
not often	hardly ever	never	

For example: *She hardly ever listens to rock music.*

- He/she listens to rock music.
- He/she reads poems.
- He/she goes to school on Saturdays.
- He/she visits relatives.
- He/she watches TV in the morning.
- He/she sweeps the floor.

7) He/she plays board games.

8) He/she wears red clothes.

 4. b) Work with a partner. Read the sentences to your partner to check your ideas. How many correct ideas do you have?

I think that you usually listen to rock music.

Yes, that's right.

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

Project work "My family traditions"

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

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

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

<p style="text-align: center;">Section 5</p> <p>Write down what people in your family sometimes do.</p> <p>For example: <i>We sometimes go to the cinema.</i></p>	<p style="text-align: center;">Section 6</p> <p>Write down what people in your family don't often do.</p> <p>For example: <i>We don't often buy new furniture.</i></p>	<p style="text-align: center;">Section 7</p> <p>Write down what people in your family hardly ever do.</p> <p>For example: <i>We hardly ever go abroad.</i></p>	<p style="text-align: center;">Section 8</p> <p>Write down what people in your family never do.</p> <p>For example: <i>We never drink cold tea.</i></p>
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always
not often
knife

usually
hardly ever
show tongue

often
never
polite

sometimes
spit

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

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

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

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

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



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

This is Marian. We call her Miss Selfie. She likes taking photos of herself. She uses her camera every ten minutes!



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

This is Mr Genius. His name's David. Why is he genius? He reads very fast. He reads the texts diagonally!



This is Merry-Bell. She's Miss Want-To-Know-Everything. Do you know why? She spends all her free time in the library. She reads every book that she sees.

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





1. b) Look at the text again and answer the questions.

- 1) Who likes taking photos?
- 2) Who likes reading?
- 3) Why is David in Aigul's Book?



1. c) Who do you think is the most unusual student in Aigul's book? Why?



2. Choose the question words from the box and complete the questions about Aigul's friends.

How?	How many?	What kind of?	When?
What?	How much?	Where?	Why?
How often?	Who?		

- 1) What do Aigul's friends like?
- 2) _____ hamburgers can James eat for the lunch?
- 3) _____ Coke can James drink?
- 4) _____ does Marian take photos of herself?
- 5) _____ did Natasha start doing gymnastics?
- 6) _____ is David genius?
- 7) _____ does he read books?
- 8) _____ does Merry-Bell live?
- 9) _____ books does she read?
- 10) _____ doesn't know what he/she can do well?

Grammar



3. a) Look at the questions in exercise 2. Which question word(s) do we use to ask about:

- | | |
|---------------------------|-------------|
| a person? | <u>Who?</u> |
| a place? | _____ |
| a time? | _____ |
| a thing? | _____ |
| the reason for something? | _____ |
| the way you do something? | _____ |

3. b) We often add another word to *How* and *What* to make two-word questions, for example *How many?* Find three examples in exercise 2.



4. Complete the sentences with the correct question words.

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

Drawing
Drawing

What?

Where?

Why?

When?

How many?

How?

Who?

How much?

Whose?

How old?

- 1) _____ are you late?
- 2) _____ lessons do you have?
- 3) _____ is that man near the door?
- 4) _____ do you go to the club?
- 5) _____ is your sister?
- 6) _____ are you crying?
- 7) _____ is the kitten?
- 8) _____ will you get to Osh?
- 9) _____ do you usually do in the evenings?
- 10) _____ is the coffee?
- 11) _____ sports do you like?
- 12) _____ bag is it?

- I've missed the bus.
 Six lessons.
 My uncle.
 At 6 o'clock.
 She's eleven.
 I've lost my keys.
 Under the chair.
 By car.
 Watch TV.
 It's 150 som.
 I like basketball.
 It's Aigul's bag.

Word order in questions

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



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

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



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



6. “What is the question?”

- Play in small groups of 3–4 people. You need a dice  and counters for each player.
- Player 1 throws a dice and makes as many steps along the board as the number on the dice shows. For example, Player 1 stops on number 2. There is an answer there: He is fifteen.
- Player 1 must think of a question that matches the answer. For example, How old is your brother? Or How old is your friend? Or How old is Ansar? etc.
- If all the players like the question because it has GOOD GRAMMAR and it MATCHES the answer, Player 1 can stay on his place.
- If the players don't like the question, Player 1 goes back to the place where he/she was before.
- If you are not sure, ask your teacher to help you. But YOU know everything yourself!

How?

Why?

Have you?

Where?

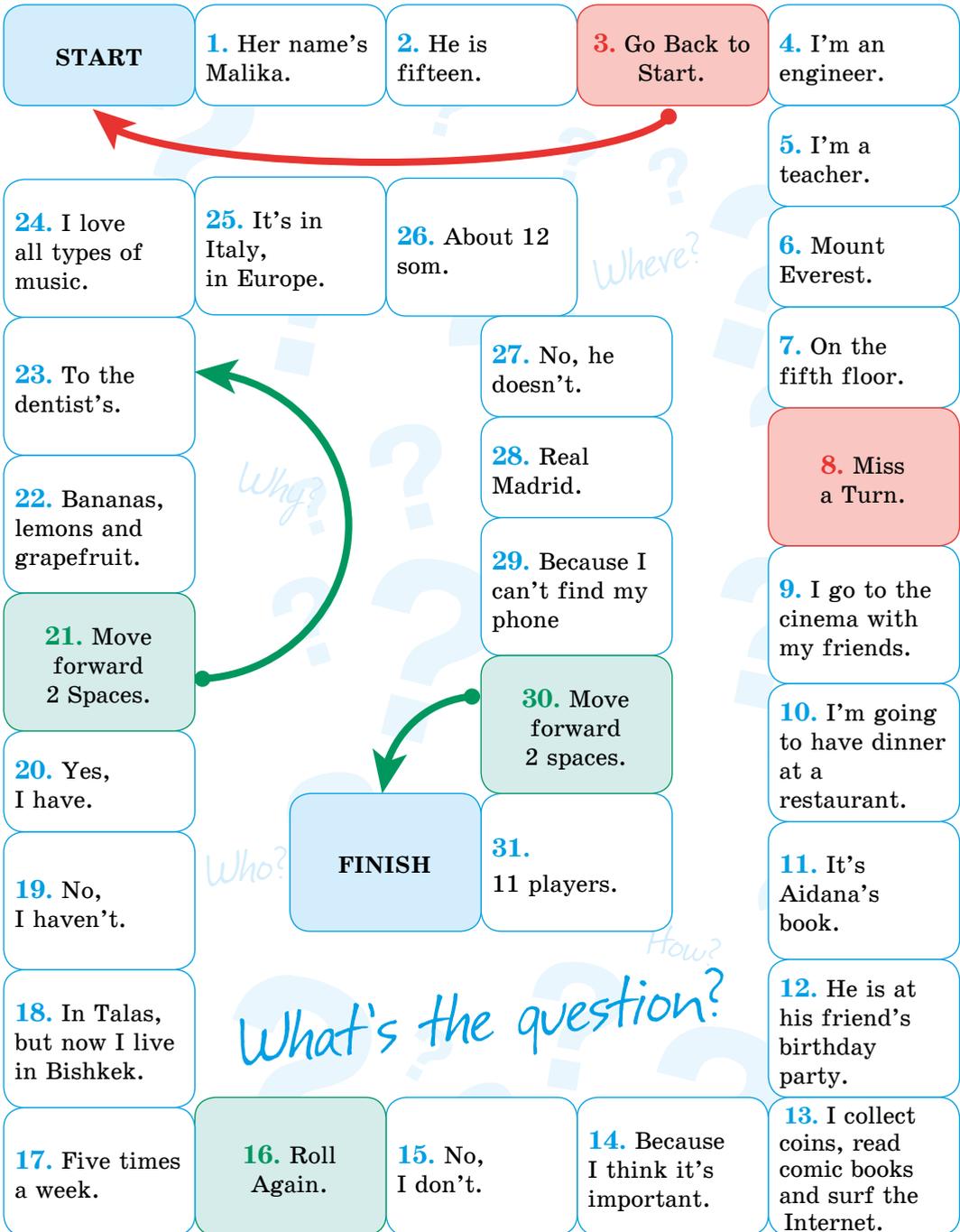
How often do you?

What?

Are you?

Do you?

How many?



surf the Internet
read the text diagonally

genius
do gymnastics

take a photo of somebody

4D When in Rome, do as the Romans do!

Lessons 38–39

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



- 1.) 1. b) Work with your partner or in small groups. Discuss what you know about customs and etiquette rules that people have in these countries.

- 1.) 1. c) Look at the title of the lesson. How do you understand the proverb? Discuss with your partner.

- 1.) 2. a) Aigul and her friends are talking about some common etiquette and customs in their countries. Read the text and compare with your ideas. How many of your ideas did you find in the text?



Mateo

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

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



Aimon

In Italy, when somebody offers food to you, but you don't want any more food because you're full, you must refuse several times. If you don't do that, your food will be topped up. Oh, yes! When you eat, keep your hands above the table where everyone can see them. Another custom in Italy is an afternoon nap. The Italians are fond of an afternoon nap after lunch, with many businesses shutting for an hour or two between 1 pm and 4 pm.



Santino

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



Hanako

In India many people eat with their hands, but it's very important to eat or shake hands with your right hand. Another eating taboo is touching other people's food with your lips. That is why you can't take a bite out of anything and then pass it to another person. You can't drink from a shared bottle. If you really need to drink, pour it directly into your mouth without touching a bottle with your lips. It's impolite to kiss, hug or hold hands in public, but some Indian men may hold hands as a sign of friendship.



Amrita

Grammar

Direct / Indirect object

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

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

Nobody will open **you the door**.

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

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

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

DIRECT OBJECT	
 <p>He broke the window.</p>	<p>A direct object is a person or a thing that “receives the action of the verb”.</p> <p>He broke (What?) the window. The window received the action of the verb. So “the window” is the direct object.</p>
 <p>The ball hit the boy.</p>	<p>Who did the ball hit? The boy. The boy received the action of the verb. So “the boy” is the direct object.</p>
INDIRECT OBJECT	
 <p>She gave flowers to her mom.</p>	<p>An indirect object is a person or thing that the action of the verb is done for or done to.</p> <p>To whom did she give flowers? To her mom. The action was done for her mom. So “her mom” is the indirect object.</p>
 <p>She baked bread for her family.</p>	<p>For whom did she bake bread? For her family. So “her family” is the indirect object.</p>

VERB PATTERNS – VERBS WITH TWO OBJECTS

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

subject + verb + **person** + **thing** = subject + verb + **thing** + to/for + **person**
(indirect object) (direct object) (direct object) (indirect object)



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



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

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

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

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

 5. Underline the indirect object.

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

 6. Underline the correct preposition.

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

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



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

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



napkins

refuse

shake hands

sign

nap

take a bite

etiquette

lose your face

hug

Unit 5

5A Geographical features

Lessons 43–44

 1. a) Match the words with the pictures.

a desert
a hill

a river
an island

a mountain
a sea

an ocean
a forest

a lake



  1. b) Listen, check and repeat.

 2. Test your partner.

What's number 1?

It's a mountain.

Pronunciation

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

desert	river	mountain	ocean	lake
hill	island	sea	forest	

 	
<i>desert</i>	

  3. b) Listen, check and repeat.

 4. Choose the correct word in the brackets.

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

Grammar

Definite article *the* and zero article (Ø)

 5. Add more names of each geographical feature.

Geographical features	Examples
Deserts:	<i>the Gobi desert, ...</i>

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

 **6. Complete the rules with *the* or *zero article* (∅).**

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

 **7. Put in *the* or *zero article* (∅).**

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

 **8. a) In pairs, answer the questions.**

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

 8. b) Read the dialogue between Aigul and Tom. Compare your answers.

Aigul: Tom, are you good at Geography?

Tom: Yes, I am. I love Geography.

Aigul: I'm doing a crossword. Can you help me?

Tom: Yes, sure. What's the first question?

Aigul: Which desert has got the Nile and the Niger Rivers?

Tom: It's very easy. (1) The Sahara Desert.

Aigul: Which mountains are young?

Tom: I think (2) _____ Himalayas Mountains.

Aigul: Where can you see black sand?

Tom: On (3) _____ Bali Island.

Aigul: Which sea is in northern Europe?

Tom: It's (4) _____ Baltic Sea.

  8. c) Read the dialogue again. Fill in the gaps with *the* or nothing (∅).

 9. Fill in the gaps with *the* or nothing (∅).

- a) Camels are the main animal of the Sahara desert.
- b) _____ Irtysh River is beautiful.
- c) _____ Lake Victoria is between three countries: Kenya, Uganda and Tanzania.
- d) In _____ Kalahari Desert, summer is very hot and winter is very cold.
- e) People live near _____ Congo River to water their fruit and vegetables.
- f) _____ Jamaica Island has got 120 rivers.
- g) _____ Caribbean Islands are rich in fauna and flora.



a desert
a hill

a river
an island

a mountain
a sea

an ocean
a forest

a lake

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



  1. b) Read the text. Compare your answer.

  1. c) Read the text again. Match the paragraphs 1–5 with the questions a–e.

- What does Kyrgyz mean?
- Where's Kyrgyzstan?
- Who's Manas?
- What's the capital of Kyrgyzstan?
- What's the flag of Kyrgyzstan like?

1. *Where's Kyrgyzstan?*

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

2. _____

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

3. _____

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

4. _____

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

5. _____

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



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

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



1. e) Which information was new for you?

Grammar

Definite article *the* and zero article (\emptyset)



2. a) Complete the table.

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

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

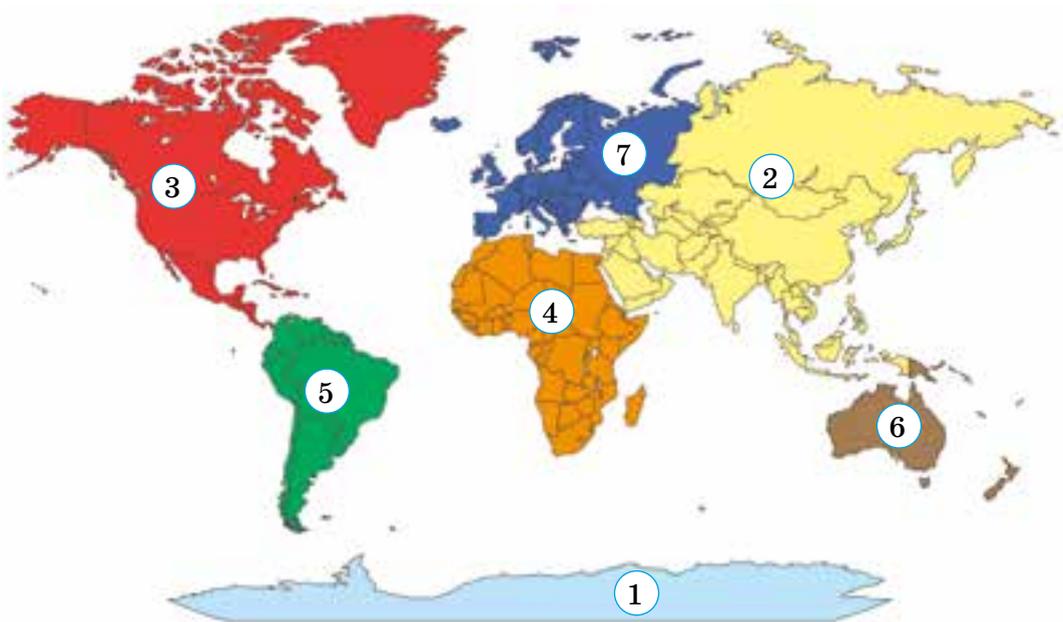
- 1) We use *the* / *zero article* (\emptyset) with the names of the continents and regions of the world.
- 2) We use *the* / *zero article* (\emptyset) with the names of the countries.
- 3) We use *the* / *zero article* (\emptyset) with the names of the countries with the words States, Kingdom, Republic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

 3. Put in *the* or *zero article* (\emptyset).

- | | |
|--|------------------------------|
| 1) <u>(\emptyset)</u> Middle Africa | 7) _____ Tilek |
| 2) _____ Western Europe | 8) _____ Aiturgan |
| 3) _____ New-York | 9) _____ London |
| 4) _____ United Kingdom | 10) _____ Slovak Republic |
| 5) _____ Osh | 11) _____ North America |
| 6) _____ Turkey | 12) _____ Kingdom of Belgium |

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

- | | | |
|------------------|---------------|------------------|
| a) Asia | d) Europe | f) Africa |
| b) Australia | e) Antarctica | g) South America |
| c) North America | | |





5. Complete the sentences with the names of the continents.

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



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

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



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



a legendary hero
an epic poem
a national flag

unite tribes
a popular folk hero
continent

represent

 1. a) Match the words with the pictures.

a valley ['væli]

a plum [plʌm]

pistachios [pi'stɑ:ʃiəʊz]

cherries ['tʃeriz]

a pear [peə]

an orchard ['ɔ:tʃəd]

almonds ['ɑ:məndz]

raspberries ['rɑ:zbəri:z]

currants ['kʌrənts]

a forest ['fɒrɪst]

walnuts ['wɔ:lnʌts]

Example: *picture 1 – a forest*



  1. b) Listen, check and repeat.

 1. c) Test your partner.

What's number 1?

It's a forest.

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

  2. a) Read the text and compare your answer.

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

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

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

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

- Where’s Arslanbob?
- What does the legend say about the Arslanbob walnut forest?
- What fruits and nuts grow in the orchards?
- What other places can you visit?

 2. c) What do these numbers refer to?

130	11500	30	1,000	1,500	2
-----	-------	----	-------	-------	---

Grammar

Articles: *a / an* and *the*

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

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



4. Match the articles in exercise 3 with the rules.

Example: *Arslanbob is (1) a village.* → **Rule d**

- a) We use **zero article** (Ø) when we talk about people or things in general.
- b) We use **the** when we know or can see which thing we're talking about.
- c) We use **the** when we mention something again.
- d) We use **a / an** when we mention something for the first time.



5. Read the sentences and answer the questions.

- a) I like cherries.
 - b) I like cheese.
 - c) The cherries in my garden are sweet.
 - d) Put the cheese on the plate, please.
- 1) Which of the sentences are about people or things in general?
 - 2) Which of the sentences are about particular people or things?
 - 3) Are the sentences True or False?
- a) When we talk about generalisations, countable nouns are in plural.
 - b) When we talk about generalisations, uncountable nouns are in plural.
 - c) When we talk about generalisations, we use the article **the**.



6. Read the sentences. Are the sentences generalisations or not? Choose the correct answers.

- 1) *Lions / The lions* are dangerous.
- 2) *Lions / The lions* over there are going to attack the rabbit.
- 3) I love *classical music / the classical music*.
- 4) *Weather / the weather* in Naryn was bad yesterday.
- 5) *Food / the food* in this restaurant is delicious.
- 6) I like *almonds / the almonds*, but not *pistachios / the pistachios*.
- 7) I hate *snow / the snow*.



7. Fill in the gaps with the articles **a / an, the** or **zero article** (Ø).

- 1) I like (Ø) plums.
- 2) How much are _____ pears? They're 80 som.
- 3) She's reading _____ magazine. _____ magazine is very interesting.
- 4) Give me _____ pen, please.
- 5) You can buy _____ cherries, currants and raspberries in the Osh market.
- 6) Sanjar has got _____ dog. _____ dog's name is Rex.
- 7) Do you know _____ people over there?
- 8) They've got _____ garden.



8. Correct the mistakes.

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



a valley
an orchard
walnuts
waterfall

a pear
a forest
cherries
cave

currants
pistachios
raspberries
hiking

a plum
almonds
collect walnuts
horseback riding

5D Trip to the United Kingdom of Great Britain and Northern Ireland

Lessons 49–51

Reading

  1. Look at the fast facts, map and flag of the country. Answer the questions.

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

Fast facts

Capital: London

Population: 63,395,574

Official language: English

Money: Pound sterling

Area: 242,514 km²

Major rivers: Thames, Severn, Tyne



  2. Read the text and compare your answers.

1. What countries does the UK consist of?

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

2. _____

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

Parliament. The British Museum is the biggest museum in London which contains ancient sculptures, manuscripts and coins.

3. _____

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

4. _____

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

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



3. Match the headlines with the paragraphs.

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



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

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

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

  5. Read the text again and answer the following questions.

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

Grammar

Articles: *a / an, the* and zero article (Ø)

  6. Read the sentences below. Work out the rules why these articles are used with the underlined words in each case.

- a) The British Museum is the biggest museum in London.
- b) At midday people have lunch not with the members of the family but with colleagues or schoolmates.
- c) It's a unique country which consists of England, Scotland, Wales and Northern Ireland.
- d) The British are reserved in manners, dress and speech.

  7. Look at the table and compare your answers. Match the rules with the sentences in exercise 6.

Rules



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



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

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

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

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

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

Aigul: Is it Wales?

Tom: No. Men wear kilts and play bagpipes.

Aigul: I know. It's Scotland.

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

Aigul: That's interesting.

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

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

Tom: OK. See you tomorrow.



9. Correct the mistakes. Some sentences are correct.

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



a unique country
ancient reserved

consist of something
a sense of humour

official residence
cereals canteen

 1. With your partner, discuss the following questions.

- What does your name mean?
- Do you like your name? Do you want to change it to another name?
- Which names are popular in Kyrgyzstan at the moment? Why are they popular?
- Have you got a nickname? Do you like it? Why / not?

 2. a) Answer the questions with your partner.

- What do the names 'Tom and Aigul' mean?
- Do you know a legend about Aigul?

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

Aigul: Hi, Tom. What are you doing?

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

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

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

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

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

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

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

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



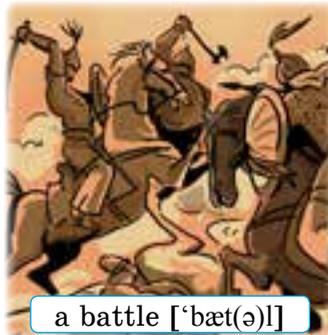
Tom: Oh, it's a nice but sad legend about love. Don't jump off the mountain.

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

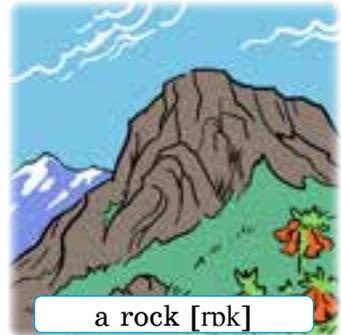
Glossary



a warrior ['wɔriə]



a battle ['bæt(ə)l]



a rock [rɒk]

Grammar

Past Simple in positive (+) sentences

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

Rules	Examples	Examples from the legend
1) -ed	work → work ed	(1) <u>jumped</u> , (2) _____
2) -e → -d	dance → dance d	(3) _____, (4) _____
3) consonant + -y → -ied	marry → marri ed	
4) vowel + -y → -yed	play ed , enjoy ed	
5) double consonant + -ed	plann ed , travel led	



4. a) There are three ways to pronounce the *-ed* ending of regular verbs. Listen and repeat.

[d]	[t]	[id]
lived died	jumped	started



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

moved	looked	stopped	wanted	visited
smiled	helped	decided	rained	



5. Complete the sentences with the verbs from the box in the Past Simple.

smile	travel	want	help	marry	rain	start	move
-------	--------	------	------	-------	------	-------	------

- 1) It *rained* the whole day yesterday.
- 2) They _____ to a new city.
- 3) Nurjan _____ before saying hello.
- 4) We _____ our teacher to bring the chairs from another classroom.
- 5) I _____ learning English three years ago.
- 6) Mark _____ from one part of Kyrgyzstan to another with his friend.
- 7) They _____ in 2015.
- 8) Karina _____ to become a doctor.



6. Look at the legend about Aigul in exercise 2b again and find the past tense of these irregular verbs.

have _____ be _____ get _____
fall _____ come _____



7. Complete the groups of the irregular verbs with their past forms.

told	bought	gave	sold	became	did
found	took	came	sent	read	wrote

- 1) become _____
- 2) write _____
- 3) come _____
- 4) tell _____
- 5) send _____
- 6) give _____
- 7) take _____
- 8) read _____
- 9) find _____
- 10) sell _____
- 11) buy _____
- 12) do _____

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

- 1) Chyngyz Aitmatov wrote "The First Teacher" in 1962.
- 2) Roza Otunbaeva _____ the President of Kyrgyzstan in 2010.
- 3) Pablo Picasso _____ a Spanish painter.
- 4) On Elvis Presley's eleventh birthday, his parents _____ him a guitar.
- 5) Hans Christian Andersen _____ a lot of books in his childhood.
- 6) Walt Disney _____ drawing and photography classes as a boy.

 **9. Work in pairs. Tell each other things that you did last weekend. Find three things that you both did.**

I did my homework.

I read a book.

I did my homework too.

I bought a gift for my mother.

 **10. Correct the mistakes.**

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



a nickname

a brave warrior

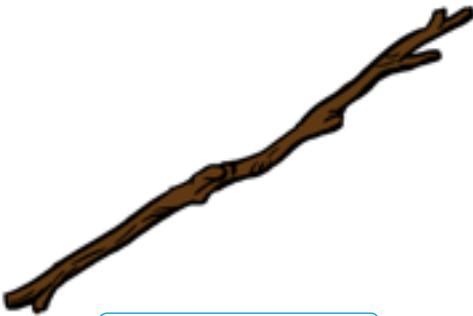
rare

a battle

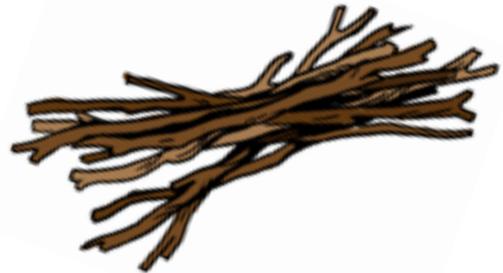
fall in love with somebody

a rock

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



a twig



a bunch of twigs

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

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



2. Read the fairy tale again. Are the sentences True or False?

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

Grammar

Past Simple: negative (-)



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

I / you / he / she / it / we / they	_____ (= did not) + verb.
-------------------------------------	---------------------------



4. Make negative sentences in the Past Simple.

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



5. Tell each other what people didn't do 300 years ago? Use the verbs in the box.

listen	have	wear	eat	watch	use
--------	------	------	-----	-------	-----

Example: *People didn't listen to pop music.*



6. Make the sentences negative.

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

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

 7. Speaking: Chain story

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

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

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

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

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



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

1. a) Work in pairs. Answer the question.

- a) Do you know any legends about the places in Kyrgyzstan?
- b) What do you know about Kochkor village? Where is it?

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

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



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

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

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

Tom: Did the young man see her?

Aigul: Yes, he did.

Tom: Was she really beautiful?

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

Tom: What did he do then?

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

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

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

Tom: Did he stay alive?

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

Tom: Did the young man marry her?

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

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



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

son beautiful camels wind love winter daughter

Grammar

Past Simple (?)



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

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

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

 3. b) Answer the questions.

- 1) What auxiliary verb do we use when making questions?
- 2) How do we answer *yes / no questions*?
- 3) What other question words do we use when making *special questions*?
- 4) Can you complete the forms of the verb *be* in the Past Simple?
 - a) I / he / she / it - _____
 - b) we / you / they - _____

Pronunciation

  4. Listen and repeat.

Did he stay alive? ↗ Did he marry her? ↗	(+) Yes, he did. ↘	(-) No, he didn't. ↘
What did he do then? ↘		
What task did Khan give him? ↘		

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

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



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

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



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

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



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



8. Correct the mistakes.

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



a poor young man
laugh at somebody
marry

a beautiful girl
fall in love with somebody
to breed camels

 1. In pairs discuss the questions.

- Do you agree that a legend is a semi-true story?
- Do you know any legends about Issyk-Kul Lake? Tell your partner.

  2. a) You're going to read the legend about Issyk-Kul Lake. Look at the pictures below and list twelve words you think might occur in the legend. What do you think this legend is about?



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

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

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

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



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

mountains	village	khan	punishment
beautiful	window	ring	love

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



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



4. Discuss the questions.

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

Grammar

Adjectives ending in *-ed* or *-ing*

  5. a) Read the sentences and answer the questions.

- a) She thought that her life without her young man would be boring and meaningless.
- b) The girl was terrified and escaped to the mountains to hide herself from the khan's servants.
 - 1) Which of the underlined words refers to how the girl felt?
 - 2) Which of the underlined words refers to what made her feel like that?

 5. b) Read the legend again and find more examples with adjectives ending in *-ed* or *-ing*.

 6. Choose the correct adjective with *-ed* or adjective with *-ing* in *italics* in these sentences.

- 1) The students were very *tired* / *tiring*.
- 2) Teachers find it *annoyed* / *annoying* when students are late for class.
- 3) His parents are usually *worried* / *worrying* when he's late.
- 4) I heard a very *frightened* / *frightening* story.
- 5) Bermet was *surprised* / *surprising* to find a letter on her table.
- 6) The children were *terrified* / *terrifying* when they heard a strange noise downstairs.
- 7) Horse riding can be an *excited* / *exciting* experience.
- 8) The boy was *disappointed* / *disappointing* by the test result.
- 9) When learning a new foreign language, grammar rules can be *confused* / *confusing*.

 7. Use the word given in capitals at the end of these sentences to form a word with *-ed* or *-ing* that fits the gap.

- 1) The situation was embarrassing for the man and he felt uncomfortable. EMBARRASS
- 2) He's so _____ in Physics that he spends most of his time studying it. INTEREST
- 3) It was really _____ not to go to the ski resort. DISAPPOINT
- 4) Listening to slow music is _____. RELAX

- 5) I'm _____ of height. FRIGHTEN
- 6) Students are usually _____ about their exams. WORRY
- 7) Basketball is an _____ sport. EXCITE
- 8) It was _____ to get a bad mark for her. DEPRESS

Speaking

 8. a) Complete the gaps with the correct adjective with *-ed* or *-ing*.

- 1) Which of your subjects do you think are _____? (interested / interesting)
- 2) What makes you feel _____? (worried / worrying)
- 3) Do you get _____ when somebody is talking on the phone in public places? (annoyed / annoying)
- 4) Which do you find more _____, travelling by car or by public transport? (tired / tiring)
- 5) What are you _____ of? (frightened / frightening)
- 6) What do you do if you feel _____? (depressed / depressing)
- 7) What kind of activities do you think are _____? (excited / exciting)

 8. b) Ask and answer the questions in exercise 8a.

 9. Tell your partner how you're feeling today and explain why. Use the following words from the box.

annoyed	pleased	relaxed	confused	depressed
surprised	excited	terrified	frightened	tired
worried	bored	embarrassed		

Today I'm feeling depressed because I'm not ready for the test on Maths.

Don't worry. You're good at Maths. You always do your homework. I'm sure you can do it.

Today early in the morning I got annoyed with my sister because she didn't give me to sleep. Now I'm feeling tired.

Oh, dear. I understand you.

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

your first school day

your dinner you had yesterday evening

shopping

news on TV

your last holiday

your present

a TV program

doing the housework

My first school day was interesting and exciting.



a sacred place

kidnap somebody

keep somebody in the fortress

punishment

persuade somebody to do something

be amazed by something

cruel

escape

look forward to something

valley

7A Clothes make the man

Lessons 63–64

 1. a) Match the words with the pictures.

Example: *picture 1 = a shirt*



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

  1. b) Listen, check and repeat.

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

What's this?

It's a shirt.

What are these?

They're shoes.

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

top	T-shirt	shirt	skirt	waistcoat
trainers	sneakers	belt	jeans	



Today Aigul is wearing a nice plain black (1) top, a blue woolen (2) _____, a beautiful blue and white striped (3) _____ and (4) _____.

Tom is wearing a pair of blue (5) _____, a comfortable white cotton (6) _____, a checked linen (7) _____, an expensive black leather (8) _____, and (9) _____.

 3. b) Listen and check.

 4. Complete the table with the words from exercise 3a.

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

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

cotton 6 metal _____ woolen _____ floral _____
 wooden _____ leather _____ silk _____ plastic _____
 denim _____ patterned _____



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

Grammar



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

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

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

It's a comfortable denim jacket.

They are plain blue cotton trousers.



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

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



7. Work with a partner and answer the questions.

- What traditional clothes do people wear in your country? Describe them.
- When do people in your country wear traditional clothes?
- What do you know of other cultures where people wear very traditional clothes for special occasions?



8. a) Look at the photo of Douglas, Aigul's friend. Where's he from? What's he wearing?



8. b) Douglas's classmates ask him a lot of questions about his traditional costume. Read the text and put the questions onto the correct place.

- Why do Scottish men wear "a skirt"?
- Do Scottish men wear kilts every day?
- How did kilt help people to show patriotism?
- Why do Scottish people like kilts so much?
- Why did Scottish men wear kilts, not trousers?

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

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

2. _____

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



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

3. _____

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

4. _____

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

5. _____

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

Grammar

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



These boxes are **very** heavy.

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



These boxes are **too** heavy.

too heavy – it is impossible to lift the boxes.

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



10. Add too or very to the sentences.

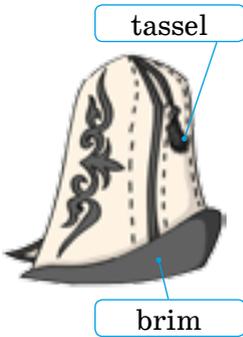
- 1) The box is very heavy, but I can lift it.
- 2) Mirlan is _____ young to understand this film. He'll understand when he's older.
- 3) Her cake was _____ tasty. I ate all of it.
- 4) I'm _____ sleepy to watch the rest of the film. Can you tell me tomorrow how it finishes?
- 5) Emilia runs _____ fast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



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

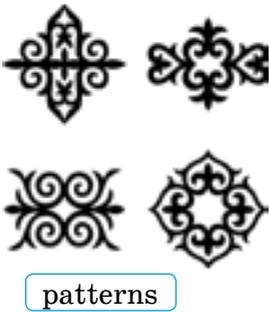
Designs and materials: cotton, wooden, denim, metal, leather, patterned, woolen, silk, floral, plastic.

1. a) Aigul is telling her classmates about the ak kalpak (white kalpak). What do you know about the history of this Kyrgyz traditional hat? Work with a partner and answer the questions below.



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

1. b) Read the text and check your ideas. How many of your answers were correct?



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

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

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

The pattern represents the family tree.

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

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

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



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

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

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

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

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

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

 **3. What is the infinitive form of the words below?**

- | | | | |
|----------|-------|----------|-------|
| a) got | _____ | e) could | _____ |
| b) meant | _____ | f) said | _____ |
| c) were | _____ | g) was | _____ |
| d) had | _____ | h) told | _____ |

 **4. Complete the sentences with the verbs from exercise 3.**

- My father was a good football player when he was a school boy.
- The teacher _____ us to prepare for the test.
- I didn't understand what his words _____.
- Yesterday my little brother _____ his first word.
- I _____ a new computer game for my last birthday.
- We _____ very tired after the long walk.
- I _____ a very difficult exam yesterday.
- When I was five years old, I _____ play with my toys all day.

 **5. a) Complete the groups of the irregular verbs with their past forms.**

wore	broke	went	came	saw	sent
said	sold	caught	took	read	spoke
did	told	thought	held	gave	heard

- | | | | | | |
|----------|---------------|-------|---------------|-------|---------------|
| a) read | - <u>read</u> | say | - <u>said</u> | give | - <u>gave</u> |
| b) go | - _____ | do | - _____ | send | - _____ |
| c) take | - _____ | break | - _____ | speak | - _____ |
| d) hold | - _____ | sell | - _____ | tell | - _____ |
| e) see | - _____ | come | - _____ | wear | - _____ |
| f) think | - _____ | catch | - _____ | hear | - _____ |

  5. b) Listen, check and repeat.

  6. Say the verbs in exercise 5a. Underline the past form of the verb with the different sound in each line.

a) read – read say – said give – gave

 7. Complete the sentences with past form of the verbs in brackets.

- 1) Yesterday was my friend's birthday. (be)
- 2) In the evening we _____ to the cinema. (go)
- 3) My mother _____ me a nice dress. (buy)
- 4) At the party I _____ the black trousers and yellow jacket. (wear)
- 5) Yesterday I _____ about 100 messages. (send)
- 6) I _____ my favourite sunglasses when I _____ on the beach. (break, be)
- 7) I _____ my favourite T-shirt and _____ it into my bag. (take, put)
- 8) They _____ lovely gloves in the shop near my house. (sell)

8. Surf the internet or ask your parents some information about other traditional clothes in Kyrgyzstan, for example, chapan, keynek, elechek, chyptama, or any other. Try to find information about:

- the history of the item of clothing;
- what it symbolizes;
- some interesting facts or legends about the item of clothing; etc.

Write down this information on a poster or create a lapbook. Include some pictures to make your poster or lapbook more interesting and colourful.

Organize a gallery of your works in the classroom.



tassel brim experience shape

Irregular verbs: wore, broke, went, came, saw, sent, said, sold, caught, took, read, spoke, did, told, thought, held, gave, heard

1. Work with a partner and answer the questions.

- When was the last time you went to a birthday party?
- What did you wear?
- What clothes do you think are better for girls to wear for a party?
- What clothes do you think are better for boys to wear for a party?

2. Aigul wants to buy new clothes to go to her friend's birthday party. Read the dialogue between Aigul (A) and her mum (M) and answer the questions.

- What did Aigul want to buy? Why?
- What did Aigul's mum want to buy? Why?
- What did Aigul finally buy?
- Do you like her choice?

A: I think it's easier to find something on the Internet than to spend the whole day in the market... Mum, look at these nice jeans! I think I found what I wanted.

M: Aigul, you're going to a birthday party. I think you should buy a dress.

A: Why? Jeans are more stylish than a dress.

M: I don't think so. Look at this dress. It's as stylish as the jeans.

A: But the jeans are more comfortable than the dress.

M: Yes, you're right. Jeans are better than dresses to wear them every day. But don't forget, you're going to a party and must look smart. I think this dress is smarter than the jeans.

A: I can buy a smart top then.

M: If you buy these jeans with a top, it will be more expensive than the dress. The dress is cheaper.

A: OK, let's buy the dress then.



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

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

- It's _____ to find something on the Internet than in the market.
- Jeans are _____ dresses to wear them every day.
- It's **as** stylish _____ the jeans.

 3. b) Work with a partner and answer the questions.

- How many things or people do we compare when we use the comparative adjectives?
- Does the comparative form of the adjectives show differences or similarities?
- What ending do we put to the adjective when the adjective is short?
- What ending do we put to the adjective when it finishes in -y?
- How do we make the comparative when the adjective is long (for example, expensive)?
- What is the comparative form of the adjective *good*?
- How do we show in English that there is no difference between two things or people?
- Do we put ending -er to the adjectives when there is no difference between things or people?

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

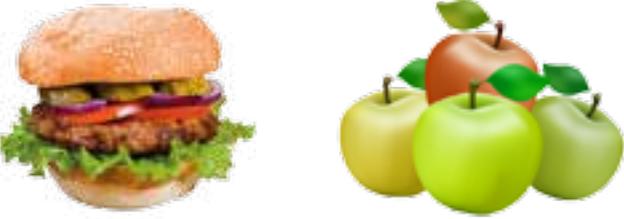
Adjective	Comparative	Irregular adjectives
smart	<u>smarter</u> than	good – better than bad – worse than little – less than many / much – more far – further / farther
cheap	_____ than	
easy	_____ than	
stylish	_____ than	
expensive	_____ than	
good	_____ better than	
The dress is _____ stylish _____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

 5. Write the comparatives.

- | | | | |
|----------------|---------------------|--------------|-------|
| 1) heavy | <u>heavier than</u> | 8) expensive | _____ |
| 2) dangerous | _____ | 9) good | _____ |
| 3) big | _____ | 10) bad | _____ |
| 4) ugly | _____ | 11) little | _____ |
| 5) slow | _____ | 12) many | _____ |
| 6) nice | _____ | 13) weak | _____ |
| 7) comfortable | _____ | | |

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

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

 <p>a bicycle a motorbike</p>	<p>①</p> <p>fast slow expensive</p>
 <p>a hamburger apples</p>	<p>②</p> <p>tasty good for health sweet</p>
 <p>a cat a tiger</p>	<p>③</p> <p>big small dangerous</p>
 <p>Sam and Andy</p>	<p>④</p> <p>tall old handsome</p>

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

Example: *I'm older than my brother.* OR *I'm taller than my cousin.*

- 1) I'm _____ than my _____.
- 2) My hair is _____ than my mother's.
- 3) My eyes are _____ than my brother's / father's.
- 4) I'm as _____ as my _____.
- 5) In my family _____ is more organized than _____.
- 6) My mother is _____ than my father.

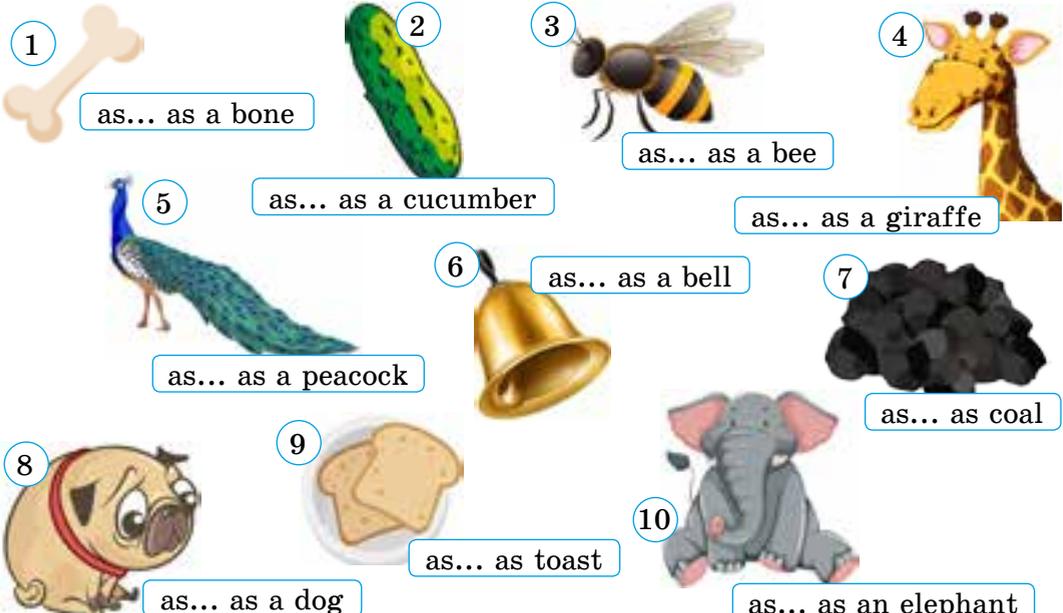
 8. Work with a partner or small groups. Tell your partner(s) about the people in your family, without looking at the sentences in exercise 7.

 9. Complete the sentences with the comparatives or *as... as* structure.

Example: *Russia is colder than Spain.*

- 1) Russia / Spain (cold)
- 2) Dogs / cats (friendly)
- 3) A sofa / a chair (comfortable)
- 4) Driving / flying (dangerous)
- 5) Basketball players / football players (tall)
- 6) Water / Coke (healthy)
- 7) Apple / banana (tasty)

 10. Fill in the crossword with the correct adjectives and find the hidden words.



1 as... as a bone

2 as... as a cucumber

3 as... as a bee

4 as... as a giraffe

5 as... as a peacock

6 as... as a bell

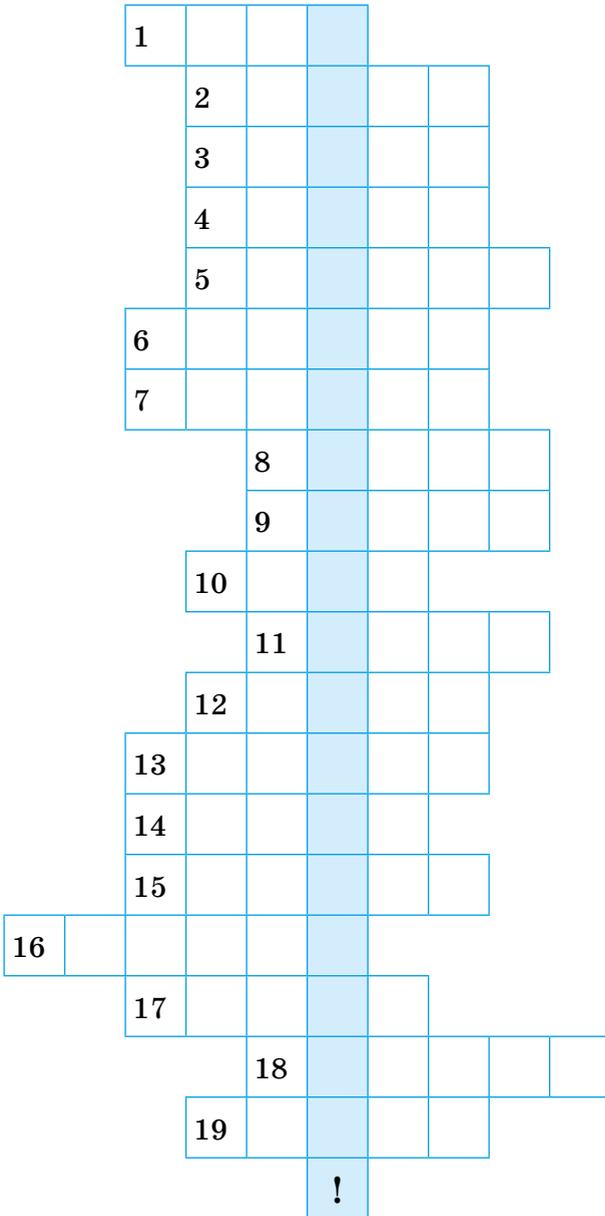
7 as... as coal

8 as... as a dog

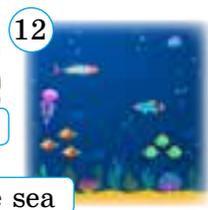
9 as... as toast

10 as... as an elephant

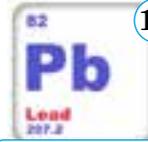
Similes



11 as... as a snail



12 as... as the sea



13 as... as lead



14 as... as ABC



15 as... as a razor

16 as... as grass



17 as... as the church mouse

18

as... as snow



19

as... as the sky



good – better
many / much – more

bad – worse
far – further / farther

little – less

peacock
bone

snail
razor

church mouse
bee

bell

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



1. b) Now read about the clothes and check your ideas.

<p>1 Jing Mei, from China, wanted to have the most unusual wedding day in the world. And her dream came true! She became famous for wearing the longest dress in the world. The dress is 4100 meters long and weighs 1,524 kilos.</p>	<p>2 What is the best way to use chocolate? Use it to make a dress! This is one of the tastiest dresses in the world. The Scottish designer spent two weeks to make this dress of the pure chocolate! The dress weighs 50 kilos.</p>
<p>3 An Indian man bought the most expensive shirt in the world. It cost \$250 000 and is made of 3 kilos of gold.</p>	<p>4 What do you think of the shoes with the highest heels? Do you think they are comfortable? Maybe yes, because Beyonce wore them in her “Green Light” music video.</p>

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

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

2. b) Answer the questions below.

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

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

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

3. Write the superlatives.

- | | | | |
|----------------|---------------------|--------------|-------|
| 1) heavy | <u>the heaviest</u> | 8) expensive | _____ |
| 2) dangerous | _____ | 9) good | _____ |
| 3) big | _____ | 10) bad | _____ |
| 4) ugly | _____ | 11) little | _____ |
| 5) slow | _____ | 12) many | _____ |
| 6) nice | _____ | 13) weak | _____ |
| 7) comfortable | _____ | | |

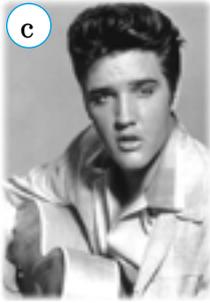
4. Put the adjectives into the superlative form.



a) The *tallest* (tall) man in the world was Robert Wadlow, who was 2,72 meters!

b) Jamaica's Elaine Thompson is _____ (fast) woman in the world. She ran a 100 m race for 10,71 seconds and the 200 m for 21.78 seconds.





c) Elvis Presley was one of _____ (popular) singer of all time. He said that his mom was _____ (important) person in his life.

d) The _____ (old) man in the world is Mbah Gotho, from Indonesia, who is 145 years old.



e) Bill Gates – head of the Microsoft – is the world’s _____ (rich) man: he’s richer than the Queen of England!

f) This is one of _____ (expensive) paintings. The painter is Paul Gauguin. A man (his name is unknown) bought it for \$300 million.



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

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



6. Superlatives

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

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

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



wedding
solar system

elephant
pure

cheetah science
dreams come true

ugly

1. Study the words in the box.

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



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



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

The history of Thanksgiving

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

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



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

 3. Study the words in the box.

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



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



Cranberries –



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

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

How do people celebrate Thanksgiving now?

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

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

 5. How much do you know about Thanksgiving? Work with a partner and answer the questions.

- 1) In what year did people start celebrating the first Thanksgiving?
a) 1621 b) 1777 c) 1800 d) 1925
- 2) Which of these foods were not in the menu of the first Thanksgiving?

a) deer



c) pumpkin pie



b) shellfish



d) cranberries



1. Work with your partner and discuss the questions.

- When do people celebrate New Year in Kyrgyzstan?
- How do people usually celebrate it?
- Does your family have a special tradition for the New Year celebration? Tell your partner(s) about it.

2. a) Look at the pictures in exercise 3. Which verb(s) or phrases from the box can you use with each picture?

Example: *set off fireworks*

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

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

Set off

Fireworks

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



1 balloons
[bə'lu:nz]



2 horn
[hɔ:n]



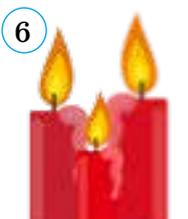
3 costumes
['kɒstjʊ:mz]



4 clock



5 Christmas tree



6 candles
[kændlz]



7 confetti
[kən'fetɪ]



8 fireworks
['faɪəwɜ:ks]



9 a dinner party



10 presents / gifts

People blow up balloons to decorate their houses.

People sometimes let the balloons into the air.

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

England



dark-haired man



loaf of bread



drink



coal

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

Denmark



door



broken dishes



chair

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

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

China



red paint



firecracker



mice



knife

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

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

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

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

 **5. Connect the two parts of the phrases.**

Example: 1) *Decorate* → i) *Christmas tree*

- | | |
|---------------------------------|---------------------|
| 1) decorate | a) costumes |
| 2) blow out / light | b) fireworks |
| 3) organize | c) balloons |
| 4) blow up / pop | d) a present / gift |
| 5) wear | e) a dinner party |
| 6) toot | f) strikes |
| 7) buy / give | g) a candle |
| 8) set off | h) a horn |
| 9) throw / shower somebody with | i) Christmas tree |
| 10) clock | j) confetti |

 **6. a) Use the phrases from exercise 5 to make your sentences.**

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

2) *We usually light candles on the birthday cakes.*

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

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

2) *We usually _____ candles on the birthday cakes.*



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



set off

light/blow out

shower somebody with/throw

horn

coal

blow up/pop

organize

with/throw

candle

confetti

decorate

toot

strike

firecracker

fireworks

buy/give

wear

balloons

loaf of bread

celebration

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

He must _____ the family a present.

Chinese people _____ a lot of housework.

They _____ a lot of shopping before the holiday.

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

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

Example: 1) *do homework*



1

_____ homework



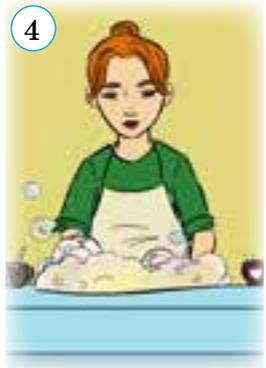
2

_____ the housework



3

_____ dinner



4

_____ the washing up



5

_____ tea



6

_____ the washing



7

_____ the ironing



8

_____ phone calls



9

_____ the shopping



10

_____ the bed



11

_____ noise



12

_____ a decision



13

_____ exercise

2. b) Listen, check and repeat.

3. Work with the partner. Test each other.

Homework

Do

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

My brother does his homework.

My mother and I do the housework.



5. a) Choose the correct word.

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



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

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



6. Make or Do?

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



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

do the housework
make tea
make phone calls
make noise

make dinner
do the washing
do the shopping
make a decision



 1. Read the story and answer the questions.

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

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

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

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

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

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

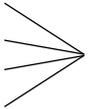
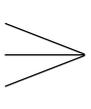


Grammar

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

While Aigul **was watching** the rain, the phone **rang**.

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

Past Continuous: subject + was / were + verb + ing	
(+) singular forms	(+) plural forms
I He She It  was working	You We They  were working
<p>Use the past continuous to describe an action in progress at a specific moment in the past.</p> <p><i>Yesterday at six o'clock my father was driving home. Last summer I was staying with my relatives in Osh.</i></p>	
Past Simple or Past Continuous?	
<p>While I was watching TV, my mom came home.</p> <p>I was drinking tea when I heard somebody's voice.</p>	
<p>Use the past simple for a finished action in the past:</p> <p><i>My mom came. / I heard somebody's voice.</i></p> <p>Use the past continuous for an action in progress:</p> <p><i>I was watching TV. / I was drinking tea.</i></p> <p>Use While + Past Continuous</p>	

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

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

- d) They (wait) _____ for us when we arrived at the station.
- e) When the teacher gave the instructions, I (listen) _____ to my partner.
- f) My father (drive) _____ a car when I phoned him.
- g) When she went out, she (wear) _____ a white top and blue jeans.
- h) It was raining when I (wake) _____ up in the morning.
- i) I switched off the lights while I (get ready) _____ to leave home.

 **4. Complete the sentences with the past simple or past continuous.**

- a) My mother (sleep) was sleeping when I (come) came home.
- b) Alina (come) _____ when we (have) _____ dinner.
- c) Nurbek (drive) _____ fast when the police (stop) _____ him.
- d) It (snow) _____ when we (arrive) _____ at the airport.
- e) It all (happen) _____ when he (have) _____ a shower.
- f) I (walk) _____ along the street when I (see) _____ a man on a bench.
- g) When I (see) _____ her for the first time, she (read) _____ a book in the park.
- h) I (jog) _____ when a big dog (run) _____ after me.
- i) When I (arrive) _____ at the party, Nurbek and Deniza (dance) _____.
- j) I (do) _____ my last exercise when the lesson (finish) _____.
- k) I (try) _____ to fall asleep when somebody (knock) _____ at the door.
- l) When the electricity (go) _____ off, I (work) _____ on the computer.

 **5. Look at the pictures and answer the questions.**



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

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

Past Continuous: subject + was/were + verb + ing															
(?) singular forms	short answers														
Was [wəz] <table style="display: inline-table; vertical-align: middle;"> <tr><td>I</td><td>→</td></tr> <tr><td>He</td><td>→</td></tr> <tr><td>She</td><td>→</td></tr> <tr><td>It</td><td>→</td></tr> </table> working at 5 o'clock?	I	→	He	→	She	→	It	→	(+) Yes, I/he/she/it was . [wəz] (-) No, I/he/she/it wasn't . [wɒznt]						
I	→														
He	→														
She	→														
It	→														
(?) plural forms	short answers														
Were [wə] <table style="display: inline-table; vertical-align: middle;"> <tr><td>You</td><td>→</td></tr> <tr><td>We</td><td>→</td></tr> <tr><td>They</td><td>→</td></tr> </table> working at 5 o'clock?	You	→	We	→	They	→	(+) Yes, you/we/they were . [wɜ:] (-) No, you/we/they weren't . [wɜ:nt]								
You	→														
We	→														
They	→														
(-) singular forms	(-) plural forms														
<table style="display: inline-table; vertical-align: middle;"> <tr><td>I</td><td>→</td></tr> <tr><td>He</td><td>→</td></tr> <tr><td>She</td><td>→</td></tr> <tr><td>It</td><td>→</td></tr> </table> wasn't working at 5 o'clock? [wɒz(ə)nt]	I	→	He	→	She	→	It	→	<table style="display: inline-table; vertical-align: middle;"> <tr><td>You</td><td>→</td></tr> <tr><td>We</td><td>→</td></tr> <tr><td>They</td><td>→</td></tr> </table> weren't working at 5 o'clock? [wɜ:nt]	You	→	We	→	They	→
I	→														
He	→														
She	→														
It	→														
You	→														
We	→														
They	→														

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

- a) 8.00 a. m. → Were you having breakfast?
 - Yes, I was. - No, I wasn't.
- b) 9.00 a. m. → Were you studying at school?
 - Yes, I _____. - No, I _____.
- c) 1.00 p. m. → _____ you having lunch?
 - Yes, I _____. - No, I _____.
- d) 3.00 p. m. → _____ your father sleeping?
 - Yes, he _____. - No, he _____.
- e) 5.00 p. m. → _____ you playing computer games?
 - Yes, I _____. - No, I _____.
- f) 8.00 p. m. → _____ your family watching TV?
 - Yes, it _____. - No, it _____.

 7. b) Repeat the sentences after the teacher.

 7. c) Work with a partner. Ask you partner the questions from Exercise 7a.

Were you having breakfast at 8 o'clock yesterday?

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

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

- 1) What _____ (you / do) when I _____ (call) you last night?
- 2) I _____ (sit) in a cafe when you _____ (call).
- 3) When you _____ (arrive) at the party, who _____ (be) there?
- 4) Susie _____ (watch) a film when she _____ (hear) the noise.
- 5) We _____ (play) tennis when John _____ (hurt) his finger.
- 6) What _____ (they / do) at 10pm last night? It _____ (be) really noisy.
- 7) He _____ (take) a shower when the telephone _____ (ring).
- 8) When I _____ (walk) into the room, everyone _____ (work).



rain drops
knock at the door

hurt somebody's finger
be trapped

Unit 9

9A Computing

Lessons 83–84

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



computer tower 4
keyboard _____
['ki:bɔ:d]
Internet router _____
 ['ru:tə]

mouse _____
speakers _____
monitor _____
right click _____
left click _____

  1. b) Listen, check and repeat.

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

Example: *computer tower* → *b*

- | | |
|-----------------------------|----------------|
| 1) computer tower | 5) speakers |
| 2) keyboard ['ki:bɔ:d] | 6) monitor |
| 3) Internet router ['ru:tə] | 7) right click |
| 4) mouse | 8) left click |

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

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

Computer tower.

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

 3. Match the definitions in column A with the words in column B.

Example: *1* → *g*

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



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

log on

laptop

download

go online

internet router

surf the internet

save

delete

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



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

screen

save

document

file

send

delete

download

1



document

2



3



4



5



6



7





computer tower

keyboard

Internet router

mouse

speakers

monitor

right click

left click

a screen

a file

a toolbar

to surf the Internet

to go online

to log on

to download

laptop

to save

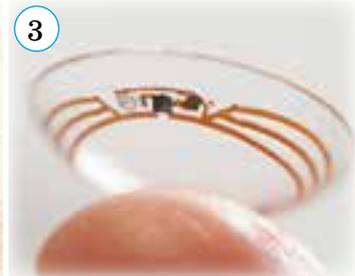
to delete

icon

1. Answer the questions.

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

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



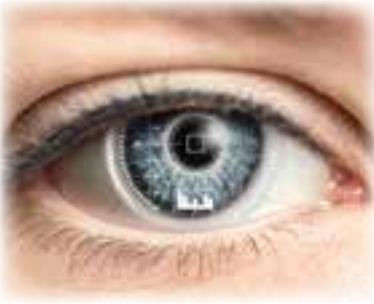
2. b) Read the text and check your ideas.

① What is the man carrying? Is it a bag? A suitcase? A vacuum cleaner? No. It’s a scooter! You can make it as small as a suitcase and take it with you to any place. When you need it, just mount it and go riding.

② A lot of people like having picnics. But there are some people who leave a lot of plastic bottles and plates after them. This rubbish is very bad for our nature. Look at these jelly glasses. When your picnic is over, you can eat them! You can also put



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



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

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



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

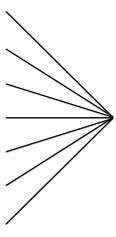
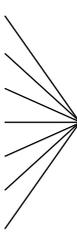
⑥ What can you do with this marker? Of course, you can highlight the words or sentences in the book. You can draw with it or write with it. So, what is unusual about it? The magic starts when you look into the book six months later. You will not see any sign of the marker. It disappears! If you have this marker, you don't need to underline with a pencil and then clean your book before you give it back to the library.

 3. Which gadget from the text above did you like the most? Which gadget would you like to have?

 4. Complete the sentences with the verbs from the text.

- (+) You _____ make it as small as a suitcase.
- (-) They _____ do any harm the environment.
- (?) What _____ this costume do?

Grammar

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

Pronunciation

  5. Listen and repeat the sentences after the teacher.

(+) You **can** underline the words.

[kən]

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

[kɑ:nt]

(?) **Can** I pay by credit card? Yes, you **can**. / No, you **can't**.

[kən]

[kæn]

[kɑ:nt]

(?) How **can** it help me?

[kən]



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

go leave become get see give buy

- 1) You can become the best student if you try.
- 2) I can't _____ the sentence on the board.
- 3) You can _____ your car near the house.
- 4) We can _____ her a present in the market.
- 5) You can't _____ good mark if you don't learn the words.
- 6) We can't _____ to the cafe without our parents.
- 7) We can _____ her a box of chocolates and some flowers.



6. b) Practice saying the sentences. Don't forget about the correct pronunciation.



7. Look at the different objects. Can you think of other ways how we can use them? Prepare your presentations about the most unusual way of using these objects. Who has got the best imagination?

1



a CD

2



an old shoe

3



a newspaper

4



a bucket

5



a pencil

Example:

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

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



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

Think about the following:

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



gadget
jelly

contact lens
to melt

bucket
pick up

protect somebody from
chalk a stick

 1. Work with a partner and answer the questions.

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

 2. Study the words in the box.

to post – to send information online

embarrassing – if something is **embarrassing**, you feel very shy.

illegal – if something is **illegal**, the law says you can't do it.

cool – something very good

password – secret code

villain ['vɪlən] – a person who always does bad things to other people.

 3. Read the rules about how to be safe online. Which of these rules you didn't know before? Which of the rules do you follow?

1. Don't post any personal information, like your address, email address, parents' work address or mobile number online. There are people who can use this information against you or your parents.

2. Think carefully before you post pictures or videos of yourself. If you put a picture of yourself online, most people can see it and may be able to download it. Your online picture is not just yours any more.

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

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





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



4. Don't give out your password to anyone (even your best friend). You should trust only your parents. If people know your password, they can use your personal information against you or do some bad actions using your name.



5. Don't make friends online with people who you don't know. Remember that not everyone online is who they say they are. Not everybody online has good thoughts.



6. Don't meet up with people you met online. They can use different names or different photos because you can't check it. You think you're going to meet with a 13-year old girl, but you can see a 45-year old maniac.



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



7. If you see something online that makes you feel uncomfortable, unsafe or worried, leave the website, turn off your computer, if you want to and tell your parents about it as soon as possible.

8. Don't respond to any messages that are unpleasant. It is not your fault if you got a message like that. Tell your parents about this right away.

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

Grammar

Imperative Sentences

 4. a) An imperative sentence gives a *command*. Look at the sentences and answer the questions.

a) *They don't speak Russian or Kyrgyz at the English lesson.*

b) *Don't speak Russian or Kyrgyz at the English lesson.*

1) Which of the two sentences is imperative?

2) Do imperative sentences have a subject?

 4. b) Look at more examples of imperative sentences from the text and answer the questions.

- Think carefully before you post any pictures or videos of yourself.
- Don't post any personal information online.
- Stop them!

1) How does an imperative sentence end?

2) Can imperative sentence be negative?

3) What form of the verb do we use in imperative sentences?

4) Does the verb use "to" or the ending *-ing*?

- Wait quietly before the class.
- Don't forget your bag!
- Be polite with people.

You can use *please* to be more polite.

Open the window, please. Please, open the window.

Don't say "you" and don't use "to" or *-ing* ending with the verbs.

Sit down. NOT You sit down. Don't write now. NOT Don't to write now. OR Don't writing now.

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

Don't download any files without parents.

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

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

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

- 1) *clean* your room
- 2) _____ the instructions
- 3) _____ upstairs
- 4) _____ football in the classroom
- 5) _____ yourself
- 6) _____ your teeth regularly
- 7) _____ slowly
- 8) _____ your mobile
- 9) _____ a cup of tea
- 10) _____ sweets before dinner

 **7. Complete the classroom rules with the imperative. Use “positive” or “negative” form of the verbs.**

- 1) _____ in the classroom! (to run) *Don't run in the classroom!*
- 2) _____ to the teacher. (to listen)
- 3) _____ late for the lessons. (to be)
- 4) _____ quiet! (to be)
- 5) _____ the classroom clean. (to keep)
- 6) _____ your hand before talking. (to raise)
- 7) _____ loudly! (to talk)



to post
cool

embarrassing
password

illegal
villain

legal

1. Work with a partner and answer the questions below.

- a) What can your favourite gadget do?
- b) How often do you use it?
- c) What was the longest time you spent without your favourite gadget? Why?
- d) Describe how you felt without your favourite gadget.



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

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

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

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

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

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

 **4. Work with your partner and discuss the following:**

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

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

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

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

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

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

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

 6. Match the sentence halves to make zero conditional.

Example: *If babies are hungry, they cry.*

- | | | |
|----------------------------------|---|-------------------------------|
| 1) If babies are hungry, | → | a) they get fat. |
| 2) If you touch a fire, | | b) if I don't do my homework. |
| 3) If people eat too much, | | c) police answers. |
| 4) If you drink too much coffee, | | d) you get burned. |
| 5) If plants don't get water, | | e) when I feel sad. |
| 6) If you dial number 102, | | f) they die. |
| 7) I always watch comedies | | g) you get a headache. |
| 8) My teacher gets angry | → | h) they cry. |

 7. Find the mistakes and correct them.

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

- 5) If I reading, I don't listen to anybody.
 6) If you don't get it tomorrow, please, giving me a call.

 **8. Complete the zero conditional sentences with the correct form of the verbs in the brackets.**

- 1) If you _____ water to 100°C, it _____. (heat, boil)
If you heat water to 100°C, it boils.
- 2) The menu _____ on the screen if you _____ this button twice. (appear, press)
- 3) Put those plants in the sun. If they _____ enough light, they _____ . (not get, die)
- 4) If you _____ the right password, you _____ the website. (not have, not access)
- 5) My mum _____ well if she _____ coffee before bed. (not sleep, drink)
- 6) _____ your teacher _____ annoyed if you _____ your homework? (get, not do)

 **9. Order the zero conditional sentences.**

1 not I'm
I get
busy if

2 happy
I'm
if you're

3 and you
fat if
exercise
eat don't

4 time
having flies
you're fun
when

5 water
you boil
evaporates
it

6 you
when look
feel good
good you

7 postman
shower when
the I arrives
a take

8 about I
when smile
think I her

9 wear
outside when
coat cold
I it's my

1) *If I'm not busy, I get bored.*

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

  **10. Using the Zero Conditional.**

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



gadget

communication

nightmare

face-to-face

suggest

condition

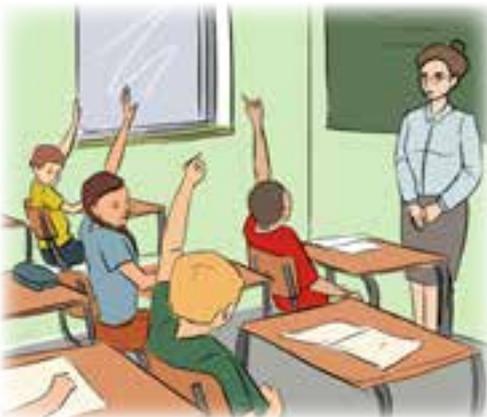
exchange

headache

 1. Work with a partner and answer the questions.

- What is ecology? What does it study?
- What is a global ecological catastrophe?

 2. Aigul is telling about the ecology lesson she had at school. Read the text and compare your answers with what Aigul learned in the class.



Teacher: Do you know what the word *ecology* means?

Student 1: Ecology is everything around us – animals, trees, flowers, water and air.

Teacher: Right. The word *ecology* comes from Greek words. *Oikos* – means home and *logos* – means a study or a science.

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

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



the relationships between all living things on our planet. It also studies how they interact with climate, water and soil which are very important for life. The life on our planet appeared many billion years ago but people started living on the planet only about two million years ago. Do you think that our planet is always happy to live with people? Do you think that people always take care of our planet?

Students together: No.

Aigul: There are some people who don't like the nature. They don't understand what our nature wants to say and don't care about it.

Teacher: Nowadays our planet is in danger of a serious ecological catastrophe. Do you know what ecological catastrophe means?

Tom: If there's an ecological catastrophe, the life on the planet will disappear. We must love our planet and save it.

Teacher: What ecological problems do you know?

Tom: For example air pollution or...

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

Example: *picture 1* → *air pollution*

water pollution
littering

air pollution
destroying wildlife

destruction of forests
radioactive pollution



 **4. Work with a partner and answer the questions.**

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

5. Study the table. Practise saying the words.



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

VERB	→	NOUN
1) pollute	→	pollution
2) destroy	→	destruction
3) solve	→	solution
4) produce	→	production
5) construct	→	construction



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

- 1) There are a lot of factories that pollute the air with black smoke.
- 2) Water _____ can kill animals and people.
- 3) People _____ paper from wood. This leads to the _____ of forests.
- 4) We must try to find a _____ to ecological problems.
- 5) People _____ wildlife and that's why a lot of animals become extinct.
- 6) The _____ of the new railroads can be dangerous for the wild animals.



7. Work with a partner or in small groups. Use the ideas in the pictures below to say how people can help to save the planet.

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

When you see running water, turn it off.

1



2



3



4



5



6



7



8



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



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

 1. Work with a partner and answer the questions.

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



 2. Read the text and answer the questions in exercise 1.

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

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

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



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



Reuse – using something again and again.



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



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

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

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

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



- All living things need water. Of all water in the world, only 3% is fresh. Let's imagine that 100 liters represent all water in the world. How much water can we use? Only one teaspoon! So, it's very important to reduce the water waste. One brick that you put into a toilet cistern will save 10 million liters of water a day!



- People throw away a lot of food because they cook too much or don't use it on time. The food we waste the most are fresh vegetables, drink, fresh fruit, bread and cakes. Reducing food waste by 20% will give enough food to feed 25 million people!



Grammar

 3. a) Complete the sentences from the text above.

- 1) You will save enough energy to run a TV for three hours.
- 2) You _____ save 10 million liters of water a day.
- 3) One ton of recycled paper _____ let wild birds die.
- 4) How _____ the three R's rule save the environment?

 3. b) Answer the questions.

- a) Do we use *will / won't* to talk about present, past or future?
- b) Do we use *will / won't* to talk about planned or not planned things?
- c) What is the full form of *won't*?
- d) What form of the verb do we use after the verb *will*?

(+) Positive	(-) Negative
I / You / He / She / It / We / They 'll (will) stop pollution.	I / You / He / She / It / We / They won't (will not) stop pollution.
(?) Question	Short answers
Will I / you / he / she / it / we / they stop pollution?	Yes, I / you / he / she / it / we / they will . No, I / you / he / she / it / we / they won't .
Will is a modal verb. You can use will to talk about the future when there is no present plan or intention.	
We usually use the short form of will = 'll in positive sentences and won't [wəʊnt] (will not) in negative.	
We use <i>will / won't</i> + infinitive. Don't use "to". <i>We'll save the planet</i> (NOT <i>We'll to save the planet.</i>)	



4. a) Complete the questions and answers.

- a) – *Will* you save water?
– Yes, I *will*. – No, I *won't*.
- b) – _____ you throw the paper?
– Yes, I _____. – No, I _____.
- c) – _____ you water the flowers?
– Yes, _____. – No, _____.
- d) – _____ you cook much food?
– _____. – _____.



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



5. Choose the best future form.

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

- 9) *I'll/won't* try to save as much water as possible.
 10) *I'll/won't* tell at home about the three R's rule.

 **6. Look at the situations. Write down as many results of the situations as possible. Use the verbs *will* or *won't*.**

Example:

situation	results
 <p>People cut off all the trees.</p>	<p><i>Wild animals will lose their home.</i> <i>The trees won't produce fresh air.</i></p>

situation	results
<p>①</p>  <p>People don't save water.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>②</p>  <p>People replace old light bulbs with energy saving bulbs.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>③</p>  <p>People pollute the environment.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

situation	results
<p style="text-align: center;">④</p>  <p style="text-align: center;">People stop eating meat.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">⑤</p>  <p style="text-align: center;">Every person drives a car.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

 **7. Write down *will* in the correct place in each sentence.**

- a) People save more money. *People will save more money.*
- b) The air in the cities be very polluted.
- c) You help to save the environment.
- d) People have enough food to eat.
- e) You be very fat.
- f) There be a lot of flowers and plants.
- g) You help to make the planet cleaner.



recycle
teaspoon

reuse
waste

reduce
environment

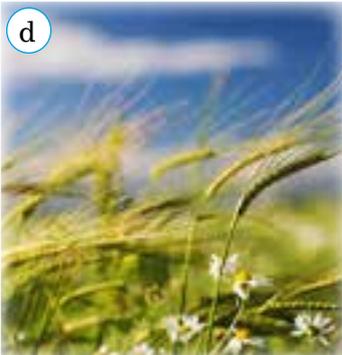
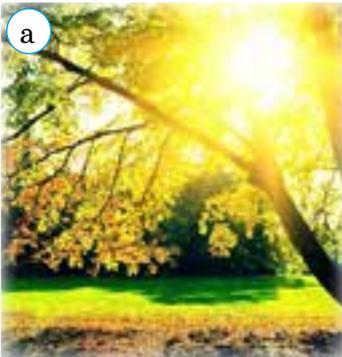
brick
electric bulb

spoon

1. Work with a partner and answer the questions.

- a) How many seasons are there in Kyrgyzstan? What are they?
- b) Which seasons have these months: February, August, April and October?
- c) Which season do you like the most? Why?

2. Look at the pictures. What's the weather like in pictures a–f? Match the phrases with the pictures. Repeat the phrases after the teacher.



It's rainy.
It's sunny.

It's cloudy.
It's snowy.

It's windy.
It's foggy.

3. What other words from the box can you match with the pictures from exercise 1?

Example: *It's cold* → *picture b*.

It's cold. It's hot. It's wet. It's stormy. It's dry. It's frosty.

Pronunciation

 4. a) Listen to the pronunciation of these words. Is the vowel sound the same in all the words?

cold

hot

sowy

foggy

  4. b) Listen and write the words in the correct column.

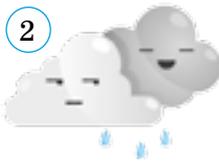
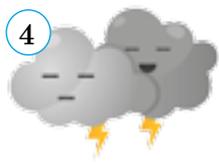
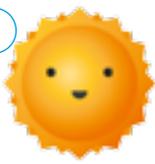
[ɒ]	[əʊ]
<i>hot</i>	<i>cold</i>

  4. c) Listen and underline two [ɒ] sounds and two [əʊ] sounds in each sentence. Repeat the sentences after the teacher.

- It doesn't often snow a lot in Rome.
- The doctor told me not to get cold.
- She has a lot of clothes in orange and gold.

Word formation

 5. Complete the table with the weather vocabulary.

<p>① </p> <p>It's wind. It's <u>windy</u>.</p>	<p>② </p> <p>It's rain. It's _____.</p>
<p>③ </p> <p>They're clouds. It's _____.</p>	<p>④ </p> <p>It's storm. It's _____.</p>
<p>⑤ </p> <p>It's the sun. It's _____.</p>	<p>⑥ </p> <p>It's snow. It's _____.</p>

7



It's fog. It's _____.

8



It's ice. It's _____.



In English we can say *It's raining* and *It's rainy*. *It's snowing* and *It's snowy*.

It's raining. / *It's snowing.* = It means NOW. *Snowing* and *raining* are **verbs**.

It's rainy. / *It's snowy.* = There was rain/snow, then it stopped and maybe it will rain/snow again. *Rainy* / *snowy* are **adjectives**.



6. Fill the gaps with the correct weather words.

- 1) Put on your sweater. It's really cold today.
- 2) It's 33°C (thirty-three degrees) over zero. It's very _____.
- 3) It's going to _____. Take an umbrella.
- 4) It's winter. The roads are slippery. It's _____.
- 5) She's wearing sunglasses. The weather is _____.
- 6) The sky is grey. It might rain soon. It's _____.
- 7) We can't see anything. Put on the headlights of the car. It's _____.
- 8) Look at the window! It's _____ and I can see beautiful snow patterns.



7. a) Read what Aigul says about the weather in Kyrgyzstan. Complete the gaps. Use the words from the box.

hot	rains	wet	sunny	foggy
cold	dry	cloudy	storms	snowy

"The weather in Kyrgyzstan is (1) sunny most of the year. In Kyrgyzstan we have (2) _____ summers and (3) _____ winters. Spring in Kyrgyzstan is short. It sometimes starts in late February and in May it becomes hot.

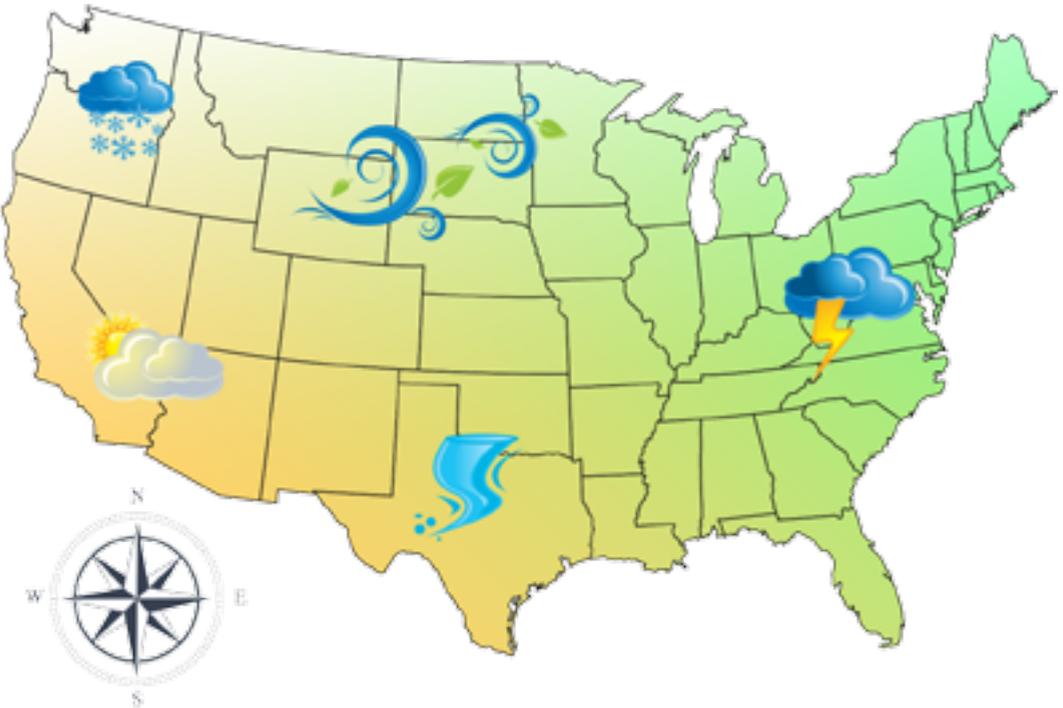
It doesn't often rain in Kyrgyzstan in summer. The weather is usually (4) _____ but March, April, October and November are sometimes very (5) _____.



There are a lot of mountains in Kyrgyzstan. The mountain climate is colder than in other parts of the country. It's often (6) _____ there. West winds usually bring heavy (7) _____, (8) _____ and snow. Winter in the south of Kyrgyzstan is warm but the northern parts of the country have a very cold winter. The weather here is (9) _____, wet and (10) _____.”

 7. b) Listen and check your answers.

 8. Use the weather words to complete the weather forecast.



Look at the map. In the Northwest of the country it will be cold and (1) _____. But the snow may move to the North, where the weather is (2) _____ today. The temperature in the North may lower down later. In the East of the country there is a 70% chance of (3) _____. In the South there might be tornados, so watch out! As you can see on the map, in the West it is (4) _____ or partly (5) _____. It may be windy later.



9. Look at the map of your country. Write down your weather forecast for the weather tomorrow. Use the ideas from the exercise 8 above.



rain – rainy
 snow – snowy
 South

sun – sunny
 wind – windy
 North East

cloud – cloudy
 fog – foggy
 West

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

- How do people call Issyk Kul?
- What is Issyk Kul lake famous for?
- What ecological problems is Issyk Kul lake experiencing now?
- What do you think will happen if people don't solve the ecological problems of Issyk Kul?

 1. b) Now read Aigul's report about ecological situation at Issyk Kul and compare your ideas.

Issyk Kul is Kyrgyz for “warm lake”. It also has a lot of other different names, for example, Tuz Kul, that means “salty lake”, Dzhit Kul – “fragrant [‘freigrənt] or aromatic lake”, and Timur-Tu-Nor – “a lake that has iron”. Sometimes people call it “Kyrgyz sea” or “blue pearl” of Kyrgyzstan.

Issyk Kul is a unique place with unique flora and fauna, and indescribable beauty. But, unfortunately, this famed place is in danger now. Its water level is sinking by about 5 centimeters a year. The lake might eventually sink by two to three meters. This will probably lead to the decrease of the temperature. If it happens, it will definitely have awful results for wildlife in the region.



Unfortunately, it's not the only problem that we face with. People themselves do a lot of damage to the environment. They pollute Issyk Kul lake water and beaches with plastic bottles and bags, with the food leftovers and paper.

Divers lift tons of different types of rubbish from the bottom of the lake. There are some people who use our beautiful lake as a toilet or as a bath for animals! Ecologists calculated that every summer 15,000 liters of urine gets into the water of Issyk Kul lake! Scientists probably won't solve this problem in the nearest future if people don't help

them. People must remember that all these actions definitely won't help to save our unique mountain lake. The lake definitely won't survive if people don't stop killing it!

Glossary

fragrant ['freɪgrənt] (*adj.*) – having a nice smell.

pearl [pɜ:l] (*n.*) – a small hard shiny white ball that is formed inside the shell of a mollusc and is used as a jewel.

unique [ju:'ni:k] (*adj.*) – very special or unusual.

eventually [ɪ'ventʃʊəli] (*adv.*) – in the end.

unfortunately [ʌn'fɔ:ʃ(ə)nətli] (*adv.*) – we use it to say that a situation or fact makes you sad or disappointed.

leftover ['left,əʊvə] (*n.*) – food that people don't eat at the end of a meal.

Grammar

May, might, will, definitely/probably, etc., for making predictions



2. a) The sentences below come from the text above. Complete the gaps and answer the questions.

- The lake _____ eventually sink by two to three meters.
- This will _____ lead to the decrease of the temperature.
- Scientists _____ won't solve this problem in the nearest future.
- It will _____ have awful results for wildlife in the region.
- The lake _____ won't survive if people don't stop killing it!

- 1) Do these sentences refer to past, present or future period of time?
- 2) Which sentence shows that Aigul is 100% sure this will happen?
- 3) Which sentence shows that Aigul is less than 100% sure this will happen?
- 4) Which sentence shows that Aigul thinks it's possible?
- 5) Which sentence shows that Aigul thinks it's less possible?
- 6) Which sentence shows that Aigul is sure this will never happen?



2. b) What do you notice about the position of *probably* and *definitely*:

- in positive sentences?
- in negative sentences?



2. c) What is the negative form of *might*?

(See more information on the *Reference page*)



3. a) Use the prompts below to make predictions about the future. Give reasons for your answers.

Example: 1) *Robots probably won't do all the housework because some work will need people's attention.*

- 1) robots / do / all housework
- 2) computers / replace / teachers
- 3) people / do / all shopping / over the Internet
- 4) cars / use / water / instead of petrol
- 5) more people / be / homeless
- 6) people / use / special pills / instead of food
- 7) the Internet / replace / newspapers
- 8) people / live / more than 100 years

 3. b) Compare the answers with a partner.

 4. a) Complete these sentences about yourself.

- 1) I _____ become the president of Kyrgyzstan.
- 2) I _____ go to live in another country.
- 3) I _____ visit the United States.
- 4) I _____ learn to speak English as well as my teacher.
- 5) I _____ live here all my life.
- 6) I _____ become taller than 1m 70cm.
- 7) I _____ have more than three children.
- 8) I _____ stop eating chocolate next year.
- 9) I _____ change my hair style next month.

 4. b) Compare your sentences with other students.

Pronunciation

 5. a) Look at the three sentences. How do we pronounce the underlined sounds?

- I won't drink coffee.
- I want to drink coffee.
- I don't drink coffee.

 5. b) Listen and repeat these sentences after the teacher.

 5. c) Listen to some predictions and practise saying them.

- a) I definitely won't become the president.
- b) I probably won't live here all my life.
- c) I definitely won't stop eating chocolate.
- d) I'll probably visit the USA.
- e) I'll definitely change my hair style next month.



6. In the next 50 years...

- Work in small groups and prepare the questions about possible changes in future.
- When you are ready, work in groups of three (students A, B, C) and interview each other. Write down your partners' answers into the table. Don't forget to ask the reasons for their opinions!
- Inform the class about your findings OR prepare a poster for the predictions your partners have made.

Student A – Family and children.

Write questions about the possible changes in the next 50 years. When you have finished, add two more questions of your own.

In the next 50 years...	Student B	Student C
... fewer people – get married? <i>Do you think fewer people will get married?</i>		
... parents – be able to choose the colour of their babies' hair and eyes?		
... government – make laws about how many children you can have?		
... more men – become househusbands?		
Your question:		
Your question:		

Work with students from different groups. In turns ask and answer the questions. When you answer your partners' questions, use one of the phrases below and give a reason for your opinion.

Yes, definitely. Yes, probably. Maybe / Might be. No, probably won't. No, definitely not.

Student B – World events.

Write questions about the possible changes in the next 50 years. When you have finished, add two more questions of your own.

In the next 50 years...	Student A	Student C
... snow leopard – disappear? <i>Do you think snow leopard will disappear?</i>		
... we – have enough food to feed the world?		

In the next 50 years...	Student A	Student C
... China – be the most powerful country in the world?		
... people – contact with life on other planets?		
Your question:		
Your question:		
<p>Work with students from different groups. In turns ask and answer the questions. When you answer your partners' questions, use one of the phrases below and give a reason for your opinion.</p> <p><i>Yes, definitely. Yes, probably. Maybe / Might be. No, probably won't. No, definitely not.</i></p>		

Student C – Free time.		
Write questions about the possible changes in the next 50 years. When you have finished, add two more questions of your own.		
In the next 50 years...	Student A	Student B
... people – still read books? <i>Do you think people will still read books?</i>		
... people – stop visiting each other?		
... computer games – be more popular than TV?		
... people – be able to go on holiday to the Moon?		
Your question:		
Your question:		
<p>Work with students from different groups. In turns ask and answer the questions. When you answer your partners' questions, use one of the phrases below and give a reason for your opinion.</p> <p><i>Yes, definitely. Yes, probably. Maybe / Might be. No, probably won't. No, definitely not.</i></p>		



- | | | | |
|---------------|---------------|------------|----------|
| unique | indescribable | leftover | powerful |
| replace | survive | lead | decrease |
| unfortunately | eventually | definitely | probably |
| might | fragrant | | |

11A What is agriculture?

Lessons 101–102

 1. Look at the pictures and answer the questions.

- What is agriculture?
- How is agriculture important in our life?
- What is the difference between farmers and gardeners?



  2. a) Read the text and compare your answers.

Agriculture is the practice of farming, growing of crops, raising of animals to get food and other products. We can get fruit, vegetables, wool and cotton from nature. We can also get food from animals: meat, eggs and milk. People use wood to build their homes. Many other important products, for example, medicines and paper also come from plants. Not all crops can grow everywhere because soils and temperatures are different in different places. Agriculture takes a lot of hard work. Farmers work hard to produce good food for all of us to eat.

Farmers and gardeners may grow the same crops. Gardeners usually grow enough crops for their family. Most gardeners grow crops because they like fresh fruit and vegetables or they enjoy gardening. Farmers grow a large crop and sell it to earn money. Some farmers raise animals to sell. Both farmers and gardeners start work early in spring not to be late for the harvest.

  **2. b) Read the text again. Are the sentences True or False? Correct false sentences.**

- 1) The same crops can grow everywhere. → *F*
Not all crops can grow everywhere because soils and temperatures are different in different places.
- 2) We get necessary products from agriculture.
- 3) All foods come from crops.
- 4) Gardeners grow crops to earn money.
- 5) Farmers can grow crops and raise animals.

 **2. c) Write out any words or expressions you don't know in your copybooks. Try to guess them from the context. Check with your partner, teacher, or dictionary. Learn five new words and make sentences with them.**

Pronunciation

  **3. a) Choose the word with a different sound.**

[ei]	nature, enjoy, raise
[a:]	animal, farmer, gardener
[ʊ]	wool, good, food
[ɒ]	grow, cotton, crop
[ʌ]	money, hard, enough

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

Grammar

Infinitive of purpose

 **4. a) Complete the sentences.**

- a) Farmers work hard **to produce good food for all of us to eat.**
- b) Farmers grow a large crop and sell it **to** _____.

- c) Some farmers raise animals **to** _____.
- d) Both farmers and gardeners start work early in spring **not to** _____.

 4. b) Do the sentences mean the same?

1. a) Farmers work hard because they want to produce good food for all of us to eat.
b) Farmers work hard to produce good food for all of us to eat.
2. a) Farmers grow a large crop and sell it because they want to earn money.
b) Farmers grow a large crop and sell it to earn money.
3. a) Both farmers and gardeners start work early in spring because they don't want to be late for the harvest.
b) Both farmers and gardeners start work early in spring not to be late for the harvest.

We use **the infinitive (to/not to + verb)** to say **why** a person does/doesn't do something.

Some farmers raise animals to sell. (= *Some farmers raise animals because they want to sell them.*) NOT ~~*Some farmers raise animals for to sell.*~~

 5. Match the action with the purpose.

- | | |
|---------------------------------------|--|
| 1) I went to the library | a) to keep fit. |
| 2) He's studying hard | b) to get the first place in the marathon. |
| 3) My classmates came to school early | c) to borrow a book about traditional games. |
| 4) We use a knife | d) not to fail his exams. |
| 5) Arsen works hard | e) to eat fresh fruit and vegetables. |
| 6) Aiturgan swims in the pool | f) to cut things. |
| 7) She's running a lot | g) to earn more money. |
| 8) Gardeners grow crops | h) not to be late for the exam. |

 6. Rewrite the sentences using *the infinitive of purpose*.

- 1) If you want to get information about agriculture, read this book.
Read this book to get information about agriculture.
- 2) If he wants to get a job, he should dress smartly.
- 3) I didn't want to miss the bus, so I ran to the bus stop.
- 4) They wanted to look at the paintings, so they went to the art gallery.

- 5) I wanted to get ready for my exam, so I got up early.
- 6) Omor wants to learn English, so he's going to the UK.
- 7) Mariam took a taxi because she didn't want to be late.
- 8) Janybek wants to become a vet, so he's studying at Kyrgyz National Agrarian University.

 **7. Complete the sentences so that they are true for you.**

- 1) I'm learning English to study abroad.
- 2) I'm learning English not to fail an exam.
- 3) I do my homework to _____.
- 4) I do my homework not to _____.
- 5) I listen to music to _____.
- 6) I listen to music not to _____.

 **8. Correct the mistakes. Not all sentences have got mistakes.**

- 1) Farukh needs a camera for take photos.
- 2) She phoned me to ask for Sultan's phone number.
- 3) Begimai walked into the room quietly not wake the children.
- 4) I went to the butcher's to buying some meat.
- 5) She does exercise regularly to keep fit.
- 6) He left home early to buy a gift for his mother.
- 7) She carried the plates carefully to break them.
- 8) I always set an alarm clock to wake up in the morning.
- 9) I'm here for tell you a story.

Speaking

 **9. Why do farmers do these things? Tell your partners.**

- | | |
|------------------------------|---------------------------------|
| a) get up early | d) read books about agriculture |
| b) grow fruit and vegetables | e) work hard |
| c) raise animals | f) wear gloves |

Why do farmers get up early?

To start work early.

To do a lot of work.



farmer
wool

gardener
grow crops

raise animals
soil

cotton
harvest

 1. a) Match the words with the pictures.

a beet beans a corn peas a cabbage an onion



  1. b) Listen, check and repeat.

  1. c) Test your partner.

What's number 1?

They're peas.

Pronunciation

Consonant sounds

  2. Listen and repeat consonant sounds. Then practise saying the sentences.

[k]	Carol cut carrots and a cabbage into pieces.
[p]	Did you put the pepper, pear and plum on the plate?
[b]	Betty bought beets, beans and bananas for her brother.
[s]	My sister Sally sold sunflower seeds and strawberries.

  3. a) Look at the picture and answer the questions.

- What do you see in the picture?
- What do all plants need so they can grow?



  3. b) Read the dialogue between Aigul and Tom. Compare your answers.

Tom: Hi, Aigul. How are you?

Aigul: Fine, thank you. And you?

Tom: I'm OK. Let's do homework on Biology together.

Aigul: OK. Our homework was exercise 4 on page 73.

Tom: The first question is "What do all plants need so they can grow?"

Aigul: (1) *First*, all plants need soil. Soil gives plants the food they need to help them grow strong and healthy.

Tom: Right. (2) _____, plants need water just like people and animals do.

Aigul: What else? Aha. (3) _____, plants also need sunlight to grow.

Tom: (4) _____, plants need fresh and clean air for good growth.

Aigul: Well, the second question is...

 4. a) Complete the gaps with the following words.

finally

first

next

second

 4. b) Answer the question.

- Why do we use the words in exercise 4a in the text?

 5. a) Complete the gaps with the words in the box.

second

finally

next

first

1) *First*, the farmer sows [səʊz] the seeds. (= plants the seeds)

2) _____, the farmer waters the seeds.

3) _____, the farmer hoes [həʊz] the weeds. (= remove the weeds)

4) _____, the farmer harvests ['hɑ:vɪsts] the crops. (= cuts and collects the crops)

 5. b) Match the sentences in exercise 5a with the pictures.



 5. c) Read the dialogue and compare your answers.

Aigul: Well, the second question is: “What do farmers do with the seeds?”

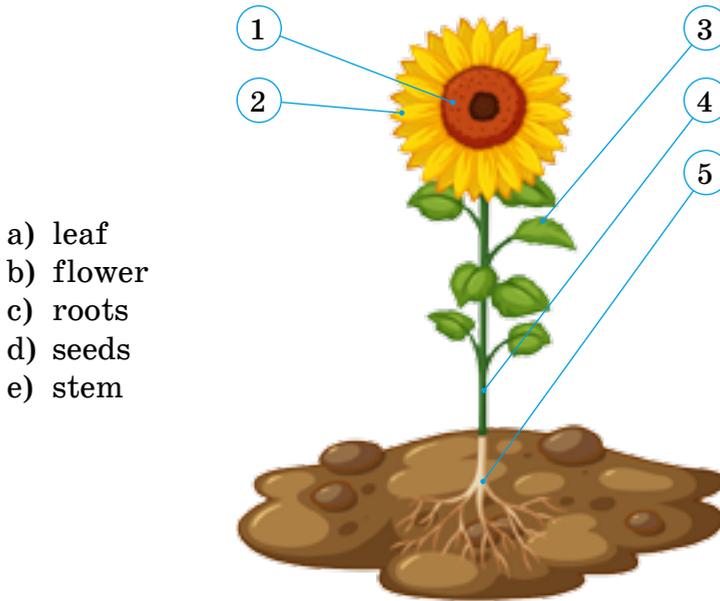
Tom: First, farmers sow seeds. In spring they start growing.

Aigul: Right. Second, farmers water them.

Tom: Next, farmers hoe the weeds.

Aigul: Finally, farmers harvest crops in autumn.

 6. Match the words with the parts of a sunflower.



- a) leaf
- b) flower
- c) roots
- d) seeds
- e) stem

 7. Which parts of the plant do we usually eat? The seed? The fruit? The root? The leaf? Put the words into the right column.

a cabbage	grapes	strawberries	a pear	a tomato
peas	a melon	beans	sunflower seeds	a plum
a beet	an apple	a carrot	an orange	a corn
a banana	a radish			

We eat	the roots of...	<i>a beet, ...</i>
	the leaves of...	
	the seeds of...	
	the fruit of...	



8. Put the sentences in the correct order.

- a) Finally, we eat the crops.
- b) Second, farmers grow the crops.
- c) First, farmers get ready to grow crops.
- d) Next, farmers sell the crops.
- e) Third, farmers harvest the crops.



a beet

peas

first

finally

water the seeds

root

beans

a cabbage

second

sunlight

hoe the seeds

leaf

a corn

an onion

next

sow the seeds

harvest the crops