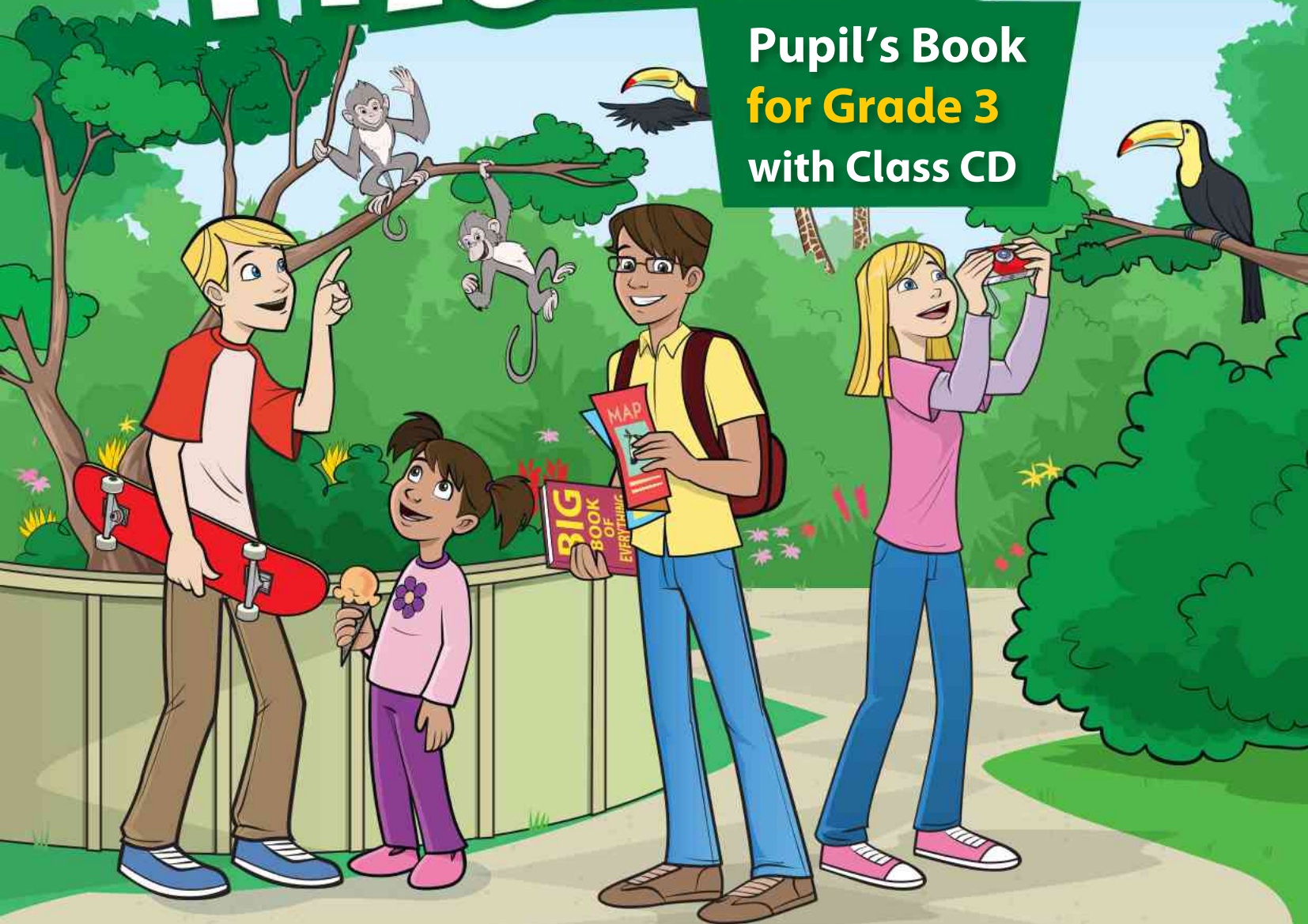


Kazakhstan
Edition

Family and Friends

1

Pupil's Book
for Grade 3
with Class CD



OXFORD

Tamzin Thompson, Naomi Simmons
and Kamila Beibitbayeva

Kazakhstan
Edition

Family and Friends

1

Pupil's Book
for Grade 3

Dear Friends,

Welcome to Grade 3; this course was created for you. We understand that children have different ways of learning, some of you learn better by seeing, some by listening, some by reading and writing and some with movement. Family and Friends Kazakhstan Edition uses all these approaches to reach every one of you and help you reach your potential.

With this course you will go beyond the classroom, you will learn values of family and friendship, such as, co-operation, sharing, helping and appreciating those who help us.

You will also have an opportunity to show your creativity by creating fun projects in every unit.

Learning English will help you in many ways; making new friends is a big part of it. We are excited to join your learning journey and to be part of your family and friends.

Enjoy
learning!

Icons



listen and repeat



listen and chant / listen and sing



pairwork



groupwork



Scan for the
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digital platform

[www.phoenix24.kz/add_book/
61f6bb6b-fb38-4e17-9207-
d7bfb98f4c7e](http://www.phoenix24.kz/add_book/61f6bb6b-fb38-4e17-9207-d7bfb98f4c7e)

Naomi Simmons,
Kamila Beibitbayeva, Julie Penn

OXFORD
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Scope and sequence

	Unit	Sub-topics	Vocabulary	Grammar	Phonics	Functional language
Term 1	Unit 1 Hello English!	- Greetings and names - About me	red, pink, purple, blue, yellow, green, orange, black, white, grey, brown Numbers 1–20	What's your name? My name's ... How old are you? I'm ... Where are you from? I'm from ... That is (pink). Those are (red).	The alphabet	Hello, Goodbye, How are you?, I'm fine, thank you.
	Project	I can make a poster				
	Culture	At my school				
	Unit 2 My school	- My schoolbag - My classroom and classroom activities	pen, rubber, pencil, ruler, book bag, folder, door, window, bookcase, desk Numbers 20-100	What's this? It's a ... What are these? They're ... Is it a (pen)? No, it isn't./ Yes, it is. Are they (pens)? Not, they aren't./ Yes, they are. In my bag. On my desk. Regular and irregular plural nouns There is a pencil. There are pens.	Numbers ending in -ty	This is my ... These are my... Look at ... Open the (door). Close the (bag). Please. Here you are.
	Project	I can make a poster				
	Values	Helping in the classroom				
Term 2	Unit 3 People I love	- My family - My friends	mum, dad, sister, brother, grandma, grandpa happy, sad, hot, cold, tired, angry, scared, brave	Who's this? He's / She's ... My mum has got (a book). You're / He's / She's (cold).	Initial sounds: a, b, c, d apple, bird, cat, dog Determiners: a/an, the Singular and plural nouns	Come, follow me.
	Project	I can make a book				
	Culture	My friends				
	Unit 4 Weather	- Seasons and weather - Clothes I wear	rainy, windy, hot, cold, snowy, sunny boots, coat, gloves, hat, jeans, scarf, shirt, skirt, sun hat January, February, March, April, May, June, July, August, September, October, November, December spring, summer, autumn, winter, season	What's the weather like? It's (windy). Is it (hot)? Yes, it is. / No, it isn't. Put on ... Don't put on ... in, on	Initial sounds: e, f, g, h egg, fig, goat, hat I've got ...	Oh no! Let's go home.
	Project	I can make a book				
	Values	Take care in the sun				

Review Units 1-4

	Unit	Sub-topics	Vocabulary	Grammar	Phonics	Functional language
Term 3	Unit 5 My free time	- I can do this! - My toys and sport. I like ...	<i>run, fly, walk, talk, ride a bike, ride a scooter write, draw, sing, dance, cook help my mum, do my homework, visit my grandma, go swimming, have a music lesson, watch TV</i>	<i>He can / can't fly. Can he run? Yes, he can. /No, he can't. Like + verb + -ing to express likes and dislikes</i>	Initial sounds: <i>i, j, k, l ink, jam, kite, lion</i> Determiners: <i>a kite, some jam</i>	<i>I can do anything!</i>
	Project	I can make a calendar				
	Culture	My toys				
	Unit 6 Health	- Body parts - Healthy food	<i>arms, nose, face, legs, ears, mouth fingers, hands, eyes, eyebrows, shoulders rice, meat, carrots, yogurt, fish, bread milk, juice, water, tea, hot chocolate sandwich, grapes, ice cream, cherries</i>	Countable and uncountable nouns <i>This / that / these / those</i>	Initial sounds: <i>m, n, o, p mum, nurse, orange, pen</i>	<i>Point to ... Eat your ... Drink your ...</i>
	Project	I can make a poster				
	Values	Keep fit				
Term 4	Unit 7 Buildings	- My house, my room and objects - Buildings in our town	<i>chocolate, balloon, present, cake, card, mask café, cinema, playground, shopping centre, swimming pool kitchen, living room, dining room, bedroom, bathroom chair, table library, shop, boats, river</i>	Singular and plural of countable nouns <i>This / that / these / those his / her</i>	Initial sounds: <i>q, r, s, t, u queen, rabbit, sofa, teddy, umbrella Where is ...? On the sofa.</i>	<i>Come, follow me. What's in the dining room? upstairs, downstairs</i>
	Project	I can make a book				
	Culture	Buildings in our town				
	Unit 8 My holidays	- Family holidays - Transport	<i>long, short, blond, brown, curly, straight plane, taxi, helicopter, train, tram</i>	<i>He's / She's / It's got (blond hair). He / She / It hasn't got (blond hair).</i>	Initial sounds: <i>v, w, x, y, z van, window, box, yo-yo, zebra in: I can see a zebra in a van.</i>	<i>Here comes the train. It's very fast. It's very slow. Look at me! Look out! What's the time?</i>
	Project	I can make a poster				
	Values	A helping hand				
Review Units 5-8						



Lesson One Words: I can understand greetings and characters' names.

1 Listen, point and repeat. 01



Rosy



Tim



Billy



Miss Jones

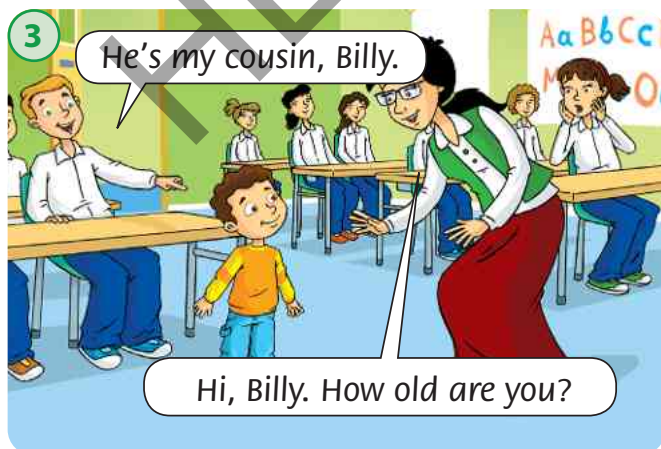
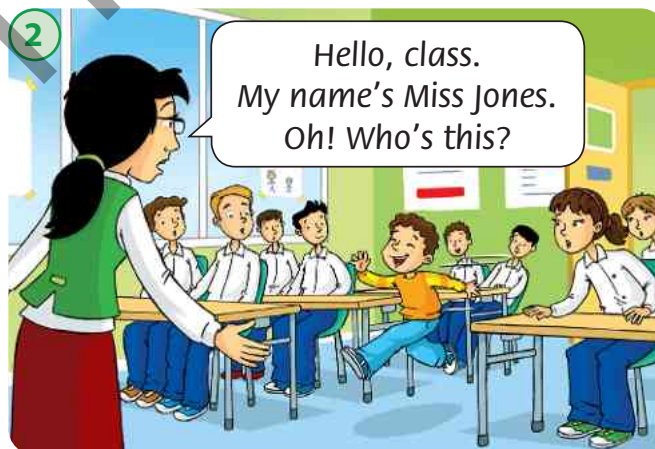
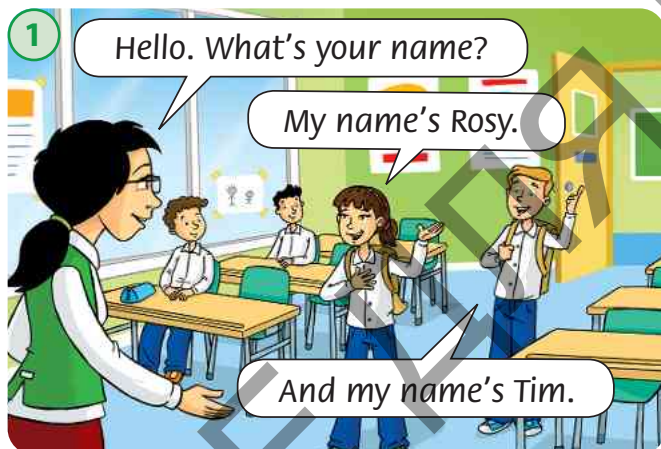
2 Listen and chant. 02

Hello, Rosy. Hello, Tim. Hello, everyone.
Hello, Billy and Miss Jones.
Come and have some fun!



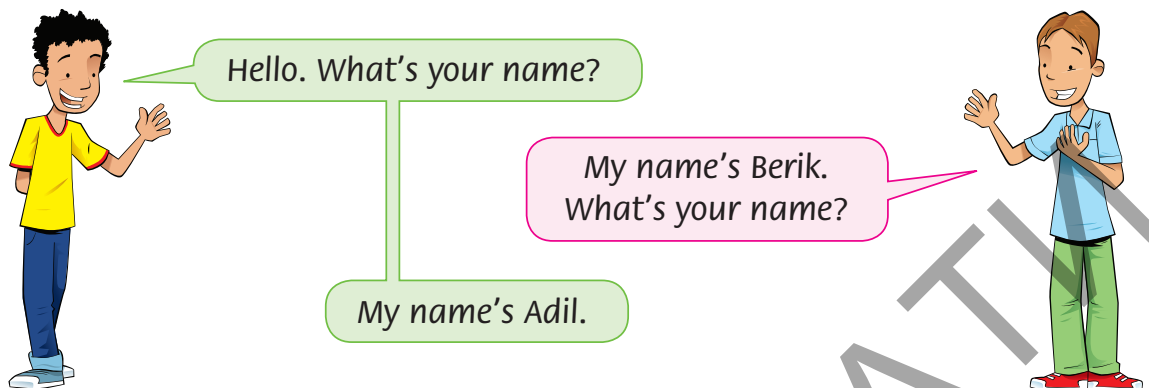
My name's
Marzhan.

3 Look, listen and point. 03

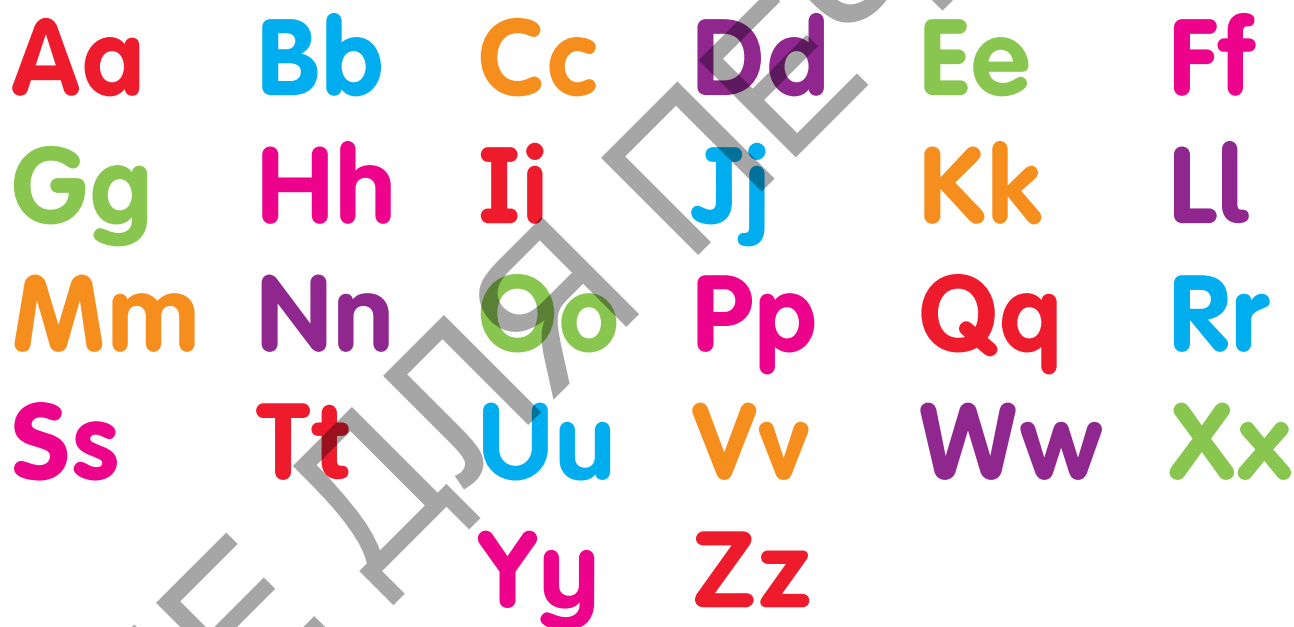




- 1 Listen to the story again and repeat. Act. 03
- 2 Ask and answer.

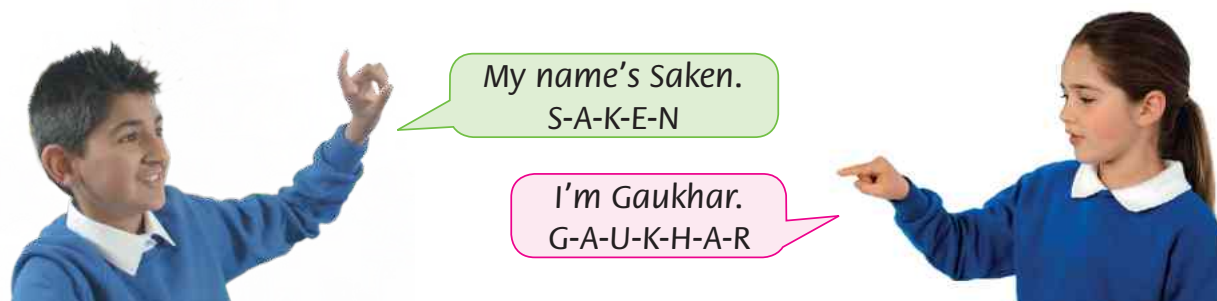


- 3 Look at the alphabet. Say the letters.



- 4 Write your name. Then say and spell.

My name's _____.





- 1 Write your name in the song.
- 2 Listen and sing your name. 04

Let's sing!



- 3 Look at the song again. Ask and answer.



Hello. My name's Arman.

How are you?

Goodbye.

Hi. My name's Aruzhan.

I'm fine, thank you.

Bye.

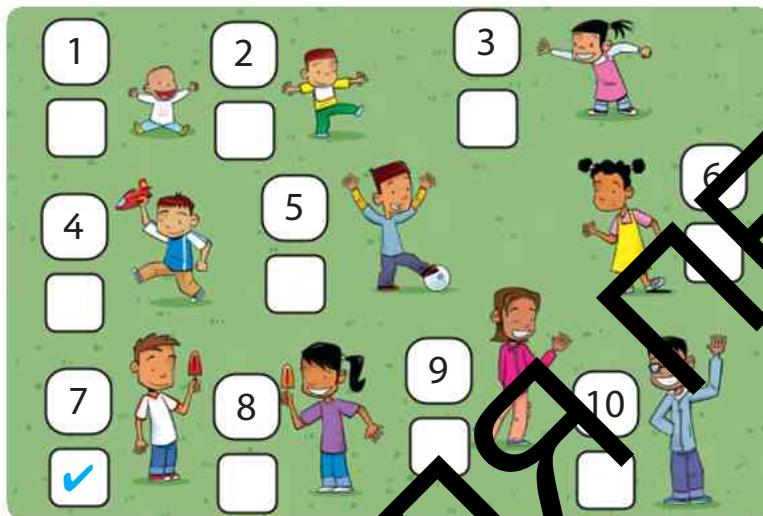




1 Listen, point and repeat. 05



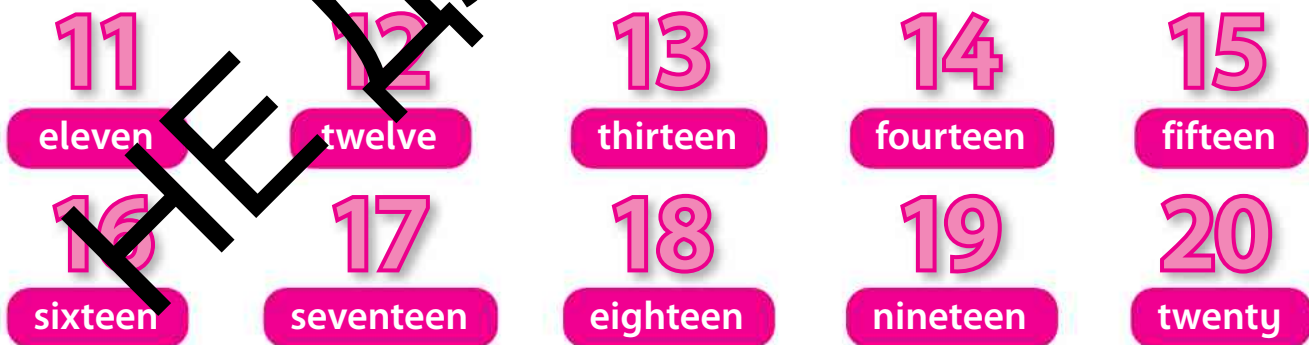
2 Listen and tick (✓). 06



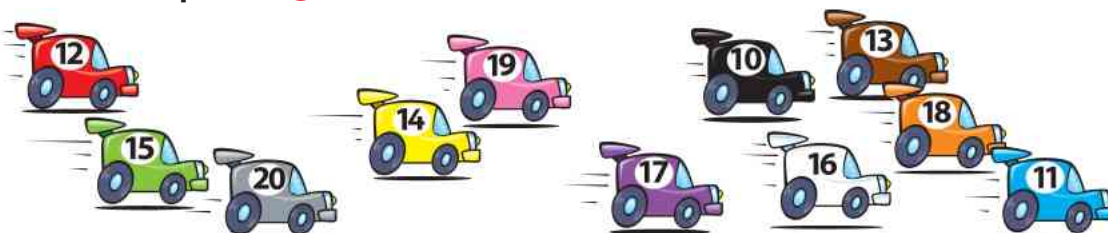
How old are you?

I'm ten.

3 Listen, point and repeat. 07



4 Listen and point. 08



Skills time!



Lesson Five I can identify different colours.

Words

1 Listen, point and repeat. 09



red



yellow



pink



green



purple



orange



blue



black



white



brown



grey

2 Look and write the colours.



blue and yellow



3 Look at the cars on page 7. Say the colours.



Twelve is red.



Fifteen is green.



Twenty is grey.



Lesson Six I can ask and answer *How old are you?* and *Where are you from?*

Listening

1 Listen and tick (✓). 10

1 What's her name?

Rosy

☐

Holly

☐

Katie

☒

2 How old is she?


☐

☐

☐

3 Where is she from?


☐

☐

☐

Speaking

2 Look and say.

Her name's Katie.

She's nine.

She's from ...

3 Ask and answer.

What's your name?

My name's Aizere.

How old are you?

I'm nine.

Where are you from?

I'm from Kazakhstan.



Go to Project lesson 7 to make a poster about you.

Unit 1 outcomes:

- become familiar with the Class Book characters and common greetings • greet people • spell my name • identify colours
- ask and answer *What's your name?*, *How old are you?* and *Where are you from?* • recognise and use numbers 1–20.

Think

1 Answer the questions about you.

What's your name? _____

How old are you? _____

Where are you from? _____

What's your favourite colour? _____

☐

eight

☐

nine

☐

ten

☐

black

☐

blue

☐

brown

☐

green

☐

white

☐

yellow

☐

pink

☐

red

☐

grey

☐

purple

☐

orange

Create

2 Make a poster about you. Draw pictures.



Share

3 Share your poster. Take turns.

My name's
Birzhan.

I'm from
Kazakhstan.

I'm ten.

My favourite
colour is red.



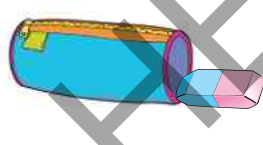


Lesson Eight At my school

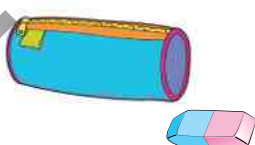
1 Look, listen and point. 11



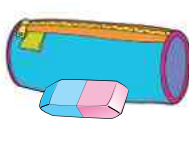
2 Listen, point and repeat. 12



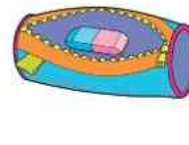
next to



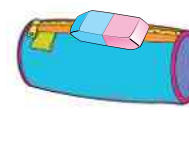
near



in front of



in



on

3 Ask and answer about your classroom.

Where's the chair?

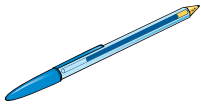
It's near the desk.



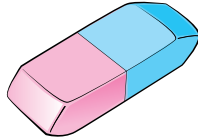
Lesson One Words: I can understand a story about classroom objects.

1 Listen, point and repeat. 13

2 Listen and chant. 14



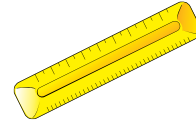
pen



rubber



pencil

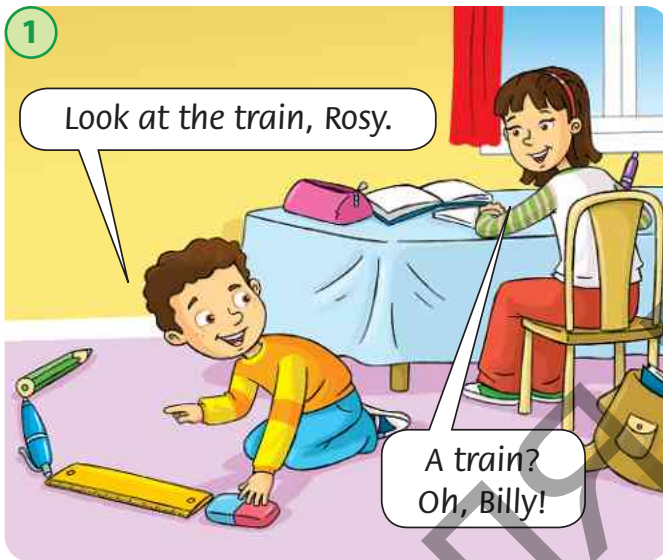


ruler



book

3 Look, listen and point. 15



4 Point and say.

It's a pencil.



- 1 Listen to the story again and repeat. Act. 15
- 2 Look and say.

Let's learn!



What's this?

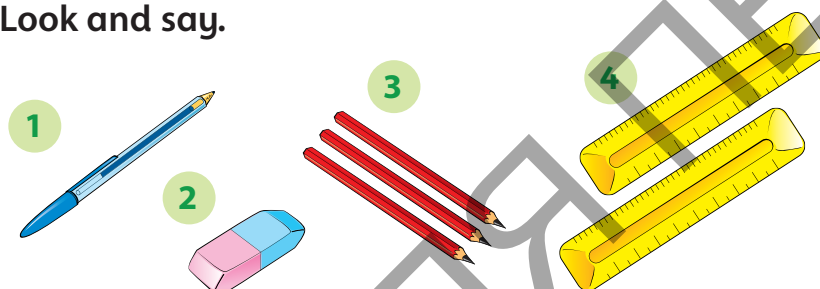
It's a pen.

What are these?

They're books.

What's = What **is**
It's = It **is**
They're = They **are**

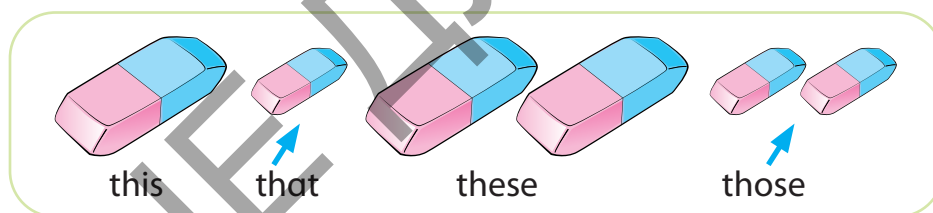
- 3 Look and say.



Let's learn!

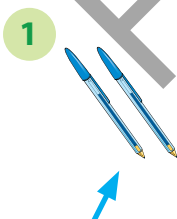
one pen	three pens
one ruler	four rulers
one man	two men
one woman	three women
one child	five children

- 4 Look and read. Then circle.

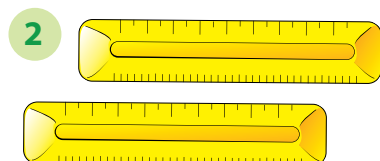


What are those?

They're rubbers.



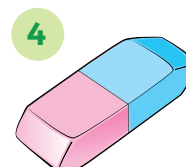
What are these / those?
It's / They're pens.



What's / What are these?
They're rulers / a ruler.



What's that / this?
It's / They're a book.



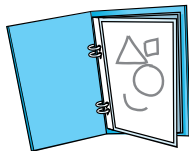
What's / What are this?
It's rubbers / a rubber.



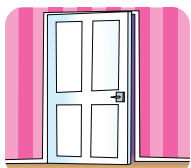
1 Listen, point and repeat. 16



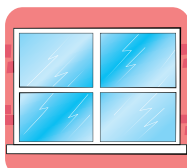
bag



folder



door



window



bookcase



desk

2 Listen and sing. 17

3 Sing again and do. 17

Let's sing!



4 Look at your classroom. Then say.

Look. It's a desk.



1 Listen, point and repeat. 18

10

ten

20

twenty

30

thirty

40

forty

50

fifty

60

sixty

70

seventy

80

eighty

90

ninety

100

one hundred

twenty
thirty
forty
fifty
sixty
seventy
eighty
ninety

2 Listen and sing. 19

3 Sing again and do. 19

Let's sing!

Let's count to one hundred!

Let's count to one hundred.

It's time to start.

10, 20, 30 ...

Yes, good start!

Let's count to one hundred.

It's easy to do.

40, 50, 60 ...

Yes, clever you!

Let's count to one hundred.

It's easy if you try.

70, 80 ...

The numbers are high.

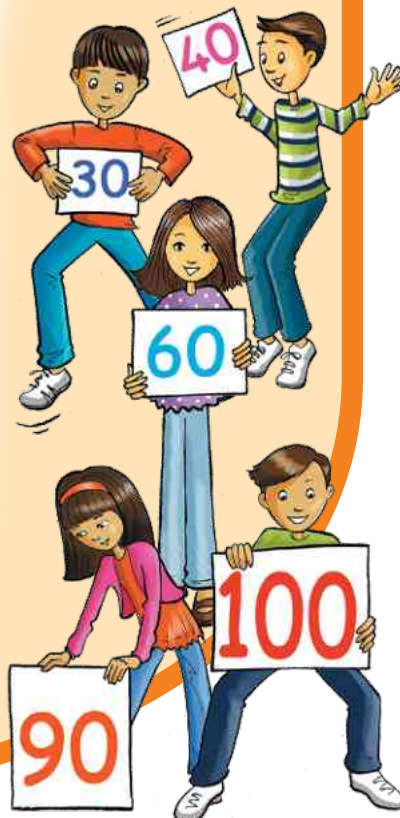
Let's count to one hundred.

Now we are done.

90, 100.

Counting is fun!

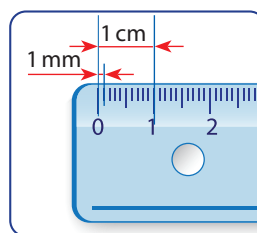
70, seventy



4 Use your ruler to measure some classroom objects.

1 cm (centimetre) = 10 mm (millimetres)

100 cm = 1 m (metre)





Lesson Five I can understand descriptions of objects and use *there is...* and *there are...* to talk about objects.

Words

- 1 Point to four school things. Say the words.
- 2 Listen and point. 20

1 bag

2 pencil case

3 pencil

4 pens

5 rubber

6 books

My name's Kamila. This is my school bag. There's a pencil case in my school bag. There are pens in my pencil case. There's a rubber too. There are books in my bag. What is there in your bag?

- 3 Look and say.



There is a pen.

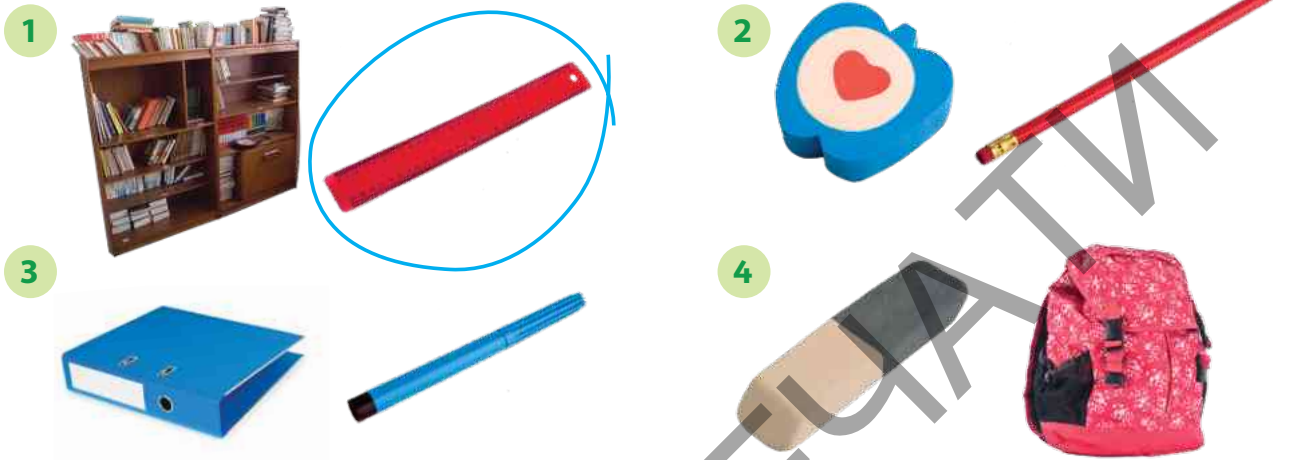
There are four rubbers.



Lesson Six I can identify objects and ask and answer *Is it a...?* and *Are they...?*

Listening

1 Listen and circle the correct picture. 21



Speaking

2 Listen and repeat. 22

Is it a pen?

No, it isn't.

Is it a ruler?

Yes, it is.

3 Look at your classroom. Point, ask and answer.

Is it a pencil?

No, it isn't.

Are they rubbers?

Yes, they are.



Go to Project lesson 7 to make a poster of your classroom.

Unit 2 outcomes:

- identify common school things • ask and answer *What's this?* and *What are these?* • recognise and say numbers 20–100
- listen to and understand descriptions of objects • ask and answer *Is it a (pen)?* and *Are they (rubbers)?*
- use *there is...* and *there are...* • identify some regular and irregular plural nouns.

Think

1 Look at your classroom. What do you see?

☐

pens

☐

books

☐

windows

☐

rubbers

☐

bags

☐

bookcases

☐

pencils

☐

folders

☐

desks

☐

rulers

☐

doors

☐

Create

2 Make a poster of your classroom. Use different colours.



Share

3  Ask and answer about your poster.



What's that?



What are those?

It's a rubber.
It's pink.



They're pens.
They're blue.

- 1  Read out loud and mimic the actions.

Listen. Don't talk.

Close the door.

Walk. Don't run!

Help a friend.

Share your things.

Put the rubbish in the bin.

Keep the classroom clean.

- 2  Create your own classroom rules.

Our classroom rules

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



Lesson One Words: I can understand a story about family and friends.

1 Listen, point and repeat. 23

2 Listen and chant. 24



mum



dad



sister



brother



grandma



grandpa

3 Look, listen and point. 25



4 Talk about your family.

This is my grandpa
and my baby brother.





- 1 Listen to the story again and repeat. Act. 25
- 2 Look and say. Then answer for Billy.

Let's learn!



Who's this?
She's my mum.
He's my brother.



Who's this?

- 1 She's / He's my dad.
- 2 She's / He's my mum.
- 3 She's / He's my grandpa.
- 4 She's / He's my sister.

- 3 Look and say.

Let's learn!

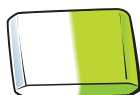
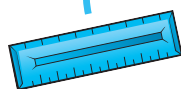


Mum **has got** a book.



Billy **has got** a teddy.

- 4 Follow and write. Then say.



Mum has
got a book.

Rosy _____
_____ a ruler.

Grandma
_____ a rubber.

Grandpa
_____ a pen.

Mum has got a book.





1 Listen, point and repeat. 26



2 Listen and sing. 27

3 Sing again and do. 28

Let's sing!

If you're tired and you know it,

If you're tired and you know it,
Go to sleep! [Snore, snore]

If you're tired and you know it,
Go to sleep! [Snore, snore]

If you're tired and you know it,
And you really want to show it,
If you're tired and you know it,
Go to sleep! [Snore, snore]

If you're scared and you know it,
Hug yourself! [Hug, hug] ...

If you're angry and you know it,
Stamp on your feet! [Stamp, stamp] ...

If you're brave and you know it,
Say, 'I can!' [I can!] ...



4 Talk about your friends and family members.

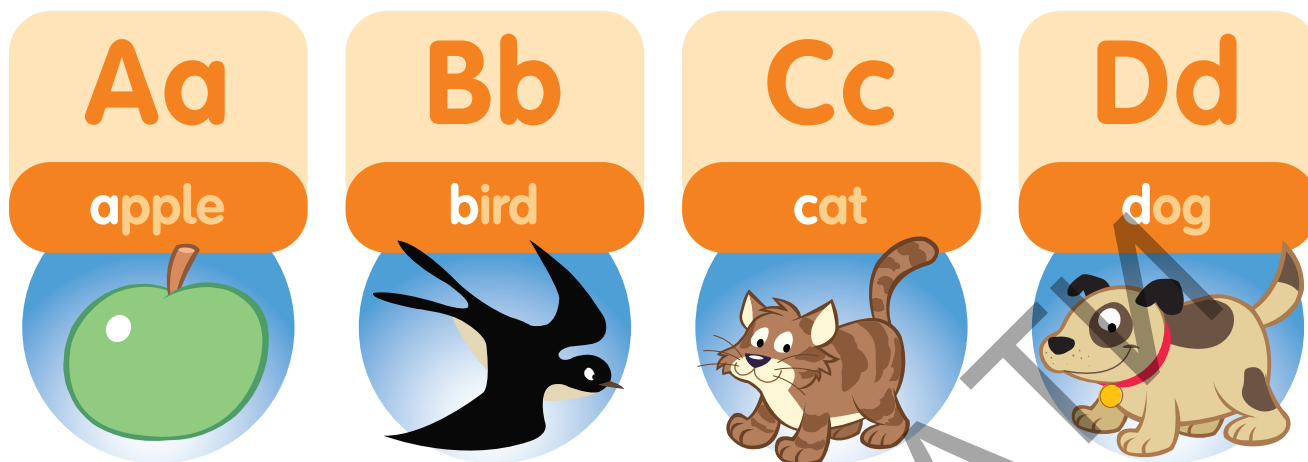
mum dad brother sister grandma
grandpa cousin uncle aunt friend

This is my friend, Aizere. She's cold.





1 Listen, point and repeat. 28

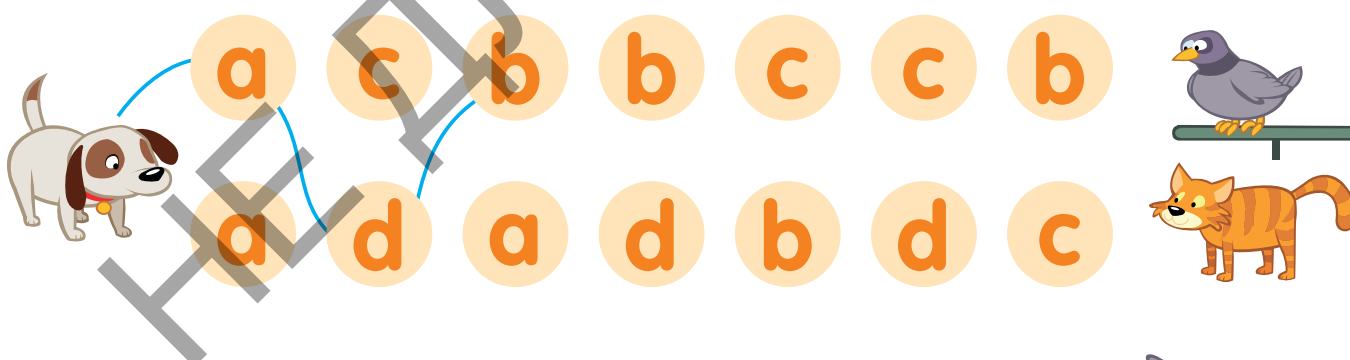


2 Listen and chant. 29

This is an apple, a, a, apple.
This is a bird, b, b, bird.
This is a cat, c, c, cat.
This is a dog, d, d, dog.

3 Listen to the sounds and join the letters. 30

What has the dog got?



4 Look and circle the letters a, b, c, d at the start of the words.

Here's a Cat with a bird.
Here's a dog with an apple.





Reading

1 Look at the pictures. How does the girl feel?

2 Read and listen to the poem. 31



My Feelings

Sometimes I am happy.
Sometimes I am sad.
Sometimes I am scared.
But I am never bad.

When I'm really happy,
I smile and laugh and play.
When I'm really happy,
It's a very good day.

When I'm really sad,
I cry and tell my mum.
We always talk together,
Then happy times can come.



3 Read again. Match.

- 1 play
- 2 cry
- 3 laugh
- 4 tell my mum
- 5 smile

a happy

b sad

4 When do you feel this way?

always sometimes never

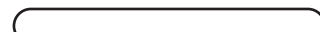
- 1 happy _____
- 2 sad _____
- 3 brave _____
- 4 scared _____
- 5 hot _____
- 6 cold _____

Let's learn!

always

sometimes

never





Lesson Six I can talk about how people are feeling.

Listening

1 Listen and number. 32



Speaking

2 Point and say.



Look. He's happy.

3 Look at the pictures in exercise 1. Ask and answer.

happy sad tired cold scared



Number 1. Is he sad?

No, he isn't. He's happy.



Go to Project lesson 7 to make a feelings book.

People's feelings Unit 3

Unit 3 outcomes:

- identify different members of the family • ask and answer about family members • recognise and pronounce the upper- and lower-case forms of the letters *a*, *b*, *c* and *d* • learn words for feelings and emotions • read and understand a poem and match feelings to actions • say something a family member *has got*.

Think

1 Talk to your family and friends. Write their feelings.

angry brave cold happy hot sad scared tired

Name: _____

Feeling: _____

Name: _____

Feeling: _____

Name: _____

Feeling: _____

Name: _____

Feeling: _____

Create

2 Make a feelings book about your family and friends. Write and draw.



Share

3  Share your book. Take turns.



This is my grandma.
She's happy.

And this is my friend,
Rustem. He's tired.

This is my cousin,
Dinara. She's brave.





Lesson Eight My friends

1 Listen and read. 33



2

This is Baglan. He's eight.
He's got a football.

1

Hi! I'm Yerlan. Here
are my friends.



3

This is Zhanara.
She's nine.
She's got a bike.



4

This is Yernar.
He's got skates.
This is his brother
Serik. He's got
skates too.



2 Listen and read. 34



3 Ask and answer.



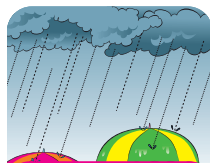
Can you pass me
those, please?

Yes, OK.



Lesson One Words: I can understand a story about the weather.

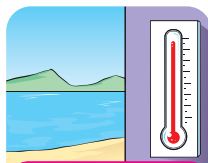
1 Listen, point and repeat. 35



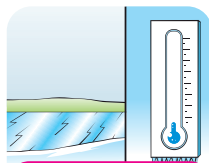
rainy



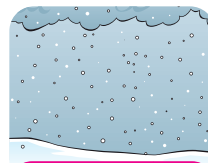
windy



hot



cold



snowy



sunny

3 Listen and read. 37



4 Ask and answer.

What's the weather like today?

It's sunny.



1 Listen to the story again and repeat. Act. 37

2 Look and say.



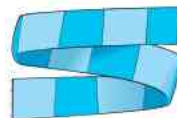
boots



gloves



jeans



scarf



shirt



skirt

3 Look and say.

Let's learn!



What's the weather like?
It's windy.



It's rainy.



Put on
your sun hat.



Don't put on
your coat.

Let's learn!

boot = boots
scarf = scarves

4 Write and check your answers. Put on Don't put on Open Don't open



Open
the window.



your coat.



the window.



your hat.

5 Point and ask.

rainy windy hot cold snowy sunny



What's the weather like?

It's windy. Put on your coat.



Let's learn!

Saturday and Sunday = the weekend

1 Point and say.



2 Listen, point and repeat. 38

3 Listen and sing. 39

Twelve months in a year

January, February, March and April,
January, February, March and April,
January, February, March and April,
Twelve months in a year!

May, June, July, then August and September,
May, June, July, then August and September,
May, June, July, then August and September,
Twelve months in a year!

October, November and December,
October, November and December,
October, November and December,
Twelve months in a year!



4 Ask and answer.



When's your birthday?

How old are you?

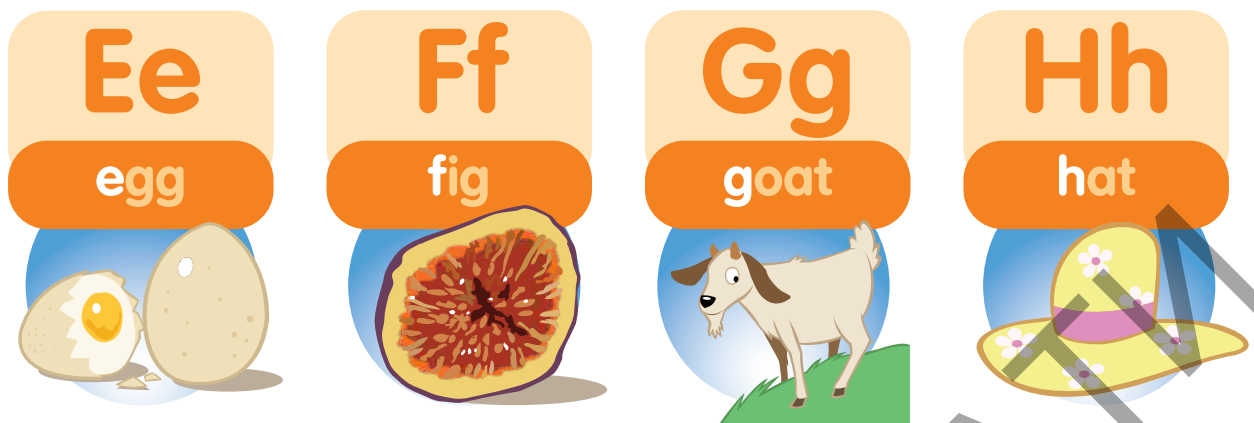


My birthday is in June.

I'm ten.



1 Listen, point and repeat. 40



2 Listen and chant. 41

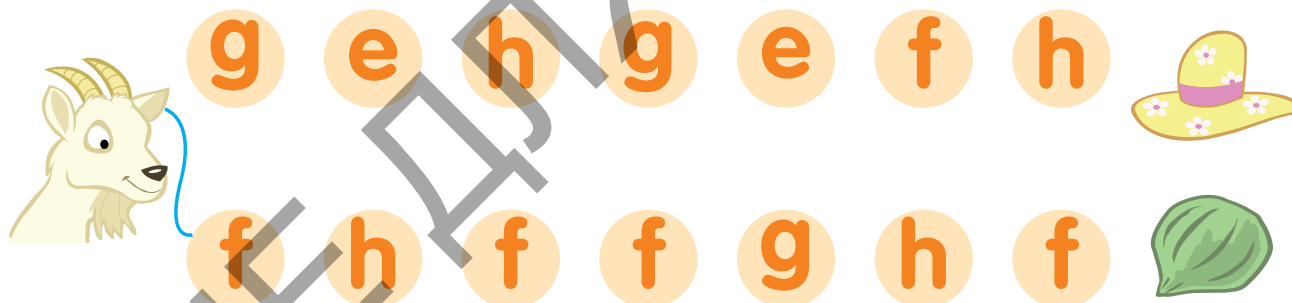
Let's learn!

an egg
a fig

I've got an egg, e, e, egg.
I've got a fig, f, f, fig.
I've got a goat, g, g, goat.
I've got a hat, h, h, hat.

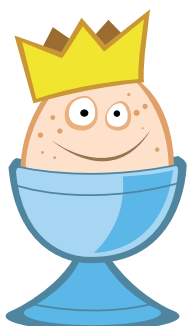
3 Listen to the sounds and join the letters. 42

What has the goat got?



4 Look and circle the letters e, f, g, h at the start of the words.

There's an egg with a yellow hat.
Look, the goat's got a fig.
The goat likes figs.





Reading

1 Listen, point and repeat. 43



2 Listen and read. 44

The Lazy Bear

It's spring in the forest. It's warm and sunny, and all the animals are awake, but Bruno the bear is still asleep. Bruno is very lazy!



Now it's summer. It's hot and there are lots of flowers. The animals are happy. But where's Bruno? Bruno is still asleep.

In the autumn, the leaves are red, yellow and orange. The animals are sleepy. They're ready for winter. But where's Bruno? Bruno is still asleep.

Now it's winter and it's snowing. But where's Bruno? Bruno is awake! "What a nice long sleep," he says.

"Oh no! It's winter!" Bruno isn't happy. He goes back to bed.

Now it's spring again. The animals play in the forest. But where's Bruno?

"Bruno!" the animals shout. Bruno is awake. He's happy now.



3 Read and answer.

- 1 What season is warm and sunny? spring
- 2 Is summer hot? _____
- 3 Is Bruno happy in winter? _____
- 4 How does Bruno feel in spring? _____

Let's learn!

In spring



Lesson Six I can ask and answer questions using *Is it ...?*

Listening

1 Listen and draw. 45



Monday	Tuesday	Wednesday	Thursday	Friday
	 rainy			

2 Look and say.



What's the weather like on Tuesday?

It's rainy on Tuesday.



Writing

3 Look at the picture. Listen and repeat. 46 Complete and answer.



A: Is it hot?

B: Yes, _____.

A: Is it rainy?

B: No, _____.

A: What season is it?

B: It's _____?

Go to Project lesson 7 to make a weather book.

Unit 4 outcomes:

- identify weather words, clothes words and months of the year • ask and answer about the weather and use imperatives
- recognise and pronounce the upper- and lower-case forms of the letters *e, f, g* and *h* • read a story about seasons
- listen to and record information about the weather • talk about days and months with *in* and *on*.

Think

1 What's the weather like in your town?

Autumn: ☐ cold ☐ hot ☐ rainy ☐ snowy ☐ sunny ☐ windy
 Winter: ☐ cold ☐ hot ☐ rainy ☐ snowy ☐ sunny ☐ windy
 Spring: ☐ cold ☐ hot ☐ rainy ☐ snowy ☐ sunny ☐ windy
 Summer: ☐ cold ☐ hot ☐ rainy ☐ snowy ☐ sunny ☐ windy

Create

2 Make a weather book about your town. Show the four seasons.



Share

3 Share your book. Take turns.

In autumn, it's
windy and rainy.

In winter,
it's cold.



In spring, it's ...



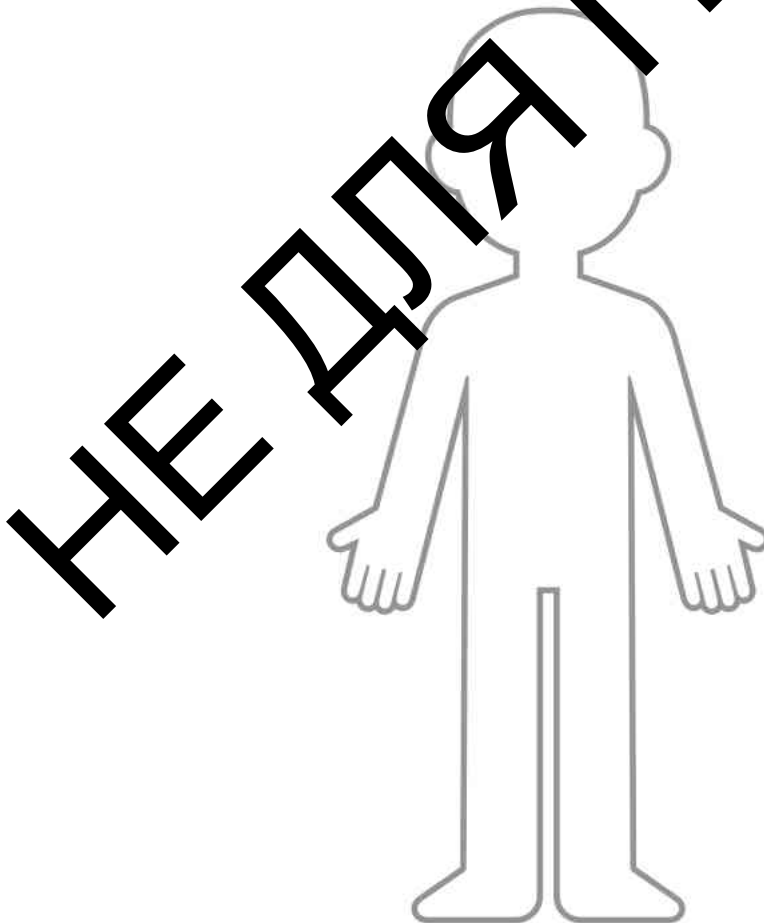
Lesson Eight Take care in the sun

1 Match. What do you do when it is hot?

- 1 Wear sunglasses.
- 2 Wear a sun hat.
- 3 Use sun cream.
- 4 Seek for shade.
- 5 Put on a shirt.



2 Draw. What can he do to be protected from the sun?



Units 1–4 Review

Units 1–2

This is / These are

Singular	Plural
This is my pen.	These are my pens.
This is your pencil.	These are your pencils.
This is his ruler.	These are his rulers.
This is her book.	These are her books.

Questions

Is this your desk?	Yes, it is. / No, it isn't.
Are these your books?	Yes, they are. / No, they aren't.

1 Complete the conversation with information about yourself.

A: What's your name?

You: My name is _____.

A: How old are you?

You: I'm _____.

A: Where are you from?

You: _____.

2 Write the plural forms of the words.

1 bag _____

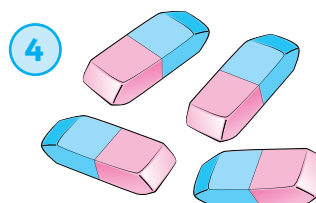
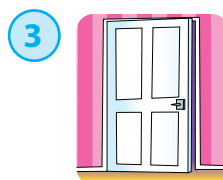
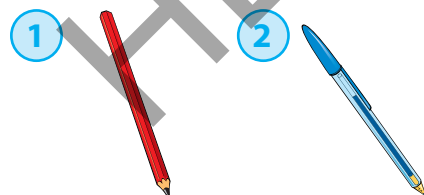
4 door _____

2 man _____

5 child _____

3 woman _____

3 Look and describe.



1 This is a pencil.

2 _____

3 _____

4 _____

Units 3–4

That is / Those are

Singular	Plural
That is my dad.	Those are my gloves.
That is your sister.	Those are your boots.
That is his grandma.	Those are his shirts.
That is her brother.	Those are her scarves.

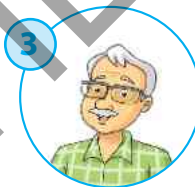
Questions

Is that your grandpa?	Yes, it is. / No, it isn't.
Are those your jeans?	Yes, they are. / No, they aren't.

Have got

Affirmative
I've got an egg.
She's/He's got a goat.
You've got a hat.
It's got a fig.
We've got an apple.
They've got a cat.

1 Look and answer. Who's this?



He's my dad.

2 Match the opposites.

- 1 happy
- 2 hot
- 3 brave
- 4 sunny

- a scared
- b cold
- c sad
- d rainy

3 Look and describe.



- 1 That is my mum.
She's got a book.
She's happy.



- 2 _____

5 My free time

Scan for video
and audio



Lesson One Words: I can understand a story containing action words.

1 Listen, point and repeat. 47

2 Listen and chant. 48



run



fly



walk



talk



ride a bike



ride a scooter

3 Look, listen and point. 49

1

Look at my toy, Uncle.
His name's Action Boy.

Hello. Nice to meet you.

Look! He can run.

2

Look, Tim. Action Boy can fly.

Great! Can he play football?

Yes, he can.

3

Look, Rosy. Action Boy can walk.
He can run and he can fly.

You are clever,
Action Boy!

4

How old are you, Action Boy?

Silly Rosy! He can't
talk. He's a toy.

4 Ask and answer.

Can you ride a scooter?

Yes, I can.



- 1 Listen to the story again and repeat. Act. 49
- 2 Look and say.

Let's learn!

can't = cannot



He **can** fly.



He **can't** talk.

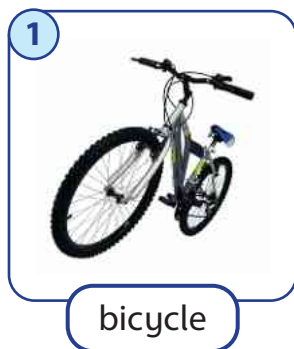


Can he play football?
Yes, he **can**.



Can he talk?
No, he **can't**.

- 3 Look and say.



- 4 Look at the poster and complete the sentences with *can* or *can't*.

Safe Riding Tips



- Wear a helmet and knee pads.
- Stop and check the traffic.
- Don't text or use a phone.

Let's learn!

Wear a helmet.
Don't use a phone.

- 1 He _____ ride a bike.
- 2 He _____ fly.
- 3 She _____ ride a scooter.
- 4 She _____ talk on the phone.



1 Listen, point and repeat. 50



write



draw



sing



dance



cook

2 Listen and sing. 51

3 Sing again and do. 51

Let's sing!



I can do anything!

I can write my alphabet,
My alphabet, my alphabet.
I can write my alphabet
From A to Z.

I can do anything, anything, anything,
I can do anything, if I try.

I can draw an elephant, ...
With two big ears.

I can do anything, ...

I can sing this song to you, ...
And make you smile.

I can do anything, ...



4 Ask and answer.

Can you cook?

Yes, I can.

Can you sing?

No, I can't.



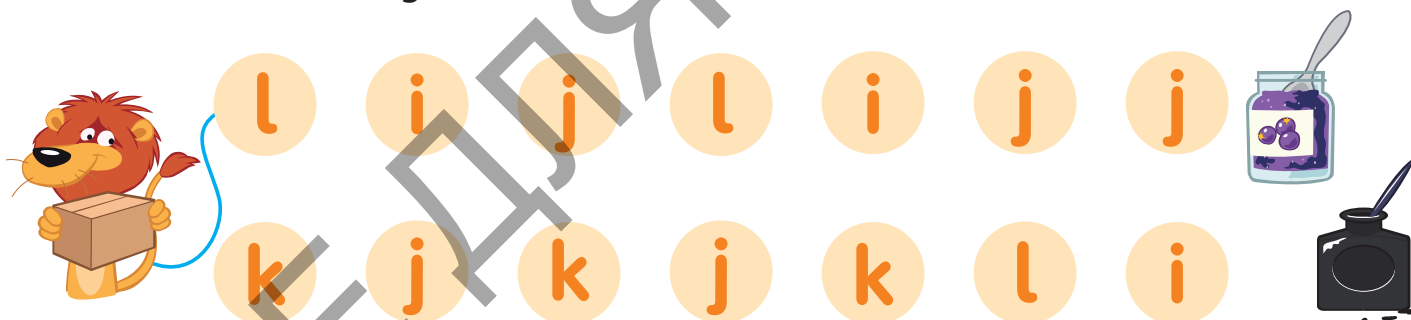
1 Listen, point and repeat. 52



2 Listen and chant. 53

Look at the ink, i, i, ink.
Look at the jam, j, j, jam.
Look at the kite, k, k, kite.
Look at the lion, l, l, lion.

3 Listen to the sounds and join the letters. 54
What has the lion got?



4 Look and circle the letters i, j, k, l at the start of the words.



The lion's got some jam.
The lion's got some ink.
Look! Here is a kite.
Oops! The lion is a mess.





Lesson Five I can understand a text about activities that children do and like.

1 Listen, point and repeat. 55



help my
mum



do my
homework



visit my
grandma



go
swimming



have a
music
lesson



watch TV

2 Look at the pictures. Say what the children do.

3 Listen and read. 56

What do they do?



My name's Adil. After school, I do my homework. Then I go to the park. I like playing football there with my friends.



I'm Alina. I help my mum on Saturday. We go to the supermarket. We buy food there. Then we visit my grandma.



I'm Yerasyl. After school, I help my mum and dad. Then I have a music lesson here at home. I really like music.

My name's Sara. I go swimming every Monday. And every Thursday I skate in the park with my sister. Do you like skating?



4 Read and circle.

- 1 Adil **do** / **does** his homework.
- 2 Alina **help** / **helps** her mum.
- 3 Yerasyl **have** / **has** a lesson.
- 4 Sara **go** / **goes** to the park.

Let's learn!

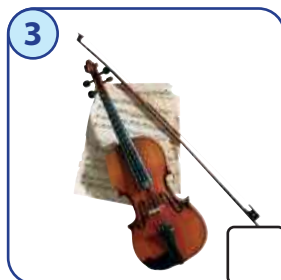
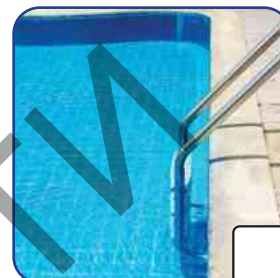
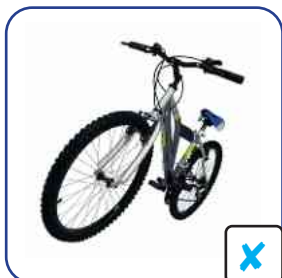
I help
You swim
He **does**
She **skates**
It **goes** / **plays**
We have
They like



Lesson Six I can ask and answer about activities I can do and like.

Listening

1 Listen and tick (✓) or cross (✗). 57



Speaking

2 Look at the pictures in exercise 1. Point and say.

Read a book.

Play ...

Ride a bike.

3 Ask and answer.



When do you play football?

I play football on Monday.



Go to Project lesson 7 to make a calendar.

My things Unit 5

Unit 5 outcomes:

- identify action verbs • make sentences with *can* and *can't* • recognise and pronounce the upper- and lower-case forms of the letters *i, j, k* and *l* • identify free time activities • read a class poster and match children with their activities • say what I can do and like.

Lesson Seven I can make a calendar.

Think

1 What do you like doing? Complete the table.

cook dance do my homework draw go swimming
listen to music play football ride a bike read a book
run sing skate walk watch TV write

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Create

2 Make a calendar with your free time activities. Use words and pictures.



Share

3  Share your calendar. Take turns.



I play football on
Monday and Friday.

I go swimming
on Saturday.





Lesson Eight My toys

1 Listen and read. 58

This is a bike. It is red.
It has got big wheels.



Let's learn!

This is **a** scooter.
This is **a** swing.



This is a scooter. It is blue.
This scooter has got two small wheels.

These are skates. They are blue.
They have got four wheels.



This is a swing. It has got blue and yellow seats. It's for two children.

2 Listen and read. 59

Let's write a story.

Good idea!

Let's learn!

Use capital letters at the beginning of a sentence and a period at the end.

Let's write a story.

Use an exclamation mark if you are happy.

Good idea!

3 Look and say.

Let's read a book!



Good idea!





Lesson One Words: I can understand a story about parts of the body.

1 Listen, point and repeat. 60

2 Listen and chant. 61



arms



nose



face



legs



ears



mouth



fingers



hands



eyes



eyebrows



shoulders

3 Look, listen and point. 62



4 Point to your body.

This is my nose.



- 1 Listen to the story again and repeat. Act. 62
- 2 Look and say. Then look and circle.

Let's learn!

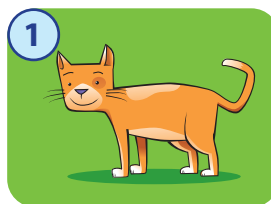
I've got two arms.



one arm



two arms



ears / ear



arm / arms



legs / leg



hands / hand

- 3 Look and say.



Let's learn!

This / These (→)
That / Those (→)



This is
my nose.



These are
my arms.



That's
his nose.



Those are
his arms.

- 4 Talk to your friends.



This is my mouth.

These are my arms.

That is your nose.

Those are your eyes.

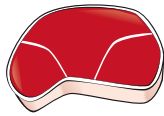




1 Listen, point and repeat. 63



rice



meat



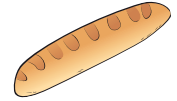
carrots



yogurt



fish



bread



milk



juice



water



hot chocolate



tea

2 Listen and sing. 64

3 Sing again and do. 64

Let's sing!

Drink your milk!

Eat your figs and drink your milk,
Drink your milk,
Drink your milk.

Eat your figs and drink your milk.
Don't be late for school!

Eat your bread and drink your juice,
Drink your juice,
Drink your juice.

Eat your bread and drink your juice,
Don't be late for school!

Here's your water,
here's your bag, ...

Let's learn!

one carrot, two carrots
one apple, two apples
one egg, two eggs
some bread
some milk
some fish
some juice



4 Ask and answer.

Do you want a carrot?

Do you want some milk?

No, thanks. I want
some bread.



1 Listen, point and repeat. 65

Mm	Nn	Oo	Pp
mum	nurse	orange	pen

2 Listen and chant. 66

This is my mum, m, m, mum.
This is my nurse, n, n, nurse.
This is my orange, o, o, orange.
This is my pen, p, p, pen.

3 Listen to the sounds and join the letters. 67
What has the nurse got?



m	m	n	o	p	o	p	
n	n	o	m	m	p	o	

4 Look and circle the letters *m*, *n*, *o*, *p* at the start of the words.



My mum is a nurse.
She's got an orange and a pen.
She can eat the orange.
She can write with the pen.





Words

- 1 Listen and point. 68
- 2 Say which foods on the menu you like.

Let's learn!

I like fish **and** rice.
I like juice, **but** I don't like tea.

The Family and Friends Café

Food



Meat
Fish
Rice
Eggs

Carrots
Bread
Yogurt
Apple



Drinks

Juice
Water
Hot chocolate
Milk
Tea



Sabina

I like meat and rice.
My favourite food is yogurt.
What's your favourite food, Zara?

My favourite
food is fish.
I like rice, but
I don't like meat.



Zara

- 3 Complete the sentences with *and* or *but*.

- 1 I like carrots _____ eggs.
- 2 I don't like juice, _____ I like hot chocolate.
- 3 I don't like milk _____ tea.
- 4 I like meat, _____ don't like fish.

Let's learn!

Place a comma (,) before **but** when it connects two sentences.

- 4 Discuss which foods on the menu you like and don't like.

My favourite food is ...

I like ...
I don't like ...



Lesson Six I can understand, ask and answer about my favourite food.

Listening

1 Look, listen and point. 🎧 69



sandwich



grapes

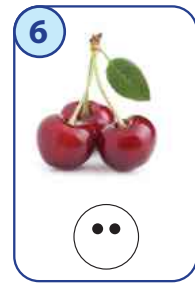


ice cream



cherries

2 Listen and draw 😊 or ☹️. 🎧 70



Speaking

3 👤 Ask and answer.



What's your favourite food?

My favourite food is ice cream and cherries.



Go to Project lesson 7 to make a poster of a funny character.

My favourite food Unit 6

Unit 6 outcomes:

- identify different parts of the body • say sentences with *this, that, these* and *those* • recognise and pronounce the upper- and lower-case forms of the letters *m, n, o* and *p* • identify types of food and drink • understand a menu • listen for specific information about favourite food.

Lesson Seven I can make a poster.

Think

1 Think about a funny character. What does it look like?

Body parts: ☐ arms ☐ ears ☐ eyes ☐ eyebrows ☐ face
☐ feet ☐ fingers ☐ hands ☐ legs ☐ mouth
☐ nose ☐ shoulders
 Size: ☐ big ☐ small

Colours: _____

Create

2 Make a poster of a funny character. Use your imagination.



Share

3 Share your poster. Take turns.



These are her hands. They're big.

This is her nose. It's purple.

This is his mouth. It's orange.

These are his ...



Lesson Eight Keep fit

1 Tick (✓) what you can do to be fit.

☐	☐	☐	☐	☐
				
ride a bike	ride a scooter	draw	sing	dance
☐	☐	☐	☐	☐
				
cook	visit my grandma	go swimming	have a music lesson	watch TV

2  Complete the calendar with ideas on how to keep fit.

WEEKLY PLANNER		
Monday	Tuesday	Wednesday
Thursday	Friday	Weekend



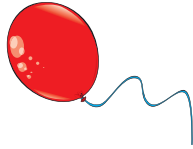
Lesson One Words: I can understand a story about a party.

1 Listen, point and repeat. 71

2 Listen and chant. 72



chocolate



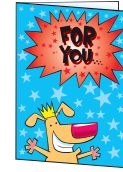
balloon



present



cake



card



mask

3 Look, listen and point. 73



4 Ask and answer.

What do you like at birthday parties?

I like birthday presents.



- 1 Listen to the story again and repeat. Act. 73
- 2 Look and say.

Let's learn!

aren't = are **not**



This is
her present.



These are
his balloons.



Are these
her presents?
Yes, they are.



Are these
his chocolates?
No, they aren't.

- 3 Look and tick once (✓) for *This is ...* or tick twice (✓✓) for *These are ...*. Then say.

1



2



3



- 4 Look, write and say.



café



playground



shopping centre



swimming pool



cinema

This is
a café.

- 5 Talk with friends.

Let's have a birthday party at the swimming pool.



1 Listen, point and repeat. 74



kitchen



living room



dining room



bedroom



bathroom

2 Listen and sing. 75

3 Sing again and do. 75

Let's sing!

Come into my house

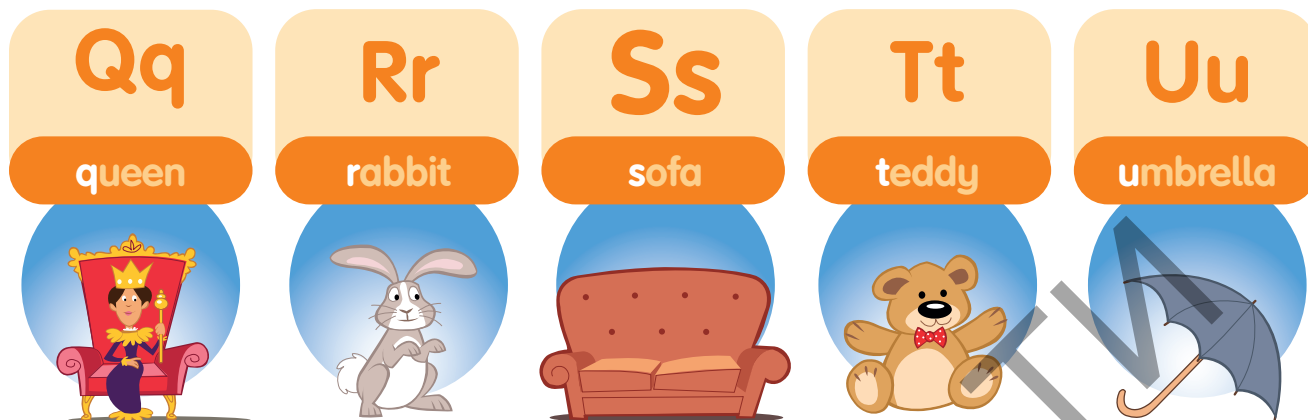
Come into my house.
What can you see?
Upstairs and downstairs
Come, follow me.
Go through the door.
Go upstairs.
What's in my bedroom?
Four teddy bears.
Go through the door.
Go downstairs.
What's in the dining room?
Table and chairs.
Come into my house ...



4 Look and write how many. _____ rooms _____ teddy bears _____ chairs



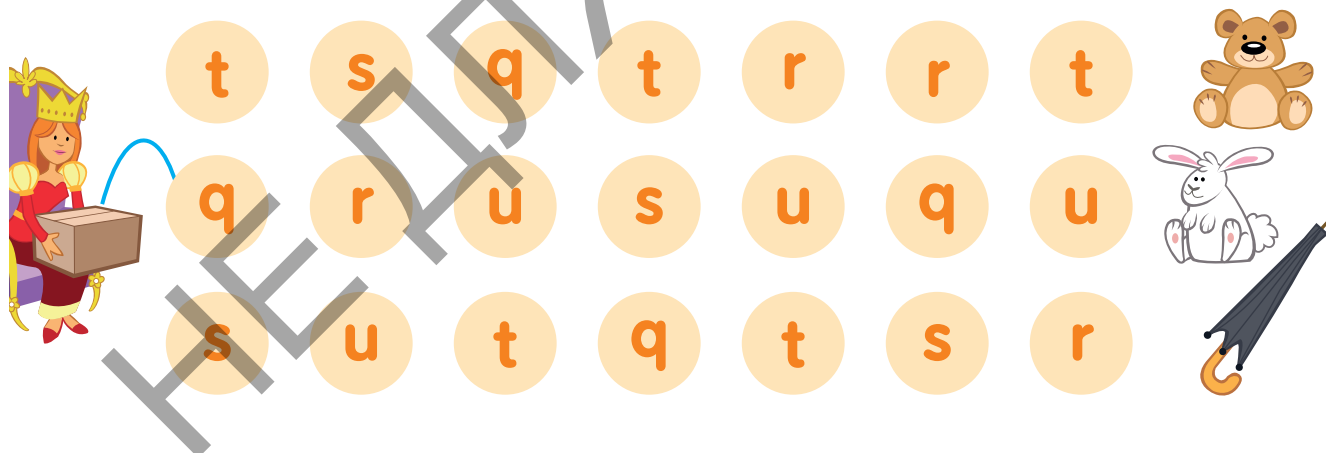
1 Listen, point and repeat. 76



2 Listen and chant. 77

Where is the queen? Q, q, queen.
 Where is the rabbit? R, r, rabbit.
 Where is the sofa? S, s, sofa.
 Where is the teddy? T, t, teddy.
 Where is the umbrella? U, u, umbrella.

3 Listen to the sounds and join the letters. 78
 What has the queen got?



4 Look and circle the letters q, r, s, t, u at the start of the words.

The queen is on the sofa.
 The queen has got a rabbit.
 The teddy is on the sofa.
 The teddy has got an umbrella.



Skills time!



Lesson Five I can understand a text about where family members are.

Words

- 1 Point to three family members.
Say the words.
- 2 Listen and point. 79



1

My name's Aliya.
This is my family.



2

My mum is in the kitchen.



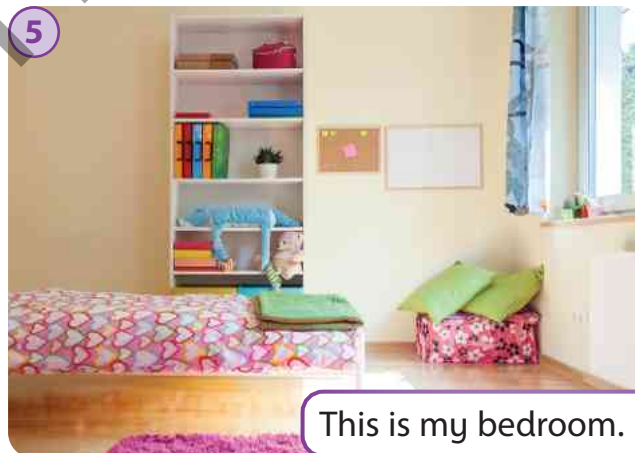
3

My dad is in the living room.



4

My brother is in the bedroom.



5

This is my bedroom.

- 3 Look again. Number the pictures. Write the family member.



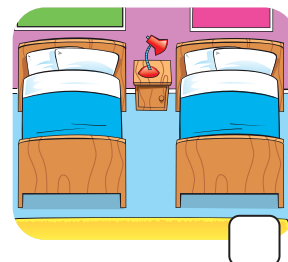
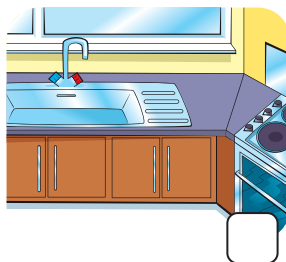
1



2



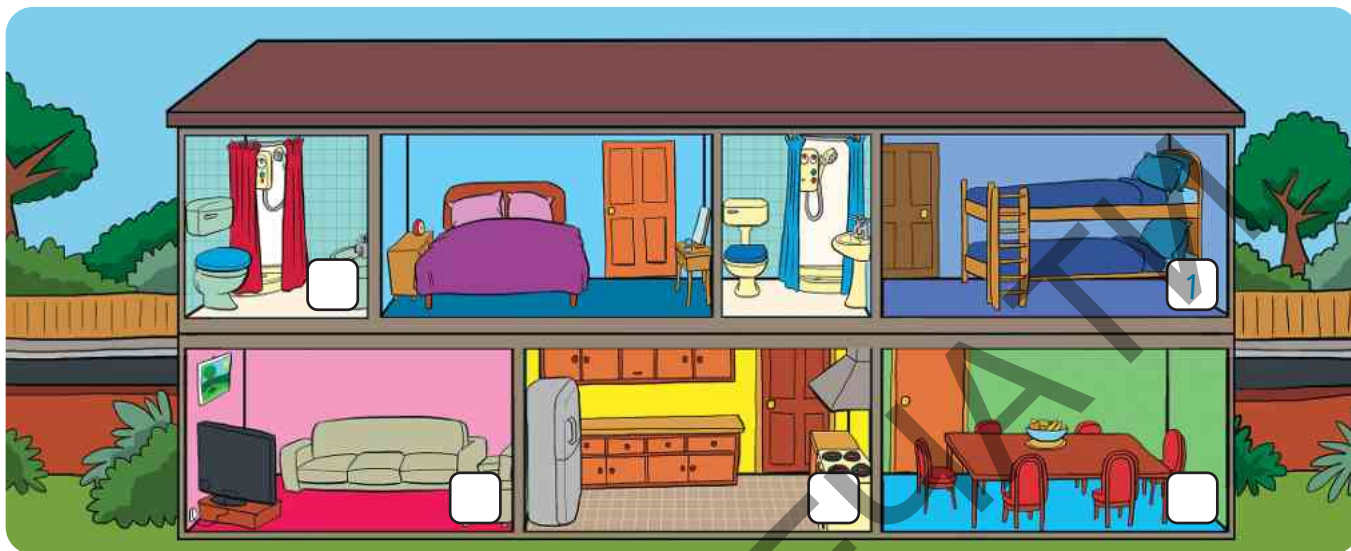
3





Lesson Six I can talk about my house.

1 Listen and number. 80



Speaking

2 Look at the picture again. Ask and answer.



How many rooms are there?

Has it got a dining room?

There are ...

Yes, it has.

Let's learn!

Numbers 1–20

1, 2, 3, 4, 5,
6, 7, 8, 9, 10,
11, 12, 13, 14, 15,
16, 17, 18, 19, 20

3 Talk about your house.



My house has got ...

There are ...



Go to Project lesson 7 to make a book about places.

In my house **Unit 7**

Unit 7 outcomes:

- identify different birthday items and places in the home • ask and answer about family members • recognise and pronounce the upper- and lower-case forms of the letters *q*, *r*, *s*, *t* and *u* • ask and answer about where family members are.

Lesson Seven I can make a book.

Think

1 Think about a special city. What places are there?

☐

airport

☐

library

☐

shopping centre

☐

café

☐

park

☐

supermarket

☐

cinema

☐

playground

☐

swimming pool

☐

house

☐

school

☐

Create

2 Make a book about places in a city. Show many different places.



Share

3  Ask and answer about your book.



Is this a school?



Are these houses?

No, it isn't. It's a cinema.



Yes, they are.



Lesson Eight Buildings in our town

1 Look, listen and point. 81

1

Look at the big red bus.



Hello. I'm Madina. I'm from Shymkent. Here are photos of my holiday in Oxford!

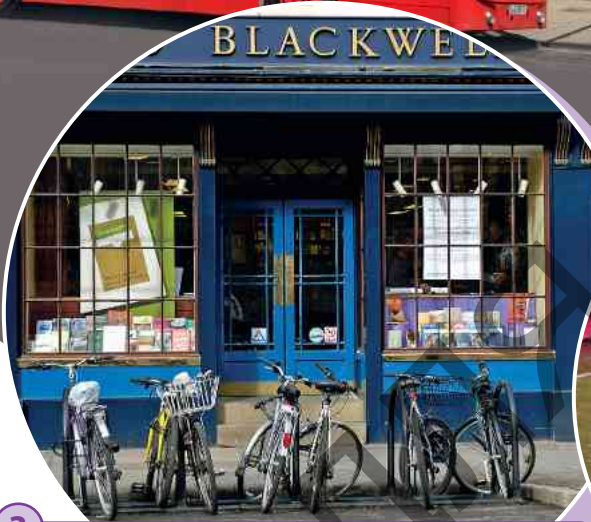
2

The bus stops near a big library.



3

The bus stops next to some shops. There are bikes in front of the shop.



4

The bus stops near a river. There are boats in the river.



2 Listen again and tick (✓) where the bus stops. 81



3 Name some places in your town.

There's a library.

There's a park.



Lesson One Words: I can understand a story about meeting people at a train station.

1 Listen, point and repeat. 82



long



short



blond



brown

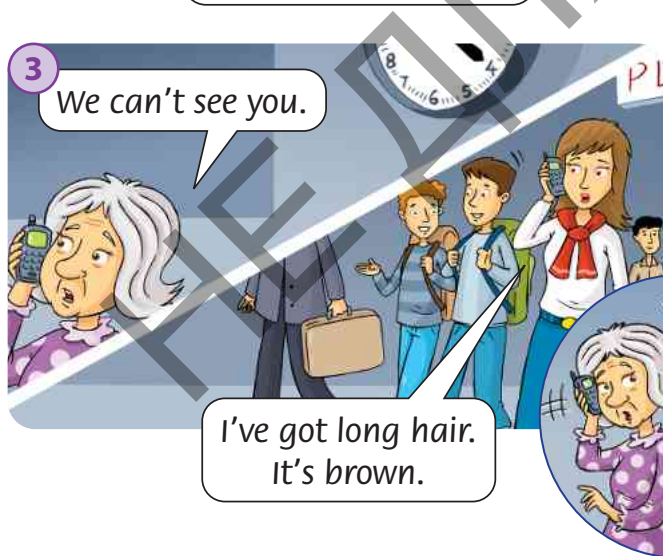


curly



straight

3 Listen and read. 84



4 Ask and answer.

I've got long hair.
And you?



- 1 Listen to the story again and repeat. Act. 84
- 2 Look and say.

Let's learn!



He's **got** short hair.
He **hasn't got** straight hair.



She's **got** blue eyes.
She **hasn't got** brown eyes.



It's **got** black eyes.
It **hasn't got** long hair.

he's **got** = he **has got**
hasn't **got** = has **not got**

- 3 Write. 's got hasn't got

1



He 's got blond hair.

2



She _____ curly hair.

3



It _____ blue eyes.

4



She _____ curly hair.

- 4 Draw a picture of your partner. Say.

Zhasmin has got straight hair.
She hasn't got brown eyes.





1 Listen, point and repeat. 85



2 Listen and sing. 86

3 Sing again and do. 86

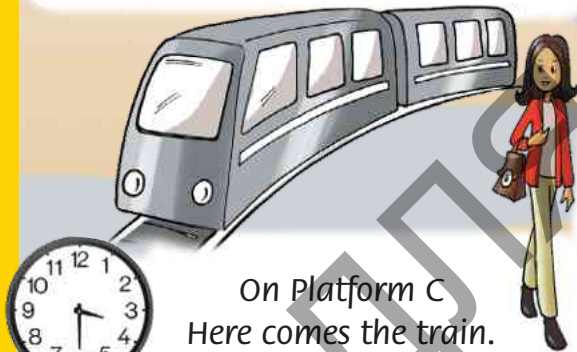
Let's sing!

Here comes the train!



o'clock

On Platform A
Here comes the train.
It's long and red.
Here comes the train.
What's the time? What's the time?
It's three o'clock.



half past

On Platform C
Here comes the train.
It's very fast.
It doesn't stop.
What's the time? What's the time?
It's half past three.

On Platform B
Here comes the train.
It's short and grey.
Here comes the train.
What's the time? What's the time?
It's quarter past three.



quarter past



quarter to

On Platform D
Here comes the train.
It's very slow.
And it stops.
What's the time? What's the time?
It's quarter to four.

4 Point and say.

What's the time?

It's ...



1 Listen, point and repeat. 87

Vv	Ww	Xx	Yy	Zz
van	window	box	yo-yo	zebra

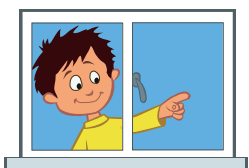
2 Listen and chant. 88

Here is a van, v, v, van.
 Here is a window, w, w, window.
 Here is a box, x, x, box.
 Here is a yo-yo, y, y, yo-yo.
 Here is a zebra, z, z, zebra.

3 Listen to the sounds and join the letters. 89
 What is in the van?

x	w	y	z	w	x	z	
z	x	v	x	z	w	w	
y	v	w	y	v	y	x	

4 Look and circle the letters v, w, x, y, z.



Look out of the window.
 What can you see?
 I can see a zebra in a van.
 And a yo-yo on a box.



Reading

-
- 12:30 PM
- Arrivals**
- At the airport,
Planes come and planes go.
Where are they going?
I don't always know.
- There are lots of people,
Some are short, some are tall.
Adults and children,
I can't count them all.
- They've got red coats, green coats,
Yellow coats, blue.
They've got long hair, short hair,
And curly hair too.
- I look through the window,
Planes go up, planes go down.
Some don't move.
Some turn around.
- The plane is here now.
It's half past two.
And here come my cousins,
My aunt and my uncle too.

- And** connects ideas that are the same.
*Planes come **and** planes go.*
- But** connects ideas that are different.
*Some are short, **but** some are tall.*

- ## Unit 8 My plane

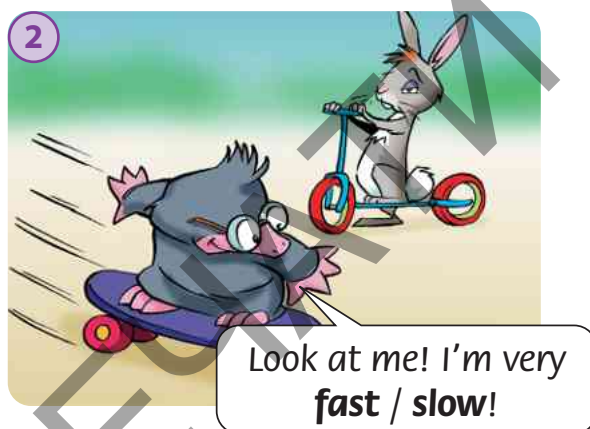


Lesson Six I can describe different types of transport.

Listening

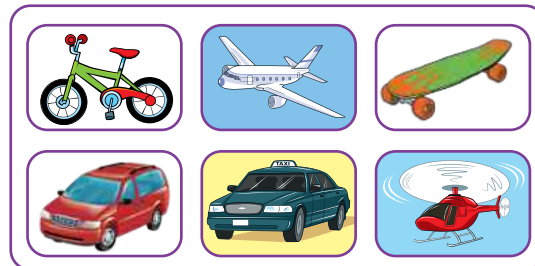
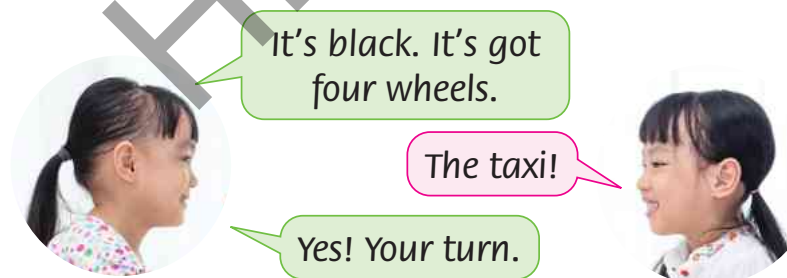
1 Listen and read. Then listen and circle. 91

Look out!



Speaking

2 Read. Play the game with a partner.



Go to Project lesson 7 to make a poster of a special transport.

Travel story Unit 8

Unit 8 outcomes:

- learn words for hair and different types of transport • make sentences with *has* / *hasn't got* to describe appearance • recognise and pronounce the upper- and lower-case forms of the letters *v*, *w*, *x*, *y* and *z* • read and understand a poem and find specific information
- listen to and understand a story.

Lesson Seven I can make a poster.

Think

1 Think about a special type of transport. Describe it.

bike car helicopter plane skateboard taxi train tram van

Type of transport: _____

Colours: _____

Number of wheels: _____

Description: ☐ big ☐ small ☐ fast ☐ slow

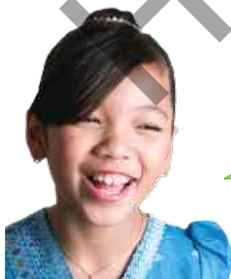
Create

2 Make a poster of a special type of transport. Be creative.



Share

3  Share your poster. Take turns.



It's green and yellow.



It's small and fast.



It's got twelve wheels.

Lesson Eight A helping hand

1 Complete the sentences.

tidy spend help ~~share~~ wash



share your toys



_____ grandma



_____ your room



_____ the dishes



_____ time with family

2 Complete the quiz. Share it with a friend.

- 1 I help my mum.
- 2 I share my toys with my brother/sister.
- 3 I help wash the dishes.
- 4 I tidy my room.
- 5 I spend time with my family.



Units 5–8 Review

Units 5–6

Can / Can't

Affirmative	Negative	Interrogative	Short answers
I can run.	I can't run.	Can I run?	Yes, I/you/he/ she/it/they/we can.
You can walk.	You can't walk.	Can you walk?	
She can ride a bike.	She can't ride a bike.	Can she ride a bike?	
He can ride a scooter.	He can't ride a scooter.	Can he ride a scooter?	No, I/you/he/ she/it/they/we can't.
It can fly.	It can't fly.	Can it fly?	
They can sing.	They can't sing.	Can they sing?	
We can play football.	We can't play football.	Can we play football?	

1 Look and write what people can do.



He can write.

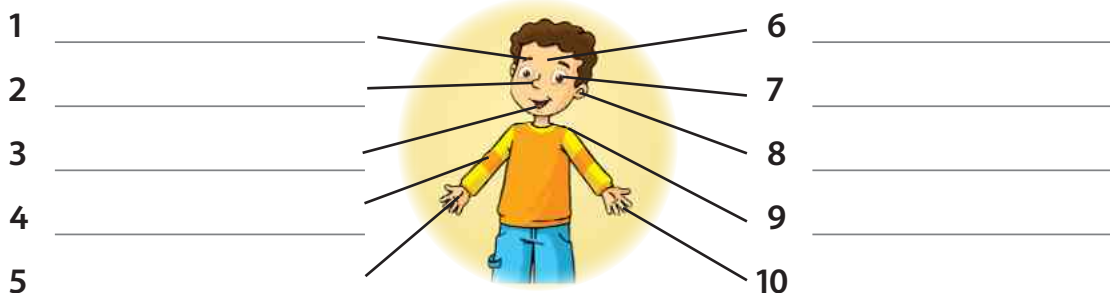


2 Write about what you can or can't do.

Can	
Can't	

3 Label the body parts.

ear arm hand face nose mouth fingers eyes eyebrows shoulder



Units 7–8

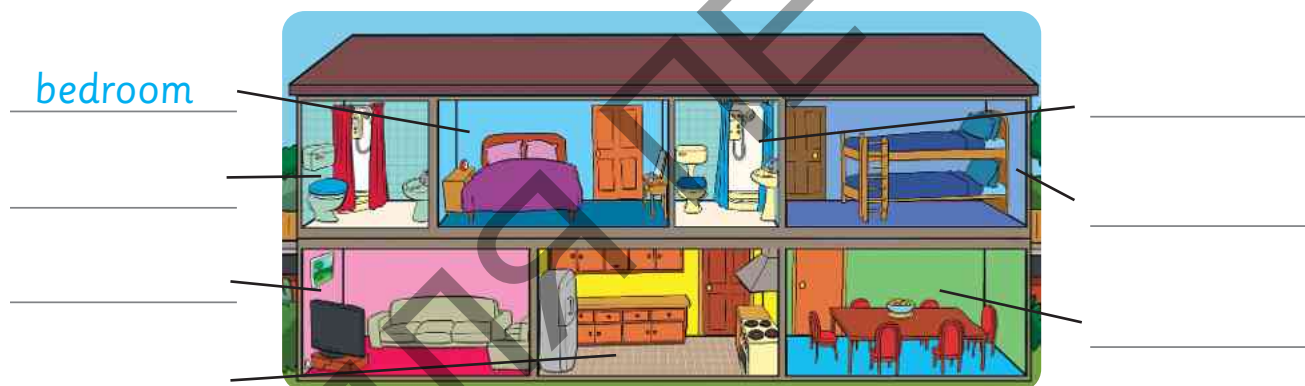
Possessive adjectives

My cake
Your mask
His chocolate
Her balloon
Its food
Their present
Our card

Have got

Negative
I haven't got long hair.
She/He hasn't got black hair.
It hasn't got curly hair.
You haven't got brown eyes.
We haven't got blue eyes.
They haven't got straight hair.

1 Label the parts of the house.



2 Write the time.



1 _____ 2 _____ 3 _____ 4 _____

3 Describe how they look like.



1 She's got straight hair.
She hasn't got blue eyes.



2 _____

English	Phonetic symbols	Kazakh	Russian
Unit 1			
black	/blæk/	қара	черный
blue	/bluː/	көк	синий
brown	/braʊn/	қоңыр	коричневый
class	/klaːs/	сынып	класс
come	/kʌm/	келу; бару	приходить, подходить; идти
come on	/kʌm 'ɒn/	Алға! Жүр!	Давай! Вперед!
cousin	/'kʌzən/	немере аға, немере іні, немере әпке, немере қарындас	двоюродный брат, кузен; двоюродная сестра, кузина
everyone	/'evriwʌn/	әрқайсысы, бәрі, барлығы	каждый; все
fine	/faɪn/	тамаша, өте жақсы	прекрасно, отлично
from	/frɒm/	-дан -ден -тан -тен	от, из, с
fun	/fʌn/	сауық-сайран, ойын	веселье, забава
get in	/get 'ɪn/	өрмелеу	залазить, забираться
Goodbye	/gʊd'baɪ/	Сау бол! Сау болыңыз!	До свидания!
green	/ɡriːn/	жасыл	зеленый
grey	/ɡreɪ/	сұр	серый
Hello	/hɛ'ləʊ/	Сәлеметсің бе! Сәлеметсіз бе!	Здравствуйте!
Hi	/haɪ/	Сәлем!	Привет!
How old	/haʊ 'əʊld/	Қаншада	Сколько лет
I'm from	/'aɪm frɒm/	... мен (ел, қала..атауы) ... мын	Я из ...
orange (adj)	/'ɒrɪndʒ/	қызғылт сары	оранжевый
pink	/pɪŋk/	қызғылт	розовый
purple	/'pɜːpəl/	күлгін	фиолетовый
red	/red/	қызыл	красный
sing	/sɪŋ/	ән айту, әндету	петь, напевать
some	/sʌm/	бірнеше	несколько, некоторое, количество
sorry	/'sɒri/	Кешіріңіз!	Простите! Мне очень жаль!
that	/ðæt/	анау	то, та, тот
those	/ðəʊz/	аналар	те
three	/θriː/	үш	три
too	/tuː/	сондай-ақ	также, тоже
white	/waɪt/	ақ	белый

English	Phonetic symbols	Kazakh	Russian
where	/weə/	қайда, қайдан	где; куда; откуда
who	/hu:/	кім, қайсысы	кто, который
yellow	/'jeləu/	сары	желтый

Unit 2

bag	/bæg/	сөмке	сумка
book	/buk/	кітап	книга
bookcase	/'bukkeɪs/	кітәп сөресі, кітап шкафы	книжная полка, книжный шкаф
centimetre	/'sentɪ,mɪ:tə/	сантиметр	сантиметр
classroom	/'klaɪsrum/	сынып бөлмесі, сынып	класс
clever	/'kleɪvə/	ақылды	умный
close (v)	/kləʊz/	жабу	закрывать
count	/kaʊnt/	санау	считать
door	/dɔ:/	есік	дверь
folder	/'fəʊldə/	папка	папка
good	/gʊd/	жақсы	хороший
here	/hɪə/	осында	здесь
look at	/'lʊk æt/	көру, қарау	смотреть, взглянуть на
measure	/'meɪzə/	өлшем, өлшеу	измерять, мера
metre	/'mɪ:tə/	метр	метр
millimetre	/'mɪlɪ,mɪ:tə/	миллиметр	миллиметр
OK	/,əʊ'keɪ/	Жарайды!, Жақсы!	Ладно! Хорошо!
open (v)	/'əʊpən/	ашу	открывать
pen	/pen/	қалам	ручка
pencil	/'pensəl/	қарындаш	карандаш
pencil case	/'pensəl keɪs/	қаламсауыт	пенал
please	/pli:z/	өтінемін	пожалуйста
rubber	/'rʌbə/	резеңке, өшіргіш	резинка, ластик
ruler	/'ru:lə/	сызғыш	линейка
school bag	/'sku:l bæɡ/	портфель	портфель
these	/ði:z/	мыналар	эти
this	/ðɪs/	осы, бұл	этот, эта, это
see	/si:/	көру, қарау	видеть, смотреть
train	/treɪn/	пойыз	поезд
window	/'wɪndəʊ/	терезе	окно

English	Phonetic symbols	Kazakh	Russian
Unit 3			
about	/ə'baʊt/	туралы, қатысты	о, насчет, на тему
alphabet	/'ælfəbet/	әліпби	алфавит
always	/'ɔ:lweɪz/	әрдайым; әрқашан	всегда
angry	/'æŋɡri/	ашулы	сердитый, злой
bad	/bæd/	жаман	плохой
brave	/breɪv/	батыл, ержүрек	смелый храбрый
brother	/'brʌðə/	аға, іні	брат
cold	/kəʊld/	суық	холодный
country	/'kʌntri/	ел	страна
cry (v)	/krai/	жылау	плакать
dad	/dæd/	әке	папа, отец
day	/dei/	күн	день
family	/'fæməli/	отбасы	семья
feelings	/'fi:liŋz/	көңіл	чувства
feet	/fi:t/	аяқ	ноги, ступни
find	/faɪnd/	табу	находить
follow	/'fɒləʊ/	еру	следовать
friend	/frend/	дос	друг
go to sleep	/gəʊ tə 'sli:p/	ұйықтау	ложиться спать
go	/gəʊ/	жүру	идти, ехать
grandma	/'grænma:/	әже	бабушка
grandpa	/'grænpa:/	ата	дедушка
happy	/'hæpi/	бақытты	счастливый
head	/hed/	бас	голова
hot	/hɒt/	ыстық	горячий
hug (v)	/'hʌg/	құшақтасу	обнимать(ся)
ice cream	/aɪs 'ækri:m/	балмұздақ	мороженое
knee	/ni:/	тізе	колени
know	/nəʊ/	білу	знать
laugh	/lɑ:f/	күлу	смеяться
letters	/'letəz/	әріптер	буквы
mum	/mʌm/	ана	мама
nose	/nəʊz/	мұрын	нос
play	/pleɪ/	ойнау	играть

English	Phonetic symbols	Kazakh	Russian
sad	/sæd/	мұңды, жабыраңқы	грустный
scared	/skeəd/	қорыққан, үріккен	напуганный
show	/ʃəʊ/	көрсету	показывать
sister	/'sɪstə/	әпке, сіңілі, қарындас	сестра
smile (v)	/smaɪl/	күлімдеу	улыбаться
snore	/snɔː/	қорылдау	храпеть
sometimes	/'sʌmtaɪmz/	кейде	иногда
stamp your feet	/stæmp jɔː 'fi:t/	аяқпен жер тебу	топать ногами
teddy	/'tɛdi/	пүліш аю	плюшевый мишка
tell	/tɛl/	айту	говорить, рассказывать
the others	/ði 'ʌðəz/	басқалары, қалғаны	остальные, другие
then	/ðen/	сосын, содан кейін	затем
they	/ðeɪ/	олар	они
tired	/taɪəd/	шаршаған	уставший
touch	/tʌtʃ/	қол тигізу	прикасаться
umbrella	/ʌm'brelə/	қолшатыр	зонтик
yourself	/jɔː'self/	өзің, өзіңіз	сам, сама; себя

Unit 4

apple	/'æpəl/	алма	яблоко
April	/'eɪprəl/	сәуір	апрель
asleep	/ə'sliːp/	ұйқыдағы	спящий
August	/'ɔːgəst/	тамыз	август
autumn	/'ɔːtəm/	күз	осень
awake	/ə'weɪk/	ояу	проснувшийся, бодрствующий
bird	/bɜːd/	құс	птица
boots	/'buːts/	етік	сапоги
cat	/kæt/	мысық	кот, кошка
Catch it!	/'kætʃ ɪt/	Ұста!	Лови!
coat	/kəʊt/	пәлте	пальто
December	/dɪ'sembə/	желтоқсан	декабрь
dog	/dɒg/	ит	собака
February	/'februəri/	ақпан	февраль
forest	/'fɒrɪst/	орман	лес
Friday	/'fraɪdeɪ/	жұма	пятница

English	Phonetic symbols	Kazakh	Russian
gloves	/glʌvz/	қолғап	перчатки
hat	/hæt/	қалпақ	шляпа
January	/'dʒænjuəri/	қаңтар	январь
jeans	/dʒi:nz/	джинс	джинсы
July	/dʒʊ'laɪ/	шілде	июль
June	/dʒu:n/	маусым	июнь
key	/ki:/	кілт	ключ
lazy	/'leɪzi/	еріншек, жалқау	ленивый
like (adv)	/laɪk/	ұқсас	как
lots of	/'lɒts əv/	көп, көптеген	много, множество
March	/mɑ:tʃ/	наурыз	март
May	/meɪ/	мамыр	май
Monday	/'mʌndeɪ/	дүйсенбі	понедельник
month	/mʌnθ/	ай	месяц
November	/nəʊ'vembə/	қараша	ноябрь
October	/ɒk'təʊbə/	қазан	октябрь
put on	/put 'ɒn/	кию	одевать
ready	/'reɪdi/	дайын	готовый
rainy	/'reɪni/	жаңбырлы	дождливый
Saturday	/'sætədeɪ/	сенбі	суббота
scarf	/skɑ:f/	шарф	шарф
season	/'si:zən/	жыл мезгілі	сезон, время года
September	/sep'tembə/	қыркүйек	сентябрь
shirt	/ʃɜ:t/	көйлек	рубашка
skirt	/skɜ:t/	белдемше	юбка
sleepy	/'sli:pi/	ұйқылы	сонный
snowy	/'snəʊi/	қарлы	снежный
spring	/sprɪŋ/	көктем	весна
summer	/'sʌmə/	жаз	лето
Sunday	/'sʌndeɪ/	жексенбі	воскресенье
sun hat	/'sʌn hæt/	күн шляпасы	шляпа от солнца
sunny	/'sʌni/	Күншуақты	солнечно
Thursday	/'θɜ:zdeɪ/	бейсенбі	четверг
Tuesday	/'tʃu:zdeɪ/	сейсенбі	вторник
warm	/wɔ:m/	жылы	теплый

English	Phonetic symbols	Kazakh	Russian
Wednesday	/'wenzdeɪ/	сәрсенбі	среда
wet	/wet/	дымқыл	влажный, мокрый
windy	/'windi/	желді	ветрено
winter	/'wintə/	қыс	зима
year	/jɪə/	жыл	год

Unit 5

anything	/'eniθɪŋ/	бірдеңе, бір нәрсе ештеңе, что-нибудь, ничто, ничего ешнәрсе	
big	/bɪg/	үлкен, ірі	большой, крупный
boy	/bɔɪ/	ұл, бала	мальчик
can (v)	/kæn/	жасай алу, істей алу	мочь, уметь
chair	/tʃeə/	орындық	стул
cook	/kʊk/	тамақ әзірлеу	готовить
dance	/da:ns/	билеу	танцевать
do	/du:/	жасау, орындау	делать, выполнять
do my homework	/du: maɪ 'həʊmwɜ:k/	үй жұмысын орындау	делать домашнюю работу
draw	/drɔ:/	сурет салу, сызу	рисовать, чертить
fly	/flaɪ/	ұшу	летать
go swimming	/gəʊ 'swɪmɪŋ/	жүзумен айналысу	заниматься плаванием
go to the park	/gəʊ tə ðə 'pɑ:k/	саябаққа бару	ходить в парк
have a music lesson	/hæv ə 'mju:zɪk ,lesən/	музыкамен айналысу	заниматься музыкой
in	/ɪn/	ішінде	в
ink	/ɪŋk/	сия	чернила
jam	/dʒæm/	тосап	варенье
kite	/kaɪt/	батпырауық	воздушный змей
lion	/'laɪən/	арыстан	лев
make	/meɪk/	жасау, істеу	делать, изготавливать
meet	/mi:t/	кездесу	встречать, встретиться
mess	/mes/	ретсіздік; тәртіпсіздік	беспорядок; путаница
nice	/naɪs/	сүйкімді, жағымды	славный, приятный, милый
school	/sku:l/	мектеп	школа
silly	/'sɪli/	ақымақ	глупый, нелепый
skateboard (v)	/'skeɪtbɔ:d/	скейтборд тебу	кататься на скейтборде

English	Phonetic symbols	Kazakh	Russian
song	/sɒŋ/	ән	песня
toy	/tɔɪ/	ойыншық	игрушка
visit my grandma	/ˌvɪzɪt maɪ /'grænmaɪ/	әжеме қонаққа бару	ездить в гости к бабушке
watch TV	/wɒtʃ ˌtiː'viː/	теледидар қарау	смотреть телевизор
write	/raɪt/	жазу, жазып алу	писать, записывать

Unit 6

arm	/ɑːm/	қол	рука
body	/'bɒdi/	дене	тело
bread	/brɛd/	нан	хлеб
café	café	кафе	кафе
carrots	/'kærəts/	сәбіз	морковь
cherries	/'tʃeriz/	шие	вишни
drink (v)	/drɪŋk/	ішу	пить
drinks	/drɪŋks/	сусындар	напитки
ear	/ɪə/	құлақ	ухо
egg	/ɛg/	жұмыртқа	яйцо
eyebrow	/'aɪbraʊ/	қас	бровь
eyes	/aɪz/	көз	глаза
face	/feɪs/	бет	лицо
fig	/fɪg/	інжір	фига; инжир
finger	/'fɪŋgə/	саусақ	палец
first	/fɜːst/	бірінші, алғашқы	первый
fish	/fɪʃ/	балық	рыба
food	/fuːd/	тамақ, ас	еда
goat	/gəʊt/	ешкі, теке	козел, коза
grapes	/greɪps/	жүзім	виноград
hand	/hænd/	қол	рука
hot chocolate	/hɒt 'tʃɒklət/	ыстық шоколад	горячий шоколад
I like	/aɪ laɪk/	... маған ұнайды	Мне нравится ...
juice	/dʒuːs/	шырын	сок
late	/leɪt/	кешкі; соңғы	поздний; последний
leg	/leg/	аяқ	нога
lunch	/lʌnʃ/	ланч	ланч
meat	/miːt/	ет	мясо

English	Phonetic symbols	Kazakh	Russian
menu	/ˈmenjuː/	мәзір	меню
milk	/mɪlk/	сүт	молоко
mouth	/maʊθ/	ауыз	рот
now	/naʊ/	қазір, енді	сейчас, теперь
point to	/ˈpɔɪnt tə/	бірдеңені, біреуді көрсету	указывать на что-либо, на кого-либо
rice	/raɪs/	күріш	рис
sandwich	/ˈsænwɪdʒ/	сэндвич	сэндвич
shoulder	/ˈʃəʊldə/	иық	плечо
tea	/tiː/	шай	чай
water	/ˈwɔːtə/	су	вода
yogurt	/ˈjɒɡət/	йогурт	йогурт

Unit 7

balloon	/bəˈluːn/	әуе шары	воздушный шар
bathroom	/ˈbɑːθruːm/	жуынатын бөлме, ванна бөлмесі	ванная комната
bedroom	/ˈbedruːm/	жатын бөлме	спальня
birthday	/ˈbɜːθdeɪ/	туған күн	день рождения
café	café	кафе	кафе
cake	/keɪk/	бәліш; торт	пирожное; торт
card	/kɑːd/	карточка	карточка; открытка
chocolate	/ˈtʃɒklət/	шоколад	шоколад
cinema	/ˈsɪnəmə/	кинотеатр	кинотеатр
dining room	/ˈdaɪnɪŋ ruːm/	асхана	столовая
downstairs	/ˌdaʊnˈsteəz/	астында, астыңғы қабатта	внизу, нижний этаж
garden	/ˈɡɑːdn/	бақ, бау-бақша	сад
house	/haʊs/	үй	дом
into	/ˈɪntuː/	ішіне, ішінде	в(о), внутрь
kitchen	/ˈkɪtʃən/	ас үй	кухня
living room	/ˈlɪvɪŋ ruːm/	қонақ бөлме	гостиная
mask	/mɑːsk/	бетперде	маска
on	/ɒn/	үстінде	на
party	/ˈpɑːti/	ойын-сауық кеші, мереке	вечеринка, праздник
playground	/ˈpleɪgraʊnd/	ойын алаңы	площадка
present	/ˈprezənt/	сыйлық	подарок

English	Phonetic symbols	Kazakh	Russian
queen	/kwɪn/	патшайым	королева
rabbit	/'ræbɪt/	ор қоян	кролик
shopping centre	/'ʃɒpɪŋ ,sentə/	сауда орталығы	супермаркет
sofa	/'səʊfə/	диван, софа	диван, софа
swimming pool	/'swɪmɪŋ pu:l/	хауыз	бассейн
through	/θru:/	арқылы	через, сквозь
upstairs	/,ʌp'steəz/	жоғарыда, жоғарғы қабатта	наверху, верхний этаж

Unit 8

blond	/blɒnd/	ақ сары	русый
box	/bɒks/	қорап	коробка
children	/'tʃɪldrən/	балалар	дети
curly	/'kɜ:li/	бұйра	кудрявый
helicopter	/'helɪkɒptə/	тікұшақ	вертолет
It's (four) o'clock.	/ɪts fɔ: ə'klɒk/	сағат төрт	Четыре часа
It's half past (two).	/ɪts ha:f pa:st tu:/	сағат екі жарым	Половина третьего
It's quarter past (two).	/ɪts 'kwɔ:tə pa:st tu:/	сағат екіден он бес минут кетті	Пятнадцать минут третьего
It's quarter to (two).	/ɪts 'kwɔ:tə tə: tu:/	Сағат екіге он бес минут қалды	Без пятнадцати минут три
long	/lɒŋ/	ұзын	длинный
plane	/pleɪn/	ұшақ	самолет
platform	/'plætfɔ:m/	перрон	перрон
short	/ʃɔ:t/	қысқа	короткий
straight	/streɪt/	тік	прямой
tall	/tɔ:l/	ұзын	высокий
taxi	/'tæksi/	такси	такси
tram	/træm/	трамвай	трамвай
turn around	/tɜ:n ə'raʊnd/	айналу, бұрылып қарау	развернуться, обернуться
van	/væn/	фургон; вагон	фургон; вагон
What's the time?	/wɒts ðə 'taɪm/	Сағат қанша?	Который час?
yo-yo	/'jəʊjəʊ/	йо-йо (ойыншық)	йо-йо (игрушка)
zebra	/'zebrə/	зебра	зебра