

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 Kazakhstan digital platform

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Scope and sequence

	Unit	Sub-topics	Vocabulary	Grammar	Phonics	Functional language				
	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	l can mak	e a poster							
	Culture	Armyedh	<u></u>							
Term 1	Unit 2 My school	- My schoolbag - My classroom and classroom activities	folder, door, window, bookcase, desk Numbers 20-100 folder, door, window, bookcase, desk Numbers 20-100 Are they (pens)? Not, they aren't./ Yes, they are.		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								
	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	l æm mæk	e a book			1				
	Culture	My fillend	3							
Term 2	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 mak	e a book							
	Values	ි වේද	th the eun							
Re	vilew Units 1-4									

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	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	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	He can / can't fly. Can he run? Yes, he can. /No, he can't. Like + verb +-ing to express likes and dislikes	Initial sounds: i, j, k, l ink, jam, kite, lion Determiners: a kite, some jam	I can do anything!				
	Project									
	Culture	My toys								
	Unit 6 Health	- Body parts - Healthy food	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	Countable and uncountable nouns This/that/these/those	Initial sounds: m, n, o, p mum, nurse, orange, pen	Point to Eat your Drink your				
	Project	I යෝ make a poster								
	Values	Kap ∰								
	Unit 7 Buildings	- My house, my room and objects - Buildings in our town	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	Singular and plural of countable nouns This/that/these/ those his/her	Initial sounds: q, r, s, t, u queen, rabbit, sofa, teddy, umbrella Where is? On the sofa.	Come, follow me. What's in the dining room? upstairs, downstairs				
4	Project	I can make a book								
Term 4	Culture	Bulldings in	OUT flown							
Te	Unit 8 My holidays	- Family holidays - Transport	long, short, blond, brown, curly, straight plane, taxi, helicopter, train, tram	He's/She's/It's got (blond hair). He/She/It hasn't got (blond hair).	Initial sounds: v, w, x, y, z van, window, box, yo-yo, zebra in: I can see a zebra in a van.	Here comes the train. It's very fast. It's very slow. Look at me! Look out! What's the time?				
	Project	I can make a poster								
	Values	Abelphyb	and							
Re	vilew Uniits 5-8	-								

Scope and sequence

Hello English!

Scan for video and audio



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

1 Listen, point and repeat. 🐠 🛚 1









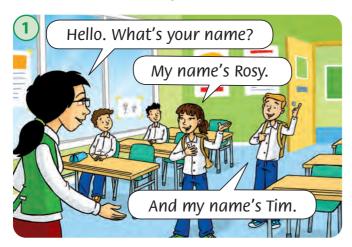
2 Listen and chant. 🐠 02

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

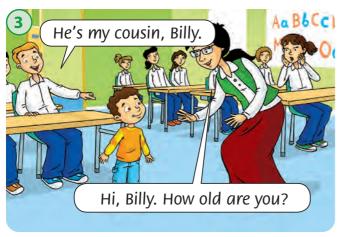
My name's Marzhan.



3 Look, listen and point. 🕥 🛚







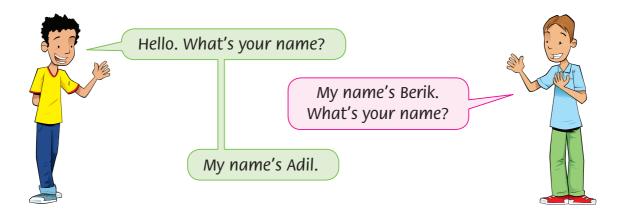


Unit 1 Greetings and names

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



3 Look at the alphabet. Say the letters.

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww Xx
Yy Zz

4 Write your name. Then say and spell.



Greetings and names Unit 1

Lesson Three Song: I can sing a song about introductions.



- 1 Write your name in the song.
- 2 🎎 Listen and sing your name. 🗇 👊



3 Look at the song again. Ask and answer.



Unit 1 Introductions



1 Listen, point and repeat. 🕥 05





seven



eight

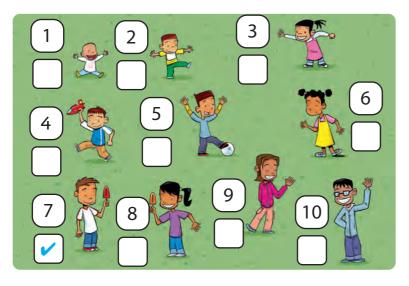








2 Listen and tick (✔). ◆ 06



How old are you?

I'm ten.

3 Listen, point and repeat. 🕥 👓



sixteen



seventeen



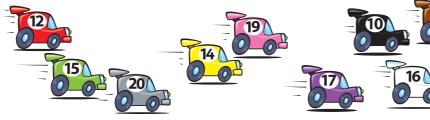
eighteen



nineteen



4 Listen and point. 4 08



Numbers 1-20 Unit 1

Skills time!



Lesson Five I can identify different colours.

Words

1 Listen, point and repeat. 🐠 👓























2 Look and write the colours.



blue and <u>yellow</u>









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



Twelve is red.

Fifteen is green.



Twenty is grey.



Unit 1 Colours



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?

2 How old is she?















3 Where is she from?









2 Look and say.

Her name's Katie.

She's from ...

She's nine.

3 Ask and answer.



What's your name?

How old are you?

Where are you from?

My name's Aizere.

I'm nine.

I'm from Kazakhstan.



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

Greetings and introductions Unit 1

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.

Umit 1

Project

Lesson Seven I can make a poster.

Think

1 Answer the questions about you.

Create	grey	purple	orange	
	white	yellow	pink	red
What's your favourite colour?	black	blue	brown	green
Where are you from?				
How old are you?	eight	nine	ten	
What's your name?				

2 Make a poster about you. Draw pictures.





Share

3 La Share your poster. Take turns.



My name's Birzhan.

I'm from Kazakhstan. I'm ten.

My favourite colour is red.



Unit 1 Project

Culture



Umit 1

Lesson Eight At my school

1 Look, listen and point. 🐠 11

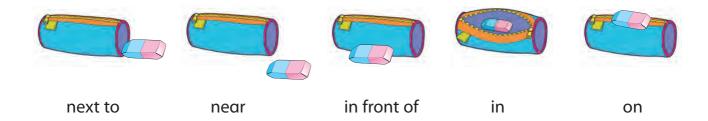








2 Listen, point and repeat. 12



3 Ask and answer about your classroom.

Where's the chair?

It's near the desk.

2 My school





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





3 Look, listen and point. 🕥 15







4 Roint and say.

It's a pencil.

Unit 2 Classroom objects

12

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



What's = What is

It's = It is

They're = They are

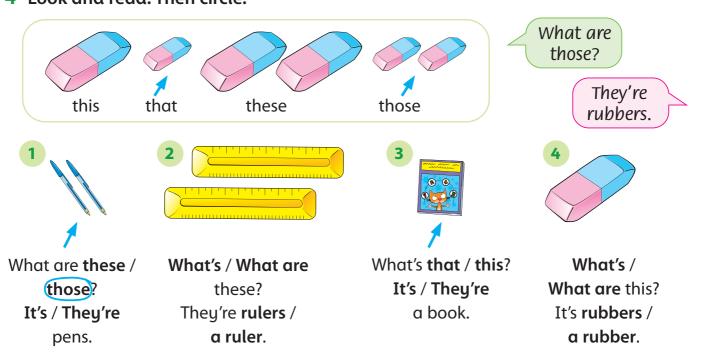
3 Look and say.



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.



Classroom objects Unit 2

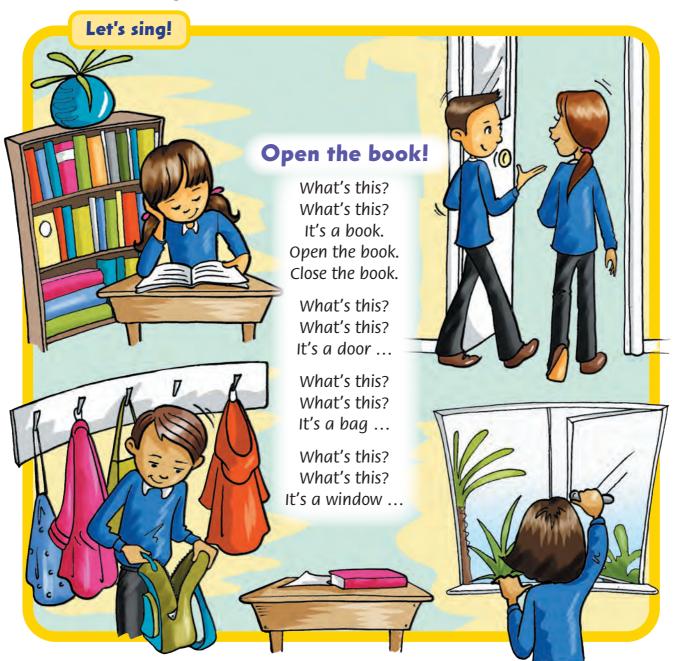






2 Listen and sing. 🐠 17

3 Sing again and do. 🐠 17



4 Look at your classroom. Then say.

Look. It's a desk.

Unit 2 Classroom routines



1 Listen, point and repeat. 18

twenty

seventy

eighty

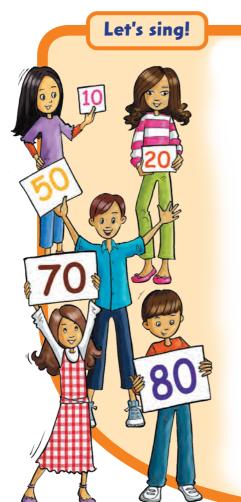
ninety

one hundred

twenty thirty **fort**y fifty sixty seventy eighty ninety

2 Listen and sing. 🐠 19

3 Sing again and do. 🕥 19



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!

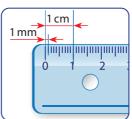
Let's count to one hundred. It's easy if you try. 70, 80 ... The numbers are high.

Let's count to one hundred. Now we are done. 90, 100. Counting is fun!



4 Use your ruler to measure some classroom objects.

1cm (centimetre) = 10 mm (millimetres) $100 \, \text{cm} = 1 \, \text{m} \, (\text{metre})$



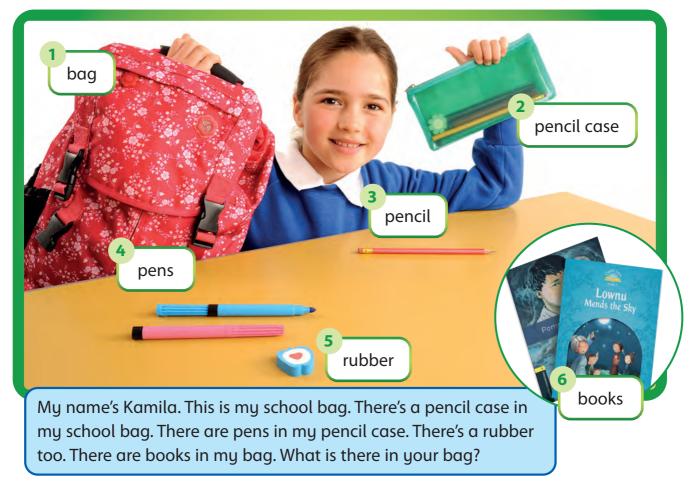
Skills time!



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. 4 20





There is a pen.

There are four rubbers.

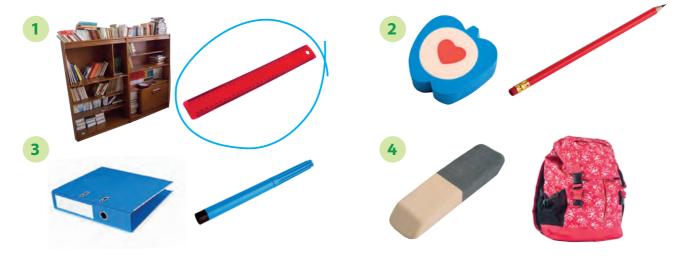
Unit 2 Describing things



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

Listening

1 Listen and circle the correct picture. 4 21

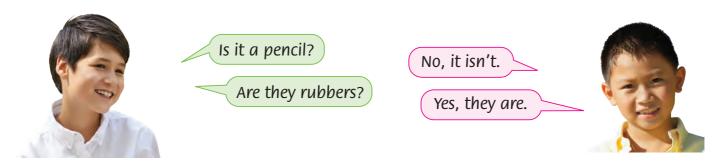


Speaking

2 Listen and repeat. 🐠 22



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



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

Describing things Unit 2

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.

Unit 2

Project

Lesson Seven I can make a poster.

Think

1 Look at your classroom. What do you see?

pens	books	windows
rubbers	bags	bookcases
pencils	folders	desks
rulers	doors	

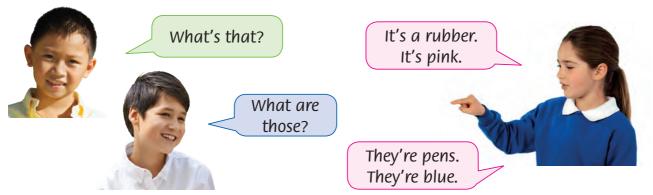
Create

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



Share

3 Ask and answer about your poster.



18 Unit 2 Project



Lesson Eight Helping in the classroom

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.

3 People I love



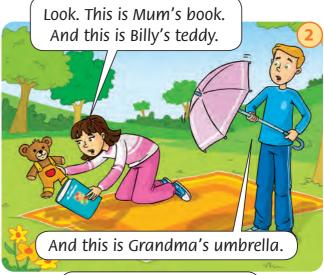
Lesson One Words: I can understand a story about family and friends.





3 Look, listen and point. 4 25









4 Ralk about your family.

This is my grandpa and my baby brother.



Unit 3 Family and friends

20

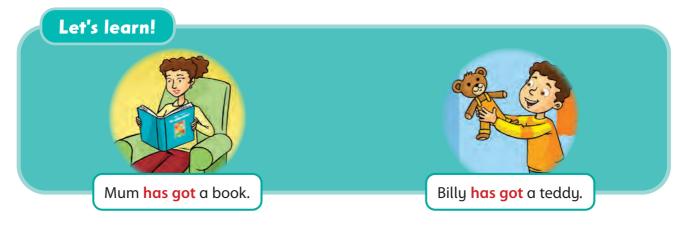
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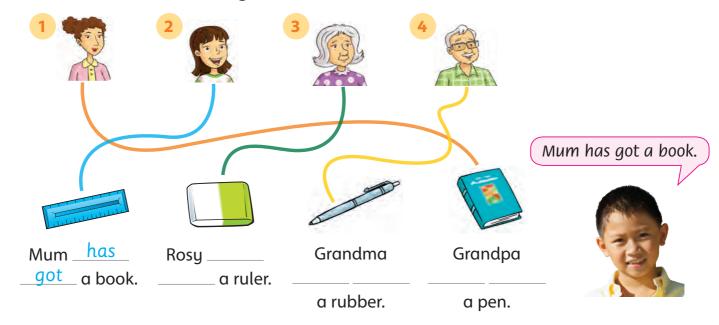
- 1 🛂 Listen to the story again and repeat. Act. 🐠 25
- 2 Look and say. Then answer for Billy.



3 Look and say.



4 Follow and write. Then say.



Family and friends Unit 3



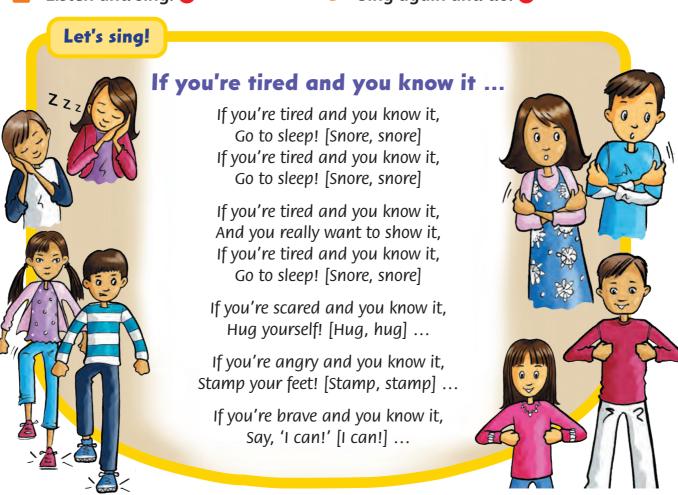
🛂 Listen, point and repeat. 🛈 26



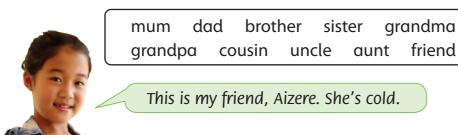
Listen and sing. 🐠 27

Sing again and do. 40 27

friend



4 Ralk about your friends and family members.

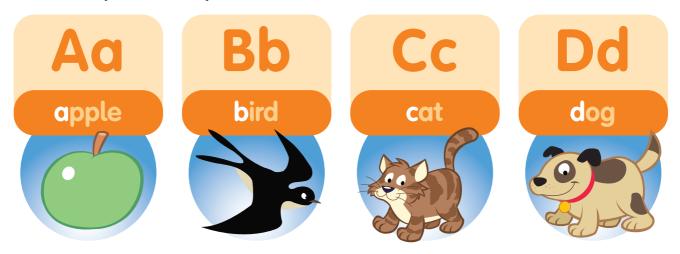




Unit 3 People's feelings



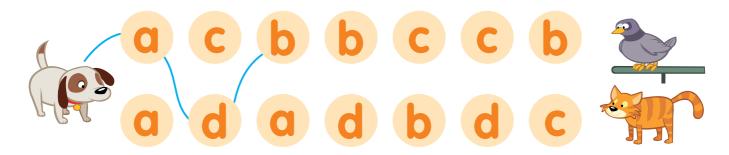
1 Listen, point and repeat. 1 28



2 Listen and chant. ① 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. ① 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.



Skills time!



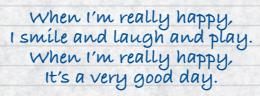
Lesson Five I can understand a poem about feelings.

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



3 Read again. Match.

1 pl	ay
-------------	----

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	hannu		
	11(11)1)11		

2 sad

3 brave

4 scared

5 hot _____

6 cold _____

Let's learn!

always		
sometimes		
never		

Unit 3 My feelings



Lesson Six I can talk about how people are feeling.

Listening

1 Listen and number. 4 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 $has\ got$.

Unit 3

Project

Lesson Seven I can make a book.

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 La 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.



26 Unit 3 Project

Culture



Unit 3

Lesson Eight My friends

1 Listen and read. 🐠 33



This is Baglan. He's eight. He's got a football. Hi! I'm Yerlan. Here are my friends.



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



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

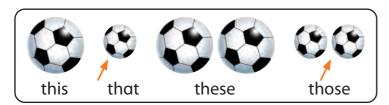


2 Listen and read. ① 34





3 Ask and answer.



Can you pass me those, please?

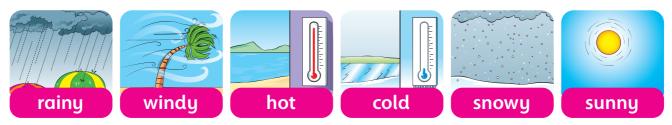
Yes, OK.

4 Weather



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





3 Listen and read. ① 37



4 Ask and answer.

What's the weather like today?

It's sunny.

Unit 4 The weather



Lesson Two Grammar: I can ask and answer about the weather and use imperatives.



What's the weather like?

The weather Unit 4

29

It's windy. Put on your coat.



Point and say.



Saturday and Sunday = theweekend

Let's learn!















2 Listen, point and repeat. 1 38

JULY



🏴 Listen and sing. 套 🕫



JANUARY

SEPTEMBER



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!

OCTOBER



APRIL



Ask and answer.



When's your birthday?

How old are you?

My birthday is in June.

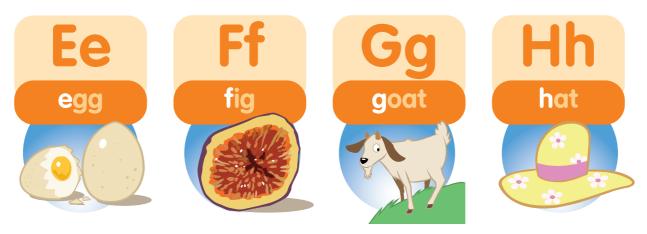
I'm ten.



Unit 4 Months in a year



1 Listen, point and repeat. 40



2 Listen and chant. 41



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. ① 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.



Skills time!



Lesson Five I can understand a story about the seasons.

Reading

1 Listen, point and repeat. 🐠 43







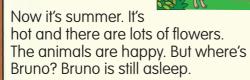




2 Listen and read. 44

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!



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

Unit 4 Changing seasons



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

Listening

1 Listen and draw. 45













Monday	Tuesday	Wednesday	Thursday	Friday
	0000			
	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.

Changing seasons Unit 4

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.

Unit 4

Project

Lesson Seven I can make a book.

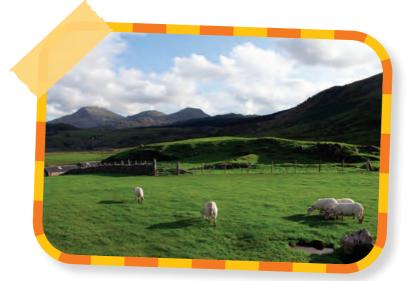
Think

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.

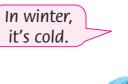


Share

3 A Share your book. Take turns.



In autumn, it's windy and rainy.







In spring, it's ...

34 Unit 4 Project

Values

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.



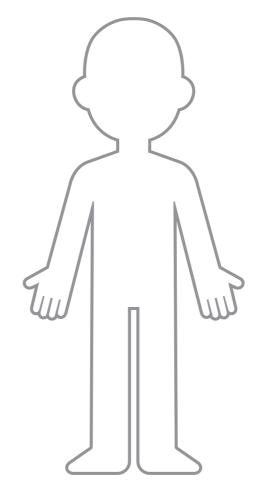








2 Praw. What can he do to be protected from the sun?



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 _____

3 woman _____

5 child

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 happya scared2 hotb cold3 bravec sad4 sunnyd rainy

3 Look and describe.



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



5 My free time



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

1 Listen, point and repeat. 🐠 47

2 🏰 Listen and chant. 🐠 🖇













run

fly

walk

talk

ride a bike

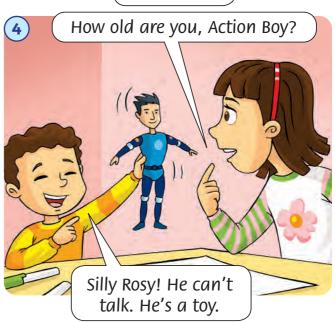
ride a scooter

3 Look, listen and point. 🐠 49









4 Ask and answer.

Can you ride a scooter?

Yes, I can.

38 Unit 5 Getting around



Lesson Two Grammar: I can use can and can't to talk about ability.

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



3 Look and say.



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



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.	

Getting around Unit 5

Lesson Three Song: I can sing a song about things I can do.







2 Listen and sing. 🛈 51

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?

Can you sing?

Yes, I can.

No, I can't.

Unit 5 Things I can do



1 Listen, point and repeat. 🐠 52





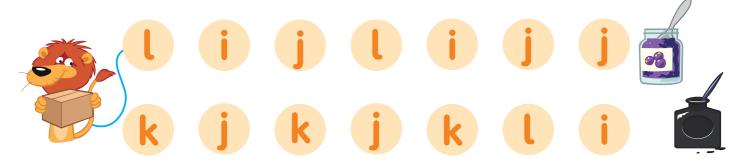




2 Listen and chant. 🐠 53

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. ① 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.



i, *j*, *k* and *l* **Unit 5**

Skills time!



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

1 Listen, point and repeat. 🕥 55



- 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 a 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

Unit 5 Days out



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

Listening

1 Listen and tick () or cross (x). ① 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.

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Unit 5

Project

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 La Share your calendar. Take turns.



I play football on Monday and Friday.

I go swimming on Saturday.



44

Unit 5 Project

Culture



Unit 5

Lesson Eight My toys

1 Listen and read. 🕥 58

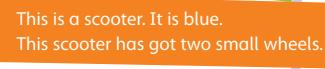
reaa. 🖤 58

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



Let's learn!

This is a scooter.
This is a a swing.



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!





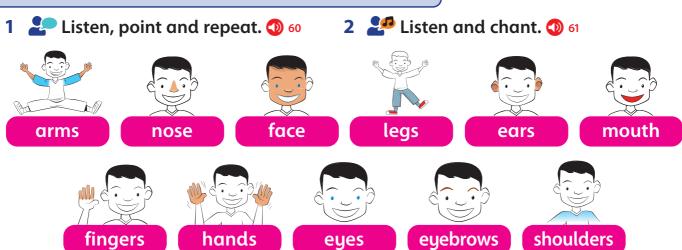


Culture Unit 5

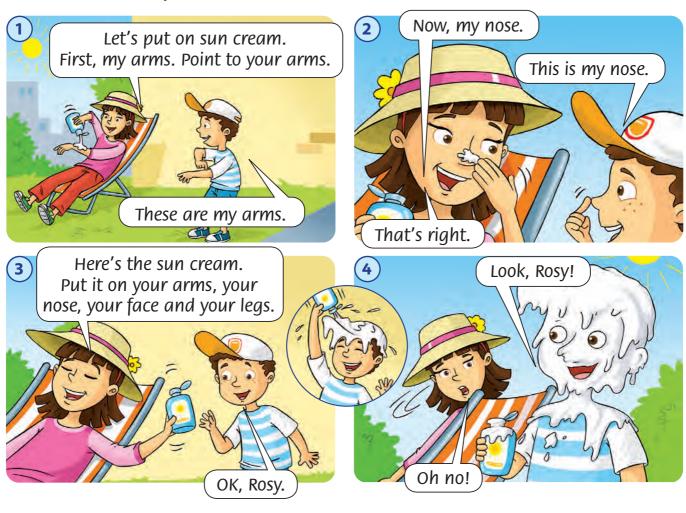
6 Health



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



3 Look, listen and point. 4 62



4 Point to your body.

This is my nose.

46

Unit 6 Hands and head

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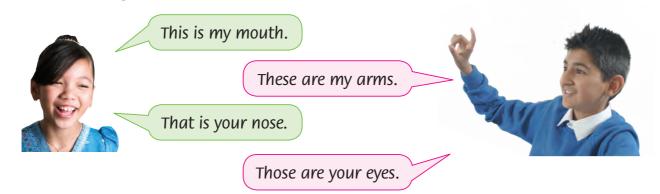
- 1 Listen to the story again and repeat. Act. 🐠 62
- 2 Look and say. Then look and circle.



3 Look and say.



4 Talk to your friends.



Hands and head Unit 6



Listen, point and repeat. 🐠 63





meat









bread





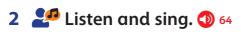






hot chocolate

tea



Sing again and do. 🕥 64

Let's learn!

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

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, ...



Do you want a carrot?

Do you want some milk?

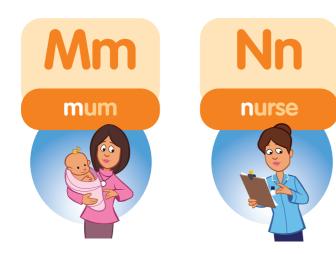
No, thanks. I want some bread.

4 Ask and answer.

48 Unit 6 Food and drink



1 Listen, point and repeat. 🐠 65



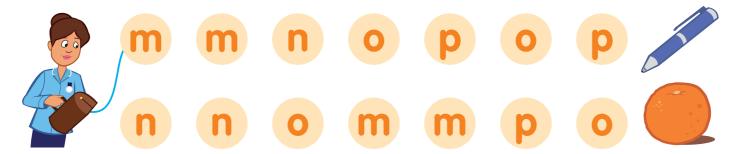




2 Listen and chant. 🐠 66

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. ① 67 What has the nurse got?



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.



m, n, o and p Unit 6

Skills time!



Lesson Five I can understand a text about my favourite food.

Words

- 1 Listen and point. 4 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.



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

My favourite food is ...

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

Unit 6 My favourite food



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

Listening

1 Look, listen and point. 🐠 69



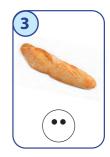


2 Listen and draw 🙂 or 🙁. 🐠 🕫















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.

Unit 6

Project

Lesson Seven I can make a poster.

Think

1	Think about	a funny ch	aracter. What	does it look l	ike?	
	Body parts:	arms	ears	eyes	eyebrows	face
		feet (fingers	hands	leas	mouth

nose shoulders

Size: big small

Colours:

Create

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



Share

3 La 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 ...



52

Unit 6 Project

Values

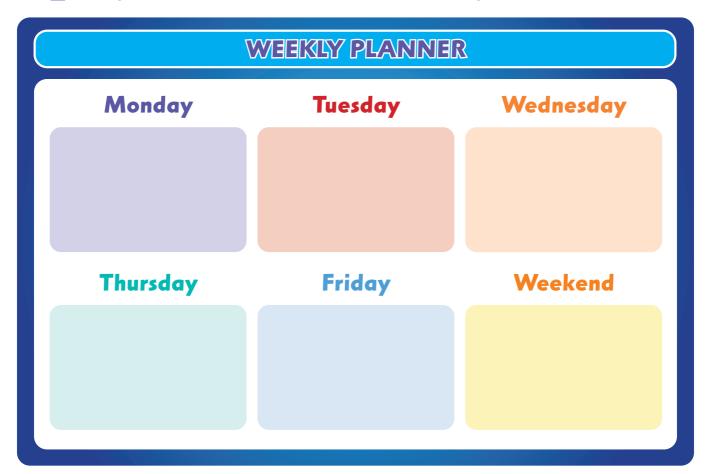
Unit 6

Lesson Eight Keep fit

1 Tick (✔) what you can do to be fit.



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



7 Buildings



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

1 Listen, point and repeat. 🐠 71

2 🏰 Listen and chant. 🐠 🕫













chocolate

balloon

present

cake

ike (

card

mask

3 Look, listen and point. 🕥 73









4 Ask and answer.

What do you like at birthday parties?

I like birthday presents.

Unit 7 Happy Birthday



Lesson Two Grammar: I can talk about who things belong to.

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



3 Look and tick once (\checkmark) for *This is* ... or tick twice $(\checkmark\checkmark)$ for *These are* ... Then say.



4 Look, write and say.



5 Ralk with friends.

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

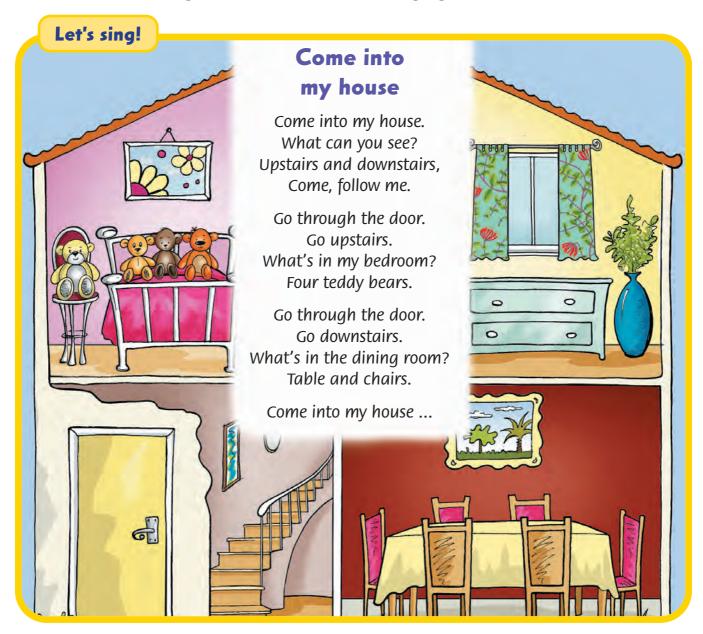


1 🛂 Listen, point and repeat. 🐠 🛚



2 Listen and sing. 🐠 75

3 Sing again and do. 🕥 75



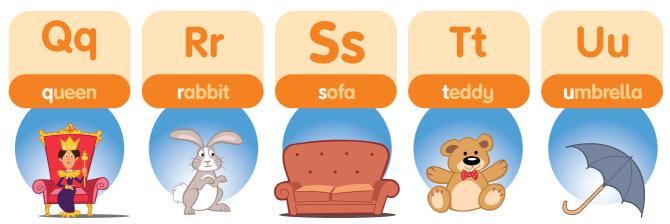
4 Look and write how many. ____ rooms ____ teddy bears ____chairs

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Unit 7 In my house



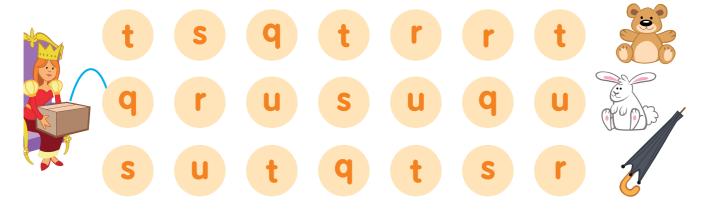
1 Listen, point and repeat. 🐠 76



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. ① 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.



q, r, s, t and u Unit 7

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. 🐠 👨











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









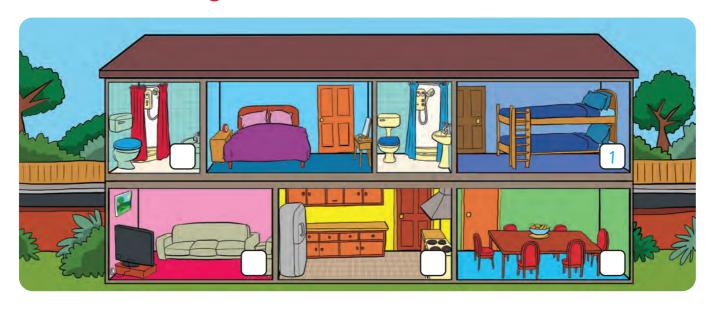
Unit 7 In my house

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Lesson Six I can talk about my house.

1 Listen and number. 🛈 80



Speaking

2 Look at the picture again. Ask and answer.





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 upperand lower-case forms of the letters q, r, s, t and u • ask and answer about where family members are.

Unit 7

Project

Lesson Seven I can make a book.

Think

1	Think about a	special	citu. V	Nhat p	laces o	re there?
	I I III III ADOUL C	i speciai	City.	vilatp	idees d	iic dicic.

airport	library	shopping centre
café	park	supermarket
cinema	playground	swimming pool
house	school	

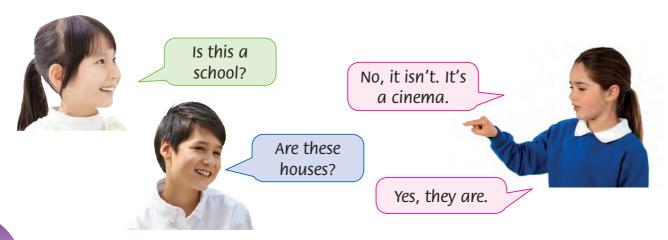
Create

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



Share

3 Ask and answer about your book.



60 Unit 7 Project

Culture



Unit 7

Lesson Eight Buildings in our town



2 Listen again and tick (✔) where the bus stops. 🕥 🛭















3 Name some places in your town.

There's a library.

There's a park.

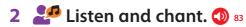
Culture Unit 7

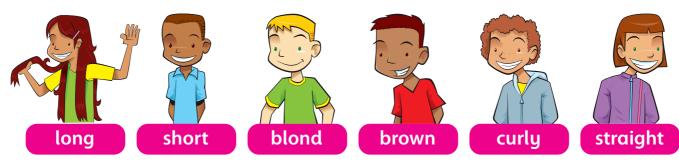
8 My holidays



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







3 Listen and read. 🕕 84







4 Ask and answer.

I've got long hair. And you?

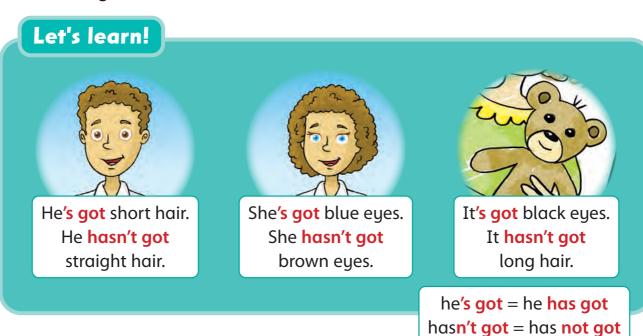
62 Unit 8 Travel

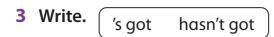
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Lesson Two Grammar: I can talk about what people look like using has got and hasn't got.

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







He 's got blond hair.



It ______ blue eyes.



She _____ curly hair.



She _____ curly hair.

4 La Draw a picture of your partner. Say.

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



Describing people Unit 8



1 🛂 Listen, point and repeat. 🐠 🛭











2 Listen and sing. 🐠 86

3 Sing again and do. 🐠 🚳



4 Roint and say.

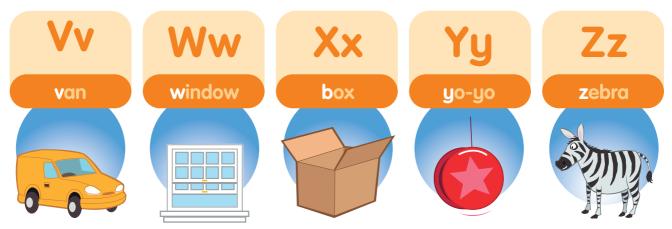
What's the time?

It's ...

64 Unit 8 Types of vehicles



1 Listen, point and repeat. 🐠 87



2 Listen and chant. 🐠 8

Here is a van, v, v, van.

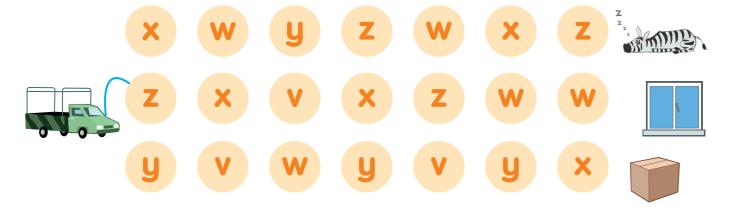
Here is a window, w, w, window.

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. ① 89 What is in the van?



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.



Skills time!



Lesson Five I can understand a poem about an airport.

Reading

1 Look at the picture. What can you see? Say.

2 Listen and read. 🐠 🤋



3 Read again. Circle the correct word.

- 1 They are at the airport / station.
- 2 It's half past eleven / two.
- 3 Some people are happy / tall.
- 4 The boy can see planes / trains.
- 5 The boy's **cousins** / **friends** are here.

Let's learn!

And and but

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.

4 Choose a person from the picture. Write a description. Say.

She's got straight hair and it's red.

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Unit 8 My plane



Lesson Six I can describe different types of transport.

Listening

1 Listen and read. Then listen and circle. 🐠 9

Look out! My bike's got two wheels.









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.

Unit 8

Project

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
7	Гуре of t	ranspo	ort:						
(Colours:								
1	Number	of whe	els:						
[Descripti	on:	big	<u> </u>	small f	ast [slow		

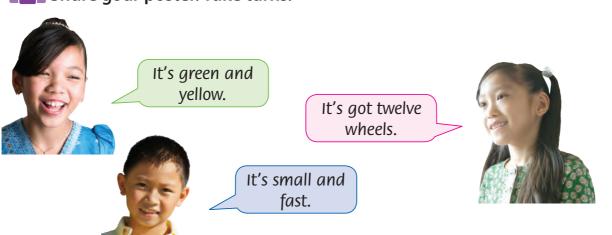
Create

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



Share

3 Assistance 3 Share your poster. Take turns.



68 Unit 8 Project

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/
You can walk.	You can't walk.	Can you walk?	she/it/they/we
She can ride a bike.	She can't ride a bike.	Can she ride a bike?	can.
He can ride a scooter.	He can't ride a scooter.	Can he ride a scooter?	
It can fly.	It can't fly.	Can it fly?	No, I/you/he/
They can sing.	They can't sing.	Can they sing?	she/it/they/we can't.
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	
	ı						_ 6			
				-	- Fin	3				
	2				1	a	_ 7			
	3				A S		8			
4	4				强	THE	\ 9			
!	5				\$ 1		\ 10			

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.

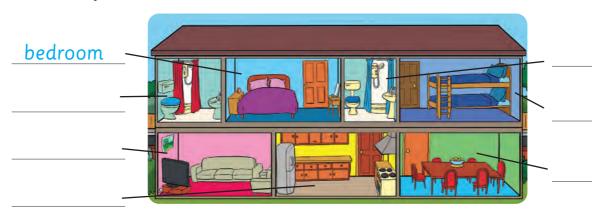
It hasn't got curly hair.

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.



10 2 9 3 8 7 6 5





1

2

3

4

3 Describe how they look like.



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



2 _____

English	Phonetic symbols	Kazakh	Russian
Unit 1			
black	/blæk/	қара	черный
blue	/blux/	көк	синий
brown	/braun/	қоңыр	коричневый
class	/klars/	СЫНЫП	класс
come	/k^m/	келу; бару	приходить, подходить; идти
come on	/kʌm 'ɒn/	Алға! Жүр!	Давай! Вперед!
cousin	/ˈkʌzən/	немере аға, немере іні, немере әпке, немере қарындас	двоюродный брат, кузен; двоюродная сестра, кузина
everyone	/'evriwan/	әрқайсысы, бәрі,барлығы	каждый; все
fine	/faɪn/	тамаша, өте жақсы	прекрасно, отлично
from	/from/	-дан -ден -тан -тен	ОТ, ИЗ, С
fun	/fʌn/	сауық-сайран, ойын	веселье, забава
get in	/get 'ın/	өрмелеу	залазить, забираться
Goodbye	/gud'baɪ/	Сау бол! Сау болыңыз!	До свидания!
green	/griːn/	жасыл	зеленый
grey	/greɪ/	сұр	серый
Hello	/hɛˈləʊ/	Сәлеметсің бе! Сәлеметсіз бе!	Здравствуйте!
Hi	/haɪ/	Сәлем!	Привет!
How old	/haʊ ˈəʊld/	Қаншада	Сколько лет
I'm from	/'aım from/	мен (ел,қалаатауы) мын	Я из
orange (adj)	/ˈɒrɪnʤ/	қызғылт сары	оранжевый
pink	/pɪŋk/	Қы3ғылт	розовый
purple	/ˈpɜːpəl/	күлгін	фиолетовый
red	/red/	қызыл	красный
sing	/sɪŋ/	ән айту, әндету	петь, напевать
some	/sam/	бірнеше	несколько, некоторое, количество
sorry	/ˈsɒri/	Кешіріңіз!	Простите! Мне очень жаль!
that	/ðæt/	анау	то, та, тот
those	/ðəʊz/	аналар	те
three	/Orix/	γш	три
too	/tuː/	сондай-ақ	также, тоже
white	/wait/	ақ	белый

English	Phonetic symbols	Kazakh	Russian
where	/weə/	қайда, қайдан	где; куда; откуда
who	/huː/	кім, қайсысы	кто, который
yellow	/ˈjɛləʊ/	сары	желтый
Unit 2			
bag	/bæg/	сөмке	сумка
book	/buk/	кітап	книга
bookcase	/'bukkeis/	кітәп сөресі, кітап шкафы	книжная полка, книжный шкаф
centimetre	/ˈsɛntɪˌmiːtə/	сантиметр	сантиметр
classroom	/ˈklɑːsrʊm/	сынып бөлмесі, сынып	класс
clever	/ˈklɛvə/	ақылды	умный
close (v)	/kləʊz/	жабу	закрывать
count	/kaunt/	санау	считать
door	/icb/	есік	дверь
folder	/ˈfəʊldə/	папка	папка
good	/gʊd/	жақсы	хороший
here	/hɪə/	осында	здесь
look at	/ˈlʊk æt/	көру, қарау	смотреть, взглянуть на
measure	/'mɛʒə/	өлшем, өлшеу	измерять, мера
metre	/ˈmiːtə/	метр	метр
millimetre	/ˈmɪlɪˌmiːtə/	миллиметр	миллиметр
OK	/ˌəʊˈkeɪ/	Жарайды!, Жақсы!	Ладно! Хорошо!
open (v)	/ˈəʊpən/	ашу	открывать
pen	/pen/	қалам	ручка
pencil	/ˈpɛnsəl/	қарындаш	карандаш
pencil case	/ˈpɛnsəl keɪs/	қаламсауыт	пенал
please	/pliːz/	өтінемін	пожалуйста
rubber	/'rʌbə/	резеңке, өшіргіш	резинка, ластик
ruler	/ˈruːlə/	СЫЗҒЫШ	линейка
school bag	/ˈskuːl bæg/	портфель	портфель
these	/ðiːz/	мыналар	эти
this	/ðis/	осы, бұл	этот, эта, это
see	/siː/	көру, қарау	видеть, смотреть
train	/treɪn/	пойыз	поезд
window	/ˈwɪndəʊ/	терезе	окно

English	Phonetic symbols	Kazakh	Russian
Unit 3			
about	/əˈbaʊt/	туралы, қатысты	о, насчет, на тему
alphabet	/ˈælfəbɛt/	әліпби	алфавит
always	/ˈɔːlweɪz/	әрдайым; әрқашан	всегда
angry	/ˈæŋgri/	ашулы	сердитый, злой
bad	/bæd/	жаман	плохой
brave	/breɪv/	батыл, ержүрек	смелый храбрый
brother	/ˈbrʌðə/	аға, іні	брат
cold	/kəʊld/	суық	холодный
country	/'kʌntri/	ел	страна
cry (v)	/kraɪ/	жылау	плакать
dad	/dæd/	әке	папа, отец
day	/deɪ/	күн	день
family	/ˈfæməli/	отбасы	семья
feelings	/ˈfiːlɪŋz/	көңіл	чувства
feet	/fixt/	аяқ	ноги, ступни
find	/faɪnd/	табу	находить
follow	/ˈfɒləʊ/	еру	следовать
friend	/frend/	дос	друг
go to sleep	/gəʊ tə ˈsliːp/	ұйықтау	ложиться спать
go	/gəʊ/	жүру	идти, ехать
grandma	/ˈgrænmaː/	әже	бабушка
grandpa	/ˈgrænpaː/	ата	дедушка
happy	/'hæpi/	бақытты	счастливый
head	/hed/	бас	голова
hot	/hpt/	ыстық	горячий
hug (v)	/hʌg/	құшақтасу	обнимать(ся)
ice cream	/aɪs ˈəkriːm/	балмұздақ	мороженое
knee	/niː/	тізе	колено
know	/nəʊ/	білу	знать
laugh	/laxf/	күлу	смеяться
letters	/ˈlɛtəz/	әріптер	буквы
mum	/mam/	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	/∫əʊ/	көрсету	показывать
sister	/ˈsɪstə/	әпке, сіңілі, қарындас	сестра
smile (v)	/smaɪl/	күлімдеу	улыбаться
snore	/snoː/	қорылдау	храпеть
sometimes	/'sʌmtaɪmz/	кейде	иногда
stamp your feet	/stæmp joː 'fiːt/	аяқпен жер тебу	топать ногами
teddy	/'tɛdi/	пүліш аю	плюшевый мишка
tell	/tɛl/	айту	говорить, рассказывать
the others	/ði ˈʌðəz/	басқалары, қалғаны	остальные, другие
then	/ðen/	сосын, содан кейін	затем
they	/ðeɪ/	олар	они
tired	/taɪəd/	шаршаған	уставший
touch	/tats/	қол тигізу	прикасаться
umbrella	/ʌmˈbrɛlə/	қолшатыр	зонтик
yourself	/jɔːˈsɛlf/	өзің, өзіңіз	сам, сама; себя
Unit 4			
apple	/ˈæpəl/	алма	яблоко
April	/'eɪprəl/	cəyip	апрель
asleep	/əˈsliːp/	ұйқыдағы	спящий
August	/ˈɔːɡəst/	тамыз	август
autumn	/ˈɔːtəm/	күз	осень
awake	/əˈweɪk/	ояу	проснувшийся, бодрствующий
bird	/bs:d/	құс	птица
boots	/buːts/	етік	сапоги
cat	/kæt/	мысық	кот, кошка
Catch it!	/ˈkæʧ ɪt/	Ұста!	Лови!
coat	/kəʊt/	пәлте	пальто
December	/dɪˈsɛmbə/	желтоқсан	декабрь
dog	/dɒg/	ИТ	собака
February	/ˈfɛbruəri/	ақпан	февраль
forest	/'fprist/	орман	лес
Friday	/ˈfraɪdeɪ/	жұма	пятница

English	Phonetic symbols	Kazakh	Russian
gloves	/glʌvz/	қолғап	перчатки
hat	/hæt/	қалпақ	шляпа
January	/ˈdʒænjuəri/	қаңтар	январь
jeans	/dzixnz/	джинс	джинсы
July	/ʤʊˈlaɪ/	шілде	июль
June	/dzuxn/	маусым	июнь
key	/kiː/	кілт	ключ
lazy	/ˈleɪzi/	еріншек, жалқау	ленивый
like (adv)	/laɪk/	ұқсас	как
lots of	/ˈlɒts əv/	көп, көптеген	много, множество
March	/maxtf/	наурыз	март
May	/meɪ/	мамыр	май
Monday	/'mʌndeɪ/	дүйсенбі	понедельник
month	/mʌnθ/	ай	месяц
November	/nəʊˈvɛmbə/	қараша	ноябрь
October	/ɒkˈtəʊbə/	қазан	октябрь
put on	/put 'pn/	кию	одевать
ready	/ˈrɛdi/	дайын	готовый
rainy	/'reɪni/	жаңбырлы	дождливый
Saturday	/ˈsætədeɪ/	сенбі	суббота
scarf	/skaːf/	шарф	шарф
season	/'sizən/	жыл мезгілі	сезон, время года
September	/sep'tembə/	қыркүйек	сентябрь
shirt	/∫3 x t/	көйлек	рубашка
skirt	/sk3:t/	белдемше	юбка
sleepy	/ˈsliːpi/	ұйқылы	сонный
snowy	/ˈsnəʊi/	қарлы	снежный
spring	/sprɪŋ/	көктем	весна
summer	/ˈsʌmə/	жаз	лето
Sunday	/'sʌndeɪ/	жексенбі	воскресенье
sun hat	/'sʌn hæt/	күн шляпасы	шляпа от солнца
sunny	/'sʌni/	Күншуақты	солнечно
Thursday	/ˈθɜːzdeɪ/	бейсенбі	четверг
Tuesday	/ˈʧuːzdeɪ/	сейсенбі	вторник
warm	/warm/	ЖЫЛЫ	теплый

English	Phonetic symbols	Kazakh	Russian
Wednesday	/'wɛnzdeɪ/	сәрсенбі	среда
wet	/wet/	дымқыл	влажный, мокрый
windy	/'wɪndi/	желді	ветрено
winter	/ˈwɪntə/	ҚЫС	зима
year	/jɪə/	жыл	год
Unit 5			
anything	/ˈεniθɪŋ/	бірдеңе, бір нәрсе ештеңе, ешнәрсе	что-нибудь, ничто, ничего
big	/bɪg/	үлкен, ірі	большой, крупный
boy	/boɪ/	ұл, бала	мальчик
can (v)	/kæn/	жасай алу, істей алу	мочь, уметь
chair	/ʧeə/	орындық	стул
cook	/kʊk/	тамақ әзірлеу	готовить
dance	/daːns/	билеу	танцевать
do	/duː/	жасау, орындау	делать, выполнять
do my homework	/duː maɪ 'həʊmwɜːk/	үй жұмысын орындау	делать домашнюю работу
draw	/drai/	сурет салу, сызу	рисовать, чертить
fly	/flaɪ/	ұшу	летать
go swimming	/gəʊ ˈswɪmɪŋ/	жүзумен айналысу	заниматься плаванием
go to the park	/gəʊ tə ðə 'paːk/	саябаққа бару	ходить в парк
have a music lesson	/hæv ə 'mjuzzık ˌlɛsən/	музыкамен айналысу	заниматься музыкой
in	/ɪn/	ішінде	В
ink	/ɪŋk/	сия	чернила
jam	/dzæm/	тосап	варенье
kite	/kaɪt/	батпырауық	воздушный змей
lion	/ˈlaɪən/	арыстан	лев
make	/meɪk/	жасау, істеу	делать, изготавливать
meet	/mixt/	кездесу	встречать, встретиться
mess	/mɛs/	ретсіздік; тәртіпсіздік	беспорядок; путаница
nice	/nais/	сүйкімді, жағымды	славный, приятный, милый
school	/skuːl/	мектеп	школа
silly	/¹sɪli/	ақымақ	глупый, нелепый
skateboard (v)	/ˈskeɪtbɔːd/	скейтборд тебу	кататься на скейтборде

English	Phonetic symbols	Kazakh	Russian
song	/spŋ/	ЭН	песня
toy	/tɔɪ/	ойыншық	игрушка
visit my grandmo	l /ˌvɪzɪt maɪ /ˈɡrænmɑː/	әжеме қонаққа бару	ездить в гости к бабушке
watch TV	/wptf tir'vir/	теледидар қарау	смотреть телевизор
write	/raɪt/	жазу, жазып алу	писать, записывать
Unit 6			
arm	/aːm/	қол	рука
body	/ˈbɒdi/	дене	тело
bread	/bred/	нан	хлеб
café	café	кафе	кафе
carrots	/ˈkærəts/	сәбіз	морковь
cherries	/'ʧɛriz/	шие	вишни
drink (v)	/drɪŋk/	ішу	пить
drinks	/drɪŋks/	сусындар	напитки
ear	/I ₉ /	құлақ	yxo
egg	/ e g/	жұмыртқа	яйцо
eyebrow	/'aɪbraʊ/	қас	бровь
eyes	/aɪz/	КӨЗ	глаза
face	/feis/	бет	лицо
fig	/fɪg/	інжір	фига; инжир
finger	/ˈfɪŋgə/	саусақ	палец
first	/faːst/	бірінші, алғашқы	первый
fish	/fı∫/	балық	рыба
food	/fuːd/	тамақ, ас	еда
goat	/gəʊt/	ешкі, теке	козел, коза
grapes	/greips/	жүзім	виноград
hand	/hænd/	қол	рука
hot chocolate	/hpt 'tfpklət/	ыстық шоколад	горячий шоколад
I like	/aɪ laɪk/	маған ұнайды	Мне нравится
juice	/dzurs/	шырын	СОК
late	/leɪt/	кешкі; соңғы	поздний; последний
leg	/lɛg/	аяқ	нога
lunch	/lʌnʧ/	ланч	ланч
meat	/mixt/	ет	мясо

English	Phonetic symbols	Kazakh	Russian
menu	/'mɛnjuː/	мәзір	меню
milk	/mɪlk/	сүт	молоко
mouth	/maυθ/	ауыз	рот
now	/nau/	қазір, енді	сейчас, теперь
point to	/ˈpɔɪnt tə/	бірдеңені, біреуді көрсету	указывать на что-либо на кого-либо
rice	/raɪs/	күріш	рис
sandwich	/ˈsænwɪʤ/	сэндвич	сэндвич
shoulder	/ˈʃəʊldə/	иық	плечо
tea	/tiː/	шай	чай
water	/ˈwɔːtə/	су	вода
yogurt	/ˈjɒgət/	йогурт	йогурт
Unit 7			
balloon	/bəˈluːn/	әуе шары	воздушный шар
bathroom	/ˈbɑːθruːm/	жуынатын бөлме, ванна бөлмесі	ванная комната
bedroom	/'bedruxm/	жатын бөлме	спальня
birthday	/ˈbɜːθdeɪ/	туған күн	день рождения
café	café	кафе	кафе
cake	/keɪk/	бәліш; торт	пирожное; торт
card	/kaːd/	карточка	карточка; открытка
chocolate	/ˈʧɒklət/	шоколад	шоколад
cinema	/ˈsɪnəmə/	кинотеатр	кинотеатр
dining room	/ˈdaɪnɪŋ ruːm/	асхана	столовая
downstairs	/ˌdaʊnˈsteəz/	астында, астыңғы қабатта	внизу, нижний этаж
garden	/'gaxdən/	бақ, бау-бақша	сад
house	/haus/	үй	дом
into	/'ıntuː/	ішіне, ішінде	в(о), внутрь
kitchen	/ˈkɪʧən/	ас үй	кухня
iving room	/ˈlɪvɪŋ ruːm/	қонақ бөлме	гостиная
mask	/maːsk/	бетперде	маска
on	/pn/	үстінде	на
party	/'paːti/	ойын-сауық кеші, мереке	вечеринка, праздник
playground	/'pleɪgraʊnd/	ойын алаңы	площадка
present	/'prɛzənt/	сыйлық	подарок

English	Phonetic symbols	Kazakh	Russian
queen	/kwiːn/	патшайым	королева
rabbit	/'ræbɪt/	ор қоян	кролик
shopping centre	/'Sppin_sentə/	сауда орталығы	супермаркет
sofa	/ˈsəʊfə/	диван, софа	диван, софа
swimming pool	/ˈswimiŋ puːl/	хауыз	бассейн
through	/\text{\text{Prux/}}	арқылы	через, сквозь
upstairs	/ _I \(\rho \) rste\(\text{sz}\)	жоғарыда, жоғарғы қабатта	наверху, верхний этаж
Unit 8			
blond	/blpnd/	ақ сары	русый
box	/boks/	қорап	коробка
children	/ˈʧɪldrən/	балалар	дети
curly	/ˈkɜːli/	бұйра	кудрявый
helicopter	/ˈhɛlɪkɒptə/	тікұшақ	вертолет
It's (four) o'clock.	/its for ə'klɒk/	сағат төрт	Четыре часа
It's half past (two).	/its harf parst tur/	сағат екі жарым	Половина третьего
It's quarter past (two).	/its 'kwoitə paist tui	сағат екіден он бес минут кетті	Пятнадцать минут третьего
It's quarter to (two).	/its 'kwaita tai tui/	Сағат екіге он бес минут қалды	Без пятнадцати минут три
long	/lɒŋ/	ұзын	длинный
plane	/pleɪn/	ұшақ	самолет
platform	/ˈplætfɔːm/	перрон	перрон
short	/ʃɔɪt/	қысқа	короткий
straight	/streɪt/	тік	прямой
tall	/tɔːl/	ұзын	высокий
taxi	/'tæksi/	такси	такси
tram	/træm/	трамвай	трамвай
turn around	/tɜːn əˈraʊnd/	айналу, бұрылып қарау	развернуться, обернуться
van	/væn/	фургон; вагон	фургон; вагон
What's the time?	/wɒts ðə 'taɪm/	Сағат қанша?	Который час?
yo-yo	/ˈjəʊjəʊ/	йо-йо (ойыншық)	йо-йо (игрушка)
zebra	/ˈzɛbrə/	зебра	зебра