

English Language for Kazakhstan Grade 4 Pupil's Book

Jenny Dooley, Bob Obee

Express Publishing

English Language



for Kazakhstan Grade

4

Pupil's Book

Jenny Dooley, Bob Obee
Series Consultant:
Natalya Mukhamedjanova



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Pupil's Book

ENGLISH

АҒЫЛШЫН ТІЛІ

АНГЛИЙСКИЙ ЯЗЫК

Жалпы білім беретін мектептің 4-сыныбына арналған оқулық

Қазақстан Республикасының Оқу-ағарту министрлігі бекіткен

Экспресс Паблишин баспасы 2025

Jenny Dooley, Bob Obee

Series Consultant: Natalya Mukhamedjanova

Illustrations by Assel Narmanbetova



Express Publishing



Dear Friend!

Your exciting journey through the English language starts here! You will meet the heroes of the book, do entertaining tasks, listen to and sing lovely songs, enjoy informative stories and cartoons and learn about different countries and their traditions!

Learn to talk about yourself, your family and friends, your favourite animals, and what you love doing, ask and answer questions and complete fun projects, all in a variety of specially designed listening, speaking, reading and writing tasks. We will be there to lead and guide you every step of the way and share in your success! Good luck!

Қымбатты досым!

Сенің ағылшын тіліндегі қызықты саяхатың осы жерден басталады! Сен түрлі кейіпкерлермен кездесесің, ойнауға тапсырмаларын орындайсың, тамаша әндерді тыңдайсың, шырқайсың және мультфильмдер мен әртүрлі елдердің дәстүрлерімен танысасың! Өзің және отбасың жайлы, достарыңмен сүйікті жануарларын және өзіңе не ұнайтыны жайында сөйлеуді үйренесің, арнайы әзірленген қызықты жобаларды орындау, сұрақ қою және оларға жауап беру, сонымен қатар айтылым, оқылым және жазылым тапсырмаларын орындайсың! Біз сені әр қадамға жетелейтін және бағыттайтын боламыз. Іске сәт!

Дорогой друг!

Мы приглашаем тебя в увлекательное путешествие в страну английского языка! Нас ждут интересные встречи с героями учебника, занимательные задания, веселые песни, познавательные рассказы и мультфильмы, знакомство с разными странами и их традициями. Ты научишься слушать и говорить на английском языке, читать и писать, задавать вопросы и отвечать на них, выполнять проекты, рассказывать о себе, своей семье и друзьях, о любимых животных, и про то, что ты любишь делать. Мы будем рядом с тобой и вместе будем радоваться твоим успехам. В добрый путь!



Instructions / Шартты белгілер / Условные обозначения

Circle.

Дөңгелекте.
Обведи в кружок.

Do the quiz.

Квизді жаса.
Сделай квиз.

Circle the odd one out.

Артық сөзді (тіркесті) дөңгелекте.
Обведи лишнее.

Write.

Жаз.
Напиши.

Make sentences.

Сөйлем құра.
Составь предложение.

Underline.

Астын сыз.
Подчеркни.

Number.

Нөмірле.
Пронумеруй.

Match.

Сәйкестендіріп жаз.
Соедини.

Name.

Атап айт.
Назови.

Unscramble the letters and write.

Әріптерді ретімен қойып жаз.
Расставь буквы по порядку и напиши.

Colour.

Боя.
Раскрась.

Answer.

Сұраққа жауап бер.
Ответь на вопросы.

Listen, point and repeat.

Тыңда, көрсет және қайтала.
Послушай, покажи и повтори.

Talk with your friend.

Досыңмен сөйлес.
Поговори с другом.

Listen and read.

Тыңда және оқы.
Послушай и прочитай.

Tick.

Белгіле.
Поставь галочку.

Play the game.

Ойын ойна.
Сыграй в игру.

Tell the class.

Сыныпқа айт.
Расскажи классу.

Do a project.

Жоба жаса.
Сделай проект.

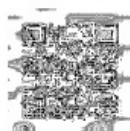
Listen and choose.

Тыңда және таңда.
Послушай и выбери.

Take roles and act out.

Рөлдерге бөліп ойна.
Сыграй по ролям.

Video content



Audio content



CONTENTS

	Vocabulary	Grammar
1 All about me  (pp. 6-17) • Back to school • My daily routine	School subjects (Art, English, Geography, History, ICT, Maths, Music, PE, Science) Daily routines (do my homework, get up, go to bed, go to school, have breakfast, have dinner, have lunch, watch TV) Days of the week Cardinal numbers (1-1,000)	<i>Like + verb + ing</i> <i>Present Simple</i> <i>Adverbs of time</i> <i>Prepositions of time</i> <i>Ordinal numbers</i> <i>Adverbs of frequency</i> <i>The verb 'can'</i>
2 My World  (pp. 18-29) • My Family and friends • Learn from the good, hate the bad	Family (aunt, cousin, grandparents, parents, uncle) Chores (do the dishes, do the shopping, feed the fish, make the beds, take out the rubbish, tidy the room, walk the dog, water the plants) Rules (be quiet, chew gum, drop litter, make noise, shout, wear a uniform)	<i>Possessive case</i> <i>The verb 'to be'</i> <i>Nouns (singular and plural)</i> <i>Modal verbs (can, must)</i> <i>Articles a, an, the</i> <i>Present simple</i>
3 My Hobby  (pp. 30-41) • Sports and exercises • Arts and music	Sports (badminton, baseball, basketball, hockey, rugby, table tennis) Games (have a sack race, jog, play a board game, play chess, play hide-and-seek, play hopscotch, play tag, skip) Musical instruments (dombyra, drum, flute, kobyz, piano, tambourine, violin, zhetygen)	<i>Personal subject, object and possessive pronouns</i> <i>Present continuous</i> <i>Present simple</i> <i>Imperative</i> <i>Let's + verb</i> <i>Infinitive of purpose</i>
4 People and Jobs  (pp. 42-53) • Professions • What do you do?	Professions (baker, doctor, farmer, firefighter, greengrocer, police officer, postman, vet) Items related to jobs (bag, coat, helmet, tractor, uniform, van) Actions related to jobs (bring letters and parcels, fight fires, grow fruit, help sick people, make bread, sell vegetables)	<i>Possessive case</i> <i>The verb 'to be'</i> <i>Articles a, an, the</i> <i>Present simple</i> <i>Personal subject and object pronouns</i> <i>Possessive pronouns and adjectives</i> <i>Question words</i>
A World of Wonder 1 (Modules 1-4) (pp. 54-55) 		
5 Food and Drinks  (pp. 56-67) • Traditional food • Daily meals	Food and drinks (beef, biscuit, bread, butter, cereal, cocoa, cola, corn, crisps, fish, lemon, lettuce, lollipop, milk, noodles, olive, pasta, peas, pizza, sausages, steak, sugar, tuna, vinegar, yogurt)	<i>Comparative adjectives</i> <i>This/These – That/Those</i> <i>The verb 'have got'</i> <i>Imperative</i> <i>There is – There are</i> <i>Present simple</i> <i>Adverbs of manner</i>
6 Animals  (pp. 68-79) • On the farm • Wild animals and places they live in	Animals (camel, chicken, cow, crocodile, dolphin, duck, elephant, horse, goat, gorilla, lizard, penguin, polar bear, sheep, tiger, whale) Parts of animals' bodies (body, ears, eyes, head, legs, mouth, nose, tail, teeth) Habitats (jungle, ocean, polar region, steppe)	<i>Articles a, an, the</i> <i>Plurals</i> <i>This/These – That/Those</i> <i>Past simple of the verb to be</i> <i>Prepositions of place</i> <i>Imperative</i>
7 Travelling  (pp. 80-91) • Places around us • Kazakhstan and Great Britain	Natural features (forest, island, lake, mountain, river) Buildings (bank, butcher's, hotel, library, museum, sports centre) Kazakhstan and Great Britain	<i>Past simple of the verb to be</i> <i>Prepositions of place</i> <i>Plurals</i> <i>Articles a, an, the</i> <i>Imperative</i> <i>This/These – That/Those</i>
8 Wonderful World  (pp. 92-103) • Inventions and bright ideas • Famous people	Gadgets and inventions (digital camera, games console, GPS, headphones, laptop, remote control, smartphone, smartwatch) Jobs (actor, astronaut, athlete, painter, singer, writer)	<i>Comparatives, superlatives</i> <i>Question words</i> <i>Personal subject and object pronouns</i> <i>This/These – That/Those</i> <i>Imperative</i> <i>The verb 'must'</i> <i>Prepositions of direction</i>
A World of Wonder 2 (Modules 5-8) (pp. 104-105) 		
Storytime 1 (p. 106) The Cuckoo (Value: There is good in everyone!)  Storytime 2 (p. 107) The Dancing Tortoise (Value: Be clever and brave!) 		

Skills	CLIL	Sounds and Words
Reading: Daily routines Speaking: Talking about school subjects; talking about daily routines and telling the time; saying what people do every day and how often they do things Listening: Listening for specific information about school subjects Writing: Back to school!	Solving Maths puzzles (Maths)	- Revision of letters and sounds Sight Words: like, make, look, play, go, too
Reading: Doing chores Speaking: Talking about one's family; saying how people can help at home; talking about chores; talking about rules and asking for permission Listening: Multiple matching about chores Writing: My Caring Family!	What babies can/can't do (Social Science)	Consonant blends: bl, br, cl, gr, pl Sight Words: this, these, under, floor, two, let's
Reading: Sports Day Speaking: Talking about sports; describing actions; talking about musical instruments Listening: Listening for specific information about sports Writing: My Favourite Sport	Rules of Sport (PE)	a_e: same, game, cake, snake i_e: time, bike, nine, kite Sight Words: say, read, sing, game, well, best
Reading: Chico running away Speaking: Talking about professions; asking and answering about a missing dog; saying what people in different jobs do Listening: Listening for specific information about professions Writing: I am a community helper!	Be safe in the street! (Geography)	i_e: time, write, bike, white igh: night, fighter Sight Words: try, light, kind, right, bye, fire
Reading: Chico eating the boys' popcorn Speaking: Talking about (traditional) food; talking about taste; comparing food items; talking about ways of doing things Listening: Listening for specific information about traditional food and about comparing food items Writing: Funny Food	Are you a Healthy Eater? (Design and Technology)	ch: cheek, touch, chocolate, cheese, cherries, chicken, chips Sight Words: call, chair, cold, chicken, cut, children
Reading: A day at the zoo Speaking: Talking about farm animals; describing animals; talking about where animals live; asking and answering questions about the past Listening: Listening for specific information about the parts of an animal's body Writing: My Favourite Animal!	Animals that have/haven't got skeletons (Science)	sh: ship, fish, shell Sight Words: walk, your, how, fast, they, many
Reading: A fun day Speaking: Talking about natural features; talking about the past; giving and following directions; talking about one's city Listening: Multiple matching about where people were at the weekend Writing: Sweet memories	How to use a map! (Geography)	ow: town, down, cow ou: house, around, mouse, mouth Sight Words: so, ride, up, see, street, by
Reading: A bright idea Speaking: Talking about different sources of energy; comparing people, animals and things; talking about bright ideas; talking about famous people Listening: Listening for specific information about giving directions Writing: A fun invention	Computing (ICT)	ee: queen, bee, week, seeds ea: leave, leaf, season Sight Words: sleep, keep, feet, sheep, street, tree

Glossary (pp. 108-112)

1 All about me





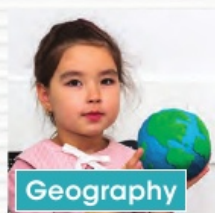
Lesson 1

Back to school

- 1** Listen, point and repeat. Do these words sound the same in your language?



Music



Geography



ICT



History

Maths



Science



Art



PE

- 2** Read and write the school subjects. Then listen and check.

1 I like painting pictures.

Art



2 I like sport.



3 I like learning about other countries.



4 I like using a computer.

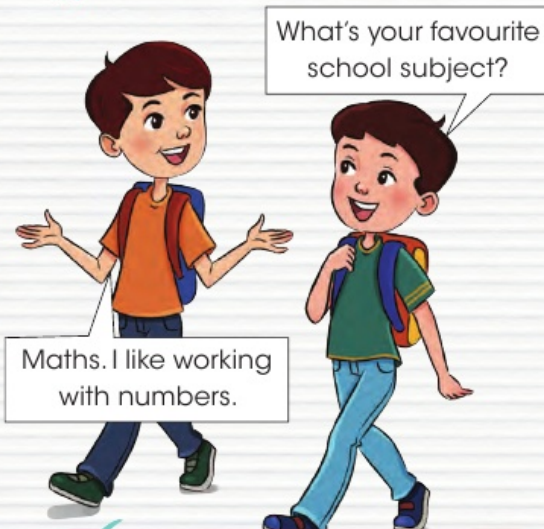


5 I like playing the guitar.



Structures: I like painting pictures.

- 3** Talk with your friend.



What's your favourite school subject?

Maths. I like working with numbers.

I can talk about school subjects.

Go to Activity Book, page 3.



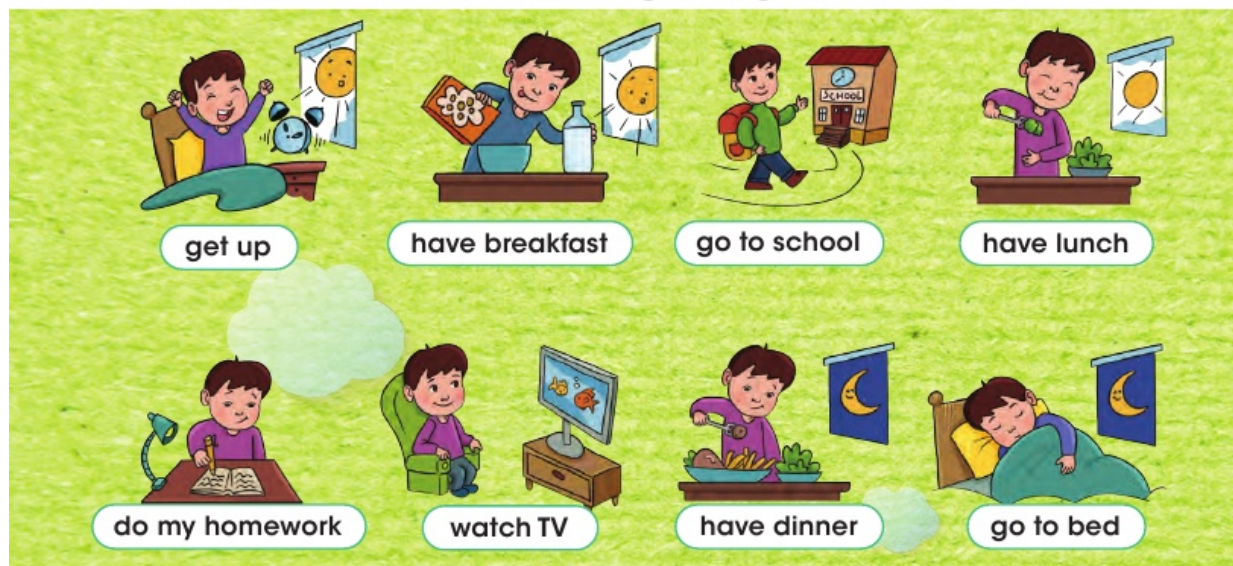
1

Lesson 2

My daily routine



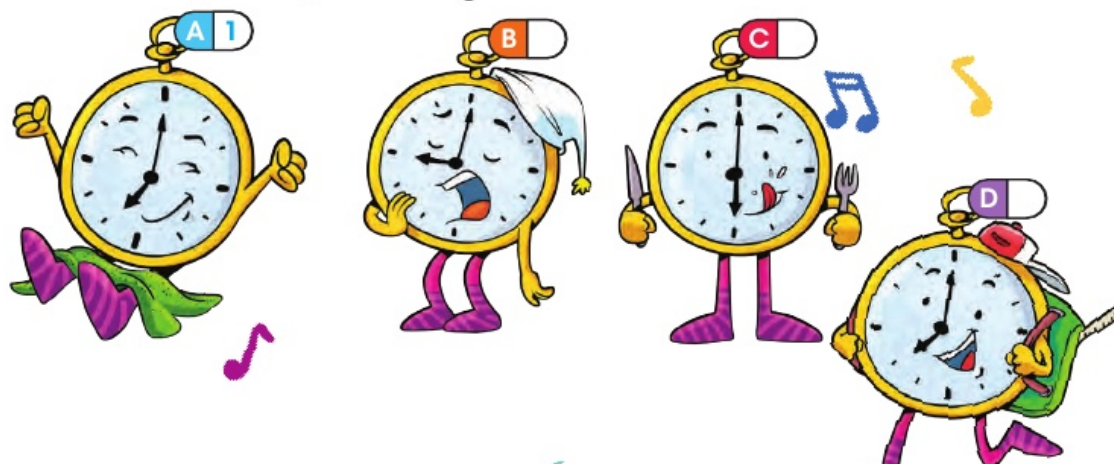
1 Listen, point and repeat. What do you do in the morning?
in the afternoon? in the evening? at night?



I get up in the morning.



2 Listen and number the clocks. Then sing the
Tickety, tickety tock song!



8

Vocabulary: Daily routines



I can talk about my daily routine and tell the time.

Go to Activity Book, page 4.



Lesson 3



GRAMMAR

Present Simple

Affirmative

I **get** up **at** seven o'clock.

Negative

I **don't** get up **at** eight o'clock.

Interrogative

Do you get up **at** eight o'clock?

Yes, I do./No, I don't.

get - gets

play - plays

BUT

go - goes

watch - watches

fly - flies



1 Read and complete.



Tara 1) **gets up** (get up) at seven o'clock. She

2) _____ (have) breakfast and then at eight o'clock she 3) _____

(go) to school. She

4) _____ (do) her homework at four o'clock.

Then, at six o'clock, she

5) _____ (watch) TV.

At eight o'clock Tara

6) _____ (have) dinner.



Structures: What time does Tara get up? – She gets up at seven o'clock.

2 Read again and draw the times. Talk with your friend.



1 get up?



2 go to school?



3 do her homework?



4 watch TV?



5 have dinner?

A: What time does Tara get up?

B: She gets up at seven o'clock.

3 Let's play!



I can say what I do every day.
Go to Activity Book, page 5.



9

1 **Listen and read.**



You look tired!





1

Lesson 4



2



Think

Read. Choose.



I'm tired because ...

- a** *I go to bed at nine o'clock.*
- b** *Elsa and Cody have breakfast with ROLO.*
- c** *Chico has breakfast at six o'clock!*

CAttwork

3



Make a clock. Play the Clocks game.



I can read a story about the characters' daily routines, make a clock and play a game.



Go to Activity Book, page 6.

11



1

Lesson 5

1



Complete. Then listen and check.

September

• Friday • Sunday • Tuesday • Thursday

Monday	1 _____	Wednesday	2 _____	3 _____	Saturday	4 _____
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2



Match. Then listen, point and repeat.

1 12 3 9

first	second	third	thirtieth
fifth	ninth	twelfth	twenty-first

2 21 5 30

3

Look at Ex. 1 again. Read and write the dates.

1 third

Wednesday, the 3rd of September

2 fifth

3 ninth

4 fourteenth

5 twentieth

6 twenty-second



12

Vocabulary and Structures: Days of the week and ordinal numbers



I can read and write dates.
Go to Activity Book, page 7.



1

Lesson 6



GRAMMAR

Adverbs of frequency

always ✓✓✓✓

usually ✓✓✓

often ✓✓

sometimes ✓✓

never ✗

I **always** play football **in** the afternoon.

I **usually** have lunch **at** one o'clock.

I **often** watch TV **in** the evening.

I **sometimes** play basketball **on** Saturday.

I **never** go to bed late **at** night.



1 Look and write.

1 Ann **always** gets up at six o'clock. ✓✓✓✓✓

2 I _____ go to school on Sunday. ✗

3 I _____ watch TV in the evening. ✓✓✓✓

4 I _____ do my homework in the afternoon. ✓✓✓

5 I _____ go to bed late. ✓✓

2 Read and circle.

1 We go to bed **at** / **in** night.

2 Can I come to your house **on** / **in** the evening?

3 Can I go to the park **in** / **at** the afternoon?

4 I have breakfast **in** / **on** the morning.

3 Read and find the mistakes. There are 5 mistakes.

Hi! I'm Damir! My favourite day is ~~F~~Friday. This is what I do every Friday? I get up on seven o'clock. I have breakfast and then I go to school. In the afternoon, I always goes to the park and play with my friends. In the evening, I watch TV. I love Fridays! Can you tell me about your favourite day!

Think What do you **always, usually, often, sometimes, never** do?

I always watch TV on Sundays.

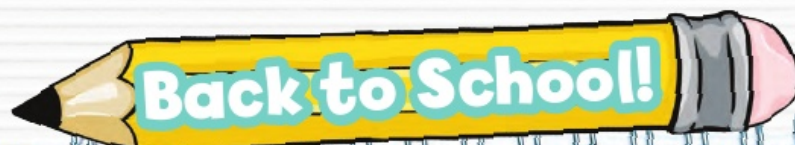
Structures: *I always play football in the afternoon.*

I can say how often people do things.

Go to Activity Book, page 8.



13

**1****Lesson 7****Project**

by Gulnar

I am Gulnar and I am nine years old. Today is Monday, the 1st of September. It is my first day in the fourth grade.



My new teacher is Miss Sharipova.



My favourite school subject is ICT. I like using the computer.



My friends are Assel and Dana. We sometimes go to school together.

**1 Read and complete.**

- Gulnar is **nine** years old.
- Today is the _____ day of September.
- She is in the _____ grade.
- Her favourite school subject is _____.
- Her friends are _____.

2 Think Tell the class.

- How old are you?
- What day is it today?
- Which grade are you in at school?
- Who is your new teacher?
- Which is your favourite school subject? Why?
- Who are your friends?

3

Do a *Back to School!* project. Present it to the class.

**14****Module project: A *Back to School!* project**

I can write about my first day back to school.

Go to Activity Book, page 9.

CLIL MATHS



Lesson 8

1 Listen, point and repeat.

200

two hundred

300

three hundred

500

five hundred

900

nine hundred

1,000

one thousand

2 Read and answer.

1 hour = 60 minutes
1 minute = 60 seconds



- 1 Berik plays the guitar for 60 minutes every day.
How many minutes does he play in a week?



- 2 Kanat rides his bike for 2 hours every day. How many minutes does he ride his bike?



- 3 Sanzhar has a shower for 10 minutes every morning.
How many minutes does he have a shower in a week?



- 4 Damir and his dad fish for 180 minutes every Sunday.
How many hours do they fish?



- 5 Dana loves singing! Her favourite song lasts 100 seconds.
How many minutes does her favourite song last?



I can count up to 1,000 and solve Maths puzzles.



Go to Activity Book, page 10.

15



1

Lesson 9

Sounds and Words



1 Read and say. Circle the right word.

a	e	i	o	u
hat – pen	red – six	big – dad	box – jam	mum – leg

2 Read and say. Tick (✓) the right word.

1		bed ☐	leg ☐	desk ☐	ten ☐
2		cat ☐	jam ☐	van ☐	dad ☐
3		doll ☐	dog ☐	box ☐	yo-yo ☐
4		big ☐	six ☐	zip ☐	quilt ☐
5		mum ☐	fun ☐	run ☐	rubber ☐

3 Play the *What's the word?* game.

4 Listen. Say. Remember.

Sight Words:

like | make | look | play | go | too



16

I can recognise and produce the sounds of letters, phonemes and phoneme blends. ✓

Go to Activity Book, page 11.



1 Look, read and complete.

My name is Sanzhar and this is what I do every day.

I always 0)  **get up** early. I have breakfast

and then I 1)  _____. My favourite school

subjects are 2)  _____ and 3)  _____. I do

my homework in the afternoon. In the evening, I 4) 

_____. I never go to bed late. I always go to bed at

nine o'clock.

Checkpoint

2 Read and underline.

0 I get up in/at seven o'clock.

1 He go/goes to school every day.

2 They have/has lunch in the afternoon.

3 You go to bed late in/on Saturday.

4 We watch/watches TV in the evening.

3 Read and complete.

0 He **never** (x) listens to music in the afternoon.

1 I _____ (✓✓✓) ride my bike at the weekend.

2 Kairat _____ (✓✓✓✓✓) has breakfast in the morning.

3 She _____ (✓✓) cooks for her family.

4 We _____ (x) do our homework at night.

5 They _____ (✓✓✓✓) have lunch at school.

Go to Activity Book, pages 12-13

Formative Evaluation (Teacher's Resource Material)



17

2 My World



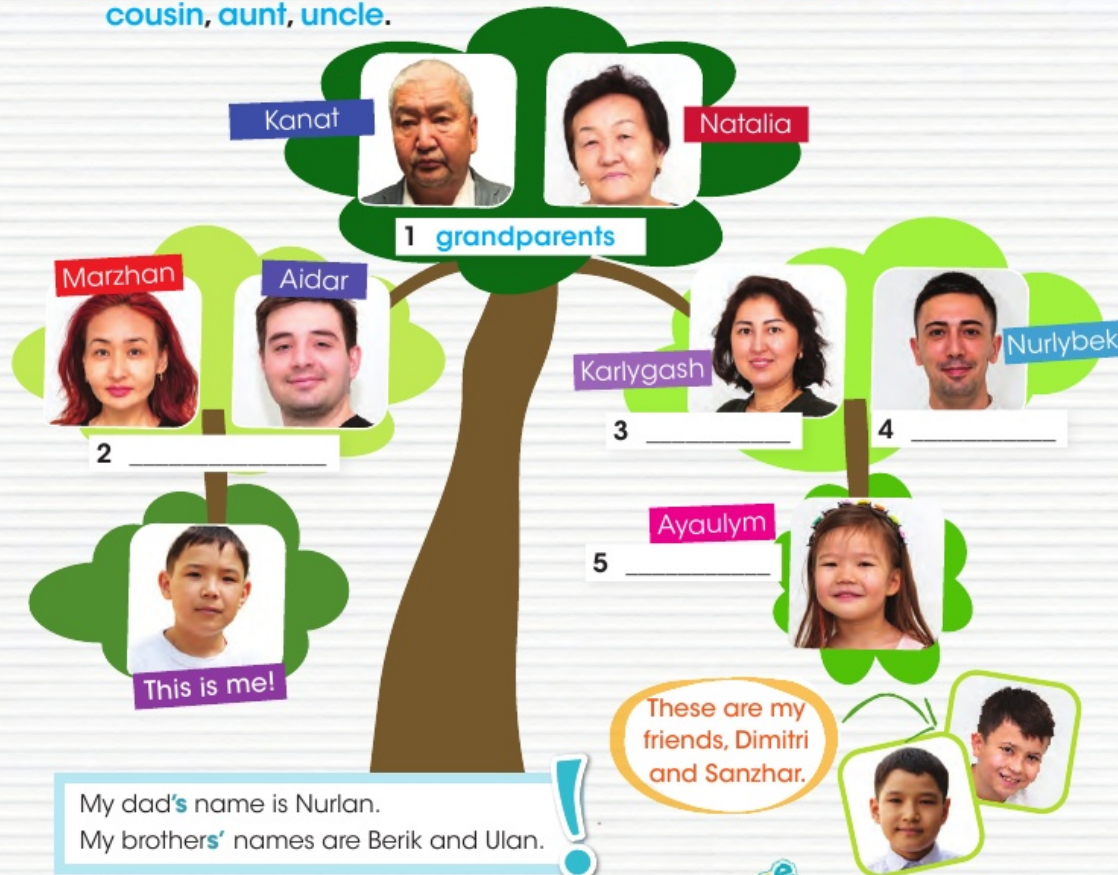


2

Lesson 1

My family and friends

- 1 Complete Nurzhan's family tree. Use: **parents**, **grandparents**, **cousin**, **aunt**, **uncle**.



My dad's name is Nurlan.
My brothers' names are Berik and Ulan.

- Look again. Write the names.

- 1 His dad's name is **Aidar**.
- 2 His friends' names are _____
- 3 His uncle's name is _____
- 4 His grandparents' names are _____
- 5 His cousin's name is _____

Structures: *My dad's name is Nurlan.*

2



Let's play!

His name is Jim.



Is he your brother?



I can talk about my family.

Go to Activity Book, page 15.

19



2 Lesson 2

1 Listen, point and repeat.



do the dishes



feed the fish



make the beds



tidy the room



walk the dog



take out the rubbish



water the plants



do the shopping

2 Listen and match.

People

- | | |
|--------|-------------------------------------|
| 1 Judy | ☒ |
| 2 Tom | ☐ |
| 3 Lucy | ☐ |
| 4 Dad | ☐ |
| 5 Mum | ☐ |

Chores

- A take out the rubbish
- B make the beds
- C walk the dog
- D water the plants
- E do the shopping

3 Let's play!

Judy waters the plants.



No, she doesn't.
She walks the dog.

I can say how people can help at home.
Go to Activity Book, page 16.



20 Vocabulary: Chores



GRAMMAR

Nouns (singular and plural)

-s	bed - beds, clock - clocks
-es	glass - glasses, potato - potatoes, box - boxes, watch - watches, dish - dishes
-ies	baby - babies
-ves	scarf - scarves, knife - knives
irregular nouns	child - children, man - men, woman - women, foot - feet, tooth - teeth, mouse - mice, fish - fish, sheep - sheep

1 Write the plurals.

1 car - cars

4 watch - _____

2 teddy - _____

5 knife - _____

3 man - _____

6 sheep - _____



2 Make sentences. Look and number.

1 do/dishes/the/Let's
Let's do the dishes!

2 Feed/fish,/the/please

3 out/please/the/Take/boxes,

4 you/the/water/plants/Can



Structures: Plurals

✓ I can talk about chores.
Go to Activity Book, page 17. 21

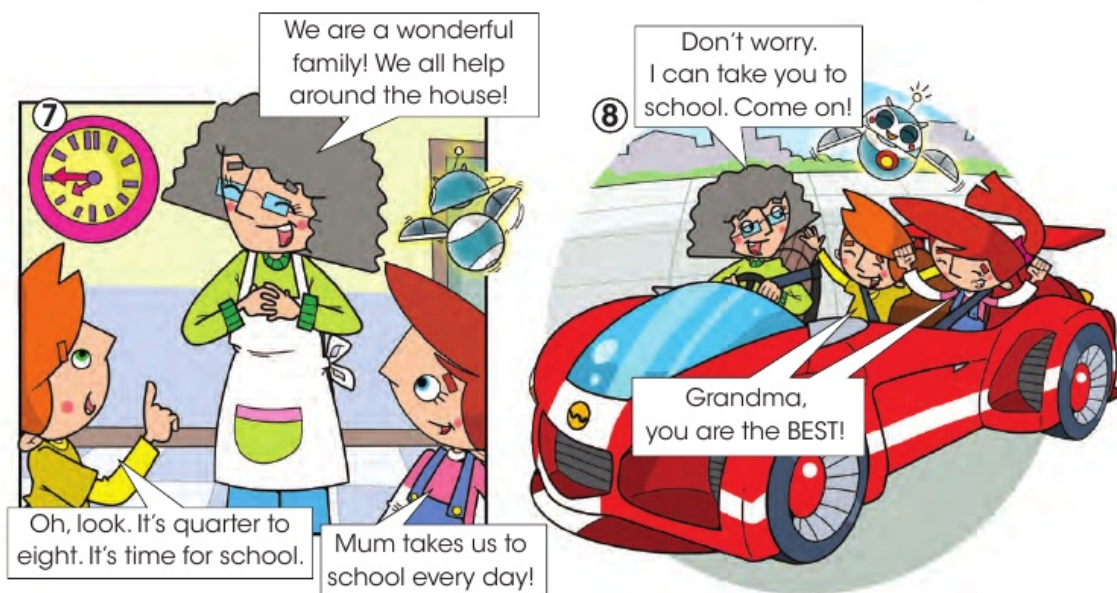
1   Listen and read.

A Wonderful Family!





Lesson 4



2 Think Read again and answer.

In the Wonders family, who ...

- 1 makes breakfast?
- 2 does the dishes?
- 3 takes out the rubbish?
- 4 takes Elsa and Cody to school?

Talking Point

3 Listen and read. Make a new dialogue with your friend.

- Daniya:** Can I **make breakfast**?
- Aidar:** It's OK, **Daniya**. I **make breakfast** every day.
- Daniya:** What about **the dog**?
- Can I **walk the dog**?
- Aidar:** Yes, of course. Thanks!
- Daniya:** You're welcome!



✓ I can read a story about the characters doing chores and practise talking about chores.

Go to Activity Book, page 18.



2

Lesson 5

Learn from the good, hate the bad

1



Listen, point and repeat.



wear a uniform



chew gum



shout



be quiet



make noise



drop litter

2



Read and underline. Then listen and check.

Follow the classroom rules
When you go to school!
Follow the classroom rules,
Because that's how to be **1) cool/rule!**

You must stay in your seat
And keep your desk **2) eat/neat!**
Follow the classroom rules,
Because that's how to be cool!

You must be there on time
And never jump the **3) line/fine!**
Follow the classroom rules,
Because that's how to be cool!



3



Sing the *Classroom Rules* song!



24

Vocabulary: Rules



I can talk about classroom rules.

Go to Activity Book, page 19.



2

Lesson 6



GRAMMAR

Modal verbs

You **must** be quiet.
You **mustn't** make noise.
must **not** = mustn't



Can I go swimming?
Yes, you **can**. / **No**, you **can't**.

1 Write **must** or **mustn't**.

1



You **mustn't** shout in class.

4



You _____ make noise.

2



You _____ wear a uniform.

5



You _____ be quiet.

3



You _____ drop litter.

6



You _____ chew gum.



Let's play!



Structures: You must be quiet.
Can I go swimming?



2 Talk with your friend.

- chew gum? (X)
- write on the desk? (X)
- ask a question? (✓)
- take out the rubbish? (✓)
- eat in class? (X)
- come to the board? (✓)

A: Can I chew gum?
B: No, you can't.



I can talk about rules and ask for permission.

Go to Activity Book, page 20.



25



2

Lesson 7



Project

My Caring Family! by Nurzhan

I live with my mum and dad. We are a very caring family!

My mum ...

- cooks for the family.
- tidies the house.

My dad ...

- makes breakfast.
- plays computer games with me.

I ...

- help my dad in the garden.
- help my mum with dinner.
- walk the dog.

1



Read and answer. Who ...

- | | | | |
|--------------------------------------|---------|------------------------------------|-------|
| 1 helps Nurzhan's dad in the garden? | Nurzhan | 4 helps Nurzhan's mum with dinner? | _____ |
| 2 walks the dog? | _____ | 5 makes breakfast? | _____ |
| 3 tidies the house? | _____ | 6 cooks for the family? | _____ |

2



Think of your caring family. Tell the class.

- What does your mum do?
- What does your dad do?
- What do you do?

3



Do a *My Caring Family!* project. Present it to the class.



26

Module project: A caring family



I can write about my caring family.

Go to Activity Book, page 21.

CLIL SOCIAL SCIENCE



2

Lesson 8



Think

1 What can a baby do? What can't a baby do? Look and put a tick (✓) or a cross (x). Then say.



A baby can drink milk.



I can talk about what a baby can/can't do.

Go to Activity Book, page 22.



27



2

Lesson 9

Sounds and Words



1 Listen. Look. Say.

1 b + l = bl

3 p + l = pl

5 g + r = gr

2 c + l = cl

4 b + r = br

2 Complete the words.

1 It tells the time.

o c k



2 They're materials.

i c k



a s t i c



3 They're colours.

u e



e e n



3 Listen. Say. Find and circle the sight words.

Sight Words:

this these under floor two let's

1 It's under the chair.

3 Can you point to the floor?

2 Look at these two lamps!

4 Let's colour this picture!



28

I can recognise and produce the sounds of letters, phonemes and phoneme blends.



Go to Activity Book, page 23.



2

Lesson 10

Checkpoint

1 Look and complete.

0



t i dy the
r o o m

2



t ake o ut the
ru b sh

4



a e the
b eds

1



at r the
l ts

3



d the
s o p ng

5



d the
s es

2 Look and number.

0 shout

1 be quiet

2 drop litter

3 wear a uniform

4 chew gum

5 make noise



3 Read and choose.

0 _____ you feed the fish?

A Can

B Must

1 You _____ climb on the desk.

A mustn't

B must

2 There are two _____ on the table.

A box

B boxes

3 Can you do the _____, please?

A dishes

B dish

4 _____ I watch TV?

A Must

B Can

5 The _____ always listen to their teacher.

A child

B children

Go to Activity Book, pages 24-25

Formative Evaluation (Teacher's Resource Material)



29

3 My Hobby





3

Lesson 1

Sports and exercises

1 Listen, point and repeat.



2 Read and colour.

1 You need a racket and a net to play these sports.

☒ badminton ☐ table tennis
☐ rugby

2 You need a bat and a ball for this sport.

☐ basketball ☐ football
☐ baseball

3 You need a stick and a ball for this sport.

☐ volleyball ☐ rugby
☐ hockey

3 How many? Listen and circle.



Talk with your friend.

A: What's your favourite sport?
B: Football. What's yours?
A: Baseball.

Structures: What's your favourite sport? – Football. What's yours?

I can talk about sports.
Go to Activity Book, page 27.



31



3

Lesson 2



1 Listen, point and repeat. What do you like doing with your friends? to exercise? when you are alone?



2 Listen and choose.

I'm playing
1) hide-and-seek / **tag** today,
I'm playing with my friends.
I'm playing
2) **chess** / **a board game** today,
Hooray, hooray, hooray!

*It's play day! It's play day,
We're having some fun!
It's play day! It's play day,
So smile, everyone!*

I'm playing
3) **chess** / **hopscotch** today,
I'm playing with my friends.
I'm playing
4) **a board game** / **tag** today,
Hooray, hooray, hooray!

3



Sing the *It's play day!* song!



32

Vocabulary: games and ways to exercise



I can talk about games and ways to exercise.

Go to Activity Book, page 28.

1 Complete. Then match.

- 1 e It's **raining** (rain).
- 2 I _____ (swim).
- 3 She _____ (dance).
- 4 He _____ (climb) a tree.
- 5 They _____ (jog).



Structures: *I am playing.*



3

Lesson 3

GRAMMAR

Present Continuous affirmative

I **am** (I'm) **playing**.

You **are** (You're) **playing**.

He/She/It **is** (He's/She's/It's) **playing**.

We **are** (We're) **playing**.

They **are** (They're) **playing**.

play – **playing**

BUT

dance – **dancing**

skip – **skipping**

2 Look, read and choose.



1 ROLO is **flying** / skipping.

2 Chico is **running** / jumping.

3 Elsa and Tara are **jogging** / singing.

4 Carlos is **doing a jigsaw puzzle** / playing chess.

5 Cody is **swimming** / drawing.



Talk with your friend.

A: *ROLO!*

B: *He's flying!*



I can say what people are doing.

Go to Activity Book, page 29.

33

1   Listen and read.

Sports Day!





Lesson 4



2 Read again. Match to make sentences.

- | | |
|------------------------------------|--------------------------|
| 1 Cody and | a go back, Chico! |
| 2 The children are ready | b wins the race. |
| 3 But Chico runs with the children | c and the children fall. |
| 4 Stay here or | d Chico's turn. |
| 5 Then it's | e for the sack race. |
| 6 Chico runs and | f Elsa love Sports Day. |



3 Make a trophy. Play the You're the best! game.



I can read a story about Sports Day, make a trophy and play a game.

Go to Activity Book, page 30.



3

Lesson 5

Arts and music



1

Listen, point and repeat.



Percussion, woodwind, string or keyboard? Point and say.

The drum is a percussion instrument.



2

Read and match. Then take roles and act out.

- 1 A: Let's play the piano!
B: No! Don't make any noise!
- 2 A: Why have you got a flute?
B: To play a song. Listen!
- 3 A: Let's play some music!
B: Good idea! Get the dombyra, please!
- 4 A: Why are you drawing the kobyz?
B: To show it to my Music teacher!



36

Vocabulary: Musical instruments



I can talk about musical instruments.

Go to Activity Book, page 31.



GRAMMAR

Present continuous negative, interrogative

Am I **playing** the drum?

Yes, you **are**. / **No**, you **aren't**.

Is he/she/it **listening** to music?

Yes, he/she/it **is**. / **No**, he/she/it **isn't**.

Are we/you **drawing**?

Yes, we/you **are**. / **No**, we/you **aren't**.

I'm not playing

the piano.

I'm playing the drums.



1 Make questions. Then look and talk with your friend.



1 they/wear/uniforms?

Are they wearing uniforms?

2 Berik/play/the piano?

3 Gulsara/draw/a picture?

4 Assel and Damir/play/the drums?

5 Dana/play/the violin?

6 Aidar and Kairat/dance?

2



Play the **Who am I?** game.

Structures: *Am I playing the drum? – Yes, you are./ No, you aren't.*



I can ask and answer questions about what people are doing.



Go to Activity Book, page 32.



3

Lesson 7



Project

My Favourite Sport

by Kanat



My favourite 1) **sport** is volleyball. There are six 2) **p**_____ in a volleyball 3) **t**_____. We can play volleyball with a special ball and a 4) **n**_____.

I can play volleyball really well. Look at me! It's Sports 5) **D**_____ and I'm playing volleyball! We're winning! Hooray!



1 Read and complete.

2 **Think** Tell the class.

- What's your favourite sport?
- How many players are there in a team?
- Name two things you can play your favourite sport with.

3 **SHOW and Tell** Do a *My Favourite Sport* project. Present it to the class.



38

Module project: A *My Favourite Sport* poster



I can write about my favourite sport.
Go to Activity Book, page 33.

CLIL PE

3

Lesson 8

1 Listen, point and repeat.



hit



catch



kick



throw

2 Think Choose and write.

1

• hit • kick • football

They're playing **football**. They can _____ the ball, but they mustn't _____ it.

2

• baseball • kick • hit

They're playing _____. They can _____ the ball, but they mustn't _____ it.

3

• catch • basketball • kick

They're playing _____. They can _____ the ball, but they mustn't _____ it.

4

• catch • throw • volleyball

They're playing _____. They can _____ the ball, but they mustn't _____ it.

✓ I can talk about the rules of sports.

Go to Activity Book, page 34.

39



3

Lesson 9

Sounds and Words



1 Listen. Look. Say.



Sam



same



Tim



time

2 Look and write the missing letters. Say the words.



1 a e



2 a e



3 a e



4 i e



5 i e



6 i e

3 Listen. Say. Find the sight words.

Sight Words:

say	read	w	b	e	s	t
sing	game	e	s	i	n	g
well	best	l	a	r	e	a
		l	y	n	a	n
		w	g	a	m	e
		w	r	e	a	d





3

Lesson 10

Checkpoint

1 Look and write.



0 tag



2 _____



4 _____



1 _____



3 _____



5 _____

2 Number the pictures.

0 tambourine

1 piano

2 dombyra

3 flute

4 drum

5 violin

a 0



c 0



e 0



b 0



d 0



f 0



3 Read and choose.

0 I am / is playing the kobyz.

1 Is / Are you playing hopscotch?

2 He **not** / **isn't** having a race.

3 Are / Is they playing music?

4 We **are** / **is** jogging.

5 It **am** / **is** raining.

Go to Activity Book, pages 36-37

Formative Evaluation (Teacher's Resource Material)



41

4 People and Jobs



42



4

Lesson 1

Professions

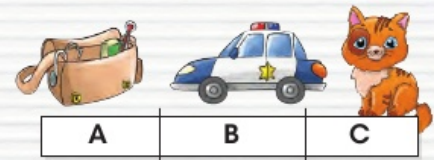
1 Listen, point and repeat.



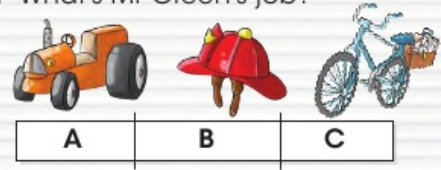
2 Listen and choose.

3 Let's play!

1 What's Miss Hill's job?



2 What's Mr Green's job?



Vocabulary: Professions

✓ I can talk about professions.
Go to Activity Book, page 39. 43



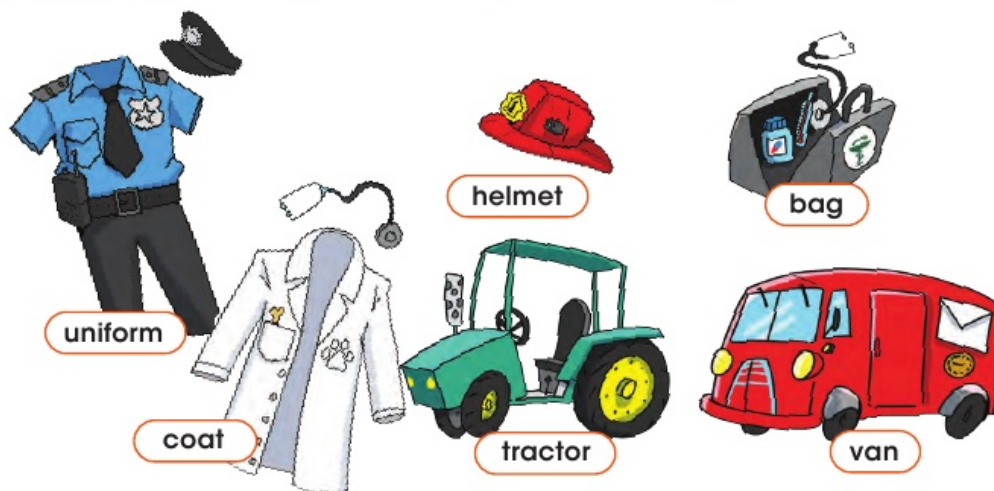
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Lesson 2

1



Listen, point and repeat. Talk with your friend.



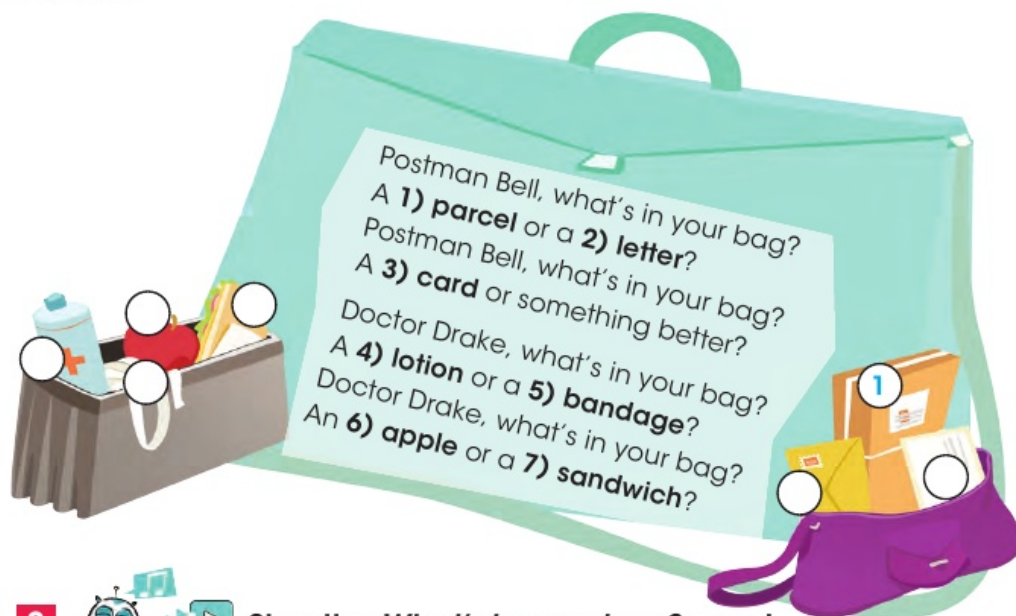
A: Whose uniform is it?

B: It's the police officer's.

2



Listen and read. Number the pictures.



3



Sing the *What's in your bag?* song!



44

Vocabulary: Words related to jobs



I can say what things people use in their jobs.

Go to Activity Book, page 40.



4

Lesson 3



GRAMMAR

Subject pronouns, object pronouns, possessive adjectives, possessive pronouns (mine - yours)

Subject
Pronouns

I
you
he
she
it
we
you
they

Object
Pronouns

me
you
him
her
it
us
you
them

Possessive
Adjectives

my
your
his
her
its
our
your
their

Possessive
Pronouns



This is **my** helmet. The helmet is **mine**.
This is **your** van. The van is **yours**.

1 Read and underline.

- This is Tony and his/her teacher, Mr Jones.
- Is he its/your uncle, Jack?
- This coat is **mine/my**.
- Look at **us/we**! We're climbing.
- This is your hat. It's **you/yours**.

2



Bolat.

Choose and complete. Tell the class about Mr Nurlybek

This is Mr Nurlybek Bolat. 1) **He** is a greengrocer. 2) _____ shop is in our street. He sells fruit and vegetables. 3) _____ sister and I always buy 4) _____ vegetables from him. Look at 5) _____, now! He's got some apples for us!

- | | | | |
|---|-----|-----|------|
| 1 | He | Him | His |
| 2 | Her | His | Our |
| 3 | My | Me | Mine |
| 4 | we | our | us |
| 5 | him | he | his |

Structures: possessive adjectives, object pronouns, mine - yours



I can read about a community helper.

Go to Activity Book, page 41.



45

1 **Listen and read.**

In the park





4

Lesson 4



2 Who says these sentences? Read again and choose.

- | | |
|---------------------------------|-------------------|
| 1 Let's take Chico to the park! | <u>Dad</u> - ROLO |
| 2 Come back, Chico! | Elsa - Carlos |
| 3 Oh, yes! Great idea! | Tara - Cody |
| 4 Find Chico! | Carlos - ROLO |

Talking Point



3 Listen and read. Make a new dialogue with your friend.

- Aizhan: Let's take **Max** to the **park**!
- Kairat: Oh, no! Come back, **Max**!
- Aizhan: Let's go to the **toy shop**!
- Kairat: Is **Max** here?
- Aizhan: Sorry, no! Look in the **pet shop**.
- Kairat: Is **Max** here?
- Aizhan: Yes, **he** is.



I can read a story about Chico running away and ask and answer about a missing dog.



Go to Activity Book, page 42.

47



4

Lesson 5

What do you do?

1



Listen, point and repeat.



help sick people



make bread



fight fires



bring letters and parcels



sell vegetables



grow fruit

2

Complete the sentences.

- 1 She **grows** (grow) fruit.
She's a **farmer**.
- 2 He _____ (make) bread.
He's a _____.
- 3 She _____ (help)
sick people.
She's a _____.
- 4 He _____ (bring)
letters and parcels.
He's a _____.
- 5 She _____ (fight) fires.
She's a _____.

3



Let's play!



48

Vocabulary: Actions related to jobs



I can say what people in different jobs do.

Go to Activity Book, page 43.



4

Lesson 6



GRAMMAR

Question words

Who is he? **Mr Smith**.

What does he do? He **teaches pupils**.

Where does he work? **At Greenhill School**.

When does he go to school? **Every day**.

How many pupils are there in his class? There are **15** pupils.

Whose books are these? They are **Mr Smith's**.



1 Read and match.

- 1 Who is he?
- 2 What does he do?
- 3 Whose bag is this?
- 4 What are these in the bag?
- 5 How many letters are there in the bag?

- A They are letters.
- B There are 20 letters.
- C Mr Black.
- D It's Mr Black's.
- E He brings letters and parcels.

2 Read and circle.

- 1 **Who** / **Where** are they?
Tim, Bella and Mary.
- 2 **What** / **Whose** do they do?
They make bread.
- 3 **What** / **Where** is their shop?
In Apple Street.
- 4 **How many** / **When** do they go to work?
Every day.



Structures: (*Who is he?, What does he do?*)



I can ask and answer questions about jobs.

Go to Activity Book, page 44.



49



4

Lesson 7



Project

I AM A COMMUNITY HELPER!

by Sanzhar



I'm a farmer.
I 1) grow / sell fruit
and vegetables.



I have a big breakfast
in the morning. Then, I
work all day. Look! This
is my 2) van / tractor!



I have dinner in the
evening. I 3) eat / eats
with all the family. After
dinner, I watch TV.



I 4) never / always go
to bed early, because
I'm tired after a long
day of work.

1 Read and circle.



2 Imagine you are a community helper. Tell the class.

- What's your job?
- What do you do?
- Do you get up early or late?
- When do you have dinner?
- Do you go to bed early or late?



3 Do a *I am a community helper!* project. Present it to the class.



50

Module project: *A I am a Community Helper!* project



I can write about being a community helper.

Go to Activity Book, page 45.



GEOGRAPHY



4

Lesson 8

1



Be safe in the street! Look, read and match.



- 1 Always wear a helmet when you ride your bike!
- 2 Never play in the street!
- 3 Stop, look and listen before you cross the street!
- 4 Always wear a seat belt when you are in the car!
- 5 Always walk on the pavement!
- 6 Cross the street at the zebra crossing!



I can talk about safety in the street.



Go to Activity Book, page 46.

51



4

Lesson 9

Sounds and Words



1 Listen. Circle the words with the **long i** sound.

- | | | |
|----------|---------|----------|
| 1 big | time | dinner |
| 2 write | this | ship |
| 3 police | night | hospital |
| 4 bike | chicken | think |
| 5 fish | fighter | rabbit |
| 6 listen | fin | white |

2 Write the words with the **long i** sound. Can you see a pattern?



3 Listen. Say. Use the sight words code and colour the picture.

Sight Words:

try

light

kind

right

bye

fire



52

I can recognise and produce the sounds of letters, phonemes and phoneme blends.



Go to Activity Book, page 47.



4

Lesson 10

1 Look and complete.



0 Ruby is a **doctor**.

1 Anna is a _____.

2 Jamie is a _____.

3 Oscar is a _____.

4 Penny is a _____.

5 Tom is a _____.

2 Read and circle.

0 Peter is helping sick people. Look at **him** / her!

1 Where are Roy and Harry? Can you see **him** / them?

2 These are **my** / mine parcels.

3 Please make bread with **me** / I.

4 This coat is **your** / yours.

5 **We** / Our mother is a doctor.

3 Make sentences.

0 does/work/Where/he
Where does he work?

1 bags/there/many/are/How

2 does/What/do/she

3 they/When/do/to/school/go

4 tractor/is/Whose/this

5 she/Who/is

Checkpoint

Storytime 1, page 106

Go to Activity Book, pages 48-49

Formative Evaluation (Teacher's Resource Material)



53



1



Listen and read.



Look at the children. They are playing the dombyra! It's the national instrument of Kazakhstan! People play it on special days and at festivals. Do you know that the first Sunday in July is **Dombyra Day**?



Look!

Everyone has got red hair and everyone is wearing red clothes! Where are they? They are at the **Redhead Festival**! It is a fun festival for people with red hair from all over the world! Fantastic!





FAMILY DAY

On Family Day, in Canada, schools close and people have the day off. No chores on this day! Families enjoy their time together by visiting museums, going to the cinema, skating outdoors, playing board games and other **fun activities!**



Watch the **RoboCup** every year and have fun! Robots can kick and catch the ball, just like real footballers. Goal!

2 Read again and circle **yes** or **no**.

- | | |
|---|----------|
| 1 Dombrya Day is in summer. | yes – no |
| 2 The Redhead Festival is for people with red hair. | yes – no |
| 3 On Family Day, people go to work. | yes – no |
| 4 Robots can play football in the RoboCup. | yes – no |

3 Find or draw pictures of amazing musical instruments, festivals or celebrations. In groups, do a project. Present it to the class.

5 Food and Drinks 🍕




5 Lesson 1

Traditional food

1    Harry's favourite traditional food is paella. What's in it? Listen and choose.

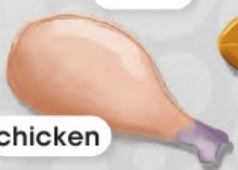




beef



rice



chicken



fish



peas



noodles



sausages



2  Read, choose and complete.

• cook • delicious • beef • fish • vegetables



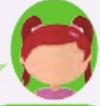
Berik

My favourite traditional food is plov! There's **1) beef**, rice and **2) _____** in it. I love my mum's plov. It's **3) _____**! What about you? What's your favourite traditional food? What's in it?



Hi, Berik. My favourite traditional food is koktal! There's **4) _____** and vegetables in it. My grandpa can **5) _____** very well. His koktal is the best!





Assel



What's your favourite traditional food? What's in it? Talk with your friend.

Vocabulary: Traditional food

✓ I can talk about my favourite traditional food.

57

Go to Activity Book, page 51.



5 Lesson 2

1 Listen, point and repeat. Say the words in your language.



2 Complete. Then circle the odd one out. Say.

1 sweet	s <u>a</u> us <u>a</u> g <u>e</u>	c <u>o</u> l <u>a</u>	<u>i</u> c <u>e</u> c <u>r</u> e <u>a</u> m
2 sour	b _ _ c _ _ t	v _ _ e _ _ r	_ e _ o _
3 salty	p _ _ z _	_ r _ s _ s	s _ g _ r
4 bitter	o _ _ v _	l _ _ l _ p _ p	c _ _ o _

Cola and ice cream are sweet. A sausage is ...

3 Create new food! Make it taste different!

My pizza tastes sweet and sour. It's got some chocolate and some lemon on it.



58 Vocabulary: Food and drinks



I can talk about food items and what they taste like.

Go to Activity Book, page 52.



5

Lesson 3



GRAMMAR

Comparative adjectives

sweet – **sweeter**

BUT

big – **bigger**

healthy – **healthier**

good – **better**

bad – **worse**



An apple is **healthier than** chocolate.

1 Write.

1 small – **smaller**

2 salty – _____

3 big – _____

4 bad – _____

5 tasty – _____

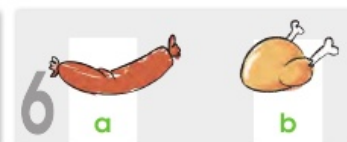
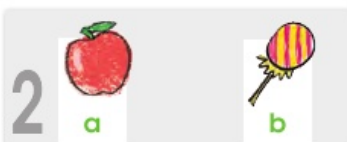
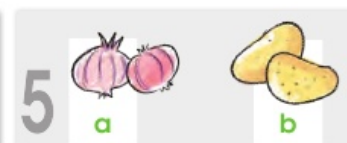
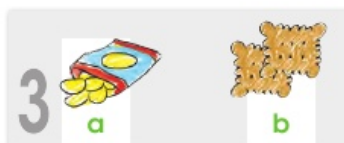
6 healthy – _____

7 good – _____

8 sweet – _____

9 heavy – _____

2 Listen and circle.



3 Read and complete.

1 Chicken is **healthier** (healthy) than beef.

2 Crisps are _____ (salty) than cheese.

3 Chocolate is _____ (sweet) than biscuits.

4 Fruit is _____ (good) for you than ice cream.

4 Game Let's play!

An apple is healthier than a biscuit!



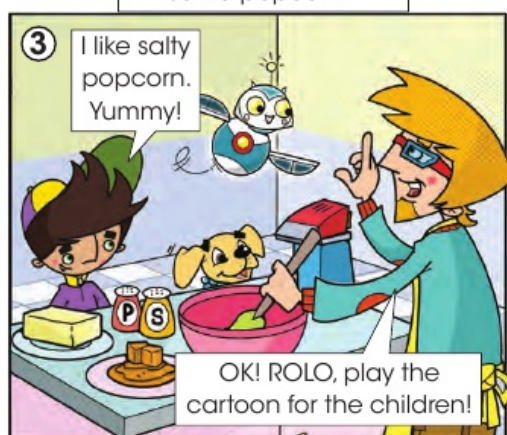
✓ I can compare food items.
Go to Activity Book, page 53.

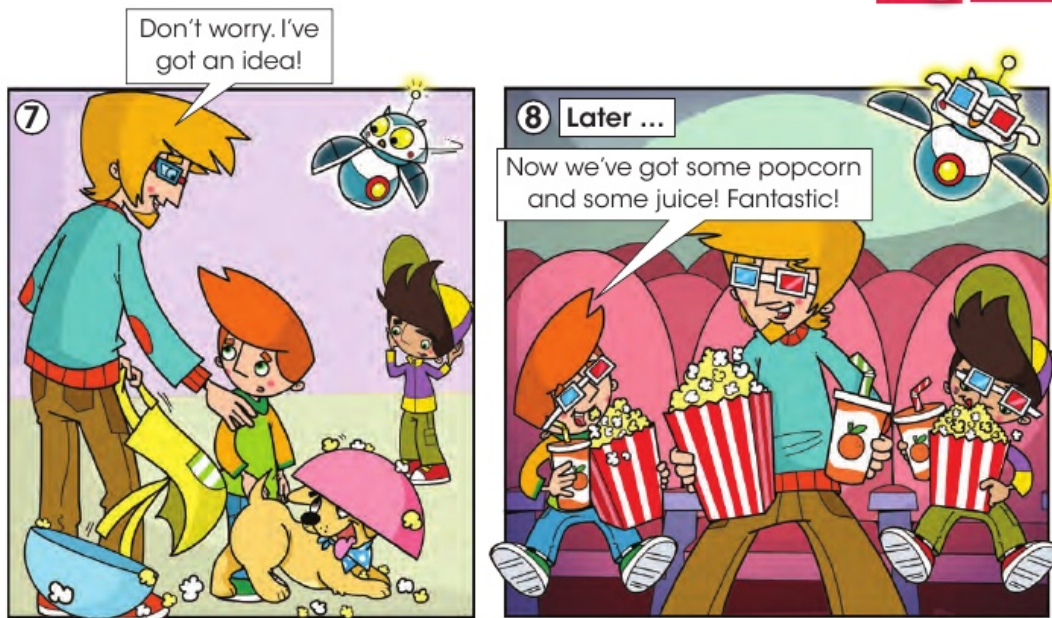
59

Structures: An apple is healthier than chocolate.

1    Listen and read.

I like popcorn!





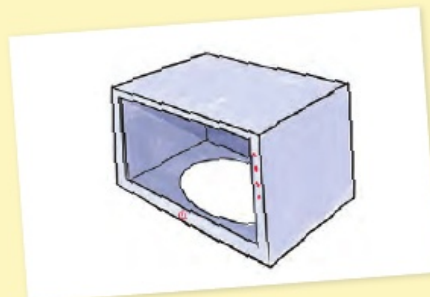
2 **Think** Read again. Complete.

- 1 How about some p o pc o r n?
- 2 I like s _ _ e _ _ popcorn.
- 3 I like s _ _ t _ _ popcorn.
- 4 Don't worry. I've got an i _ _ a!
- 5 Now we've got some popcorn and some j _ _ c _ _!



CRAFTWORK

3 **Game** Make a TV. Play the Who's on TV? game!



I can read a story about Chico eating the boys' popcorn, make a TV and play a game.

Go to Activity Book, page 54.

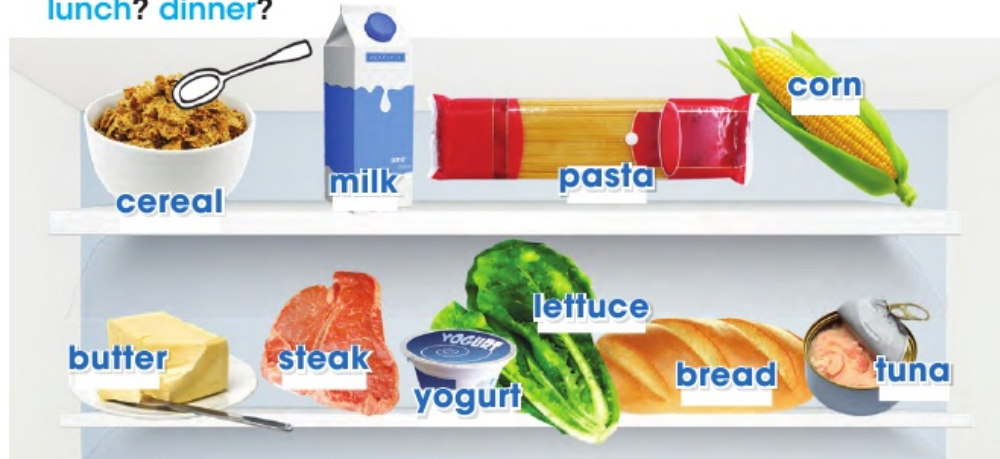


5

Lesson 5

Daily meals

- 1 Listen, point and repeat. What food do you like for **breakfast**? **lunch**? **dinner**?



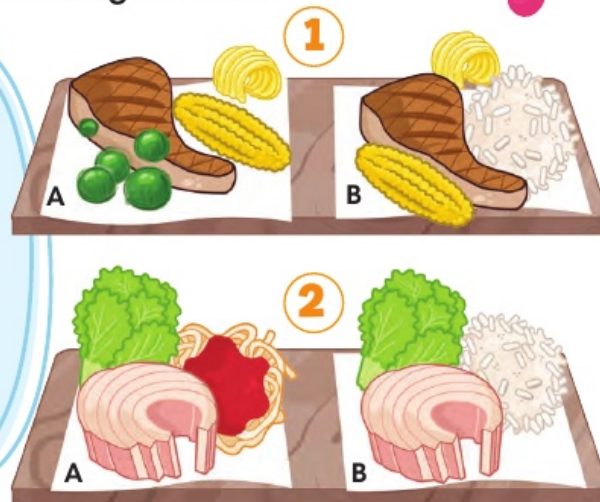
- Look and say which words are international words.
Can you think of some more international words for food?

- 2 Listen and read. Choose the right dishes.

What do you want for lunch today?
What do you want to eat?
What do you want for lunch today?
Vegetables, fish or meat?

Can I have a steak, please?
I really want some meat,
With some butter, rice and corn,
It's my favourite thing to eat!

Can I have some tuna?
I really want some fish,
With some pasta and some lettuce,
It's a really yummy dish!



- 3 Sing the *Can I have ...* song!



62 Vocabulary: Daily meals

✓ I can say what I have for breakfast, lunch, dinner.
Go to Activity Book, page 55.



GRAMMAR

Adverbs of manner

quick – quick**ly**

BUT

happy – happ**ily**

careful – careful**ly**

safe – saf**ely**

good – well



Look! He's eating his vegetables happ**ily**.

1 Make sentences. Then match.

- 1 ☐ **D** dog/quietly/eating/The/is
The dog is eating quietly.
- 2 ☐ can/well/He/cook/very

- 3 ☐ happily/listening/She/is/music/to

- 4 ☐ the/She/carefully/using/knife/is

- 5 ☐ his/is/eating/slowly/He/breakfast



2 Think Use the phrases to describe yourself.

- play football
- ride my bike
- tidy my room
- cook
- do my homework



I play football very well.

Structures: He's eating his vegetables happ**ily**.

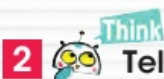
✓ I can talk about ways of doing things.
Go to Activity Book, page 56.

**5****Lesson 7****Project**

Funny Food

by Betty

This is my funny biscuit. It's sweet, salty and 1) **bitter**. Look! There are a lot of 2) c_____. There aren't many 3) o_____, just two for the eyes! There is some 4) c_____ for the nose. And what is there for the mouth? Some 5) c_____!

**64****Module project: A Funny Food poster****1** Look, read and complete.**2** Tell the class.

- What's your favourite food?
- What does it taste like?
- How can you make it taste different?

**3** Do a *Funny Food* project. Present it to the class.**I can write about my funny food.**

Go to Activity Book, page 57.



1



Think

Do the quiz.



Are you a Healthy Eater?

- 1 How many meals do we need to eat every day?
A two B three
- 2 How many fruit and vegetables do we need every day?
A 3 fruit and 3 vegetables B 2 fruit and 3 vegetables
- 3 How many glasses of water do we need every day?
A 2-4 glasses B 8-10 glasses
- 4 How much milk do we need every day?
A 3 glasses B 2 glasses
- 5 How many snacks do we need every day?
A one B two
- 6 How much sugar do we need every day?
A a lot B not much
- 7 How much bread do we need every day?
A 1-2 slices B 4-6 slices
- 8 How much vitamin C is there in oranges?
A not much B a lot

**Eat your
Food the
Healthy
Way and
Feel Great
Every Day!**



Mostly As:

You need to be
more careful about
what you eat!

Mostly Bs:

Well done!
You are a healthy
eater!



2



Find or draw pictures of healthy eating.
In groups, do a project. Present it to the class.



I can talk about healthy eating.

Go to Activity Book, page 58.



65



5 Lesson 9

Sounds and Words



1 Listen. Look. Say.



cheek



touch



chocolate

2 The taste of 'ch'. Say the words. Colour the 'ch'. Use the same colour if **a** and **b** taste good together!

1 |



|



a **ch**ocolate **b** **ch**eese

3 |



|



a **ch**icken **b** **ch**erries

2 |



|



a **ch**ocolate **b** **ch**erries

4 |



|



a **ch**icken **b** **ch**ips

3 Listen. Say. Find the sight words.

Sight Words:

call | chair | cold | chicken | cut | children

c	h	i	c	k	e	n	c
c	a	i	o	c	t	u	o
c	h	i	l	d	r	e	n
a	l	c	d	a	l	n	n
l	d	h	u	c	u	t	c
l	i	c	h	a	i	r	a





5

Lesson 10

Checkpoint

1 Look and write. Then circle **yes** or **no**.



This is
cocoa.
It tastes sour.
yes - no



This is a
_____.
It tastes sweet.
yes - no



This is a
_____.
It tastes bitter.
yes - no



This is a
_____.
It tastes salty.
yes - no

2 Circle the odd one out.

0 pizza - crisps - sausage - **lemon**

2 noodles - pasta - rice - cola

1 vinegar - lollipop - biscuit - sugar

3 beef - peas - corn - lettuce

3 Read and choose.

0 A lemon is _____ than an apple.
A small **B** smaller

3 She is speaking very _____.
A loud **B** loudly

1 She can cook very _____.
A good **B** well

4 Fish is _____ than pizza.
A healthy **B** healthier

2 A lollipop is _____ than a biscuit.
A sweeter **B** sweet

5 He is cutting the pizza _____.
A carefully **B** careful

Go to Activity Book, pages 60-61

Formative Evaluation (Teacher's Resource Material)



67

6 Animals





6

Lesson 1

On the farm

1



Think

Listen, point and repeat. Which farm animals are big?
Which farm animals are small? Point and say.



2



Chant!

CRAFTWORK

I've got a
horse on
my farm.

3



Make. Say.



Structures: I've got a (horse) on
my farm.



I can talk about farm animals.
Go to Activity Book, page 63.



69



6

Lesson 2

1



Listen, point and repeat.



2

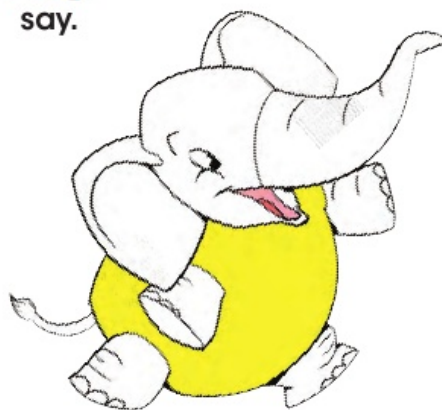
Unscramble the letters and write. Look and write **yes** or **no**.

1		This is a atil tail .	yes
2		These are ares _____.	_____
3		These are teteh _____.	_____
4		This is a ahed _____.	_____

3



Listen and colour. Then say.



It's got a yellow body.



I can describe animals.

Go to Activity Book, page 64.



70

Vocabulary: Parts of animal body



6

Lesson 3



GRAMMAR

Past simple of the verb to be affirmative

I **was** on the farm **yesterday**.

He/She/It **was** at home.

You **were** at school.

We/You/They **were** at the park.

There was a cow on the farm.

There were a lot of chickens.



1 Read and complete. Then match.

I was very busy yesterday!



1 **B** First, Carlos and I **were** on the farm.

2 Then, Elsa and I _____ at the swimming pool.

3 After that, I _____ at the café.

4 Then, Dad and I _____ at the supermarket.

5 Last of all, I _____ at the funfair.



2 Read and choose. Look and put a tick (✓) or a cross (x).

1 I **was** / **were** on the farm yesterday.

☒

2 There **was** / **were** a black cow.

☐

3 There **was** / **were** a duck on the cow.

☐

4 There **was** / **were** two chickens under the cow.

☐


Structures: I was on the farm yesterday.

✓ I can say where I was yesterday.

Go to Activity Book, page 65.

71

1   Listen and read.

At the zoo!





2 **Think** Read again. Choose.

- 1 The children are at the zoo / in the garden.
- 2 The elephants have got a **small** / **big** body.
- 3 The baby tigers have got a long **body** / **tail**.
- 4 **ROLO** / **Elsa** has got an idea.

Talking Point

3 **Listen and read.**
Make a new dialogue with your friend.

Damir: Look at the **elephant**! It's got a **big body**! Let's take a picture!

Saule: OK. Smile! Look at the **tiger**! It's got a **long tail**!

Damir: Let's take a picture!



I can read a story about a day at the zoo and talk about animals.

Go to Activity Book, page 66.





6

Lesson 5

Wild animals and places they live in

1



Listen, point and repeat.



2



Think

Match. Check your answers with your teacher.

- A chicken - penguin
- B gorilla - camel
- C lizard - crocodile
- D polar bear - crocodile
- E whale - dolphin

1

A

They lay eggs



2

They eat only meat



3

They live in Africa



4

They have babies



5

They have got a long tail



74

Vocabulary: Animals and where they live

3



Let's play!



I can talk about animals and where they live.

Go to Activity Book, page 67.



GRAMMAR

Past simple of the verb to be
negative, interrogative

I/He/She/It **wasn't** at the park **yesterday**.
We/You/They **weren't** at school.

Were you at the beach?
Yes, I was. / **No, I wasn't.**



6

Lesson 6



1



Complete the questions. Then listen and tick (✓). Tell the class.



1 **Was** Harry in the jungle last week?

Yes ☐

No ☐

2 _____ it cold?

Yes ☐

No ☐

3 _____ there a lot of crocodiles?

Yes ☐

No ☐

4 _____ there three gorillas?

Yes ☐

No ☐

2



Read and complete. Then take roles and act out.

Carlos: Hi, Elsa. How 1) **was** the steppe?

Elsa: Oh, it 2) _____ fantastic!

Carlos: What 3) _____ the weather like?

Elsa: It 4) _____ hot and sunny all the time.

Carlos: And the animals? 5) _____ there any crocodiles?

Elsa: No, there 6) _____, but there 7) _____ some camels.
There 8) _____ lizards, too!



I can ask and answer questions about the past.



Structures: *He wasn't (at the park) yesterday.*

Go to Activity Book, page 68.

75



6

Lesson 7



Project



My Favourite Animal!

by Nurlybek



Snow leopards are grey and 1) _____.
 They live on the mountain. Snow leopards
 have got four 2) _____ and a long
 3) _____. They have got small
 4) _____, too! I like snow leopards!



yellow



tail



legs



ears

1 Read, choose and complete.

2 **Think**
 Tell the class.

- What's your favourite animal?
- Where does it live?
- What does it look like?

3 **SHOW and Tell**
 Do a *My Favourite Animal!* project. Present it to the class.



76

Module project: An animal poster



I can write about my favourite animal.

Go to Activity Book, page 69.

CLIL SCIENCE

6

Lesson 8

1  **Think** Which animals have got a skeleton? Which animals haven't got a skeleton? Draw lines. Say.



A frog has got a skeleton.



I can say which animals have/haven't got a skeleton.

Go to Activity Book, page 70.



77



6

Lesson 9

Sounds and Words



1 Listen. Look. Say.



ship

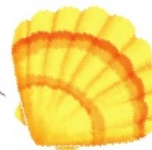


fish



shell

2 Listen. Circle the pictures with a 'sh' sound.



3 'sh' or 'ch'? Listen and complete.

1

icken

3

eep

5

fi

2

ip

4

ell

6

tou

4 Listen. Say. Play the *Sight Words Bingo* game.

Sight Words:

walk

your

how

fast

they

many

78

I can recognise and produce the sounds of letters, phonemes and phoneme blends.



Go to Activity Book, page 71.

**6****Lesson 10****Checkpoint****1 Complete.****0**d o lp h i n**2**

g _ _ il _ a

4

l _ z _ _ d

1

c _ _ c _ _ i _ e

3

p _ _ gu _ n

5

c _ _ e _

2 Read and choose.**0** It lives in the jungle.**A** crocodile **B** horse**2** It lives in a polar region.**A** penguin **B** cow**1** It lives in the steppe.**A** goat **B** camel**3** It lives in the ocean.**A** whale **B** chicken**3 Read and underline.****Kanat:** Hi, Sanzhar! How are you?**Sanzhar:** I'm fine, Kanat!**Kanat:** **0) Was/Were** you at Dana's party yesterday?**Sanzhar:** Yes, I **1) was/were** with my brother, Berik.**Kanat:** **2) Was/Were** Aidar and Korkem at the party, too?**Sanzhar:** No, they **3) wasn't/weren't**. They **4) was/were** at their uncle's house. It **5) was/were** his birthday, too!

Go to Activity Book, pages 72-73

Formative Evaluation (Teacher's Resource Material)**79**

7 Travelling





Lesson 1

Places around us



1 Listen, point and repeat. Do you know any famous places in your country?



2 Where were the Wonders at the weekend? Listen and match. Say.

People

- 1 Grandma and Grandpa
- 2 Mum and Elsa
- 3 Dad and Cody
- 4 Uncle Lucas

D

Places

- A mountain
- B forest
- C lake
- D river

Grandma and Grandpa were at the river.



3 Play the *Where was I yesterday?* game!

Vocabulary: Natural features

✓ I can say where I was last weekend.

Go to Activity Book, page 75.



81



7 Lesson 2

1  Listen, point and repeat. What is there in your neighbourhood?



2  Read and complete. Then listen and check.

My neighbourhood is really great,

There's lots of things to see!

A 1) s p o r ts c e n tr e, a cinema,

A 2) b _ _ n _ _ and a 3) l _ _ _ r a _ _ y!

My neighbourhood is really great,

There's lots of things to see!

A 4) m _ _ _ e u _ _ and a funfair,

Come and look around with me!

My neighbourhood!
My neighbourhood!
My neighbourhood –
It's, oh, so good!

3   Sing the *My neighbourhood!* song.



82 Vocabulary: Places in a town



I can talk about places in my neighbourhood.

Go to Activity Book, page 76.



GRAMMAR

Prepositions of place

next to



opposite



between



Where's Chico? He's **next to** the ball.

1 Look, read and choose.



1 The sports centre is _____ the hotel.

A next to B opposite

2 The library is _____ the cinema and the supermarket.

A opposite B between

3 The bank is _____ the hotel.

A next to B opposite

4 The butcher's is _____ the museum.

A opposite B between

5 The school is _____ the sports centre.

A next to B between

Structures: Where is Chico? He's (next to) the ball.

2 Talk with your friend.

Excuse me, where can I buy some sausages?

There's a butcher's near here.



buy some sausages

buy some carrots

watch a film

read books

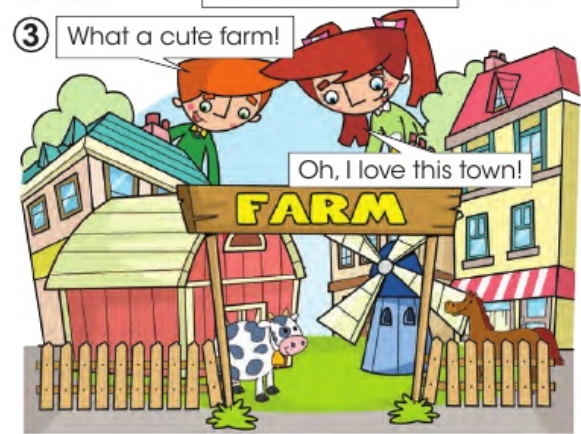
go jogging

I can give and follow directions.

Go to Activity Book, page 77.

1 Listen and read.

A fun day!





Lesson 4



2 Read again. Match to make sentences.

- | | |
|--------------------------------|-------------------------------------|
| 1 There's a fire station | a is amazing! |
| 2 The greengrocer's is between | b for Cody and Elsa. |
| 3 There is a cute | c next to the baker's. |
| 4 Mum has got a surprise | d the post office and the hospital. |
| 5 Grandma's new car | e farm in the town! |



3 Make a town. Play the Around town game.



I can read a story about the characters' fun day, make a town and play a game.

Go to Activity Book, page 78.



7

Lesson 5

Kazakhstan and Great Britain

1



Listen, point and repeat.



Kazakhstan



Northern Ireland

Scotland

Great Britain

Wales

England

2



Read and answer the questions.



Jimmy

Hi! I'm Jimmy and I'm nine years old. I'm from England in Great Britain. I live with my family in London. London is the capital city of England and Great Britain. My country's flag is red, white and blue. My favourite traditional food is fish and chips. What about you?



Ulan

Hi, Jimmy! I'm Ulan and I'm nine years old, too! I'm from Kazakhstan. I live with my family in Astana. Astana is the capital city of Kazakhstan. My country's flag is blue and yellow. My favourite traditional food is Kazakh meat. There's beef, noodles and vegetables in it. It's great!

1 Who's from Astana?

3 Whose favourite traditional food is fish and chips?

2 What's the capital city of Great Britain?

4 What's in Kazakh meat?

•



Read again. Think of two more questions. Ask your friend to answer them.



86

Vocabulary: Kazakhstan and Great Britain



I can talk about Kazakhstan and Great Britain.

Go to Activity Book, page 79.



GRAMMAR

Articles a, an, the

Kazakhstan is **a** big country.

The capital city of Kazakhstan is Astana.

There's **an** eagle on the flag of Kazakhstan.



1 Match. Say. Use: a, an.

- | | |
|------------------|-----------------------------------|
| 1 Issyk is | A traditional food in Kazakhstan. |
| 2 The Irtysh is | B city in Kazakhstan. |
| 3 Kespe is | C lake in Kazakhstan. |
| 4 The dombyra is | D river in Kazakhstan. |
| 5 Astana is | E string instrument. |

2 Read and complete. Use: a, an, or the where necessary.



ALMATY-

A Perfect Place to Be!

Do you like fun? Then come to **1)** - Almaty! It's **2)** _____ amazing city in **3)** _____ Kazakhstan! You can walk in **4)** _____ mountains or visit **5)** _____ Big Almaty Lake! In the city, there's **6)** _____ great park with beautiful flowers!

3 Write an ad for visitors to your city. Use Ex. 2 to help you.

Structures: *Kazakhstan is a big country.*



I can talk about my city.



Go to Activity Book, page 80.





GEOGRAPHY

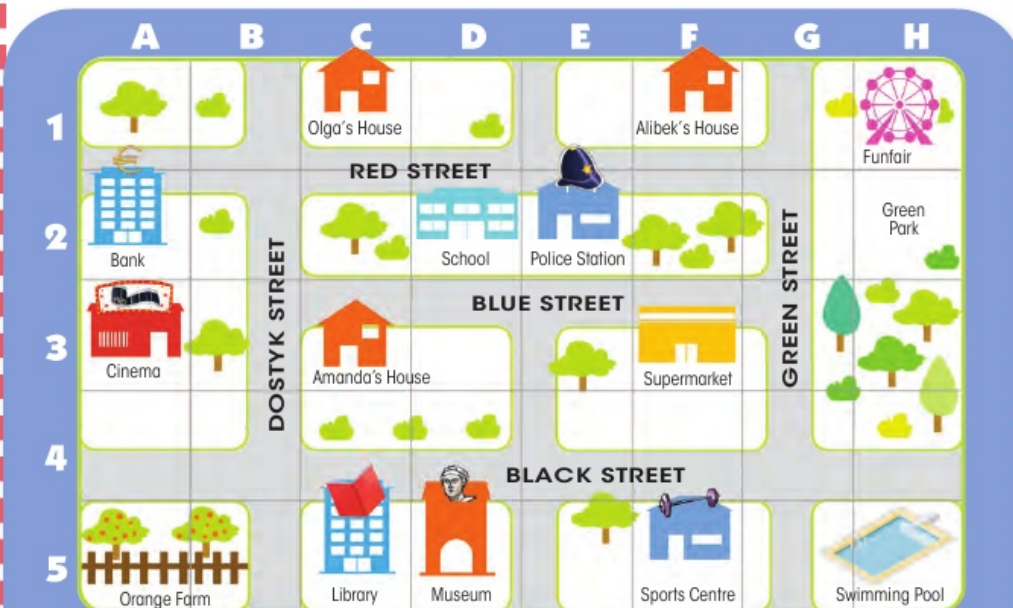


Lesson 8



Think

How to use a map! Read and answer.



- 1 Draw the quickest way from Alibek's house to the sports centre.
- 2 I'm at 3F. Where am I?
- 3 Which street is the library on?
- 4 My friend's house is opposite the funfair. Who's my friend?
- 5 Whose house is nearest to the supermarket, Olga's or Amanda's?
- 6 What can you find on Dostyk Street?
- 7 Where's the funfair?
- 8 I'm at 5H. Where am I?



I can use a map.

Go to Activity Book, page 82.



89



Lesson 9

Sounds and Words



1 Listen. Look. Say.



OW



town

down



OU



house

around

2 Look, read and write. Work with your friend.

1 It's a farm animal.



3 It's under your nose.



2 It's got a long tail.



4 Your house is in this.



3 Listen. Say. Play the *Roll the Sight Words* game.

SIGHT WORDS:

so

ride

up

see

street

by



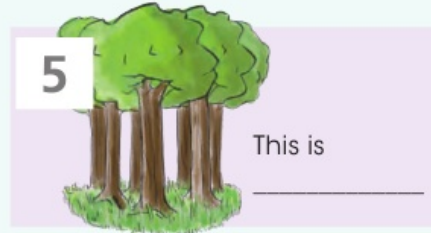
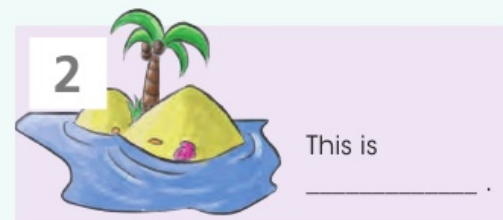
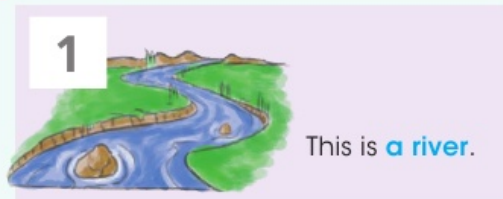


7

Lesson 10

Checkpoint

1 Look and complete.



2 Read and circle.

- 0 You can buy meat there.
- 1 You can buy crisps there.
- 2 You can play tennis there.
- 3 You can read books there.
- 4 You can sleep there.

- butcher's – sports centre
- bank – supermarket
- sports centre – butcher's
- museum – library
- hotel – bank

3 Think Read and write the names.



Six children are on the train. The boys are **James, Barry and Terry**. The girls are **Judy, Olga and Tanya**. **Olga** is sitting opposite a boy. **Tanya** is sitting between two boys. She isn't sitting next to **James**. **James** is sitting next to **Judy**. **Terry** is sitting next to the window. **Judy** is sitting opposite **Tanya**. **Barry** isn't sitting next to the window.

Go to Activity Book, pages 84-85

Formative Evaluation (Teacher's Resource Material)



91

8 Wonderful World

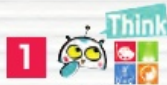




8

Lesson 1

Inventions and bright ideas



1 Which run on **batteries**? Which run on **electricity**? Which run on batteries and electricity? Tell the class.

1 It runs on electricity.



2 Do they run on batteries or electricity? Tell your friend. Can you add some more?



TV



watch



MP3 player



CD player

Vocabulary: Sources of energy



I can talk about different sources of energy.

Go to Activity Book, page 87.



93



8

Lesson 2

1



Think

Listen, point and repeat. Do these words sound the same in your language?



2



Read and complete. Then listen and check.

Headphones, smartphones, 1) remote controls,
2) Digital _____, 3) games _____!
It's a hi-tech world and we're doing fine,
Technology is the sign of our time!

Digi kids, Digi kids,
Our lives are digital!
Digi kids, Digi kids
Technology's a thrill!

4) Lap _____, 5) smart _____ - get up
to date, GPS - you don't want to be late!
Technology is the way of the world,
A cooler place for smarter boys and girls!

3



Sing the *Digi Kids* song!



94

Vocabulary: Gadgets and inventions



I can talk about gadgets.
Go to Activity Book, page 88.





GRAMMAR

Comparatives, superlatives

small – smaller – **smallest**

BUT

big – bigger – **biggest**

heavy – heavier – **heaviest**

good – better – **best**

bad – worse – **worst**



The blue smartphone is **the smallest of** all.

1 Read and complete. Then answer.

Dana, Assel and Ulan have all got gadgets.



Dana's smartphone is the **1) oldest (old)** of all. Assel's smartphone is **2) _____ (new)** than Ulan's.

• Who's got the **3) _____ (new)** smartphone?



Assel's laptop is **4) _____ (heavy)** than Dana's, but **5) _____ (light)** than Ulan's.

• Who's got the **6) _____ (heavy)** laptop?



2 **Think** Over to you: Complete. Then answer.



The penguin is the **cutest** animal in the world.

- 1 What's **the cutest** animal in the world? (**cute**)
- 2 Who's _____ in your class? (**funny**)
- 3 Who's _____ in your family? (**young**)
- 4 Who's _____ in your class? (**fast**)
- 5 What's _____ school subject of all? (**easy**)

Structures: The blue smartphone is the smallest of all.



I can compare people, animals and things.

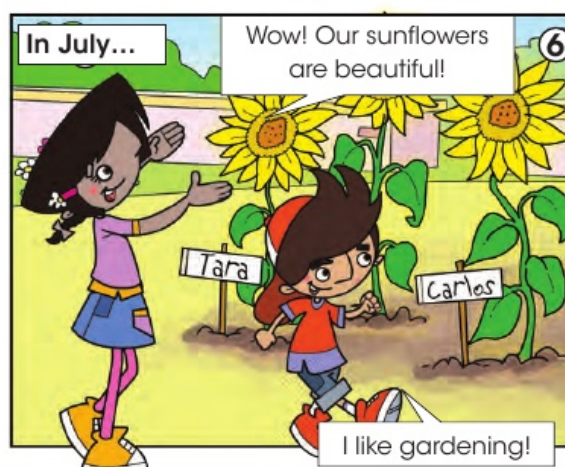
Go to Activity Book, page 89.



95

1 **Listen and read.**

Sunflowers





8

Lesson 4



2



Think Read again and complete.

The teacher has got a bright idea: They must plant 1) **sunflower** 2) s _____.
The children wait for 3) s _____. The sunflowers are 4) b _____.
But look! There's a 4) t _____ plant in them!

3

Which of these ideas is the best for your school? Choose.

- recycle old books
- start a school garden
- collect old clothes and toys
- recycle batteries

Talking Point

4



Listen and read.

Make a new dialogue with your friend.

Berik: **Miss**, I've got an idea!

Teacher: What is it, **Berik**?

Berik: Why don't we **start a school garden**?
We can grow fruit and vegetables.

Teacher: That's great! Come on, children! Let's talk about **Berik's** idea!



I can read a story about the characters' bright idea and talk about bright ideas for school.



Go to Activity Book, page 90.

97



8

Lesson 5

Famous people



1 Listen, point and repeat. What do you want to be?



painter



astronaut



singer



writer



actor



athlete

2



Read and circle.

1

Taylor Swift

is a famous
singer / **astronaut**
from the USA.
She can play
the guitar, too!
Taylor Swift
loves animals.
She's got two cats.
Her lucky number
is thirteen.



2

This is **Yeldos Smetov**.
He is a famous **actor** /
athlete. He's an Olympic
champion from
Kazakhstan. He has got
two Olympic medals!



3

This is **J.K. Rowling**.
She is a famous
astronaut / **writer**
from England. J. K.
Rowling is famous
for the *Harry Potter*
books. Her birthday
is on the same day
as Harry Potter's.



•



Think of a famous person. Write an interesting fact about him/her.



98

Vocabulary: Jobs



I can talk about famous people.

Go to Activity Book, page 91.



8

Lesson 6



GRAMMAR

Prepositions of direction



up the ladder



down the ladder



through the tunnel



across the street



along the street



into the room



out of the room

1



Listen and complete. Then read again and choose **A**, **B** or **C**.



At the Adventure Park

Go 1) **down** the steps
 2) _____ the water. Swim
 3) _____ the lake. Get
 4) _____ the water, onto
 the blue boat. Climb
 5) _____ the ladder and
 walk 6) _____ the bridge.
 Go 7) _____ the tunnel.
 Find the bell and ring it. You
 are finally at the finish!

2



Think

Read and choose.

1 Which of these can you walk into?

a a sports centre

b a pencil

2 Which things can you go up?

a a park

b the steps

3 What can you walk along?

a a beach

b the ladder

Structures: *Chico's going up the ladder.*



I can give directions.

Go to Activity Book, page 92.



99



Lesson 7



Project



1 Read. Answer the questions.

- 1 What is the name of the invention?
- 2 What can it do?
- 3 Do you like the invention? Why?

2 **Think** Tell the class.

- Have you got an idea for a new gadget/invention? What is it?
- What can you call it?
- What can you do with it?

3 **SHOW and Tell** Design a fun invention and write about it. Present your project to the class.



100 Module project: A fun invention



I can write about my invention.
Go to Activity Book, page 93.



Think

Look and read. Match.

Which key/keys do we use ...

- 1 **b** to delete something?
- 2 for capital letters?
- 3 to put a space between words?
- 4 for a question mark?
- 5 to move to a new line?



I can use a computer.

Go to Activity Book, page 94.



101



8

Lesson 9

Sounds and Words



1 Listen. Look. Say.



2 Listen. Look. Say.

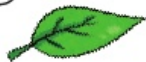


3 ee or ea? Complete the words.



w _ _ k

2



l _ _ f

3



s _ _ son

4



s _ _ ds

4 Listen. Say. Choose three sight words and complete.

SIGHT WORDS:

sleep

keep

feet

sheep

street

tree



The _____
like _____ing
under the _____.





8

Lesson 10

1 Read and number.

- 0 smartphone
- 1 games console
- 2 digital camera
- 3 remote control
- 4 headphones
- 5 laptop



Checkpoint

2 Look and write.



writer



p _____



s _____



a _____



a _____

3 Make questions. Then answer them about yourself.

- 1 you've/What's/thing/got?/
oldest/the

- 2 funniest/the/got?/What's/
thing/you've

- 3 the/got?/smallest/thing/
you've/What's

- 4 thing/you've/fastest/the/
What's/got?

Storytime 2, page 107

Go to Activity Book, pages 96-97

Formative Evaluation (Teacher's Resource Material)



103



1



Listen and read.

Look at this eagle! It's a very big bird. It has got brown feathers and a sharp beak. It's the national animal of Kazakhstan. It flies up high and looks for small animals to eat. Eagles are strong and beautiful birds. There is an eagle on the flag of Kazakhstan, too!



Look at this wonderful badger! Badgers look like bears, but they are quite small. They have got a long nose and small ears. A badger's home is in the ground and it's even got a bathroom!



Oh, look at this finger monkey! It's got small eyes, small ears - small everything! Finger monkeys can jump quite high!

Is this pasta? No! Is it ice cream? Yes! It's ice cream with white chocolate and strawberries in it. Yummy!

2 Read again and match to make sentences.

1 There's an eagle	a white chocolate in the ice cream.
2 There's a bathroom	b can jump very high.
3 Finger monkeys	c in a badger's house.
4 There's	d on the flag of Kazakhstan.

3    Find or draw pictures of amazing animals or funny food. In groups, do a project. Present it to the class.

105

Storytime 1 The Cuckoo



A story from Mexico



cuckoo



seed



mole



forest

Cuckoo is very beautiful. She loves singing. She sings all day and all night!

Look! The birds are working.

Bird: Oh, no! Cuckoo is singing again!

It's night time. The birds are tired.

Owl: Stop singing now, cuckoo! We are sleeping.

Cuckoo: Oh, no! What's that?

Mole: It's a fire, Cuckoo! Help! Save the seeds!

Cuckoo: Don't worry, Mole!

Mole: Well done, Cuckoo! We've got all the seeds!

The next day ...

Bird: Look at the tree! Look at the forest! Where are our seeds?

Bird: Oh, dear! Is that you, Cuckoo?

Mole: We've got all the seeds, thanks to Cuckoo.

Bird: Thank you, Cuckoo! We love you!



1



Listen and read. Who saves the seeds?

2



How do you feel about the cuckoo? Why? Tell the class.

106

Values



There is good in everyone!

Storytime 2 The Dancing Tortoise



A story from Brazil



tortoise



cage



thirsty

Elephant: Listen! Tortoise can play wonderful music!
Monkey: Come on, everyone! Let's dance!
Man: Aha! I want to take that tortoise home with me!
Man: Now you can play music for my children!
Man: Don't let the tortoise out of the cage!
Boy: Listen! The tortoise can play music!
Tortoise: I can dance, too! Let me out and I can show you!
Girl: You are very clever!
Tortoise: I'm thirsty. Can I go for some water?
Girl: OK. But don't go far away!
Tortoise: Ha, ha! Now I can sing and dance with my friends all day again!



1



Listen and read. What can the tortoise do?

2



Why is the tortoise clever?
 Tell your friend.

Values



Be clever
 and brave!

Glossary

English

Module 1

Always /ɔ:lweɪz/
Art /ɑ:t/
Do one's homework
/du: wʌnz 'həʊmwɜ:k/
English /'ɪŋɡlɪʃ/
Five hundred /faɪv 'hʌndrəd/
Friday /'fraɪdi/
Geography /dʒi'ɒɡrəfi/
Get up /,get 'ʌp/
Go to bed /,gəʊ tə 'bed/
Go to school /,gəʊ tə 'sku:l/
Have breakfast /həv 'brekfəst/
Have dinner /həv 'dɪnə/
Have lunch /həv 'lʌntʃ/
History /'hɪstəri/
ICT /aɪ si: 'ti:/

Maths /mæθs/
Monday /'mʌndi/
Music /'mju:zɪk/
Never /nevə/
Nine hundred /naɪn 'hʌndrəd/
Often /'ɒfən/
One thousand /wʌn 'θaʊzənd/
PE /pi: 'i:/
Saturday /'sætədi/
Science /saɪəns/
Sometimes /'sʌmtaɪmz/
Sunday /'sʌndi/
Three hundred /θri: 'hʌndrəd/
Thursday /θɜ:zdi/
Tired /taɪəd/
Tuesday /'tju:zdi/
Two hundred /tu: 'hʌndrəd/
Usually /ju:ʒuəli/
Watch TV /wɒtʃ ti:'vi/
Wednesday /'wenzdi/

Module 2

Aunt /ɑ:nt/
Be quiet /bi: 'kwəɪət/
Chew gum /tʃu: 'ɡʌm/
Cousin /'kʌzən/
Do the dishes /du: ðə 'dɪʃɪz/
Do the shopping /du: ðə
'ʃɒpɪŋ/
Drop litter /drɒp 'lɪtə/
Feed the fish /fi:d ðə 'fi:/

Kazakh

Әрқашан
Өнер
Үй тапсырмасын жасау

Ағылшын
Бес жүз
Жұма
География
Тұру
Ұйықтауға жату
Мектепке бару
Таңғы ас ішу
Кешкі ас ішу
Түскі ас ішу
Тарих
Ақпараттық-коммуникациялық
технологиялар (Информатика
сабағы)
Математика
Дүйсенбі
Музыка
Ешқашан
Тоғыз жүз
Жиі
Мың
Дене шынықтыру
Сенбі
Жаратылыстану
Кейде
Жексенбі
Үш жүз
Бейсенбі
Шаршаған
Сейсенбі
Екі жүз
Әдетте
Теледидар қарау
Сәрсенбі

Тәте
Тыныш болу
Сағыз шайнау
Жиен,бөле
Ыдыс жуу
Сауда жасау

Қоқыс тастау
Балықты тамақтандыру

Russian

Всегда
Искусство
Делать домашнее задание

Английский
Пятьсот
Пятница
География
Вставать
Ложиться спать
Идти в школу
Завтракать
Ужинать
Обедать
История
ИКТ Информационно-
коммуникационные технологии
(урок информатики)
Математика
Понедельник
Музыка
Никогда
Девятьсот
Часто
Тысяча
Физическая культура
Суббота
Естествознание
Иногда
Воскресенье
Триста
Четверг
Уставший
Вторник
Двести
Обычно
Смотреть телевизор
Среда

Тетя
Быть тихим
Жевать жвачку
Кузен/кузина
Мыть посуду
Делать покупки

Мусорить
Кормить рыбок

English

Grandparents /ˈgrænpereɪnts/
Make noise /meɪk ˈnɔɪz/
Make the beds /meɪk ðə ˈbedz/
Parents /ˈpeərənts/
Shout /ʃaʊt/
Take out the rubbish /teɪk
aʊt ðə ˈrʌbɪʃ/
Tidy the room /taɪdi ðə ˈruːm/
Uncle /ˈʌŋkəl/
Walk the dog /wɔːk ðə ˈdɒg/
Water the plants /ˈwɔːtə ðə
ˈplɑːnts/
Wear a uniform /ˌweər ə
ˈjuːnəfɔːm/

Module 3

Badminton /ˈbædmɪntən/
Baseball /ˈbeɪsbɔːl/
Basketball /ˈbɑːskɪtbɔːl/
Bat /bæt/
Dombyra /ˈdɒmbɪrə/
Drum /drʌm/
Flute /fluːt/
Have a sack race /hæv ə ˈsæk
reɪs/
Hockey /ˈhɒki/
Jog /dʒɒg/
Kobyz /ˈkɒbɪz/
Net /net/
Play a board game /pleɪ ə
ˈbɔːd geɪm/
Play chess /pleɪ ˈtʃes/
Play hide-and-seek /pleɪ ˈhaɪd
ənd sɪk/
Play hopscotch /pleɪ ˈhɒpskɒtʃ/
Play tag /pleɪ ˈtæg/
Racket /rækɪt/
Rugby /ˈrʌɡbi/
Skip /skɪp/
Stick /stɪk/
Table tennis /ˈteɪbəl ˈtenɪs/
Tambourine /ˈtæmbəˈriːn/
Violin /ˈvaɪəlɪn/
Zhetygen /dʒetɪɡen/

Module 4

Bag /bæg/
Baker /ˈbeɪkə/
Bring letters and parcels
/brɪŋ ˈletəz ənd ˈpɑːsəlz/
Coat /kəʊt/
Doctor /ˈdɒktə/
Farmer /ˈfɑːmə/

Kazakh

Ата-әже
Шұлау
Төсек жинау
Ата-ана
Айқайлау
Қоқысты шығару

Бөлмені жинау
Аға, нағашы аға
Итпен серуендеу
Өсімдіктерді суару

Форма кию

Бадминтон
Бейсбол
Баскетбол
Бита
Домбыра
Барабан
Сыбызғы
Қаппен секіру жарысы

Хоккей
Жай жүгіру
Қобыз
Сетка
Үстел ойын ойнау

Шахмат ойнау
Тығылыспақ ойнау

Классик ойынын ойнау
Қуаласпақ (қуыспақ) ойнау
Ракетка
Регби
Секіргішпен секіру
Таяқша
Үстел теннисі
Сылдырмақ
Скрипка
Жетіген

Сөмке
Наубайшы
Хаттар мен сәлемдемелер алып
келу
Медициналық халат
Дәрігер
Фермер

Russian

Бабушка и дедушка
Шуметь
Заправлять постель
Родители
Кричать
Выносить мусор

Убираться в комнате
Дядя, брат мамы и папы
Выгуливать собаку
Поливать растения

Носить униформу

Бадминтон
Бейсбол
Баскетбол
Бита
Домбра
Барабан
Флейта
Бег в мешках

Хоккей
Бегать трусцой
Кобыз
Сетка
Играть в настольную игру

Играть в шахматы
Играть в прятки

Играть в классики
Играть в догонялки
Ракетка
Регби
Прыгать через скакалку
Палка
Настольный теннис
Бубен
Скрипка
Жетыген

Сумка
Пекарь
Приносить письма и посылки

Медицинский халат
Врач
Фермер

English

Fight fires /faɪt 'faɪəz/
 Firefighter /faɪə'faɪtə/
 Greengrocer /'ɡriːnˌɡrəʊsə/
 Grow fruit /grəʊ 'fruːt/
 Helmet /'helmt/
 Help sick people /help 'sɪk piːpəl/
 Make bread /meɪk 'bred/
 Police officer /pə'liːs ˌɒfɪsə/
 Postman /'pəʊstmən/
 Sell vegetables /sel 'vedʒtəbelz/
 Tractor /'træktə/
 Uniform /'juːnəfɔːm/
 Van /væn/
 Vet /vet/

A World of Wonder 1

Enjoy /ɪn'dʒɔɪ/
 July /dʒuˈlaɪ/
 National /næʃənəl/
 Outdoors /aʊt'dɔːz/

Skate /skeɪt/

Module 5

Beef /biːf/
 Biscuit /'bɪskɪt/
 Bitter /'bɪtə/
 Bread /bred/
 Butter /'bʌtə/
 Cereal /'sɪəriəl/
 Chicken /'tʃɪkɪn/
 Cocoa /'kəʊkəʊ/
 Cola /'kəʊlə/
 Corn /kɔːn/
 Crisps /kɪsps/
 Fish /fɪʃ/
 Lemon /lemən/
 Lettuce /'letɪs/
 Lollipop /'lɒlɪpɒp/
 Milk /mɪlk/
 Noodles /'nuːdəlz/
 Olive /'ɒlɪv/
 Pasta /'pæstə/
 Peas /piːz/
 Pizza /'piːtsə/
 Rice /raɪs/
 Salty /sɔːlti/
 Sausages /'sɔːsɪdʒɪz/
 Sour /saʊə/
 Steak /steɪk/

Kazakh

Өрт сөндіру
 Өрт сөндіруші
 Жеміс жидек сатушы
 Жеміс жидек өсіру
 Дулыға
 Ауру адамдарға көмектесу
 Нан пісіру
 Полиция қызметкері
 Пошташы, пошта тасушы
 Көкөніс сату
 Трактор
 Униформа
 Фургон (жүк/адам тасымалдайтын автомобиль)
 Мал дәрігері

Рақатқа бөлену
 Шілде
 Ұлттық
 Ашық алаңда, таза ауада

Коньки тебу

Сиыр еті
 Піспе нан (печенье)
 Ащы
 Нан
 Май
 Ұлпек
 Тауық
 Какао
 Кола
 Жүгері
 Чипсы
 Балық
 Лимон
 Латук салаты
 Чупа-чупс
 Сүт
 Кеспе
 Зәйтүн
 Макарон
 Бұршақ
 Пицца
 Күріш
 Тұзды
 Шұжық
 Қышқыл
 Стейк

Russian

Тушить пожары
 Пожарный
 Продавец овощей и фруктов
 Выращивать фрукты
 Шлем
 Помогать больным людям

Печь хлеб
 Полицейский
 Почтальон
 Продавать овощи
 Трактор
 Униформа
 Фургон

Ветеринар

Наслаждаться
 Июль
 Национальный
 На открытой площадке, на открытом воздухе
 Кататься на коньках

Говядина
 Печенье
 Горький
 Хлеб
 Масло
 Злаки (хлопья)
 Курица
 Какао
 Кола
 Кукуруза
 Чипсы
 Рыба
 Лимон
 Латук (листья салата)
 Чупа-чупс
 Молоко
 Лапша
 Оливки
 Макароны изделия
 Горох
 Пицца
 Рис
 Солёный
 Сосиски
 Кислый
 Стейк

English

Sugar /'ʃʊgə/
Sweet /swi:t/
Tuna /'tju:nə/
Vinegar /'vɪnɪgə/
Yogurt /'jɒgət/

Module 6

Body /'bɒdi/
Camel /'kæməl/
Chicken /'tʃɪkɪn/
Cow /kaʊ/
Crocodile /'krɒkədail/
Dolphin /'dɒlfɪn/
Duck /dʌk/
Ears /ɪəz/
Elephant /'elɪfənt/
Eyes /aɪz/
Goat /gəʊt/
Gorilla /gə'rɪlə/
Head /hed/
Horse /hɔ:s/
Jungle /'dʒʌŋɡəl/
Lay eggs /leɪ 'egz/
Legs /legs/
Lizard /'lɪzəd/
Mouth /maʊθ/
Nose /nəʊz/
Ocean /'əʊʃən/
Penguin /'pɛŋɡwɪn/
Polar bear /'pəʊlə 'beə/
Polar region /'pəʊlə 'rɪ:dʒən/
Sheep /ʃi:p/
Steppe /step/
Tail /teɪl/
Teeth /ti:θ/
Tiger /taɪgə/
Whale /weɪl/

Module 7

Bank /bæŋk/
Butcher's /'bʊtʃəz/
England /'ɪŋɡlənd/
Forest /'fɒrɪst/
Great Britain /greɪt 'brɪtən/
Hotel /həʊtel/
Island /'aɪlənd/
Kazakhstan /'kæzæk'stɑ:n/
Lake /leɪk/
Library /'laɪbrəri/
Mountain /maʊntɪn/
Museum /mju:'zi:əm/
Northern Ireland /'nɔ:ðən
'aɪələnd/

Kazakh

Қант
Тәтті
Түнец
Сірке суы
Йогурт

Дене
Түйе
Тауық
Сиыр
Қолтырауын
Дельфин
Үйрек
Құлақтар
Піл
Көздер
Ешкі
Горилла
Бас
Жылқы
Джунгли
Жұмыртқалау
Аяқтар
Кесіртке
Ауыз
Мұрын
Мұхит
Пингвин
Ақ аю
Полярлық аймақ
Қой
Жазық дала
Құйрық
Тістер
Жолбарыс
Кит

Банк
Ет дүкені
Англия
Орман
Ұлыбритания
Қонақ үй
Арал
Қазақстан
Көл
Кітапхана
Тау
Мұражай
Солтүстік Ирландия

Russian

Сахар
Сладкий
Тунец
Уксус
Йогурт

Тело
Верблюд
Курица
Корова
Крокодил
Дельфин
Утка
Уши
Слон
Глаза
Коза
Горилла
Голова
Лошадь
Джунгли
Откладывать яйца
Ноги
Ящерица
Рот
Нос
Океан
Пингвин
Полярный медведь
Полярный регион
Овца
Степь
Хвост
Зубы
Тигр
Кит

Банк
Мясная лавка
Англия
Лес
Великобритания
ОТЕЛЬ
Остров
Казахстан
Озеро
Библиотека
Гора
Музей
Северная Ирландия

English

River /'rɪvə/
Scotland /'skɒtlənd/
Sports centre /'spɔːts ˌsentə/
Wales /weɪlz/

Module 8

Actor /'æktə/
Astronaut /'æstrənɔːt/
Athlete /'æθliːt/
Battery /'bætəri/
Digital camera /ˌdɪdʒɪtəl
'kæməɾə/
Electricity /ɪˌlek'trɪsəti/
Games console /ˌgeɪmz
ˌkɒnsəʊl/
Headphones /'hedfəʊnz/
Laptop /'læptɒp/
Painter /'peɪntə/
Remote control /rɪˌməʊt
kən'trəʊl/
Singer /'sɪŋə/
Smartphone /'smɑːtfəʊn/
Smartwatch /'smɑːtwɒtʃ/
Writer /'raɪtə/

A World of Wonder 2

Badger /'bædʒə/
Beak /biːk/
Bear /beə/
Eagle /'iːɡəl/
Feather /'feðə/
Monkey /'mʌŋki/
Strawberry /'strɔːbəri/

The Cuckoo

Cuckoo /'kʊkuː/
Forest /'fɒrɪst/
Mole /məʊl/
Seed /siːd/

The Dancing Tortoise

Cage /keɪdʒ/
Thirsty /'θɜːsti/
Tortoise /'tɔːtəs/

Kazakh

Өзен
Шотландия
Спорт кешені
Уэльс

Актер
Ғарышкер
Спортшы
Батарея
Цифрлық фотоаппарат

Электр энергиясы
Ойын приставкасы

Құлаққаптар
Ноутбук
Суретші
Қашықтан басқару пульті

Әнші
Смартфон
Смарт сағаты
Жазушы

Борсық
Тұмсық
Аю
Бүркіт
Қауырсын
Маймыл
Құлпынай

Көкек
Орман
Кертышқан
Тұқым

Тор
Шөлдеу
Тасбақа

Russian

Река
Шотландия
Спортивный центр
Уэльс

Актер
Космонавт
Атлет
Батарея
Цифровой фотоаппарат

Электричество
Игровая приставка

Наушники
Ноутбук
Художник
Пульт управления

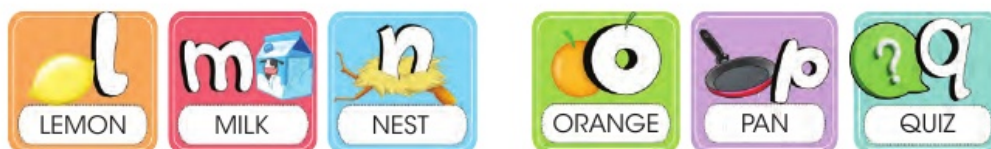
Певец
Смартфон
Смарт часы
Писатель

Барсук
Клюв
Медведь
Орел
Перо
Обезьяна
Клубника

Кукушка
Лес
Крот
Семечко

Клетка
Испытывать жажду
Черепашка

The ALPHABET



English Language

for Kazakhstan Grade 4



English Language for Kazakhstan Grade 4 brings the colour and excitement of the **real world** into the classroom. Pupils explore different **school subjects** through English, learn to be **critical thinkers** and develop the **21st century skills** that are necessary in the modern world!

Wonder! Think! Discover!

-  Cross-curricular Language Learning
-  Authentic documentary-style videos, captivating dialogues and animated stories
-  21st Century Skills focus (creativity, communication, critical thinking and collaboration) promote global citizenship
-  Development of Social and Emotional Skills (craftwork, games, role play, mediation tasks and values)
-  Combination of print and digital resources to support digital literacy
-  Reflective approach to evaluation
-  Promotion of intercultural awareness and gender equality

For Pupils

- Pupil's Book with DIGI APP
- Activity Book with DIGI APP

For Teachers

- Teacher's Book
(*Interleaved*)
- Teacher's Resource
Material
(Extra worksheets
and tests – downloadable)
- DIWB



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