

TEENS' ENGLISH 7

Umumiy o'rta ta'lim maktablarining 7-sinfi uchun darslik

*O'zbekiston Respublikasi Xalq ta'limi
vazirligi tasdiqlagan*

Pupil's Book



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– tinglab tushunish yoki video mashqlarni bajarish;



– mashq daftarini ochib, u yerdan tegishli mashqni daftarga ko'chirib olish va bajarish uchun mo'ljallangan topshiriqlar;



– gapirish amaliyoti uchun dialogik nutq;



– kuchli o'quvchilar yoki sinflar uchun qo'shimcha topshiriq.

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Dear Pupil!

Welcome to **Teens' English 7!**

This **pupil's book** is full of interesting and fun activities and exercises which will help you learn and practise English. At the back of the book you can find a useful list of grammar points and vocabulary.

The **workbook** contains extra exercises and activities to help you practise your English in the classroom or at home.

With the help of the **progress checks** you can test the knowledge you got from the units.

There is also a **multimedia resource** which you can use with your teacher or at home to develop your listening skills.

Remember that the best way to learn English is by using it. Try to use English as much as you can during your lessons and at home with your friends.

We hope that you will enjoy using this course and that your own English will soon get better!

Have fun!

The Authors

Aziz o'quvchi!

Teens' English 7 darsligiga xush kelibsiz!

Ushbu **darslik** ingliz tilini o'qib o'rganishingizga yordam beradigan qiziq va ajoyib mashq hamda topshiriqlar bilan to'la. Darslikning oxirida grammatikaga oid ma'lumotlar va lug'at berilgan.

Mashq daftari ingliz tilini sinfda yoki uyda o'qib o'rganishingizga yordam beradigan qo'shimcha mashq va topshiriqlarni o'z ichiga oladi.

Nazorat ishlarida bo'limlarni o'rganish davomida olgan bilimlaringizni sinab ko'rishingiz mumkin.

Tinglab tushunish malakalarini rivojlantirish uchun **multimedia ilovasi** ham mavjud bo'lib, undan siz o'qituvchi yordamida yoki uyda mustaqil ravishda foydalanishingiz mumkin.

Ingliz tilini o'rganib olishning eng yaxshi usuli uni amalda qo'llash ekanligini unutmang. Darsda va uyda o'rtoqlaringiz bilan ingliz tilida imkoni boricha ko'proq muloqotda bo'lishga harakat qiling.

Biz bu o'quv materiallari sizga quvonch olib keladi va ko'p vaqt o'tmay ingliz tilidan olgan bilimingiz yaxshilanadi degan umiddamiz.

Sizga omad tilaymiz!

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UNIT 1 Where we live

Inquiry question:

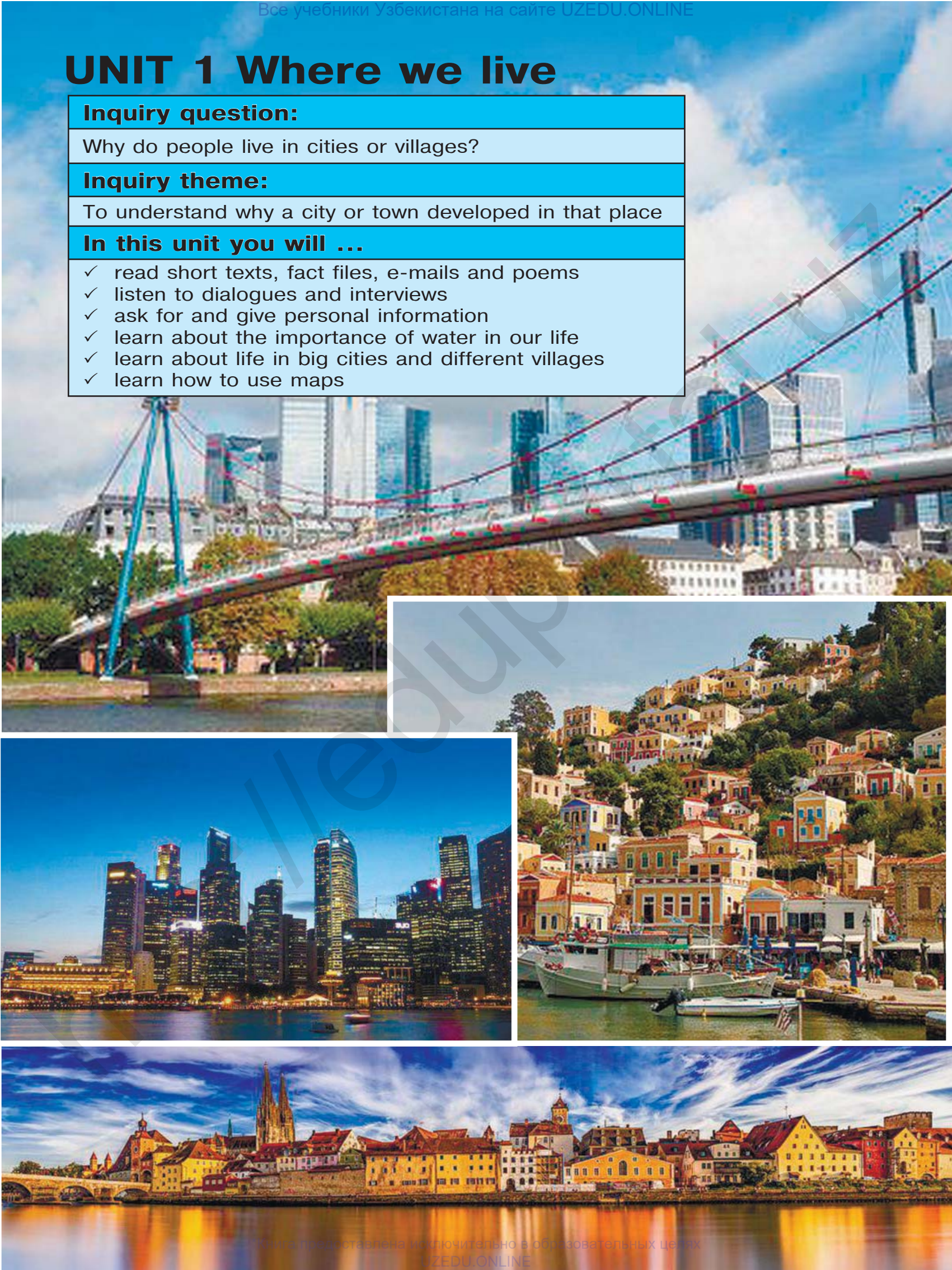
Why do people live in cities or villages?

Inquiry theme:

To understand why a city or town developed in that place

In this unit you will ...

- ✓ read short texts, fact files, e-mails and poems
- ✓ listen to dialogues and interviews
- ✓ ask for and give personal information
- ✓ learn about the importance of water in our life
- ✓ learn about life in big cities and different villages
- ✓ learn how to use maps



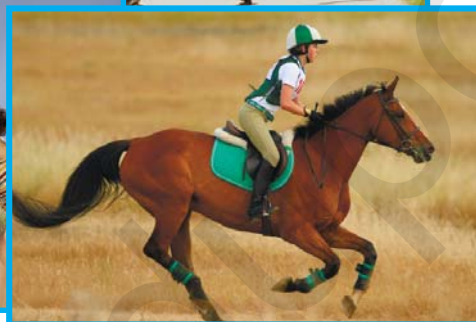
LESSON 1 Summer holidays are fun.

1 Listen and repeat.

2a Work in pairs. Ask and answer.

Where did you spend your summer holidays?
What did you do there?
Did you like your summer holidays? Why?/
Why not?

2b Report.



3 Listen and write T for True and F for False.

4a Read the e-mail. Answer the questions.

Did Aziz like his summer? Why? Why not?

Hello Lucy,
How **was** your summer? I **spent** my summer holidays in the summer camp. The camp **was** in the mountains and it **was** fantastic. The weather **was** nice: warm and sunny. Every morning we **did** morning exercises near the river. Then we **made** our beds and **had** our breakfast. Every day we **did** different activities: we **went** hiking and **played** football or volleyball. But most of all I **liked** swimming. In the evening we **had** different competitions. I **was** the chess champion.
I **liked** my summer holidays very much. What about you?
Smiles,
Aziz

4b Work in pairs. Write three questions to Aziz.

e.g. What did you have for breakfast on holiday?

LESSON 2 What is the capital city?

1a Work in pairs. Look and think.

Look at the map. Find the capital city of England. It is London.

The language is _____

Do you know?

The United Kingdom has four countries in it. They are: England, Scotland, Wales and Northern Ireland.

1b Work in a group of 4. Think.

Do you know the capital cities of any other countries?

1c Work in a group of 4. Look and write.

What is the country in Europe nearest to England?

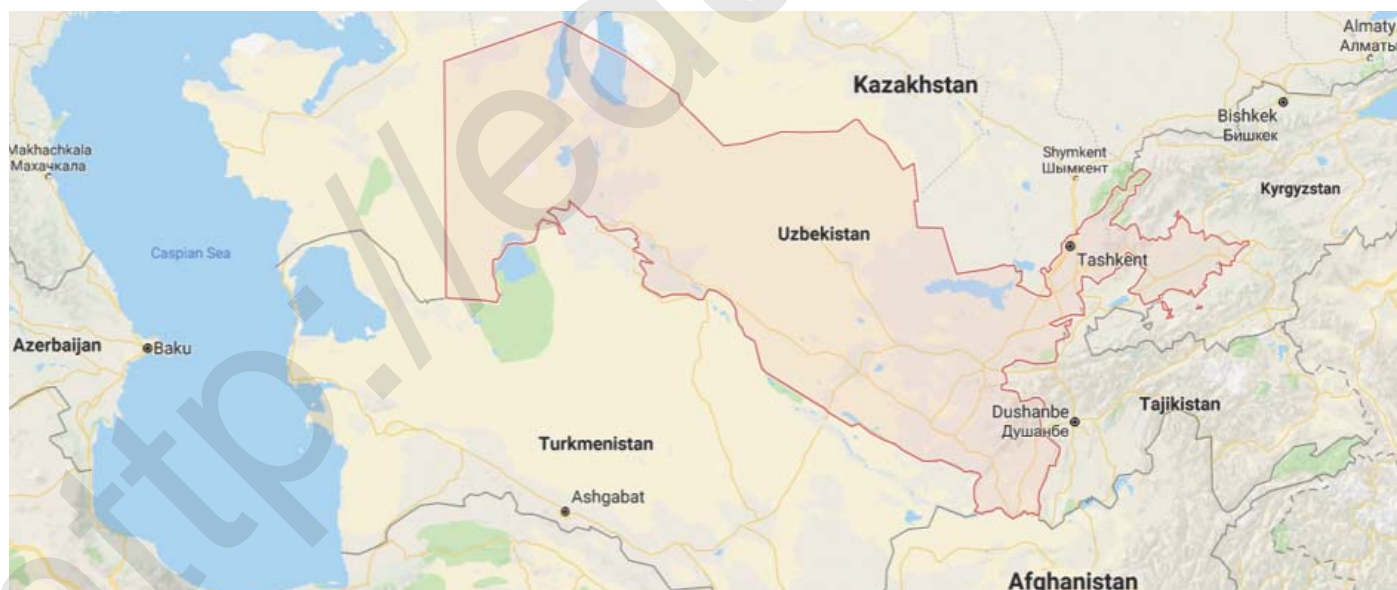
What are the four countries in the United Kingdom?

- a) _____
 b) _____
 c) _____
 d) _____



2a Work in pairs. Look and think.

Find the capital city of Uzbekistan. It is _____.
 The main languages in Uzbekistan are a) _____, b) _____.



2b Work in pairs. Think and write.

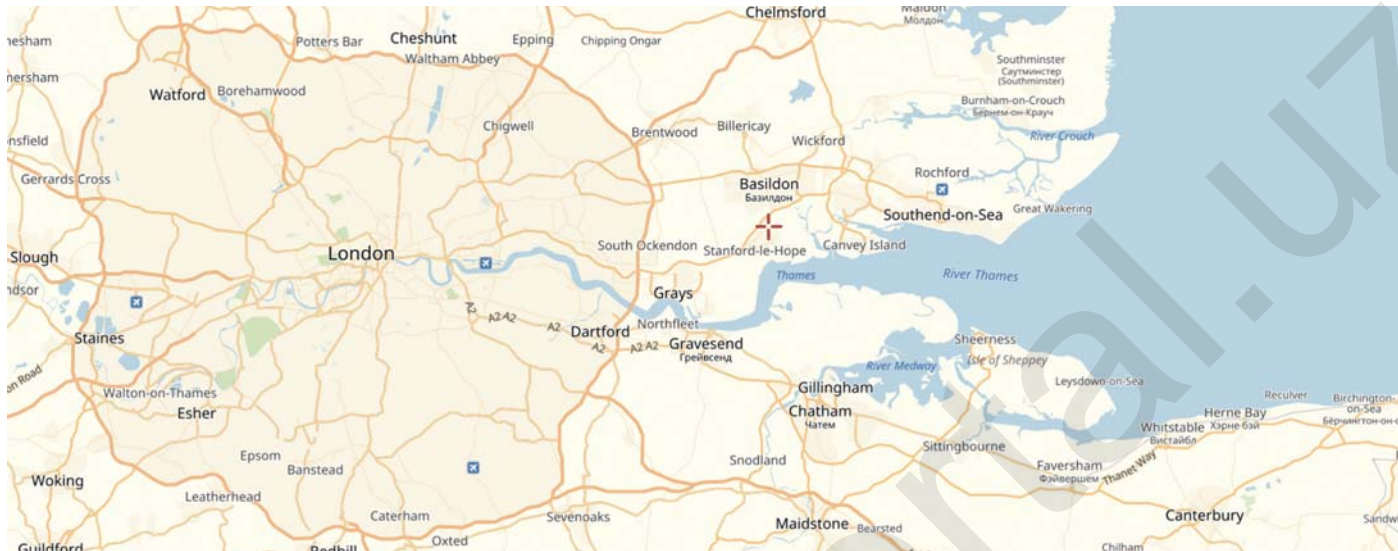
What are the nearest countries to Uzbekistan?
 What are the furthest countries to Uzbekistan?
 What continent is the United Kingdom in?
 What continent is Uzbekistan in?

LESSON 3 Water is life.

1 Work in pairs. Look and think.

Why did people build London city in this place?

What **special features** (*o'ziga xos xususiyat*) does it have?



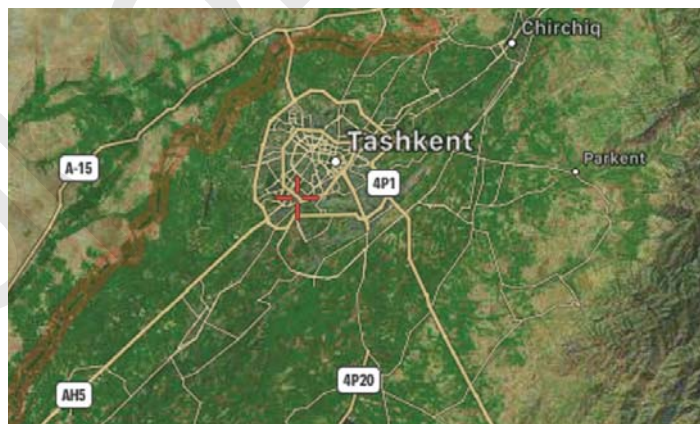
2 Work in a group of 4. Think.

Is it useful to have a river and sea in a city? Why?/Why not?

3 Work in a group of 4. Look and think.

Why did people build Tashkent city in this place?

What special features does it have?



4 Work in groups of 4. Think and discuss.

There is a saying: "Water is life".

What does it mean? Why do people say this?

5 Work in groups of 4. Complete the word map.



6 Listen and match the texts with the sentences.

- 1 Use of water in a daily life.
- 2 Use of water for health.
- 3 Use of water in **agriculture** (*qishloq xo'jaligi*).
- 4 Use of water as **transportation** (*transport vositasi*).

LESSON 4 Life in big cities

1a Work in pairs. Do the quiz.

1b Work in pairs. Ask and answer. Complete the table.

Pupil A look at this page. Pupil B look at page 11.

A: What's the population of Seoul?

B: It's ...

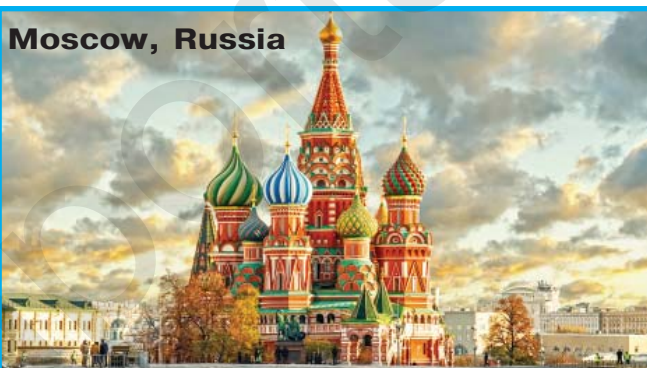
| city | population | area |
|----------|------------|------|
| London | | |
| Moscow | | |
| Paris | | |
| Seoul | | |
| Istanbul | | |
| Tokyo | | |

London, UK



Population: 9,046,485 people
Area: 1,579 square kilometres (sq.km)
 London is the capital of the United Kingdom. It is nearly 2000 years old. And it is one of the biggest cities. It is about 60 kilometres from east to west.

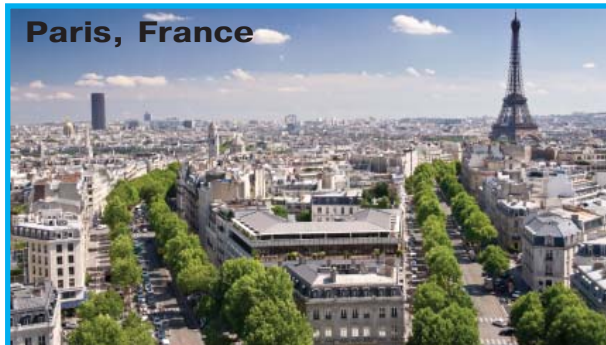
Moscow, Russia



Population: 12,409,738 people
Area: 2,561 sq.km

Prince Yuri Dolgoruky started the city in 1147. Gorky Park is a central park in Moscow. 100,000 people visit it at the end of the week.

Paris, France




Population: 10,900,952 people
Area: 105 sq.km

The capital of France is Paris: it is the 2nd largest city in Europe. The streets are full of people. In the central parts of the city traffic does not stop even at night.

1c Work in pairs. Ask and answer.

e.g. A: Which city has more population: London or Paris?

2a  Work in pairs. Read and match.

2b  Work in pairs. Read and complete the table about big cities.

2c Report.

LESSON 5 Life in villages

1a Work in pairs. Find pairs of words.

e.g. 1f

- | | |
|---------------------|----------------------|
| 1 vintage | a energy |
| 2 eco | b many years ago |
| 3 smart | c friendly to nature |
| 4 electricity | d clever |
| 5 enough | e not little |
| 6 step back in time | f old |

1b Read and match the texts and pictures.

① Most of people in India live in villages. The life in Indian villages is simple; although people have mobile phones and digital television. The roads are very bad. Some villages do not have enough electricity and there are no schools and hospitals. Many people do not have enough food. But now the people in India are trying to make smart villages. In a smart village life is better. Because in a smart village there is clean water, schools, hospitals, enough food and electricity.

② A vintage village is a “step back in time”. A lot of tourists come to Vintage Village in Minnesota (the USA) to see how people lived many years ago. There is a shop where the tourists can buy very old things like vintage clothes, toys and other things. There is also a small farmhouse. When you finish shopping, you can feed and enjoy the farm animals.

③ There are about 420 eco-villages in the world today. The first eco-villages became popular in 1991. Not many people live in an eco-village – about 150. People live life friendly to nature. When they grow plants, they do not use a lot of minerals. Italian architect Paolo Soleri made the first eco-village where he used energy of the sun.



1c Work in pairs. Read and answer.

- 1 In which village do people have enough food?
- 2 Which village do tourists visit to see old national clothes?
- 3 In which village do people think how to help nature?
- 4 Why do people in India want to make smart villages?

2a Work in pairs. Complete the sentences with the words.

2b Listen and check.

2c Work in groups of 4/5. Complete the table. Say how Uzbek village is different from other villages in the world.

LESSON 6 Project Our dream city

1 Work in groups of 4/5. Design your dream city.

- 1 What is this place like?
- 2 Where is it?
- 3 Why is it popular?
- 4 What do people do there?
- 5 How do people get there?

2 Present your dream city.

the most interesting/
wonderful/popular; historical,
exciting, unusual, cultural,
modern, local

3 Choose 1) the most interesting dream city; 2) the most creative dream city; 3) the most comfortable dream city.

Unit 1 • Lesson 4

1b Work in pairs.

**Pupil B: Look at this page.
Ask and answer. Complete
the table.**

A: What's the population of
London?

B: It's ...

| city | population | area |
|----------|------------|------|
| London | | |
| Moscow | | |
| Paris | | |
| Seoul | | |
| Istanbul | | |
| Tokyo | | |

Seoul, Korea



Population: 9,963,497 people

Area: 10,400 sq.km

Seoul is the largest city in South Korea and its capital. It is one of the largest cities in the world with many of the world's companies.

Istanbul, Turkey



Population: 14,804,116 people

Area: 5,461 sq.km

Istanbul is one of the oldest cities in the world. It is the capital city which is between Europe and Asia. Istanbul is the biggest city of Turkey.

Tokyo, Japan



Population: 37,468,302 people

Area: 13,500 sq.km

Tokyo is the capital of Japan, home to the Japanese Emperor and Imperial Family. Today the city offers a lot of shopping and sightseeing that show many places of the Japanese culture.

HOME READING

Graffiti – street art

Modern graffiti began in big cities in the United States in the 1970s. In New York, young people wrote their names, or 'tags', in pen on walls around the city.

One of the first 'taggers' was a teenager called Demetrius. His tag was TAKI 183. He wrote his tag on walls and in stations in New York. Other teenagers saw Demetrius's tag and started writing their tags too. Soon, there were tags on walls, buses and trains all over New York.

Then, some teenagers started writing their tags with aerosol paint. Their tags were bigger and more colourful. Aerosol paint graffiti became very popular in the 1970s and 1980s. It appeared on trains, buses and walls around the world.



In the 1990s and 2000s, a lot of graffiti artists started painting pictures. Some artists' pictures were about politics. Other artists wanted to make cities beautiful and painted big, colourful pictures on city walls.

Graffiti in galleries

In some countries, writing or painting on walls is a crime. Sometimes, graffiti artists have problems with the police. In other countries, artists can draw and paint in certain places. For example, in Taiwan, there are 'graffiti zones' where artists can paint on walls. In Sao Paulo in Brazil, street artists can paint pictures on walls and houses. Their pictures are colourful and beautiful. Some tourists visit Sao Paulo just to see the street art!

In Bristol in the UK, there is a street art festival in August every year. Artists paint all the buildings in a street. Lots



of people come to watch the artists and take photos. You can see exhibitions of street art in some galleries too. There are exhibitions of street art in galleries in Paris, London and Los Angeles.

Who are the artists?

Some street artists are famous:

Os Gemeos are twin brothers from Sao Paulo. They paint big, colourful pictures of people on buildings. In 2007, they painted a castle in Scotland!

Blek le Rat is from Paris. He is famous for painting pictures of homeless people in big cities.

Faith47 is from Cape Town in South Africa. She paints big, colourful pictures of people and animals. She likes painting in different places and you can find her work on buses and, of course, on walls!

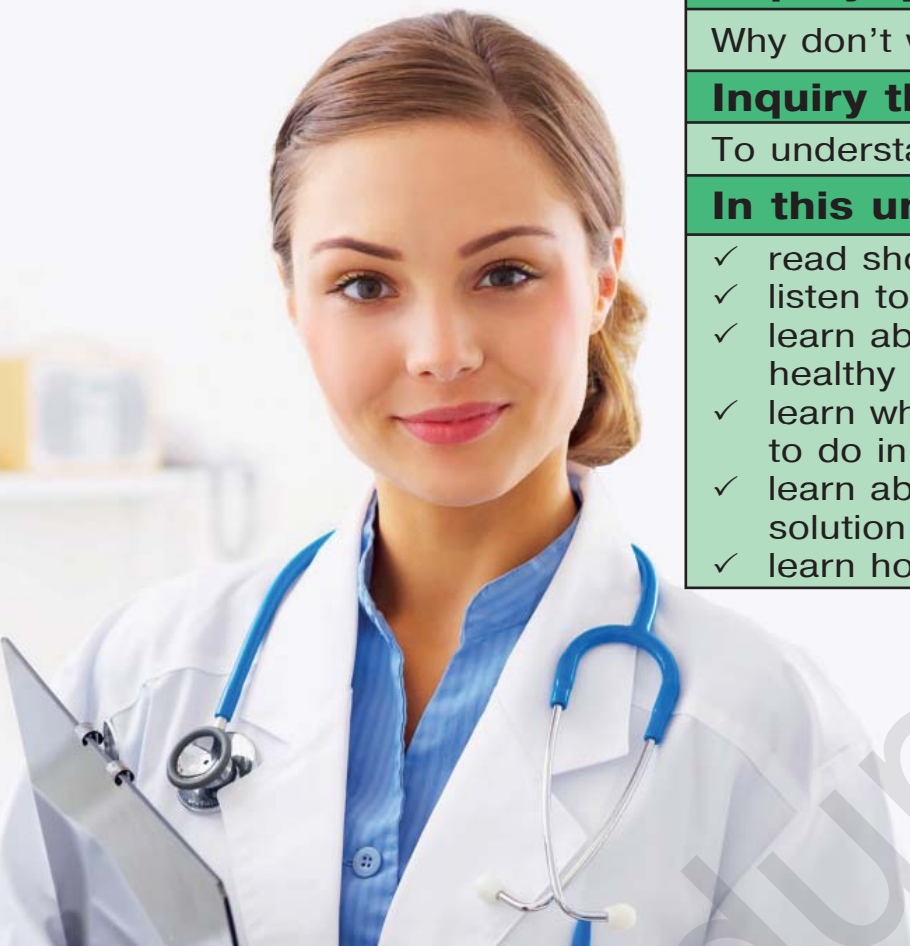


The future of street art

Many street artists use the Internet to look at photos of street art from around the world. They talk to other artists online and discuss ideas. Some street artists are famous and you can see their pictures in galleries. We do not know about the future of street art, but it is here to stay for sure!

Robin Newton

UNIT 2 I don't feel well!



Inquiry question:

Why don't we feel well?

Inquiry theme:

To understand why we do not feel well

In this unit you will ...

- ✓ read short texts, fact files, e-mails
- ✓ listen to dialogues and messages
- ✓ learn about the importance of keeping healthy diet and habits
- ✓ learn why we do not feel well and what to do in order to avoid problems
- ✓ learn about problem-cause-effect-solution relationship
- ✓ learn how to give advice



LESSON 1 I have a pain in my ...

1a Work in pairs. Look and think. Look at the body outline. Draw and label the body.

1b Check and correct your words.

Do you know?

People have 206 bones in their body!

Cats have between 240-245 bones in their body.

heart, chest,
wrist, stomach,
thumb, tongue,
ankle, pain



2a Work in groups of 4/5. Think.

What other body words do you know?

2b Work in groups of 4/5. Think.

Have you ever been ill? What part of the body was not working well? What was wrong?

3a  **Work in pairs. Read and complete.**

3b Play "Listen and Continue".

e.g. **A:** I have a pain in my ear. **B:** I can't hear you.

4 Work in pairs. Choose the words and write a short story.

e.g. Yesterday we played snowballs all evening and it was really fun. But it was very cold and I caught a cold. Today I am not feeling well. I cannot go to school. I should stay at home and lie in bed.

| Yesterday | Today | I can't ... | I should ... |
|---|--|---|---|
|  <ul style="list-style-type: none"> • play snowballs • have a race in PE and fall • have a fight with a classmate • hurt a wrist • eat too many hamburgers • watch TV a lot • play computer games |   <p>I have a { ear stomach ankle wrist eyes</p> | <p>No school!</p>   <p>go to school hear walk write see</p> |   <p>lie in bed visit a doctor have a hot tea have a rest</p> |

LESSON 2 What's the matter with you?

1 Look, listen and repeat.



I have a



headache



cold/cough



(high)
temperature



sore throat



runny nose



stomachache

2 Work in pairs. Play "What's The Matter With You?"

e.g.

A: (*mimes a cough*)

B: What's the matter with you?

A: I have a cough.

B: Oh, poor you. Get well soon.

A: Thank you.

I have



toothache



earache



flu



backache

3a Read the text and match the headings (A-E) with the paragraphs (1-5).

- a) Is it easy to catch flu?
- b) Signs and symptoms
- c) General information
- d) The treatment for flu
- e) Prevention from flu

1 Flu is a serious illness. People get it with the virus. People have problems with the nose, throat and other parts of the body. Flu can be dangerous for children and adults. It is very active during the winter months.

2 Flu usually has 2 or 3 symptoms: a) a high temperature that starts suddenly (the temperature is usually more than 38°C); b) pain in the body; c) a headache; d) a cough; e) a sore throat; f) low energy; g) a runny nose

3 It is very easy to get a flu virus. Healthy and strong people can get it because the virus is in the air. When ill people cough, the virus goes to the air. It is on the hands, things, everywhere. You can get the virus from a cup, a pen or other objects.

4 What can we do not to get flu? First of all you should often wash your hands. You should clean the things, wash the floor and air the room. You should not be near the ill people. Some medicine can help too.

5 If you get flu, stay at home, do not go to work or study. You should drink a lot of hot milk, tea or herbal tea. Use nose drops. Remember, you should visit a doctor and take medicine.

3b Work in pairs. Answer the questions.

- 1 What is flu?
- 2 How easy is it to catch flu?
- 3 What are the signs and symptoms of flu?
- 4 What is the treatment for flu?
- 5 Can we do anything to prevent catching flu?

3c Match the following sentences (1-4) with the given endings (a-d).



LESSON 3 I've brought warm clothes.

1a Work in pairs. Read, ask and answer.

e.g. Do you brush your teeth every day?

Healthy habits

- Brush teeth every day and night.
- Visit the dentist every year.
- Spend less than 2 hours a day watching TV and playing computer games.
- Eat 5 fruit and vegetables every day.
- Drink 8 glasses of water a day.
- Don't drink Cola.
- Eat less fast food.
- Always wash your hands with soap: before eating.
- after coming home from school.
- Cover your mouth when you sneeze or cough.
- Wear a helmet when you ride your bike.
- Wear warm clothes when it is cold.

1b Write two sentences with "should" and two with "shouldn't".

e.g. We should brush our teeth every day.
We shouldn't drink Cola.

2a Work in pairs. Complete the sentences with 'should' or 'shouldn't'.

2b



Listen and tick.

Dear parents,

On Saturday our class is going to the mountains for two days. We are going to live in a camp. All students (1) ... bring warm clothes and comfortable shoes. Please give your children extra warm socks because it is cold at night.

Children (2) ... bring any food because we are going to eat at the camp canteen. They can bring some money but not much. They (3) ... bring any gadgets like mp3 players or mobile phones.

The teachers have mobile phones. You can contact them.

The Teachers



2c Work in pairs. Complete the sentences.

Betty has brought ... Ann ...

3 Match the questions and answers.

- 1 Why aren't you writing?
- 2 Why aren't you eating?
- 3 Why aren't you playing volleyball?
- 4 Why aren't you watching the film?
- 5 Why aren't you playing football?

- a I've broken my wrist.
- b I've cut my finger.
- c I've broken my leg.
- d I have a headache.
- e I have stomachache.

LESSON 4 Have you ever ...?

1  Check your homework. Listen and repeat.

2a Work in pairs. Look at the pets and ask.

e.g. Have you ever seen a pet snake?

2b Choose and write.

Do you have a pet at home?

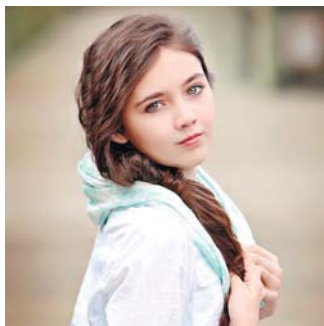
If Yes

- 1 What do you have?
- 2 How long have you had it?
- 3 How often do you play with it?
- 4 How do you feel when you play with it?

If No

- 1 Would you like to have it?
- 2 What would you like to have? Why?
- 3 What are you going to do with it? Why?

3 Read and answer the question.
Why do people have pets at home?



Pet therapy

A pet can become a best friend and a teacher at the same time. My children have two dogs and three cats. They learn to be responsible. They must look after their pets, feed them, wash them and keep them in good health.

Sandra

I work every day and I don't have time to exercise. I know it is unhealthy that I don't exercise and am not active. But now I have two dogs and I must take my dogs for a walk every day. It's fun and great exercise.

Brandon



Sometimes people live alone and are unhappy. Pets are great companions. They can help people feel better. You can talk to them. They can sit and listen to you. They feel when you are sad or sick.

Raina



4a Work in pairs. Put the sentences in order.

- 1 Yes I have.
- 2 Have you ever been to the hospital?
- 3 When I was 7.
- 4 When did it happen?

4b  Listen and check. Make your dialogues.

break legs/arms,
cut a finger,
have flu,
have toothache,
have a sore throat

LESSON 5 You should take medicine.

1a Find the words in the Wordlist. Write the meaning.



take medicine / an aspirin / one tablet three times a day



use this cream / these eye / nose drops



drink hot tea / milk / herbal tea



put the broken leg in plaster



put a bandage / a sticking plaster



have an operation / injection

1b Listen and repeat.

2a Work in pairs. Read and match. Write the meaning of the new word.

e.g. 1d

1 My right eye hurts.

a He should take some aspirin and drink hot lemon tea.

2 My wrist hurts.

b You should put a bandage on it.

3 I have a cough.

c You should go to the dentist.

4 He has a headache.

d You should use these eye drops in the sore eye at bed time.

5 My friend has flu.

e You should put a plaster on it.

6 I've cut my finger.

f You should drink a cup of herbal tea in the morning and at night.

7 I have toothache.

g She should stay at home and drink hot lemon tea.

2b Listen and check.

3a Write a sentence with a health problem on a card.

e.g. My right ankle hurts.

3b Work in groups of 4/5. Say what you should do.

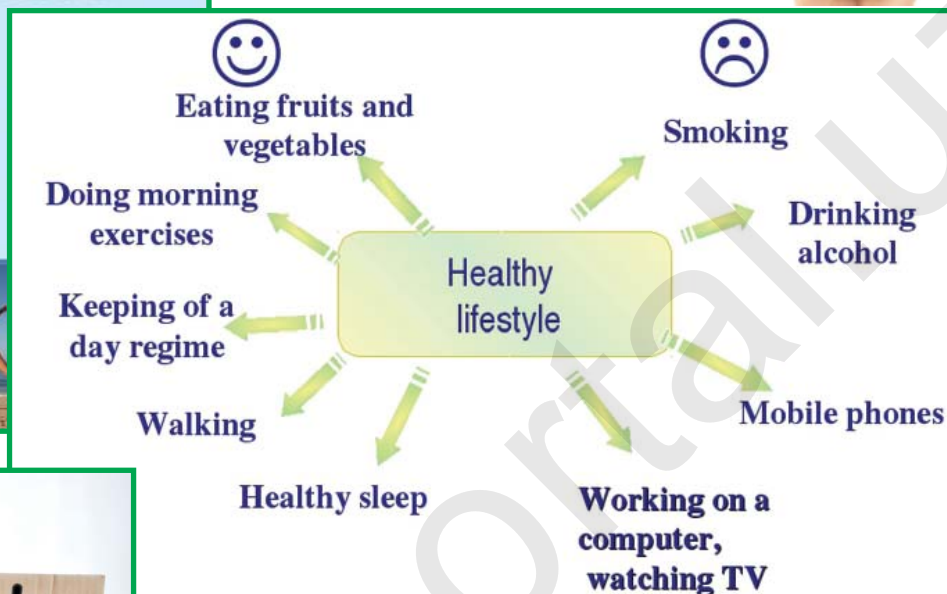
e.g. I have a pain in my ear. – You should use ...

LESSON 6 Project

1 Look at the projects. Answer the questions.

Which poster do you like best? Why?

Be Healthy



2a Work in pairs or in small groups. Think of a problem when you are sick. What is the cause and effect? Give advice with a solution. Make a poster.

2b Demonstrate your poster.

Problem =
Cause =
Effect =
Solution =

HOME READING

The needle tree

There were once two brothers who lived near a forest. The elder brother treated his brother badly. He ate younger brother's food and took all his good clothes.

One day, the elder brother went into the forest to find some branches to sell at the market. After some time he saw a magical tree.

The tree said to him: "Oh kind sir, please don't cut my branches. I'll give you my golden apples".

The elder brother agreed but he did not like the number of apples. He wanted more apples. The magical tree did not say anything but it threw hundreds of small needles upon the elder brother. The boy was crying in pain.

In the evening the younger brother looked for his elder brother and found him with needles in his body. He was sorry about his brother and helped him. The younger brother took out all the needles and the elder brother became healthy again. He understood that he was wrong about his younger brother and he was sorry.

The magic tree saw the change in the elder brother's heart and gave them a lot of golden apples.



Moral of the story

It is important to be kind to people and other people will be kind to you.

The strange bird with two heads

Once upon a time, there lived a strange bird with two heads: the left head and the right head. The two heads did not like each other. But they had one body! The strange bird lived in a big tree near a river.

One day, the left head of the bird saw a beautiful tree that had a bright red fruit. The left head of the bird wanted to eat the fruit and the bird flew down to pick the fruit from the tree.

The bird took the sweet fruit, and sat by the river. The left head started eating it. When it was eating, the right head asked: "Can you give me a piece of fruit?"

The left head said: "See, we have only one belly. So if I put something in my mouth, it will go to our belly."

"But I want to taste the fruit," said the right head.

The left head was angry: "I saw the fruit first, so I can eat it without anyone."

The right head felt sad.

A few days later, the right head saw a beautiful pink fruit in a tree. The bird flew down near the tree and tried to pick the fruit and eat it.

The other birds living in the tree said: "Don't eat it. It's a poisonous fruit. It will kill you."

The left head shouted: "Don't eat it. We will all die."

However, the right head did not listen to the left head. It said: "I will eat it, because I saw it first. Don't stop me."

Finally, the right head ate the pink fruit, and in a few minutes, the strange bird with the two heads died.



Moral of the story

If you are not friendly, all the family feels bad.

UNIT 3 Sport

Inquiry question:

Why is sport good for us?

Inquiry theme:

To understand why physical activity is good for mind and body

In this unit you will ...

- ✓ read short texts and fact files
- ✓ listen to dialogues and interviews
- ✓ ask for and give information about sports and its importance
- ✓ learn about the importance of keeping active
- ✓ learn about sports at school in the UK and USA
- ✓ learn how to agree with people's opinions



LESSON 1 Keeping active

1a Work in pairs. Look and think.

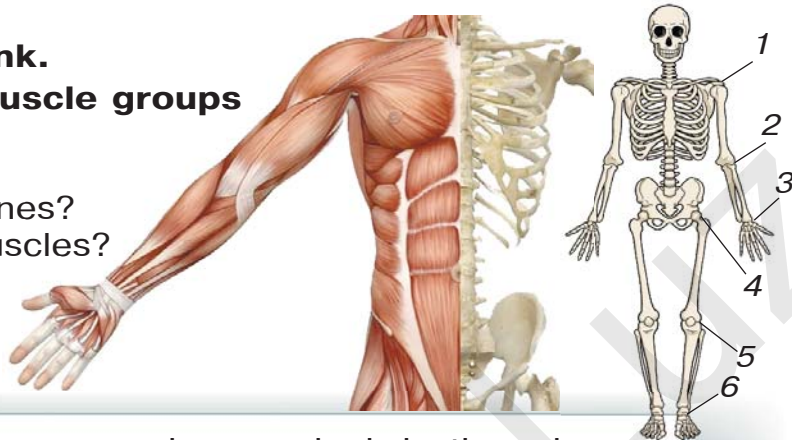
Look at the skeleton and muscle groups inside our body.

What do you notice?

Why do you think we need bones?

Why do you think we need muscles?

1b Work in pairs. Read and check your guesses.



Our body is more than what we see when we look in the mirror. There are **different parts** that have **different jobs**. Each part works together so we can eat, sleep, sit in class and play with friends.

Our skeleton has main functions:

- To support the body. For example, without a backbone we would not be able to stay upright.
- To protect some of the vital organs of the body. For instance, the skull protects the brain; the ribcage protects the heart and lungs.
- To help the body move. Some bones in the skeleton are joined together and cannot move against each other. Most of the bones are joined to each other by flexible joints. Muscles are needed to move bones.

Bones, joints and muscles make up our musculoskeletal system. Together, they help us move and support an active lifestyle. Keeping our bones, joints and muscles healthy is important.

1c Look at the words in the cloud and label the skeleton.

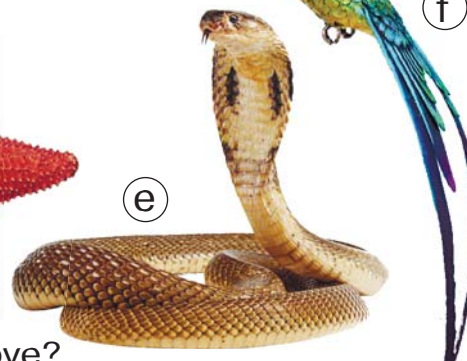
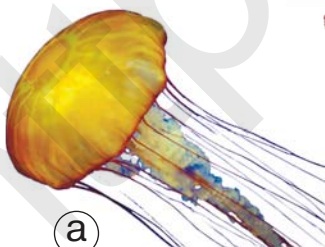
1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

shoulder, elbow,
wrist, hip, knee,
ankle

2 Look at the pictures. Think.

a) Which animals do you think have skeletons?

b) Why do you think the other creatures do not have skeletons?



3 Work in pairs. Think.

Why do you think animals and people need to move?

What do you think happens when we do not use our muscles?

What should we do to keep our muscles strong and healthy?

LESSON 2 Sports at school

1a Look and match.

- 1 football
- 2 swimming
- 3 tennis
- 4 kurash
- 5 volleyball
- 6 running
- 7 high jump
- 8 long jump
- 9 skating
- 10 skiing
- 11 boxing
- 12 snowboarding
- 13 roller skating
- 14 skateboarding
- 15 gymnastics



1b Play I like/I don't like.

e.g. I like snowboarding but I don't like boxing.

1c Complete the posters.

2a Draw and complete the table for Uzbekistan.

| Country | How many PI lessons a week? | How long is PI lesson? | Where do you have your PI lessons? | What do you do at PI lessons? |
|------------|-----------------------------|------------------------|------------------------------------|-------------------------------|
| Uzbekistan | | | | |
| The UK | | | | |
| The USA | | | | |

2b Listen and complete the table for the UK and the USA.

3 Work in groups of 4. Compare PI lessons in Uzbekistan, the UK and the USA.



Remember:

I play basketball.
I swim.
I do boxing.

LESSON 3 I like gymnastics. So do I.

1 Read and complete the diagram.

Tom Cruise is a very famous Hollywood actor and film producer. Tom Cruise works a lot and travels often for his job. He is busy with acting or making films. He has made 43 films. He has starred in legendary films such as Top Guns, Mission: Impossible, The Last Samurai, Rain Man and others. He has a very unusual hobby – he loves fencing. When he is at home he spends a lot of time in his special room. In this room he practises fencing with his friends. One of them is David Beckham, a famous English footballer. He played for Manchester United, Preston North End, Real Madrid, Milan, LA Galaxy, Paris Saint-Germain and the England national team, for which he held the appearance record for an outfield player until 2016. He is the first English player to win league titles in four countries: England, Spain, the United States and France. He retired in May 2013 after a 20-year career, during which he won 19 major trophies.



2 Work in pairs. Ask and answer.

What kind of activities do you like doing?

3a Listen and repeat.

- 1 **A:** I like gymnastics because it's a beautiful sport.
B: So do I.
- 2 **A:** I don't like skateboarding because it's difficult.
B: Neither do I.
- 3 **A:** I can play chess.
B: So can I.
- 4 **A:** I can't play hockey.
B: Neither can I.

3b Work in pairs. Complete the sentences.

e.g. Madina does her morning exercises every day. – So do I.
She doesn't play football. – Neither do I.

4 Listen and write in which dialogues the speakers like or do not like something.

e.g. 1 They **both** (*har ikkalasi*) like basketball.

5 Complete the sentences.

LESSON 4 Girls in sport

1 Work in groups of 4/5. Look and say if this sport is for boys or girls, or both.

| | | | |
|----------------|----------|--------|-----------|
| basketball | boxing | karate | high jump |
| skateboarding | swimming | chess | long jump |
| roller skating | football | tennis | boxing |
| gymnastics | running | kurash | skiing |

e.g. **A:** Basketball is for boys.

B: I agree./I don't agree because I think basketball is for both.

2a Work in pairs. Answer the questions.

- 1 What famous boxers do you know?
- 2 Do women do boxing?
- 3 What do the words *fight*, *coach*, *champion*, *defeat*, *ring*, *again* mean?

2b Work in pairs. Ask and answer. Complete the text.

Pupil A: Look at this page. Ask and complete the text about Laila Ali.

e.g. **A:** What's her name?

B: Her name's Laila Ali.

Pupil B: Look at page 27.

(1) ... was born on December 30, 1977 in (2) Ali began boxing when she was 18 years old. She started her fights in (3) ... and finished in 2007. Her father is a champion and the most famous boxer in the world. When she told him that she wanted (4) ... professionally, he was very unhappy because boxing is a very (5) ... profession. "I move in the ring just like my dad and I am very strong", she said. She is tall ((6) ... cm) and has 75 kg. Her coach trained her like a man. She is a niece of famous boxer (7) ..., the younger brother of Muhammad Ali who was an Olympic champion.

In her first match, on (8) ..., 1999 Ali boxed April Fowler and won. Although this was Ali's first match, many (9) ... came because she was Muhammad Ali's daughter.

Then Ali had eight wins one by one. On the evening of June 8, 2001, Ali and Frazier finally met. Ali won and became a world champion again. She had (10) ... fights and she won all of them.

In the match on February 2, 2007 in South Africa Ali defeated O'Neil. It was Ali's last professional fight.



3a Work in pairs. Answer the question and write three sentences.

What good things do girls have when they do sport?

3b  **Listen and check your ideas.**

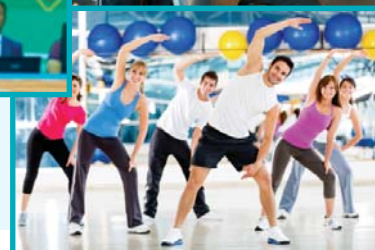
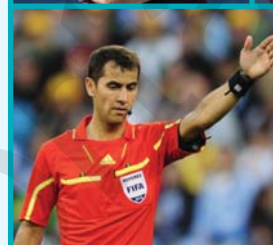
LESSON 5 Sport in Uzbekistan

1a Read and write the new words. Listen and repeat.

People in Uzbekistan like different types of sport both doing them and watching. Moreover, sport is very popular in our country and there are a lot of Olympic champions who come from Uzbekistan. They are: judoka Rishod Sobirov, canoeist Vadim Menkov, wrestler Artur Taymazov, tennis players Denis Istomin and Nigina Abduraimova, swimmer Sergei Pankov, gymnasts Ulyana Trofimova and Oksana Chusovitina, athlete Svetlana Radziwill, football player Odil Ahmedov, boxer Elshod Rasulov, taekwondo wrestler Dmitry Shokin, and of course, FIFA referee Ravshan Ermatov, and many others.

Traditionally, all sports in the country are professional or amateur. Professional sportsmen take part in different important competitions and championships. Our sportsmen have done lots of world records in sports, especially in wrestling, boxing, gymnastics, football and judo. In our country some new kinds of sport were born. They are kupkari and kurash. Now kurash is popular in many countries of the world.

Thanks to the growing popularity of sport, there are more and more fitness centres, where not only professional sportsmen but also the amateurs can do yoga, aerobics and bodybuilding exercises. It is useful for every person, as it helps to keep fit and be in good shape. Other amateurs can simply ride a bicycle or roller-skate in the nearest parks. More expensive and risky activities, which are popular in Uzbekistan are: snowboarding, horse-riding, skiing, rock climbing, hiking and some other sports.



2 Work in pairs. Ask and answer.

e.g. **A:** What sportsman does judo?
B: Judoka.

3 Work in pairs. Ask and answer.

- 1 What sports are popular in Uzbekistan?
- 2 Which champions in Uzbekistan do you know?
- 3 Do amateurs take part in competitions and championships?
- 4 What national Uzbek sports do you know?
- 5 What do people do in fitness centres?
- 6 What risky sports can amateurs do in Uzbekistan?

1b Complete the table.



1c Listen and check.



LESSON 6 Project

1 Hold a debate “It is not good to do professional sport”.

2 Answer the questions and make a poster.

- 1 Is sport important in your life? Why?/Why not?
- 2 Do you like doing or watching sport? Why?
- 3 What sport is your favourite? Why?
- 4 What good things do you have when you do sport?
- 5 What results do you have in sport?

good health, strong physically and mentally, have a lot of friends, well-organized, keep healthy diet and habits

medals, prizes, participations in tournaments, certificates

Ideas for “For”:

too much effort, much time, little time for the family, sometimes dangerous, little free time, special food, unhappy if they don't win, create problems for their body

Ideas for “Against”:

good for the country, famous in your country, much money and prizes, travelling a lot, meet new friends, visit a lot of countries, buy souvenirs, keep fit

Unit 3•Lesson 4

2b Work in pairs. Ask and answer.

Complete the text.

Pupil B: Look at this page. Ask and complete the text about Laila Ali.

e.g. A: What's her name?

B: Her name's Laila Ali.

Laila Ali was born on December 30, (1) ... in the USA. Ali began boxing when she was (2) ... years old. She started her fights in 1999 and finished in (3) Her father is a champion and the most famous (4) ... in the world. When she told him that she wanted to box professionally, he was very (5) ... because boxing is a very dangerous profession. “I move in the ring just like my dad and I am very strong”, she said. She is tall (178 cm) and has (6) ... kg. Her coach trained her like a man. She is a niece of famous boxer Rahman Ali, the younger (7) ... of Muhammad Ali who was an Olympic champion.

In her first match, on October 8, 1999 Ali boxed (8) ... and won. Although this was Ali's first match, many journalists came because she was Muhammad Ali's daughter.

Then Ali had (9) ... wins one by one. On the evening of June 8, 2001, Ali and Frazier finally met. Ali won and became a world champion again. She had 24 fights and she won all of them.

In the match on February 2, 2007 in (10) ... Ali defeated O'Neil. It was Ali's last professional fight.



HOME READING

Win or lose

Pete did not like to lose any game. His parents, teachers, and friends said he did not know how to lose. He did not like losing even at simple games. It was so great, and he felt so good when he won. He never wanted to stop that feeling; not for anything in the world. He thought that losing was the worst thing in the world. If there was a game Pete was not good at, he simply did not play it. But he took part in any game when he could win, even if the game only lasted a minute. And nobody could stop him playing the things he was really good at, like table football.

A new boy started at Pete's school, and his name was Albert. Albert was a wonderful table football player. One day they wanted to play table football together.

Pete was training very hard.

Albert, on the other hand, did not think much about the game. He was talking to friends, smiling and making jokes about all sorts of things.

But on the football table, Albert was really brilliant. He scored goals again and again, laughing and joking all the time. However, Albert did not pay attention to the match.

And Pete decided to cheat. When Albert was looking at the other side, Pete changed the scoreboard. Albert did not notice it, and so Pete won by cheating.

Pete made a big thing of his win, but Albert was not sad.

"It was fun. We should play again some other time", said Albert.

On that day, people at school talked much about the game. But, that night, Pete did not feel happy. He won, but he did not enjoy so much. What's more, Albert did not feel bad about losing.

And, what was the worst thing, the next day Pete saw Albert playing basketball. He played badly and he lost time after time. But that happy smile never left his face. Pete watched the new guy for several days. He was great at some things, terrible at others but he enjoyed everything all the time. Pete began learning that to enjoy a game you must not only win. You can win or lose. What you must do is enjoying the game, trying to do well, and enjoying each moment of it.

Finally, Pete started telling jokes when he was playing games. The only sad thing for him was when a game finished.

Soon the older children started saying: "Good player is that Pete. He is sure not a loser."



The horse riding

Jimmy was a very fat boy. He was always sad because of his weight. So, he decided to visit a doctor. He said to the doctor: "How can I lose my weight? Everybody laughs at me at school."

The doctor told him to do exercises every day. After few days, he again went to the doctor and said: "I did exercises every day but I didn't lose my weight."

The doctor asked him what exercises he did.

Jimmy replied: "I go for horse riding every day. The result is that I have had more weight and the horse has lost weight."

The doctor laughed and showed him how to exercise.

UNIT 4 Olympic Games

Inquiry question:

What are the main values of the Olympic Games?

Inquiry theme:

To understand that by joining in the Olympic Games, countries can share experiences and build friendships

In this unit you will ...

- ✓ read short texts and fact files
- ✓ listen to messages
- ✓ ask for and give information about the Olympic Games
- ✓ learn about the main values of the Olympic Games and their importance for the world
- ✓ learn about famous Uzbek sportsmen
- ✓ learn how to design symbols and mottos



LESSON 1 Background knowledge

1



Work in pairs. Think and write.

2a

Look at the map and circle where the Olympic Games started. Circle any other places you know have held the Olympic Games.



2b Look at the photos.

Think and write about the differences and similarities.



3a Read and answer.

- The words ‘... not to win but to take part ...’ are used about the **Olympic Creed**. What does this mean?
- The **Olympic Movement** says ‘... to work peacefully together in competition toward common goals ...’. What do the words ‘common goals’ mean?
- The **Olympic Awards** say ‘... does not recognize any nation as winner ...’. What does ‘... only winning individuals and teams are credited with victory ...’ mean?

Olympic Creed

“The most important thing in the Olympic Games is **not to win but to take part**, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well.” (*Baron de Coubertin*)

Olympic Movement

“... the good sportsmanship, sense of fair play, and respect for fellow athletes that is developed through participation in sports teaches men and women of different races, religions, and nationalities to work peacefully together in competition toward **common goals**.”

Olympic Awards

“... The IOC does not recognize any nation as winner of any Olympic Games. **Only winning individuals and teams are credited with victory.**”

LESSON 2 The origin of the Olympic Games

1 Write, listen and repeat.

2a Read and complete the sentences.

e.g. 1d

a) for about 1000 years

b) from different countries

c) 14 and 18

d) three thousand years ago

e) Winter Olympics, Summer Olympics

f) the first Olympic Games took place

g) events appeared

war, disability,
medal, bronze,
silver

The first Olympic Games took place in Greece nearly (1) The Games happened every four years and during the games there were no wars. So athletes (2) ... could travel to and from the Games. But the Games at that time had only one event – a short race across a stadium. Then some more (3) ... : boxing, wrestling, jumping and others. At that time only men could participate in the games.

Then the Olympic Games stopped (4) Only in 1894 Pierre de Coubertin of France organized the International Olympic Committee (IOC). The first modern Olympic Games were in Greece where (5) But women started participating in Games in 1900.

Now there are (6) ... and Paralympics for athletes with disabilities. Not so long ago Youth Games appeared for athletes between the ages of (7) The winners get medals. Third place wins a bronze, second place wins a silver and first place gets a gold medal.

2b Listen and check.

3a Work in pairs. Match the words and explain the meaning of the new words.

e.g. 1b

1 swimming

2 tennis

3 basketball

4 gymnastics

5 football

6 boxing

7 running

a ground

b pool

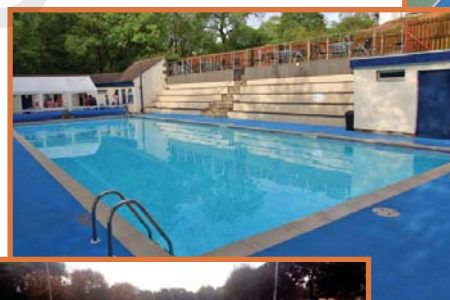
c track

d pitch

e court

f court

g ring



3b Work in pairs. Complete the sentences.



Use the Present Continuous.

3c Work in pairs. Read and say the sport in turn.

Use *go*, *do* and *play*.

e.g. A: I'm swimming in the pool. B: You go swimming.

LESSON 3 Olympic symbols

1a What do you know about Olympic symbols?

1b Find the words in the Wordlist. Listen and repeat.

2a Work in pairs. Read and answer.

- 1 Why does the Olympic flag have five circles?
- 2 What do these colours mean?
- 3 Do you know the motto of the Olympic Games?
- 4 What is the most important thing in the Olympic Games?
- 5 What does the IOC do between the Olympic Games?

symbol, flame, torch, represent, motto, ceremony, burn, journey



2b Read and check your answers.

The Olympic Games have their own flag and motto. The flag is white with five circles. The circles represent the five continents of Africa, Asia, Australia, Europe and North and South America. The circles are black, blue, green, red and yellow. The flag of every country in the games has at least one of these colours. The motto of the Olympics is 'Faster, higher, stronger'.

The most exciting moment of the opening ceremony is the lighting of the Olympic Flame, another symbol of the Olympic Games. Runners bring a torch from the valley of Olympia in Greece. Thousands of runners take part in the journey. The journey starts four weeks before the opening of the Games. At the opening ceremony, the final runner carries the torch to the stadium, and lights the new Olympic Flame. Then there is a very big song, dance and music show. The Olympic Flame burns until the end of the Games. The most important thing in the Olympic Games is not to win but to take part.

The International Olympic Committee works hard between the Games. They choose the place for the next Olympics and new sports for them too.



3a Work in pairs/threes. You want to organize Olympic Games for teenagers in Uzbekistan. Design a symbol and a motto for the Youth Games.

3b Present your symbol and motto.

e.g. The sun is a good symbol for the Uzbekistan Youth Games because our country is very sunny. Our motto is "Fit today, champion tomorrow".

LESSON 4 Teenage champions

1 Work in pairs. Say how you name the people in the sports.

e.g. **A:** Who does karate? **B:** Karateka.

karate, taekwondo,
swimming, football,
tennis, chess, boxing

2a Read the texts and match them with pictures. Find the new words. Listen and repeat.

talent, demonstrate,
compete, female,
heavy, weight

A Uzbekistan National U23 Football Team won the gold medal at the Asian Football Championship which was in China in 2018. Teams from 16 countries of the world competed for the victory at the Asian Championships. Members of Uzbekistan National U23 Football Team demonstrated that they were the best.

B Khudoynazar Fayzov and Lazizbek Mullojonov both are only 18 but they won their weight classes at the 26th National Championships in Termez. It was a small surprise for Khudoynazar Fayzov to win the gold medal as he began boxing in 2011. But he has had more than 70 fights. Lazizbek Mullojonov is an Uzbek talent at the super heavy weight (+91 kg). He has won at the ASBC Asian Confederation Youth Boxing Championships.



C Woman Grandmaster Gulrukhbegim Tokhirjonova is the strongest female chess player in Uzbekistan. When she was 17, she took 3rd place in the World Chess Championship (U20) among females. She also won Central Asian Cup and Asian Championship among females (U20) and title of the best female Uzbek player. Gulrukhbegim Tokhirjonova was the leader at World Juniors 2018.

D Zarguna Ahrorkulova won the World Championships on karate-do when she was 8 years old. She was a winner at Taekwondo Asian Championship in Malaysia.



2b  **Work in pairs. Complete the questions in the Past Simple. Ask and answer.**

3  **Work in pairs. Complete the sentences in the Present Perfect.**

4 Work in pairs. Ask and answer.

e.g. **A:** Have you participated in championships/sports competitions?/Who won the gold medal in China in 2018?

Remember:
I've participated in the chess competition.
He's won a gold medal.
= He has won ...

LESSON 5 Summer Youth Olympic Games

1a  **Work in pairs. Match the words and explanations.**

1b  **Listen and check.**

2a **Work in pairs. Answer the questions.**

- 1 Do you know about Olympic Games for young people?
- 2 How old are the athletes?
- 3 Where did III Summer Youth Olympic Games happen?
- 4 How many events were there?
- 5 What new sports were there at those Games?
- 6 What do you know about BMX freestyle/futsal?
- 7 How many medals did Uzbekistan team win?



**BUENOS
AIRES
2018**

YOUTH OLYMPIC GAMES



2b **Work in pairs. Read and check your answers.**

III Summer Youth Olympic Games (YOG), or Buenos Aires 2018, were in Argentina in October, 2018. It was an international sports and cultural event. There were new events in the Olympic programme: BMX freestyle, kitesurfing, cross country running, beach handball, sport climbing, karate, breakdancing (yes, it's sport!) and roller sports. There was no football but there was futsal (kind of mini football). Freestyle BMX is bicycle motocross riding on BMX bikes. It is an extreme sport and it is in the 2020 Summer Olympics.

The YOG had 241 events. A total of 206 countries sent their athletes to compete in the Games. 3926 athletes aged 15-18 took part in 32 types of sports. Uzbekistan's team had 37 athletes in 16 kinds of sports. They won 14 medals – four gold, four silver and six bronze in the Youth Olympic Games in Buenos Aires. Weightlifter Kumushkhon Fayzullaeva, judoka Jaykhunbek Nazarov, Gulbakhor Fayzieva in canoeing and Umidjon Jalolov in wrestling brought gold medals to the national team. In sports gymnastics, Indira Ulmasova won a bronze medal. She was the youngest athlete in the team of Uzbekistan.



2c **Work in pairs. Read and say True or False.**

- 1 Buenos Aires is in Argentina.
- 2 In Buenos Aires 2018 there were no new kinds of sports.
- 3 Teenagers of 13 years old can participate in YOG.
- 4 Breakdancing is a kind of sport.
- 5 There were 206 events at the YOG in Buenos Aires.
- 6 Uzbekistan's team did not participate in all the events.
- 7 There were no girls in canoeing at YOG.

3   **Listen and complete the table.**

LESSON 6 Project

1 Work in pairs. Ask and answer questions about the Olympic Games 2016.

e.g. 1 What can you see in the official logo of the Games?

Host city: Rio de Janeiro, Brazil

Motto: Live Your Passion

Slogan: A new world

Countries: 210

Events: 304 in 28 sports

Opening ceremony: August 5

Closing ceremony: August 21

Stadium: Maracana Stadium



mascot Vinicius



official logo

2 Work in groups of 4/5. Make a leaflet for Olympics.

3 Display your leaflets.

4 Walk round the display and find:

- similarities to and differences from your leaflet
- one thing you like about each of the other group's leaflets



Kumushkhon Fayzullaeva



Indira Ulmasova



Jaykhunbek Nazarov



Umidjon Jalolov



Gulbakhor Fayzieva

HOME READING

Basketball is my favourite sport.

December 19, 2008

By Daniel Jarasa, Glendale, CA

The sport of basketball is fun for any person: young or old. Basketball is a great way of exercise, a great way to have fun with friends and make some new ones. I think playing basketball is better than playing video games or watching television.

I love basketball because you can play the game with or without friends. I prefer to play in teams. One more thing I love basketball is that there are many different styles of play. The players can pass, throw or jump high very well.

When I have the ball, I feel the best and no one can stop me. I love playing basketball but I also love watching it. To me basketball is the best sport of all other sports like baseball and football.

I like watching basketball on television because you can see how well famous sportsmen play basketball. I watch their

moves and then I try to use them in my play. My favourite basketball player is Kobe Bryant. He makes basketball as a game for little children.

He is 30 years old and he is one of the best athletes in the world. He is a big model to many children who enjoy playing this sport. He knows how to play and win. I want to play like Kobe Bryant.

I think I am playing better and better every time I play basketball. Basketball is my favourite sport.



My Hobby, My love, Dance

April 23, 2014

By Anna, Cannon Falls, Minnesota

Dance is more than just a sport. Dance is something where you work hard, something you put all of your free time. Dance is a sport that you never want to stop. You need to dance until the end, until you become the best dancer. In order to be the best dancer, you need to practise during your free time at home.

The most exciting part of dance is the competitions, where you show your dance in front of hundreds of people. Before the performance you should be sure that your hair and costume looks wonderful. When your dance costume is ready, it is time to practise your dance before you go out on the floor. When we hear "Now dancing is the C. F. Bomber Dance Team!", we come out onto the middle of the floor. When the

music starts, then you need to begin your dance. It is time to show the world what you have learned about dancing over the years.

The people clap hands to me and my team when the music ends. All the dancers from towns all over Minnesota go to the gym to see the best three teams. Finally, a man stands up and says: "The school that came in second place is ... the Bombers!!!" Every dancer from my school is jumping and crying. We got second place at the very first competition!

Then it is time to visit your family and friends that came to see you. Sometimes it is fun especially when they bring you gifts such as flowers, shirts, ice cream etc. Then we go home with our families.

Dance is my most favourite sport. It is the one thing I love very much, and I love my friends-dancers. I am waiting next November when my favourite hobby and sport will start again.

UNIT 5 What we wear

Inquiry question:

What do my clothes say about me?

Inquiry theme:

To understand that the clothes you wear are part of your personal and cultural identity

In this unit you will ...

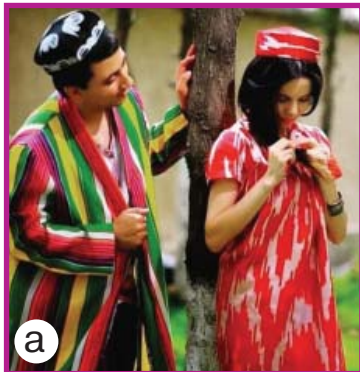
- ✓ read short texts and fact files
- ✓ listen to dialogues and short texts
- ✓ ask for and give information about clothes we wear
- ✓ learn what the clothes we wear can say about our identity
- ✓ learn how to say what the things are made of
- ✓ learn how to express opinions about different clothes people wear



LESSON 1 What do my clothes say about me?

1  **Work in pairs. What do you know about clothes?**

2  **Look and think. When can you wear these clothes? Write.**



3a Work in pairs. Look at the pictures.

What do the clothes say about these people?

3b Read and check your guesses.

Clothes can tell us a lot about the person. Clothing styles and its appearance tell us about the age of people and their way of life. It can tell us about their tastes and culture. They can also tell us about their favourite sports group, music or people they love.



1 Formal clothing: People wearing formal clothes are very serious about their work. They get dressed very neatly. Many people wear formal clothes for professional or personal reasons. People with formal clothes are usually businessmen and they are not poor. A young boy or a girl in formal clothes can tell you that they are from a very important family.

2 Hip hop clothing: This style is becoming popular with young people. They wear big T-shirts, flat caps and low trousers. These young people want to show that they do not like something in their lives.

3 Sports clothing: These people want to wear what they like. Most of the people are teenagers. This style is popular with both boys and girls. They use this style to show that they are brave and want changes in their lives.

4 T-shirts and jeans: This clothing style is popular with a lot of people in the world. The best thing about this style is that it is cheap and comfortable, and we can use it every day or on special days. People of different ages and professions wear jeans and T-shirts.

LESSON 2 What are you wearing?

1 Work in pairs. Explain the saying.

2a Work in pairs. Read and find the new words.

There is no bad weather, there are bad clothes.

pay attention, well-dressed, casual, fashion, suit (v)

Fashion and clothes are an important part of modern life. If a person wants to be popular, he or she must look nice. When people speak to you, they always pay attention to your appearance and your clothes. If you look untidy, people do not like it. There is a saying that says "good clothes open all doors".

Most people do not choose their clothes to the latest fashion. They wear what suits them, what is comfortable and what is not expensive. I guess you should choose things according to your taste and character, and then you can look well-dressed even if you wear something casual.

2b Work in pairs. Ask and answer.

- 1 Do you pay attention to your friends' clothes?
- 2 Do you like people who look untidy?
- 3 What does the saying "good clothes open all doors" mean?
- 4 How do you choose your clothes to look well-dressed?
- 5 Do you like casual or formal style?
- 6 What are your favourite clothes?
- 7 Do you choose your clothes to the latest fashion?

3a Work in pairs. Write the new words. Match the words.

3b Listen and check.

4 Listen and match the texts and pictures. e.g. 1d



5 Work in pairs. Ask and answer.

- e.g. What do you wear at home/school?
What are you wearing now?
Do you wear a national costume?

Remember:
comfortable –
uncomfortable
tidy – **un**tidy

LESSON 3 What size do you take?

1a  **Work in pairs. Match the clothes and material.**
Listen and repeat.

e.g. 1d

- | | |
|-------------|-----------|
| 1 cotton | a scarf |
| 2 leather | b jacket |
| 3 wool | c blouse |
| 4 silk | d T-shirt |
| 5 flannel | e shirt |
| 6 polyester | f sweater |



1b **Work in pairs. Point and say.**

e.g. **A:** (points)

B: This is a pink cotton T-shirt.



1c **Work in pairs. Ask and answer.**

e.g. **A:** What are you wearing now? /
What clothes do you wear at home?

B: I'm wearing a white cotton shirt. /
At home I wear a blue long-sleeved cotton T-shirt.



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

| | | |
|-------------|-----|---|
| Oo | oOo | O |
| e.g. casual | | |

casual, costume, atlas,
fit, attention, fashion, suit,
embroidered, silk, size, cotton,
leather, wool, flannel

2b  **Listen and check.**

3a  **Work in pairs. Listen and choose the correct words.**

A: Can I help you?

B: Yes, please. I'm looking for a *shirt/skirt*.

A: What kind?

B: I'm looking for a *short-sleeved/long-sleeved* shirt.

A: How do you like this *cotton/flannel* shirt?

B: Actually, I prefer that *green/blue* one.

A: What size do you take?

B: I take a size 40/42. I'd like to try it on.

A: Here you are. Is this OK?

B: Yes. It *describes/fits* me well and it suits my *eyes/hands*.

A: Are you going to take it?

B: Yes. Here's the money. Thank you.

A: Good bye.

try on, fit (v)

3b  **Listen and check.**

4 **Work in pairs. Write a dialogue and act it out.**

casual, embroidered,
atlas, dress, jacket, trousers, skirt,
shirt, shorts, socks, high-heeled
shoes, cotton, silk, suit, fit,
take a size, try on,
short-sleeved

LESSON 4 What's it made of?

1 Work in pairs. Read and match.

- 1 It's made of glass or plastic. We use it to keep water.
- 2 It's made of plastic. We use it to keep things.
- 3 It's made of glass. We use it for putting flowers.
- 4 It's made of wood or metal. We use it for sitting.
- 5 They're made of metal. We use them to open the door.
- 6 They're made of wood. We use them for colouring.
- 7 It's made of wood. We use it to keep clothes.

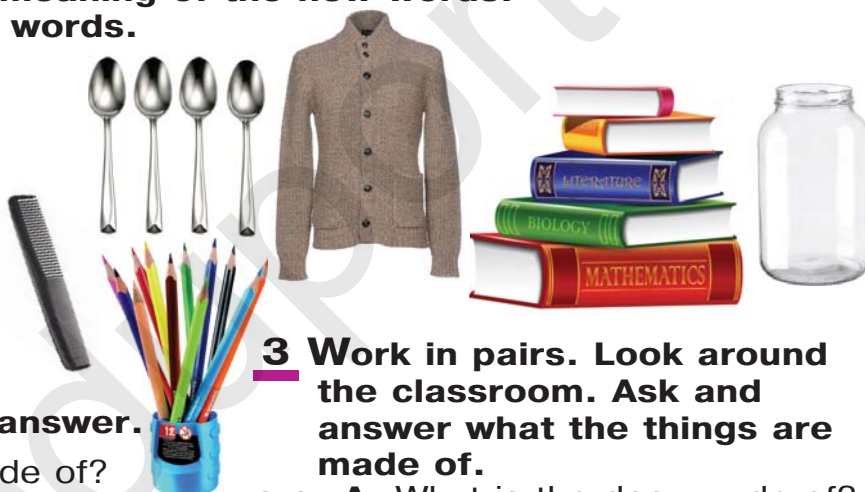
wood, metal,
plastic, glass



2a Work in pairs. Find the meaning of the new words. Match the pictures and words.

e.g. 1f

- | | |
|--------------|-----------|
| 1 pencils | a plastic |
| 2 a jar | b metal |
| 3 books | c glass |
| 4 spoons | d wool |
| 5 a comb | e paper |
| 6 a cardigan | f wood |



2b Listen and check.

2c Work in pairs. Ask and answer.

- e.g. A: What's the jar made of?
B: It's made of glass.
A: What are the pencils made of?
B: They're made of wood.

3 Work in pairs. Look around the classroom. Ask and answer what the things are made of.

- e.g. A: What is the door made of?
B: It's made of wood. What are the windows made of?

5 Work in pairs. Complete and act the dialogue out.

- A: Good afternoon. Can I help you?
B: Hello. I'd like to buy ...
A: What kind?
B: I'm looking for ...
A: Do you like this one?
B: What is/are ... made of?
A: It's/They're made of ...
B: OK ... Where is it made?
A: It's made in What size do you take?
B: I take a size ...
A: Would you like to try it on? The fitting room is over there.
B: How does it fit?
A:

flannel, silk, polyester,
leather, atlas, embroidered,
casual, China, India, Korea,
Germany, Italy

4 Listen and complete.

Remember:

It's made of... = It is made of...
They're made of = They are made of...
Where is it made?
It's made in ...

LESSON 5 Do you have a striped sweater?

1a Listen and repeat.



striped



checked



polka-dotted



floral



plain

1b Work in pairs. Point and say.

e.g. A: (points)

B: This is a polka-dotted silk blouse.

2a Work in pairs. Ask and answer.

e.g. A: Do you have any striped/checked clothes?

B: Yes. I have a striped sweater.

5a Work in pairs. Read and put the parts of the text in order.

e.g. 1e

A Now the cap-seller knew that the monkeys did the same things after him. So, he took his cap and threw it on the ground.

B The monkeys came down one by one, took all the caps from the cap-seller's basket and then climbed the tree.

C When the cap-seller woke up, he did not see any caps in the basket. But he saw the monkeys in the tree wearing them.

D The cap-seller collected all the caps and put them back into his basket. He went to the village happily.

E Once there was a cap-seller who sold beautiful caps. One hot day the cap-seller was going to sell his caps in a village market. First he went to the forest. He was carrying a basket full of red caps on his head. As it was a hot day, he was tired and decided to have a rest under the tree.

F The cap-seller was very angry and sad. He did not know how to get his caps back. When the cap-seller made an angry face, the monkeys also made the angry face. He laughed at them, the monkeys also laughed.

G The monkeys saw it and threw the caps on the ground too.

H So, he put his basket on the ground and slept under the tree for some time. There were many monkeys in that tree.

2b Write three sentences about your friend.

e.g. Sevara has a striped sweater.

3 Listen and complete the table.

4 Work in pairs. Make up a dialogue. Act it out.

e.g. A: Good morning. Can I help you?

B: Yes, I'm looking for ...

5b Listen and check.

LESSON 6 Project

Project 1

Work individually. Design your own clothes for the Year 2120. What will clothes be like in 100 years time? Draw it on a poster. Use the questions to help you.

- 1 Is it for girls/boys?
- 2 What does it include: clothes/shoes?
- 3 What colour is each part?
- 4 What is each part of it made of?

cheap, cool, warm,
dark, modern, comfortable,
attractive, wool, cotton,
checked, plain etc.



Project 2

Choose a country. Identify the national clothes for that country. Decide on either girls' or boys' clothes. Find a picture. Make a fact file about the clothes. Describe the clothes. Write what you think about these clothes. Use the questions to help you.

- 1 What country do these clothes come from?
- 2 Are they for girls or boys?
- 3 How many parts are in the national clothes: hat, clothes, shoes, anything else?
- 4 What is each part made of?
- 5 What colours are the clothes?
- 6 What do you think about these clothes? Do you like/not like them? Why?



HOME READING

Robin Hood and the Golden Arrow Story

In all the land, no one was better with a bow and arrow than Robin Hood. He lived with his Merry Men in Sherwood Forest. That was the forest where the King kept his royal deer.

A few years before, King Richard ruled the land. King Richard was kind and let people who were poor come into Sherwood Forest. They could hunt the deer to get food for their families. But then King Richard and his army left England. His younger brother John became a new King. Bad King John did not want anyone to come into Sherwood Forest to hunt the royal deer. From then on, anyone who hunted in Sherwood Forest could be put in prison!

Robin Hood did not like that. He moved into Sherwood Forest. He wore green clothes from his cap to his boots, the colour of the trees of Sherwood Forest. Nobody could see him as he hunted the King's deer. Sometimes other brave men came into Sherwood Forest. One by one they joined Robin Hood, and became his Merry Men.

Robin Hood and his Merry Men took money from the rich and gave it to the poor. The rich men were not happy. They said: "We must do something about this!" The King told the Sheriff of Nottingham to catch Robin Hood - once and for all!

But the man in green was too quick. The Merry Men told Robin Hood about danger each time when they saw the Sheriff of Nottingham or one of his people in the forest.

So the Sheriff made a new plan: "I will call for a great competition", he said, "to find out who is the best in the land with a bow and arrow. The winner will go home with a Golden Arrow". Then he said: "I know that Robin Hood will take part in the competition. And when he comes, we will catch him!"

"Robin Hood, don't go to the competition! They want to catch you", said Little John and other Merry Men. Little John was Robin Hood's best friend. "When they see you, they will catch you."

Robin Hood said nothing. He wanted to go.

On the day of the competition, ten fine bowmen lined up. The round target was so far away it was hard to see its black and red circles. One by one, each young man shot his best arrow. Some of the arrows landed on the target. No one came close to the center.

The Sheriff turned to one of his guards: "Do you see him? Is he here?"

"No, Sire. Robin Hood has red hair. People who are shooting have no red hair."

"Robin Hood is afraid of me!", said the Sheriff, "That's why he stayed away."

Two bowmen were left. The first was William, the Sheriff's man. With care, William took a shot. His arrow landed at the very center of the target - a bull's eye!

It was time for the last bowman. His arrow landed right through William's bull's eye arrow, cutting it in half! Then, the bowman let go of two more arrows. Each one flew to where the Sheriff was sitting, one arrow on each side.

The Sheriff did not know what was happening! Then the man in green pulled off his hat and threw it on the ground. His hair was red!

"Get him!", shouted the Sheriff, "It's Robin Hood!"

But our hero jumped over the wall to a horse waiting for him. He went away!



UNIT 6 Shopping

Inquiry question:

What makes us want to buy products?

Inquiry theme:

To understand that advertising influences the way we shop

In this unit you will ...

- ✓ read short texts, adverts and slogans
- ✓ listen to dialogues and short texts
- ✓ ask for and give information about shopping
- ✓ learn how advertising influences the way we shop
- ✓ learn how to bargain
- ✓ learn how to make an advert



LESSON 1 Let's go shopping!

1a Work in groups of 4. Look at the pictures. What do they sell?



1b Choose one brand. Answer the questions.

How do you know they sell that product?
What does the logo tell you?
Where can you buy this product?
Where is this product advertised?
Describe the advert.



2 Work in pairs. Identify your two favourite advertisements (you do not have to like the product). Answer the questions.

a) My first favourite advert is ... **b)** My second favourite advert is ...

What is the advert that you like about?
How do you feel when you see or hear this advert?

3a Work in pairs. Look and answer the questions.

- 1 What do you know about Coca-Cola?
- 2 When did Coca Cola become one of the most popular drinks? Why?



3b Listen and check your ideas.

3c Listen one more time and complete the sentences.

People all around the world enjoy drinking Coca-Cola. It is popular both in (1) ... and the world. Its story started in the USA more than (2) ... years ago but its recipe was different from today. The name of Coca-Cola was the idea of Frank Robinson, the book-keeper of Dr. Pemberton. In fact, Frank Robinson created the first (3) ... Coca-Cola logo. In its first year, Coke (a nickname for Coca-Cola) was not a success.

In (4) ..., Asa Candler bought the recipe from John Pemberton. With a lot of advertising and a good business plan Coca-Cola became one of the most popular drinks.

In (5) ..., a second Coca-Cola company appeared and this is the Coca-Cola Company that still stands today.

In fact, the first (6) ... of Coca-Cola appeared in 1894, and the first cans of Coca-Cola in 1955.

There were a lot of advertisements in many (7) ... and magazines, on the posters and on many billboards on the roads. In addition, Coca-Cola also used radio.

Many people think that Coca-Cola gave the picture of Santa Clause as an (8) ... in a red suit with a white beard.

Today, the Coca-Cola Company is still one of the largest advertisers in the world. It not only advertises in newspapers, radio, television, film and on the (9) ..., but also advertises sports and other events. During the 1970's one of the radio programmes produced a hit (10) ... "I like to teach the world to sing".

LESSON 2 Shopping centres

1 Work in pairs. Say the shops and things.

e.g. **A:** Bread. **B:** We can buy bread at (or "in") the bakery.

2a Work in pairs. Match the words and pictures. Write down the new words.

- 1 Butcher's 2 Chemist's 3 Florist's
4 Greengrocer's 5 Newsagent's

2b Listen and repeat.



2c Work in pairs. Ask and answer.

e.g. **A:** Where can I buy some medicine?
B: You can buy some medicine at (in) the chemist's shop.

3a Work in pairs. Read and answer.

- 1 Where is the text from?
- 2 How is a corner shop different from other shops?

3b Work in pairs. Ask and answer.

- 1 Do we have corner shops in Uzbekistan?
- 2 Where is the nearest corner shop to your school?
- 3 Is there a corner shop where you live?
- 4 What can you buy in the corner shops?

4 Work in pairs. Find the meaning of the new words. Make new words with the word "shop", e.g. corner shop

pet, corner, sandwich, sports, shoe, toy, electrical, clothes, furniture

5 Work in pairs. Write and act out a dialogue.

e.g. **A:** Where can I buy an iron?
B: At (in) the electrical shop.

corner shop/.../BrE/ convenience food store *AmE - n* a small shop.

Usually but not always on a corner, which may sell almost any small items, such as food, cigarettes, alcohol, and other things needed every day.

Corner shops are usually open for longer hours than other shops.



CULTURAL NOTE: In the UK many corner shops are owned and run by Indian or Pakistani families. In the US, convenience stores are usually part of a group of shops owned by a company. In both countries the shops are open earlier and later than most other shops.

biscuits, an iron, shoes, pens, a chair, a sofa, a coat, a doll, a pet dog/cat, sandwich and drinks, trainers, low-heeled shoes, bread and sweets

LESSON 3 Bargain for the best price

1 Work in pairs. Ask and answer. Write the meaning of the new word.

- 1 Do you go window shopping?
- 2 How often do you go shopping?
- 3 What was the last thing you bought?
- 4 Where and when did you buy it/them?
- 5 How much did it/they cost?
- 6 Did you ask for a bargain?



2 Work in pairs. Read, listen and answer the questions.

- A:** Hello. Can I help you?
B: Yeah, this dress is really nice! How much is it?
A: That one is one hundred and fifty dollars.
B: One hundred and fifty dollars? What about this one over here?
A: That's one hundred and forty.
B: Hmm...But it's expensive too. Can you make it cheaper?
A: This is a dress by DaMarco! It's a bargain at that price.
B: Well, I don't know ... I think it's better to shop around.
A: Okay, okay, how about one hundred dollars?
B: That's still more than I wanted to spend. What if I take both dresses?
A: Okay, I can give you the best price, just because you look like a nice person. One hundred and ninety for both.
B: I don't know ... It's still expensive. ... Thanks anyway.
A: Okay, my final price! One hundred dollars for both! That's two for the price of one.
B: Great! I'm going to take them. It's a good bargain.



- 1 What does the woman want to buy?
- 2 How much are the dresses?
- 3 Does the woman like the price?
- 4 Did the woman buy the dresses?
- 5 How much did she pay?

3a Work in pairs. Complete the dialogue.

- A:** Hello. Can I help you?
B: Yeah, how much is ...?
A: That one is ...
B: Hmm...But it's expensive. Can you make it cheaper?
A: But it's a bargain at that price.
B: Well, I don't know ... I think it's better to shop around.
A: Okay, okay, I can give you the best price ...
 It's just because you look like a nice person.
B: I don't know... It's still expensive. ... Thanks anyway.
A: Okay, my final price is ...
B: Great! I'm going to take it. It's a good bargain.

3b Act out your dialogue.



4 Work in pairs. Ask and answer.

- A:** Have you ever bought ...?
B: Yes, I have./No, I haven't.
C: Where did you buy it?

sausages, cakes,
 meat, bananas, pears, yogurt,
 vegetables, milk, electronic things,
 medicine, magazines, flowers, shoes,
 toys, clothes, coloured
 pencils

LESSON 4 Advertising

1a Write down the words.

advertisement/advert/ad, advertiser, advertising, advertise

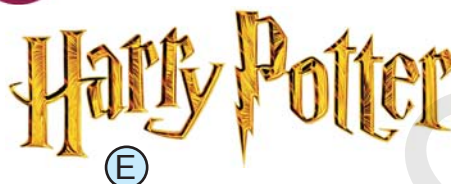
1b Put the words in 1a in the correct place.

| O | Oo | Ooo | oOoo | Oooo |
|---------|----|-----|------|------|
| e.g. ad | | | | |

1c Listen and repeat.

2 Work in pairs. Match the logos and slogans.

- 1) Life is Good. 2) What's happening? 3) JUST DO IT.
4) The Boy Who Lived. 5) Good Luck! 6) Ideas for life.
7) Make the most of your break.



3 Read and say which slogan you like most and why.

KitKat – Have a break, have a KitKat

Children in many countries love a lunch box KitKat. The adverts of “Have a break...” can be seen in many magazines and on TV. They say how tasty it is and how easy it is to eat this bar. The KitKat's slogan and its red and white colours are simple and easy to remember.



Skittles – “Taste the rainbow”

Skittles have used their “Taste the rainbow” since 1994. This simple slogan works because it shows the product. The sweets are of different colours of a rainbow.

Kelloggs Frosties – “They’re GR-R-R-reat”

Tony the Tiger has been the Frosties mascot since the very beginning. Children like how he says “They’re Gr-r-r-reat!”. This ad slogan shows the people that breakfast can be delicious.



4a Work in groups of 4. Make an advert.

- 1 Choose a thing. 2 Design a logo. 3 Write a slogan.

4b Present your advert.

LESSON 5 Are you for or against?

1a Work in pairs. Answer the questions.

- 1 Why do you think some people don't like ads?
- 2 Are all ads good? Why? Why not?

1b Listen and check your ideas.

1c Listen one more time. Complete the sentences.

Food Advertisements

Many (1) ... companies like McDonald's, PepsiCo, Burger King and Pizza Hut are using advertisements mostly for (2) Many health reports say that children buy more their food when they (3) ... ads about different types of food products on TV. This TV advertising makes the children eat (4) ... than they need. The result shows that 68% of children regularly eat (5) ... food because they watch ads on television. A lot of children in the (6) ... have a bad habit of eating when they see ads for (7) ..., burgers and French fries. There are less (8) ... about child education and care than ads about sweet (9) ... and unhealthy food. This brings health (10) ... and nothing else.

2a Work in pairs. Read and answer the questions.

- 1 Who is the letter to?
- 2 Who is the letter from?
- 3 What is going to happen?
- 4 Why did they write the letter?
- 5 Is the letter formal or informal?
How do you know?
- 6 Do the writers know the person they are writing to? How do you know?

| | |
|--|---|
| <p><i>The Leader of the Mahalla Committee "Istiqol"</i></p> <p><i>25 Istiqol Street</i></p> <p><i>Andijan City</i></p> <p><i>February 21</i></p> <p><i>Dear Leader</i></p> <p><i>We have seen the plan for a new advertising billboard outside the bank in Navbahor Street. We are writing to tell you we are against this plan. We already have some advertising billboards in our mahalla. They advertise things like chocolate, biscuits, drinks, mobile phones, restaurants and cafes. Children see the billboards and ask their parents to buy the things. The things are very expensive. Parents cannot buy the things and they feel sorry. Children learn bad habits. Please do not put up any new advertising billboards.</i></p> <p><i>Yours sincerely</i></p> <p><i>Senior citizens of the mahalla</i></p> | <p>→ address of the person you write to</p> <p>→ date</p> <p>→ greeting</p> <p>→ reason for letter</p> <p>→ arguments</p> <p>→ request</p> <p>→ closing</p> <p>→ name/signature</p> |
|--|---|

2b Work in pairs. Answer the questions.

- 1 Are you for or against advertisements? Why?
- 2 Do you support the letter or the senior citizens of the mahalla? Why?/Why not?

2c Work in pairs. Write two arguments for and two against advertisements.

LESSON 6 Project

1 Work in a group of 4. You are going to design an advert for a new product. Complete the planning.

2a Work in group of 4. Decide where the best place to advertise your product is. Choose 2 places.

Product: *this product is ...*
Product name:
Product logo:
Product slogan:
Product cost:
Product will be sold in:
Unique features of product:



2b Work in pairs. Each pair work on one of the advertisement methods in 2a. Plan how you are going to promote the product.



3 Work in pairs. Write up/design your advert.

- radio/TV (script, what do actors say/do, jingle/tune where does it appear)
- giant roadside poster (describe what is in the photo/design and do a rough sketch)
- newspaper (describe what is in the photo/design and do a rough sketch)
- door-to-door (what does the salesman say about the product)

4 Present your product to another group. Watch another group, give feedback.

Group _____

Things I liked _____

Things I would suggest changing _____

HOME READING

Harry Potter and the Philosopher's Stone



The Dursleys had all they wanted, but they also had a secret. The secret was about the Potters. Mrs. Potter was Mrs. Dursley's sister, but Mrs. Dursley did not like her sister. The Dursleys knew that the Potters had a baby son, but they did not want to see him.

The story started on Tuesday when Mr. and Mrs. Dursley woke up. They did not see a large owl behind their window. At half past eight, Mr. Dursley left the house and got into his car. On the corner of the street he saw something interesting - a cat was reading a map. For a second, Mr. Dursley did not understand what it was. He closed and opened his eyes and tried not to think about the cat.

As he was driving he saw a lot of strange people. They were wearing green cloaks! Mr. Dursley did not like the people who got dressed funny clothes.

Mr. Dursley always sat with his back to the window in his office on the ninth floor. So he did not see the owls flying at daylight, but the people down in the street were looking at them.

Mr. Dursley made several important telephone calls and decided to walk to the bakery. In the street he again met some people in cloaks and it made him angry. They were talking about the Potters and their son Harry. When Mr. Dursley heard those words, he stopped. He was scared. He looked back at those people. Then he walked up to his office, closed the door and told his secretary not to take the telephone.

He decided not to tell his wife about the news because Mrs. Dursley was always

sad when somebody talked about her sister. When he left the building at five o'clock, he met a small man. He was wearing a violet cloak.

"Sorry", Mr. Dursley said to the small old man. The small man answered: "Don't be sorry, my dear sir. You should be happy that You-Know-Who has gone at last! Even Muggles like you, should celebrate this happy, happy day!"

Mr. Dursley could not move when he heard it. Someone called him a "Muggle"? He did not understand what it meant. He turned to his car and went home.

As he drove to house No.4, he saw that cat again. It was now sitting on his garden wall. It was looking at him.

"Shoo!", said Mr. Dursley loudly. The cat did not move. It just looked at him angrily. "Was this a normal cat?" Mr. Dursley thought and went into the house.

Mrs. Dursley had a nice, normal day. Mr. Dursley tried to act normally. When Dudley went to bed, he went into the living room to watch the evening news. He heard on the news that there were a lot of owls in the country.

Mr. Dursley sat frozen in his armchair. Owls flying by daylight? Strange people in cloaks everywhere? And the words about the Potters. He asked his wife about the Potters but she did not hear about them.

A thin old man in a cloak appeared near the cat in the street. He was Albus Dumbledore. The cat was Professor McGonagall.

Dumbledore asked her why she was not happy. Professor McGonagall answered: "I'm thinking about the baby Harry Potter".

Dumbledore said: "The boy should live with his aunt and uncle because Voldemort killed his parents. He wanted to kill Harry too, but he couldn't".

Then Hagrid, a very big man, appeared. He had a little child in his arms. It was Harry Potter. They wrote a letter to the Dursleys about Harry and put the boy and the letter near the door. McGonagall said: "Harry becomes a famous superstar in the future". They said good bye to the child and went away.

UNIT 7 Leisure

Inquiry question:

How do you spend your leisure time?

Inquiry theme:

To understand that leisure time is for you to relax and do what you want to do

In this unit you will ...

- ✓ read short texts, letters and adverts
- ✓ listen to short texts
- ✓ ask for and give information about leisure time and hobby
- ✓ learn that leisure time is for you to relax and do what you want to do
- ✓ learn how to describe hobby and say why it is good to have a hobby
- ✓ learn how to express opinions about different activities



LESSON 1 How do you spend your leisure time?

1a Work in groups of 4. How do you spend your leisure time?
Where do you do the activities?

| indoors | outdoors |
|---|---|
| <ul style="list-style-type: none"> • watching TV • playing computer games/playstation • reading a book • chatting online with friends • art – drawing/painting • playing board games • swimming • dancing • listening to music • hobby: collecting stamps or other things of interest  | <ul style="list-style-type: none"> • horse riding • doing sports, e.g. playing badminton, football, tennis, table tennis, rugby • swimming • art – drawing/painting • sailing • walking/hiking • hobby: bird watching  |

1b What do you think the word 'leisure' means?

2a Work in pairs. What do you think a 'hobby' means?

2b Are there any activities you do in your leisure time that your parents choose for you?

3 Look at the pictures. How would you classify them?



| You do this when you enjoy doing it | You do this to start with |
|-------------------------------------|---------------------------|
| | |



LESSON 2 Let's go to the park!

1a Work in groups of four. Talk about your leisure time.

I like
I prefer
I enjoy
I'm good at
I'm interested in } -ing

cooking, writing poems,
sport, listening to music, going to
the theatre/cinema, dancing, reading
books, playing games, taking photos,
gardening, interesting, fun, good for
health/your family,
be strong/clever

e.g. I'm interested in music. I love listening to English songs. It helps me to learn English better.

1b Report.

2a Work in pairs. Read and answer the questions.

- 1 Why is Tashkent's Ecological Park unique?
- 2 What can you do there?
- 3 How do they reuse old things?
- 4 What can we learn there?

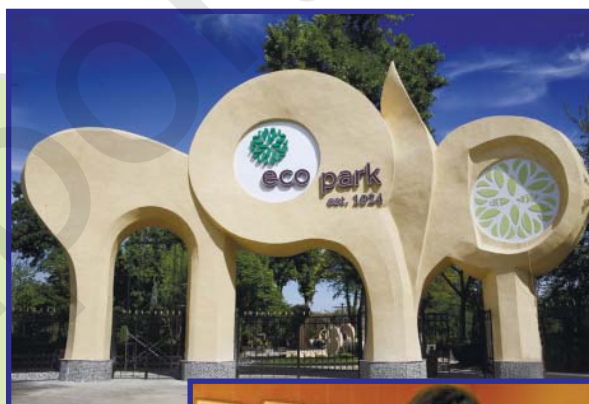
Welcome to Ecopark in Tashkent.
Here you will find information
and view photos.

Ecopark is Tashkent's first ecological park where people used 'reduce, reuse, recycle' ideas. It opened its doors in April 2018. Many things here are made of old car wheels, plastic bottles and metal pipes.

Tashkent Ecopark is an interesting place for people to learn new ways to take care of nature in the place where people live and work. Adults and children like a big spider made of metal pipes, flowers made of coloured packets and other things.

In the park we can do a lot of leisure activities. People do sport and play games here. In the art studios in the center of Ecopark children can make figures and draw pictures with the help of well-known artists.

Ecopark is a place for people who want to spend more time in the open air with friends and families. They learn to care for the nature in a busy city.



2b Work in pairs. Ask and answer.

Have you ever been to Ecopark?

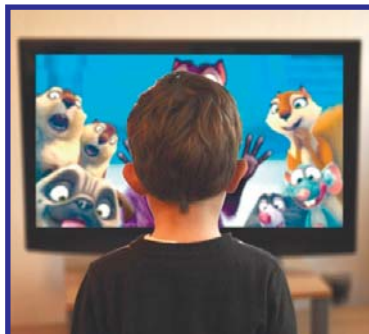
| If Yes: | If No: |
|----------------------------|------------------------------------|
| 1 What did you see there? | 1 Would you like to go there? |
| 2 What did you do there? | 2 What would you like to see? |
| 3 What did you like there? | 3 What would you like to do there? |

LESSON 3 Watching TV – is it good?

1a Work in pairs. Ask and answer about television.

- 1 Do you like watching TV?
- 2 What channels/programmes do you like best? Why?
- 3 What educational channels/programmes do you know?

scientific/
educational/nature/
sports/music
programme,
comedy, cartoon,
horror film



1b Work in pairs. Listen and answer the questions.

- 1 Why does Aziz like watching TV?
- 2 What channel is his favourite? Why?
- 3 How does Aziz's sister learn English?
- 4 Does Laziza like watching TV? Why?
- 5 What are her favourite channels/programmes?
- 6 What does she like doing in her free time?

2 Work in pairs. Complete the table.

3 Work in pairs. Ask and answer. Complete the texts.

Pupil A: Look at this page.

Pupil B: Look at page 59.

e.g. **A:** When did Paul Nipkow transmit black and white picture with his famous "Electric Telescope"?

B: In ...



Pupil A

An average person spends almost 10 years of his life watching TV. But when did the television appear?

Paul Nipkow from Germany transmitted black and white picture with his famous "Electric Telescope" in 1884.

In (1) ... Russian scientist Constantin Persky gave the name Television.

John Baird transmitted the first black and white television in 1925.

The first world television was in the UK in (2) People all over the world watched the coronation of George VI, the English King.

The first advert on TV appeared in 1941 and lasted 20 seconds.

Cable TV appeared in (3) ... in Canada.

First colour television came only in 1975 but John Baird demonstrated colour TV in 1928!

First TV satellite appeared in (4) ... and in 1969 over 600 million people from their homes watched astronauts walking on the moon.

The remote controls appeared in 1980.

LESSON 4 I won't stay in town.

1a Read the advert about Green Camps Volunteer Programme. Write what volunteers will do.

e.g. Volunteers will clean beaches.

Green Camps Volunteer Programme

Do you want to do something to help the nature? Welcome to Green Camps Volunteer Programme! The camp is open from 1 July to 31 August. Volunteers stay in the camp for two weeks. There are different jobs for volunteers:

| | |
|-----------------------|-------------------------------|
| • cleaning beaches | • cleaning rivers |
| • planting trees | • counting rare plants |
| • working with horses | • taking photos and recording |
| • cutting grass | |

The camp is in a beautiful place. We offer tasty food and fun activities in the evening.



1b Choose activities from Green Camps Volunteer Programme. Write what you would like to do.

e.g. I'd like to count rare plants because it's important for nature.

1c Mingle and find someone who would like the same.

2 Work in pairs. Read and choose "will" or "won't".

Dear Granny

Sorry you are not well. You know I like it in the village so I (1) ... go to the summer camp this year. I (2) ... come and stay with you. Then I can help you. I (3) ... do the washing and the cleaning so you (4) ... have anything to do. But in the evenings I hope you (5) ... help me. I want to make some soft toys for my friends.

I (6) ... write again soon.

Lots of love

Shahnoza

3a  **Listen and match the texts with pictures.**




3b Work in pairs. Choose a club or a camp.

e.g. We would like to go to We will

Remember:
won't = will not

LESSON 5 My favourite hobby is ...

1a  Complete the table with two or three activities for each column.

1b Work in groups of three/four. Talk about the hobbies.

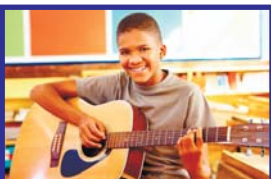
e.g. **A:** I don't like drawing. I think it's boring.

B: I don't agree. It's quiet but interesting.
I like playing tennis.

C: So do I. But I think playing tennis is expensive.

So do I.
Neither do I.
I agree.
I don't agree.

2a   Listen and complete the table.



2b Match the names and sentences.

- | | |
|------------|--|
| 1 Anzu | a spends summers in a small village. |
| 2 Roberto | b went to the competition and won a silver medal. |
| 3 Ella | c her name means "apricot". |
| 4 Tom | d went to the art museum and saw some famous pictures. |
| 5 Isabella | e went to a concert with his brother. |
| 6 Mateo | f won first prize in swimming |

2c  Listen and check.

3a Write five sentences about your hobby.
Don't write the name. Use the questions.

- 1 Is your hobby dangerous/expensive/quiet?
- 2 How long have you had your hobby?
(e.g. I have had my hobby for three years.)
- 3 When/Why did you start your hobby?
- 4 What do you use for your hobby?
- 5 How much time do you spend on your hobby?
(e.g. I spend two hours a week.)
- 6 Why do you like this hobby?

e.g. My hobby is sometimes dangerous. I've had it for six years. I started this hobby when I was in class 1. At first I was not good at it. But now I can do it very well. I use a special board with wheels. I do my hobby on Sundays when I go to the park with my friends. It's not easy but fun.



3b Work in groups of 4/5. Listen and guess the hobby.

LESSON 6 Project

1 Describe your hobby.

Name of hobby
When do you do it?
Do you need any special equipment?
Do you do it on your own or with others?
How long have you done this hobby?

2 Present your hobby using examples (or you can take photos to show you doing it if it is difficult to bring into school).



Unit 7•Lesson 3

3 Work in pairs. Ask and answer. Complete the texts. Pupil B: Look at this page.

e.g. A: When did Paul Nipkow transmit black and white picture with his famous "Electric Telescope"?

B: In

Pupil B

An average person spends almost 10 years of his life watching TV. But when did the television appear?

Paul Nipkow from Germany transmitted black and white picture with his famous "Electric Telescope" in 1884.

In 1900, Russian scientist Constantin Persky gave the name Television. John Baird transmitted the first black and white television in (1)

The first world television was in the UK in 1937. People all over the world watched the coronation of George VI, the English King.

The first advert on TV appeared in (2) ... and lasted 20 seconds.

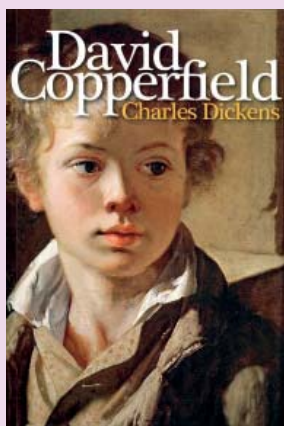
Cable TV appeared in 1952 in Canada.

First colour television came only in (3) ... but John Baird demonstrated colour TV in 1928!

First TV satellite appeared in 1962 and in 1969 over 600 million people from their homes watched astronauts walking on the moon.

The remote controls appeared in (4)

HOME READING



David Copperfield was born in a village in England. His father died before he was born. David's mother looked after him well. He went to the best school in the village.

When David was six years old, his mother married a man by the name of Murdstone. Murdstone did not like David and David did not like him. Murdstone

decided to send David to a boarding school. Next day he left his mother and went to live there.

He was in boarding school for two years. Then he heard about his mother's death. He went home, there he found Murdstone sitting on a chair. He looked at David and said: "Your mother is dead. I have no money for your education. You must start working. Tomorrow you will leave for London."

So, at the age of ten, David Copperfield was in London streets without money, food or home. He remembered his mother told him that in Dover lived his aunt, his father's sister. David never saw her. He walked to Dover to his aunt's house.

It was morning when David came to his aunt's house. Her name was Miss Trotwood. She was in the garden, when she saw a poor boy looking at her.

She asked: "What is it boy? What do you want?"



David said: "I'm David Copperfield, your nephew". He told her everything. Miss Trotwood took David inside, gave him a hot water bath and some food.

As days went by, Miss Trotwood put David in a good school and looked after him well. Miss Trotwood had a friend, Wickerden and his daughter Agnes. David and Agnes became great friends.

Wickerden was a rich man but his assistant, Micawber, was a bad man. He got a very important document and he decided to take Wickerden's money.

David often visited Wickerden's house. One day David saw some of Wickerden's papers. He did not believe Micawber and asked to see the documents. Micawber said: "David, these papers are about work and they

are not important". But, David understood that Micawber had a bad plan against Wickerden. He went to the police and told everything. The police took Micawber and put him into prison.

Wickerden was happy that David saved his money and house. Agnes too thanked David for her father.

A few years later David and Agnes, who were in love with each other, got married. They lived happily for a long time.



UNIT 8 Geography

Inquiry question:

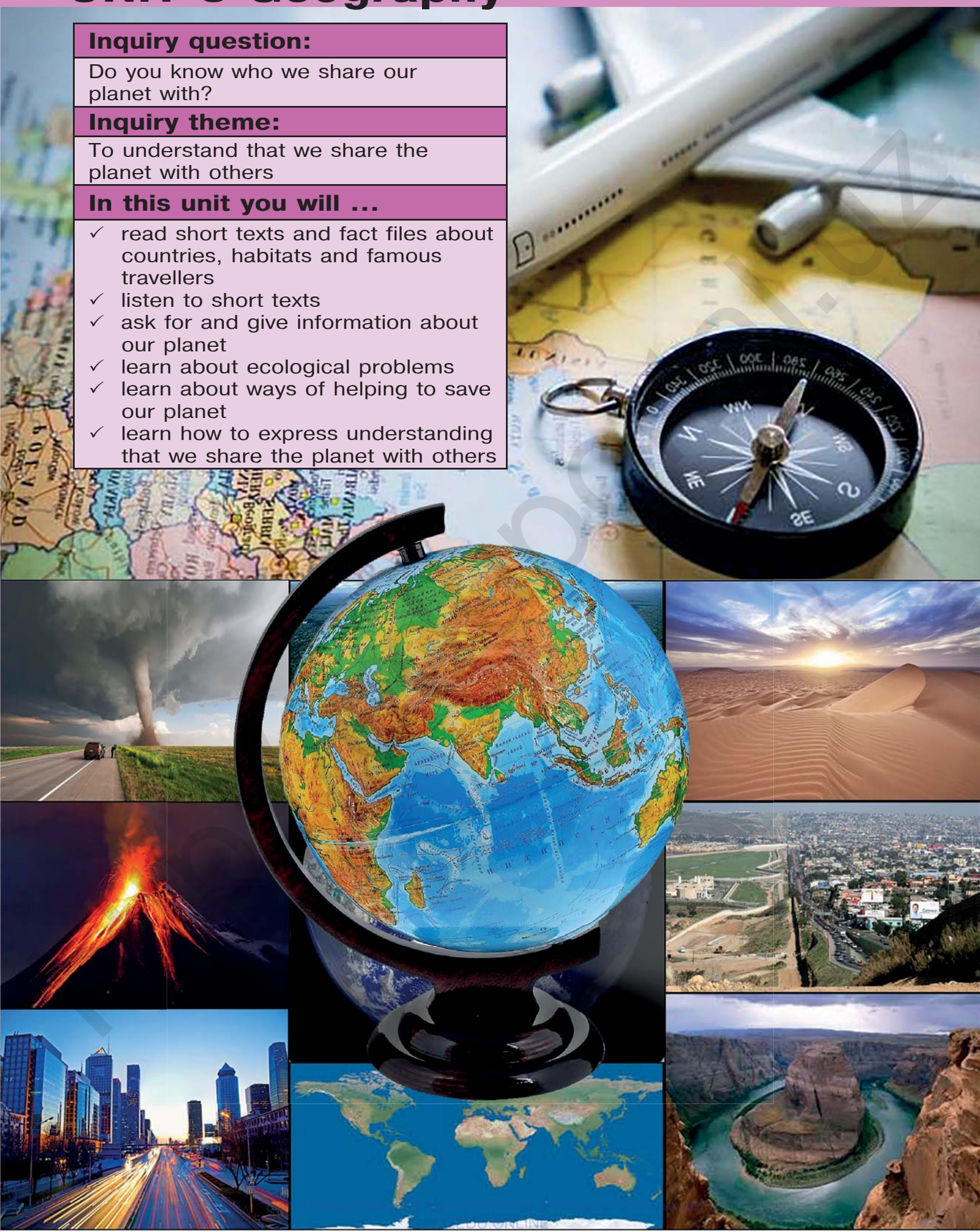
Do you know who we share our planet with?

Inquiry theme:

To understand that we share the planet with others

In this unit you will ...

- ✓ read short texts and fact files about countries, habitats and famous travellers
- ✓ listen to short texts
- ✓ ask for and give information about our planet
- ✓ learn about ecological problems
- ✓ learn about ways of helping to save our planet
- ✓ learn how to express understanding that we share the planet with others



LESSON 1 We are not alone!

1a Work in groups of 4/5. Where is Uzbekistan? Think of all the countries or continents in the world that you know. Write them.



1b  Choose one continent. Write what you know about it.

2 Look and think. What is it? Where do they come from?
Use the words in the box.

pizza, African, kangaroo, Diwali, Chinese, tornado USA, India, China, Italy, Australia



The ... comes from



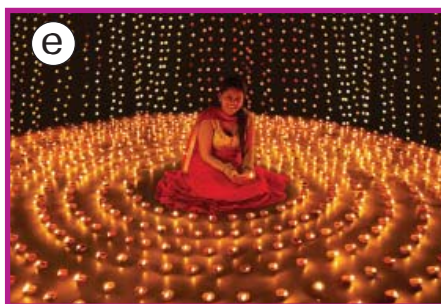
The ... comes from



The ... language comes from



A ... can be seen in the



The festival of ... comes from



The ... girls come from Africa.

LESSON 2 Which continent is the largest?

1 Work in pairs. Answer the questions.

- 1 Which is the world's largest continent and which is the smallest?
- 2 Which is the continent with the largest population?
- 3 Which is the continent with the largest number of countries?



2 Work in pairs. Look and check your answers. Ask and answer.

3a Work in pairs. Ask and complete the texts.

Pupil A: Look at this page. Pupil B: Look at page 67.

e.g. **A:** When did the first humans appear in Africa?

B: 10,000,000 (ten million) years ago.



History: In Africa the first humans appeared about e.g. 10,000,000 years ago. People found the earliest things of humans in (1)...

Animals: In Africa you can find the largest animals on this planet. The largest land animal is the (3)..., the tallest animal is the giraffe, and the fastest animal is the cheetah. It can run up to (4)... km an hour! There are the biggest national wildlife parks where people take care about rare animals, for example, White and Black Rhinos.

Driest place: The Sahara is the largest hot desert in the world. It is more than (5)... sq km. It is also one of the hottest places in the world. The average temperature for the desert is 30°C but during the hottest months the temperature can be 50°C, with the highest temperature at 58°C.

Highest mountain: Mt Kilimanjaro is (6)... metres. It is in Tanzania.

People: There are more than 3,000 different groups of people. There are about (2)... different languages. Some people speak European languages, for example, English and French.

Longest river: The Nile is the longest river in the world. It is 6,853 km. It crosses ten countries and flows into the Mediterranean Sea in Egypt.

3b Listen and check.

4a Work in groups of four. Do the quiz.

4b Listen and check.

LESSON 3 Uzbekistan is divided into ...

1a Work in pairs. Ask and answer.

1b Read and check your answers.

The United States of America (the USA) are divided into 50 states. The 49th state is Alaska. It is in the north-west of North America. It is the largest state of the United States. It is not bordered with other states. The 50th state is Hawaii. This state is located in the central Pacific Ocean. It consists of a group of islands.

- 1 How many parts are the USA divided into?
- 2 How many parts is the UK divided into?

The United Kingdom of Great Britain and Northern Ireland is located on the British Isles. The British Isles are separated from Europe by the North Sea and the English Channel. The British Isles are washed by the Atlantic Ocean and the Irish Sea in the West. The territory of Great Britain is divided into four parts: England, Scotland, Wales and Northern Ireland. Geographical position of Great Britain is very good because the country lies on the crossways of the sea routes from Europe to other parts of the world.

1c Work in pairs. Ask and answer.

- 1 Is Alaska the 50th state of the USA?
- 2 Where is Alaska located?
- 3 Where is Hawaii located?
- 4 Where is Scotland located?
- 5 What oceans and seas are the British Isles washed by?
- 6 Why is geographical position of Great Britain good?

2a Work in pairs. Answer the question.

- 1 How many parts is Uzbekistan divided into? 2 What are they?

2b  **Listen and complete the text.**

3a Work in pairs. Complete the table with the places of Uzbekistan.

Uzbekistan is divided into (1)... regions (*viloyat*), one autonomous republic of (2)... and one (3)... city (Tashkent). The regions (4)... divided into (5)... districts (*tuman*).

| place | number |
|------------------------|--------|
| a) Andijan region | |
| b) Bukhara region | |
| c) Fergana region | |
| d) Jizzakh region | |
| e) Khorezm region | |
| f) Namangan region | |
| g) Navai region | |
| h) Kashkadarya region | |
| i) Samarkand region | |
| j) Syrdaryaregion | |
| k) Surkhandarya region | |
| l) Tashkent region | |
| m) Tashkent | e.g. 1 |
| n) Karakalpakstan | |



3b Work in pairs. Ask and answer.

e.g. **A:** Where is Tashkent located?

B: It's located in the north-east of Uzbekistan, near the Chimgan mountains.

LESSON 4 Have you ever been to the desert?

1 Work in pairs. Answer the questions.

- 1 Where is Uzbekistan situated?
- 2 What geographical features does it have?

2b Read and check your guesses.

A Deserts cover about one-fifth of the Earth. Deserts are regions where the rainfall is less than 250 mm a year. In some years there is no rain at all. Deserts do not have much vegetation because of dry climate. They are usually covered by sand and stones. There are hot and cold deserts. Hot deserts are in Australia, south Africa and the Middle East. They have a very high temperature in the summer, sometimes over 50 degrees C. The icy continent of Antarctica is an example of a cold desert.

2a Work in pairs. Answer the questions.

- 1 What deserts do you know?
- 2 What do you know about life in deserts?
- 3 Is there any vegetation?
- 4 Do animals live in deserts?

B The world's largest desert is the Sahara. Many plants found in the Sahara live in the two-to-three week time after a good rain. In 2005 African countries with African Union and other international organizations started a new programme. They started planting a 15-kilometre "wall" of trees from the western to the eastern part of the continent to stop desertification.

C The animal life in the Kalahari Desert is richer in the north than in the south. We can see there a lot of giraffes, zebras, elephants, buffalo, antelopes, lions, cheetahs, leopards, wild dogs, foxes, lizards, snakes and different birds.

2c Read again about the Sahara Desert. Why do you think they started a new programme?

3a Work in pairs. Look at the photos of the Aral Sea. Write about the problem.

problem =

cause =

effect =

solution =



Location: Kazakhstan – Uzbekistan, Central Asia
Type: natural lake, reservoir (North)

Primary inflows
North: the Syr-Darya
South: groundwater only (previously the Amu-Darya)

3b Work in pairs. Say what people must do.

LESSON 5 The world's greatest travellers

1 Work in pairs. Answer the questions.

- 1 What do you know about the world's greatest travellers?
- 2 Who is Ibn Battuta?

2a Work in pairs. Put the years in order. Listen and write.

e.g. 1) 1304

1345, 1333, 1347,
1304, 1352, 1325,
1342

2b Read and fill the gaps.

new long last family back chance covered back across



Ibn Battuta, the great Muslim traveller, was born in 1304 in Morocco, in the north-west of Africa. His real name was Mohammad ibn Abdullah. His (1) ... came from Egypt. He travelled to America, Africa, southern and eastern Europe, Arabia, Persia and Afghanistan; and (2) ... the Himalayas to India, China, central and south-east Asia and the Maldives.

In 1325, when he was just 22 years old, he decided to go to (3) ... lands and visit Mecca. In his first journey to Mecca he was in Alexandria and Cairo. Then he decided to see India and China.

In 1333, he made his (4) ... journey to India via Samarkand and reached Delhi.

In 1342, the Sultan sent Ibn Battuta to China. This was a good (5) ... for him to see China.

In 1345, he went to Cambodia and on his way (6) ... he visited Sumatra, Malaya, Amman, Baghdad and Ceylon.

In 1347, he came back to his homeland after 28 years.

In 1352, he left home for his longest and (7) ... journey. Passing along the kingdom of Grenada in Spain, Western and Central Africa, he returned to Morocco in 1354.

Ibn Battuta travelled for almost 30 years and (8) ... more than 120,000 kilometers. No one ever did better.

2c Work in pairs. Say if the sentences are True or False.

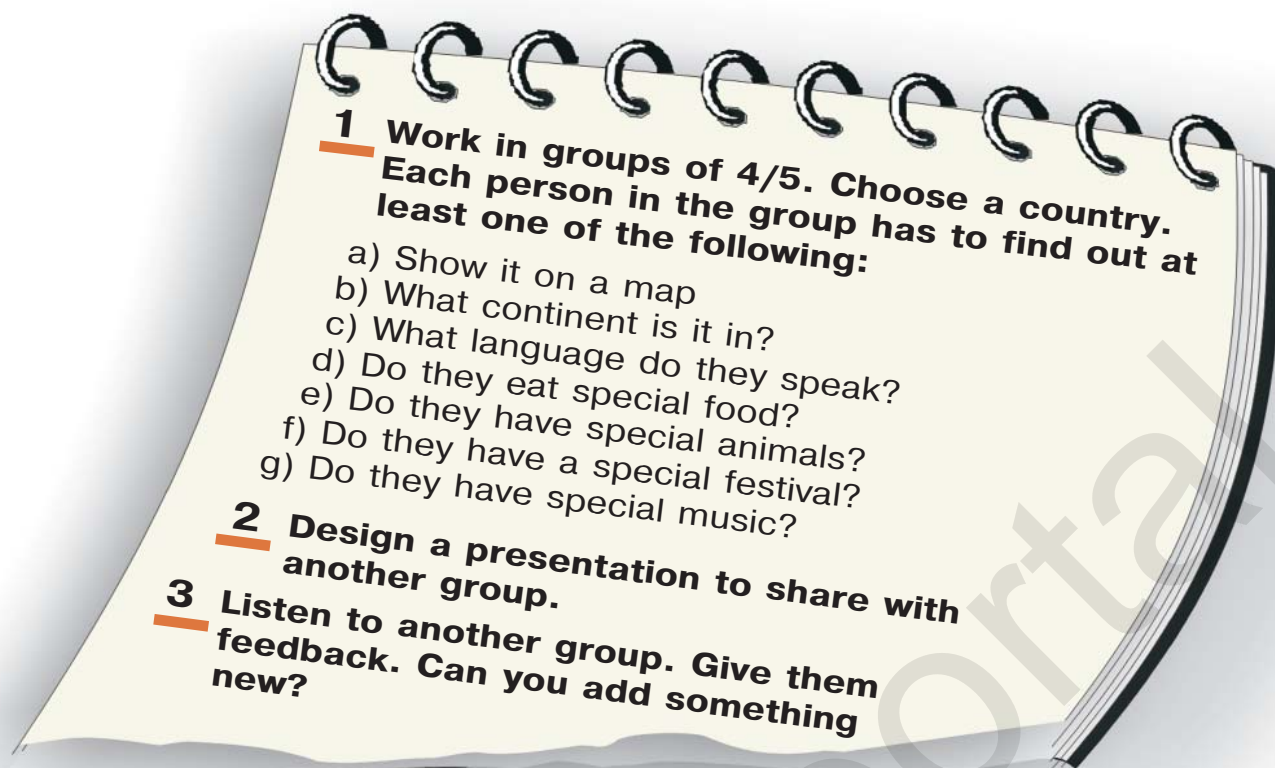
e.g. Ibn Battuta was born in Africa. – T

- 1 Ibn Battuta was one of the greatest European travellers.
- 2 His family was from Morocco.
- 3 Ibn Battuta travelled to India.
- 4 He travelled to China in 1333.
- 5 He visited Samarkand once.
- 6 In 1347, he came back home.
- 7 Ibn Battuta travelled more than Marco Polo.



2d Correct false sentences and write them.

LESSON 6 Project



Unit 8 • Lesson 2

3a Work in pairs. Ask and complete the texts.

Pupil B: Look at this page.

e.g. **A:** When did the first humans appear in Africa?

B: 10,000,000 (ten million) years ago.

History: In Africa the first humans appeared about e.g. 10,000,000 years ago. People found the earliest things of humans in South Africa.

Animals: In Africa you can find the largest animals on this planet. The largest land animal is the African elephant, the tallest animal is the (3) ..., and the fastest animal is the cheetah. It can run up to 113 km an hour! There are the biggest national wildlife parks where people take care about rare animals, for example, White and Black (4)

Driest place: The Sahara is the largest hot desert in the world. It is more than 3,500,000 sq km. It is also one of the hottest places in the world. The average temperature for the desert is (5) ... °C but during the hottest months the temperature can be 50°C, with the highest temperature at 58°C.

Highest mountain: Mt Kilimanjaro is 4,895 metres. It is in Tanzania.



People: There are more than (1) ... different groups of people. There are about 2000 different languages. Some people speak European languages, for example, (2)

Longest river: The Nile is the longest river in the world. It is (6) ... km. It crosses ten countries and flows into the Mediterranean Sea in Egypt.



HOME READING

The Flying Lion (African folk tale)

Once upon a time, the Lion could fly. His wings were like the wings of Brother Bat, but they were very big, and very thick, and very strong. So he made a big wind with them when he flew into the air. When he was high above the earth, he looked down for something to kill. So this is how he hunted in old times.

There was only one thing he was afraid of, and that was the bones of the animals he caught and ate, which could be broken to pieces. No one knew why, and everyone was frightened of the Flying Lion. He kept the bones in his house and two White Crows guarded them.

But one day while the Flying Lion was away, Brother Big Bullfrog came and said: "Why do you sit here all day, you Whitehead Crows?"

And the White Crows said: "We sit here to look after the bones for the Flying Lion."

"But you must be tired of sitting!", said Brother Big Bullfrog, "You fly away a little and stretch your wings. I will sit here and look after the bones."

The White Crows stretched their wings and flew away. But soon Big Bullfrog said: "Now I want to find out why the Flying Lion keeps the bones and why he is afraid of broken bones".

He broke all the bones he could find in the house. Crack! crack, crack, crack! When he finished, he hopped away, hop-hop-hoppity-hop, as fast as he could. When the White Crows came back, they were frightened to see all the broken bones.

"Craw, crawl!", the White Crows said, "The Flying Lion will be so angry. He will bite off our nice white heads – crawl, crawl – and without a head, who can live?" And they went after Brother Big Bullfrog.

"It's no good hopping away, Brother Bullfrog", they said, "the Flying Lion will find you wherever you are, and kill you."

But old Brother Big Bullfrog went to his pond and said: "When the Flying

Lion comes, tell him I am the man who broke the bones. Tell him where I live and if he wants to see me, he must come to me."

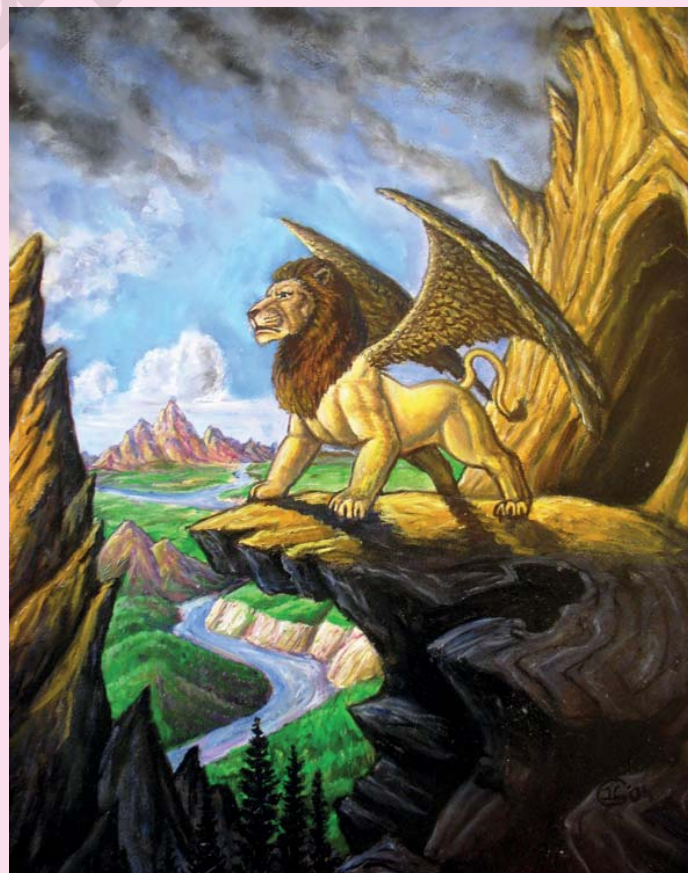
The White Crows wanted to catch him but they could not. There was much mud in the pond.

The Flying Lion was very angry when he knew about it. He roared – hoor-rr-rr-rr, hoor-rr-rr-rr. It was a terrible noise.

But now he could not fly, and he walked home. He found the poor White Crows. But soon they found out that he could no longer fly, so they were not afraid of him.

"Hoor-rr-rr-rr, hoor-rr-rr-rr!", he roared. The White Crows flew away and called out: "Ha! ha! ha! The Lion can't catch us! The bones are broken, and his wings don't work. Now men and animals can live again. We will fly away and tell them the good news."

From that day on he learned to walk quietly like a mouse. And the White Crows can no longer speak. They can only say: "Craw, crawl."



UNIT 9 Travelling

Inquiry question:

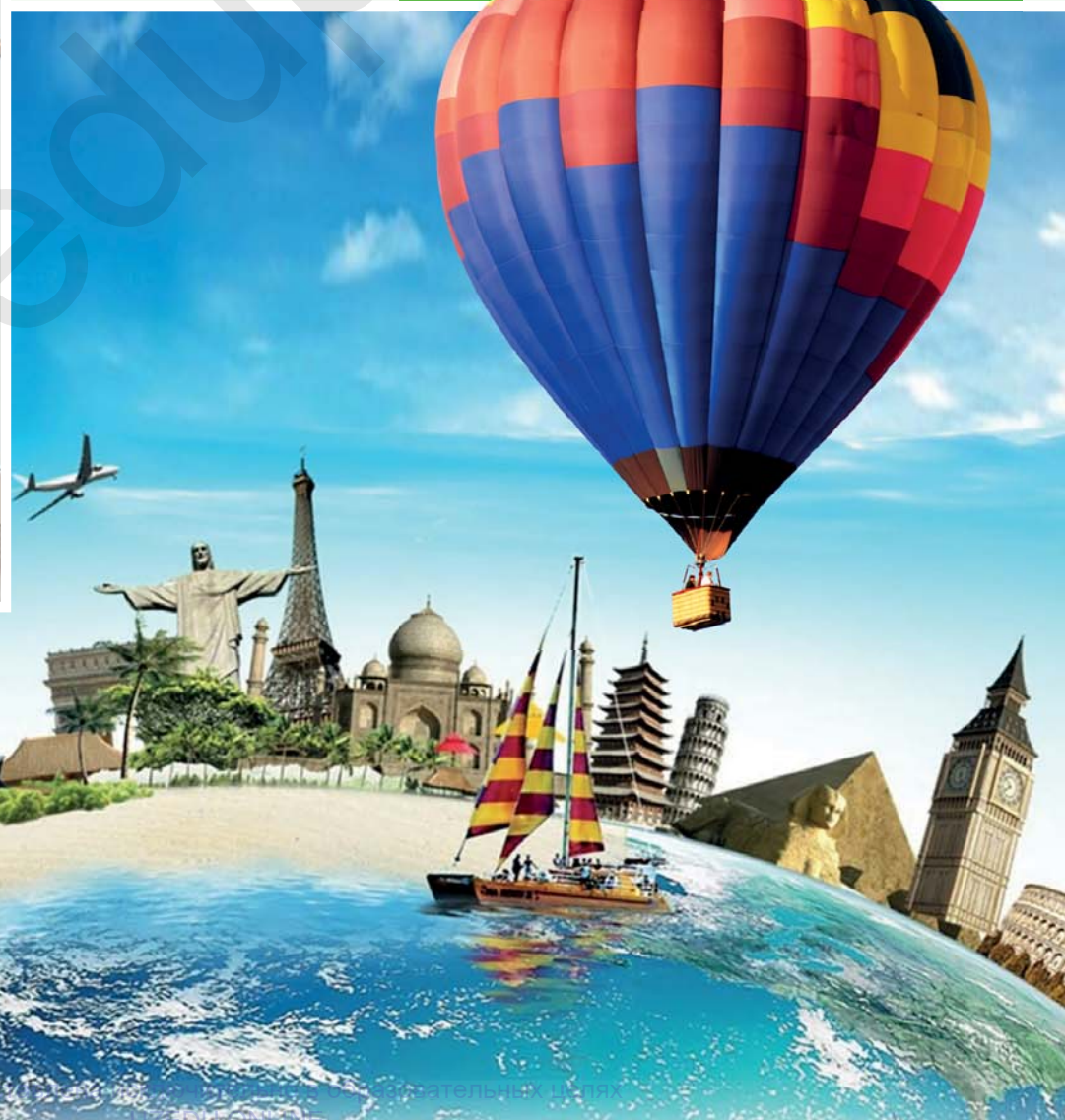
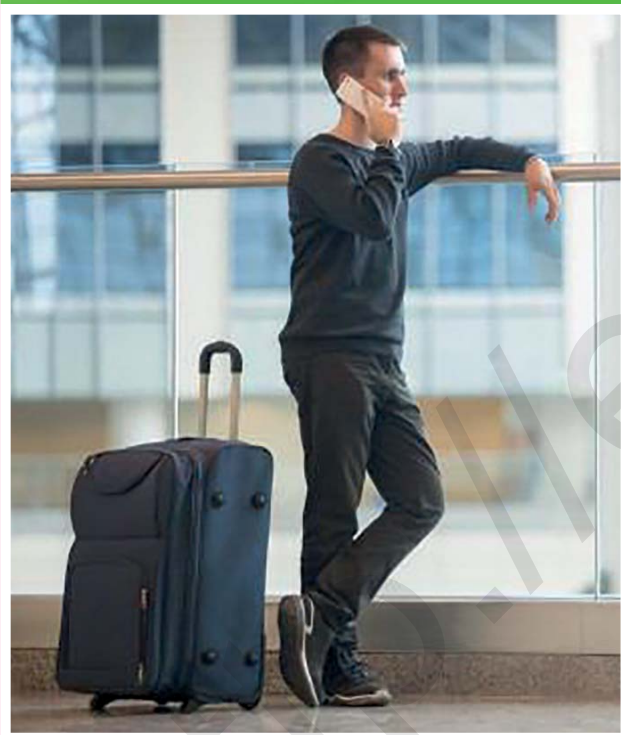
Why do people travel?

Inquiry theme:

To understand that by travelling you can learn about different places and people

In this unit you will ...

- ✓ read short texts and fact files
- ✓ listen to stories, short texts and adverts
- ✓ ask for and give information about world spots
- ✓ learn what people need when they travel
- ✓ learn that by travelling you can learn about different places and people
- ✓ learn how to express ideas and opinions about travelling



LESSON 1 What country would you like to visit?

1a Work in groups of 4/5. Look at the map. Where is Uzbekistan? What country would you like to visit? Agree on one country.

We would like to visit ...



1b What do you need to visit this country? Think about these questions to help you.

- 1 How will you travel there?
- 2 How will you pay for food and accommodation when you are there?
- 3 What money do they use?
- 4 What is the weather like in this country?
- 5 What clothes do you need to take?
- 6 What documents do you need to get out of Uzbekistan and into the country?

2 Look at the pictures. Tick the ones that you have.



Summer clothes



WINTER clothes

LESSON 2 Planning a trip

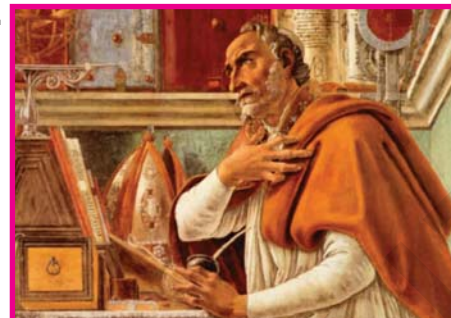
1 Work in groups of 4. Discuss your homework.

2 Work in pairs. Read and answer.

- 1 Do you agree with Augustine of Hippo's words: "The world is a book, and those who do not travel, read only a page"? Why?/Why not?
- 2 Do you enjoy travelling? Why?/ Why not?
- 3 What is the best place you have ever visited?

3 Work in pairs. Read, ask and answer.

- e.g. **A:** What special days will people in Tashkent have?
B: In the spring, people in Tashkent will have "Duppi Day".
A: What will people do?
B: They will ...



Augustine of Hippo

What holidays do people in Tashkent expect to have in the spring?

The website Podrobno.uz informs that in the spring people in Tashkent will have a lot of traditional entertainment events and some new holidays. First of all, it is a "*Duppi Day*". On this day lots of people will wear duppi. They will sing songs and dance. It will be an amazing and colourful event.

Next is "*Bread Festival*". Most of the bakeries of Tashkent and other places will sell their bread, pasta and sweets. People will buy bread, listen to music and have tea in the streets.

One more spring event is a "*Tree Parade*". Many celebrities and other people will plant trees and flowers in the streets and parks. People will meet with their friends and work together. Tashkent will be more beautiful.

People will celebrate *Tashkent City Day* with cultural events and street festivals. It will be a great holiday for people who live in Tashkent and the tourists.

People will also have a "*Street Art*" field for "street art" artists and dancers. It will be the most interesting place for young people.




4 Work in pairs. Think about the place where you live. Ask and answer.

- e.g. What holiday will people in ... have in the spring/winter?
 What will they do? What will they cook?
 What will they wear?

LESSON 3 Journey into space

1  **Work in groups of 4/5. Play “Find Someone Who ...”.**

2  **Work in pairs. Read the definitions and complete the sentences. Use the words “journey”, “travel” or “trip”.**

The word **“travel”** is used to talk about going from one place to another. People travel on foot, by bicycle, car, train, boat, plane, ship or other means, with or without luggage.
e.g. We are going to travel by car.


The word **“journey”** is used to talk about travelling for a long distance.
e.g. The journey was long and tiring. It took us 5 hours to get there.

The word **“trip”** is used when you go to a place for a short time and come back again.
e.g. My father often goes on business trips.

3a Work in pairs. Ask and answer.

- 1 Is travelling to space dangerous?
- 2 What spacemen/spacewomen do you know?
- 3 Who was the first person in space?
- 4 Do you want to travel to space?



3b  **Work in pairs. Read and check your answers. Complete the sentences.**

3c  **Listen and check.**

4 **Work in pairs. Translate into your language.**
Today travelling into space is **as difficult as** opening a new continent.

Remember:

We use **as + adjective/adverb + as** to make comparisons when the things we are comparing are equal in some way:

*The world's biggest bull is **as big as** a small elephant.*

We use **not as ... as** to make comparisons between things which are not equal:

*She's **not as tall as** her brother.*

LESSON 4 The Silk Road

1 Work in pairs.
Do the quiz.

2a Work in pairs.
Look and answer the questions.

- 1 Is the Aral Sea as big now as it was in 1960?
- 2 Is the Amu-Darya as long as the Syr-Darya?
- 3 Is the Indian Ocean as big as the Pacific Ocean?
- 4 Is the population in Asia as big as in Africa?
- 5 Is Mount Kilimanjaro as high as Mount Everest?

- 1 Do you know what The Silk Road is?
- 2 Why is it called The Silk Road?

- 3 Where did The Silk Road begin/end?
- 4 What countries did The Silk Road cross?



2b Work in pairs. Read and check your ideas.

The Silk Road began in ancient China. But it was not a road, it was a route. There were some routes with the name "The Silk Road" from China to Rome. It was a 6.500 km trip. At one end was China. At the other end was Rome. Each had something the other wanted. Rome had gold, silver and beautiful stones. China had silk, tea, and spices. The Silk Road was important because people not only changed things but also food, ideas and culture.



The Romans wanted to find such a road for a long time because they wanted to have silk. Silk was popular in Rome. But the Romans did not know how to make this wonderful material. Finally, they found the way to China and called it "The Great Silk Road".

But travelling along The Silk Road was very dangerous. There were deserts and mountains, bad weather and bad people.

2c Work in pairs. Say True or False.

- 1 There was only one route from ancient China to Rome.
- 2 There were several routes from ancient China to Rome.
- 3 People in Rome did not have gold, silver and beautiful stones.
- 4 People in Rome liked silk material.
- 5 People from ancient China sold silk, tea and spices to people from Rome.
- 6 Travelling along the Silk Road was not difficult.

3a   **Work in pairs. Listen and complete the table.**

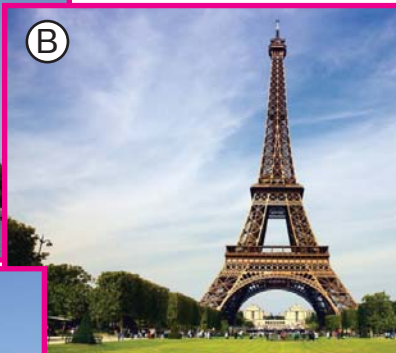
3b   **Work in pairs. Listen one more time. Match the speakers and sentences.**

LESSON 5 World spots

1a Work in pairs. Answer the question.

What famous places in the world do you know?

1b Listen and match the texts and pictures.



1c Listen one more time. Choose the correct answer.

2a Work in pairs. Answer the questions.

- 1 What museums have you been to?
- 2 What were the most interesting things there?

2b Work in pairs. Read and write down the new words.

The Natural History Museum in London opened in 1881. First it was a part of the British Museum. It is both a museum and the place where scientists work. It is a beautiful building. There are about 80 million things in the Museum and Darwin Centre. In 1905 the best known dinosaur's skeleton appeared there. This dinosaur is called Dippy. This dinosaur is known as the biggest in the world. The skeleton is 26 metres long. There are other types of dinosaurs, especially the popular T. Rex. There are stuffed birds, with the extinct dodo bird. People can compare a little humming bird's egg with that of an elephant bird (now extinct), which is as big as a football. Every year the museum has new exhibitions, as well as some events like favourite "Wildlife Photographer of the Year" and "Sensational Butterflies". You can visit the museum after hours including movie nights, monthly late openings and the chance to sleep at the museum with dinosaurs.



2c Work in pairs. Complete the questions.

e.g. in/museum/What/opened/1881?

What museum opened in 1881?


2d Work in pairs. Answer the questions in 2c.

LESSON 6 Project


- 1 Prepare a poster for your project. It can be about a great traveller, a country you want to visit, the best transport for travelling, your ideas about travelling and others.

Kinds of travelling

You can travel by boat, by ship, by plane, by spaceship, by helicopter, by balloon, by train, by car, by bus, by bike, on horseback, on foot



What country would you like to visit?



Why do people travel to England?

- to visit new places;
- to meet people;
- to study;
- to practise English;
- to take part in festivals;
- to learn more about the culture and traditions.


I would like to go to England ...



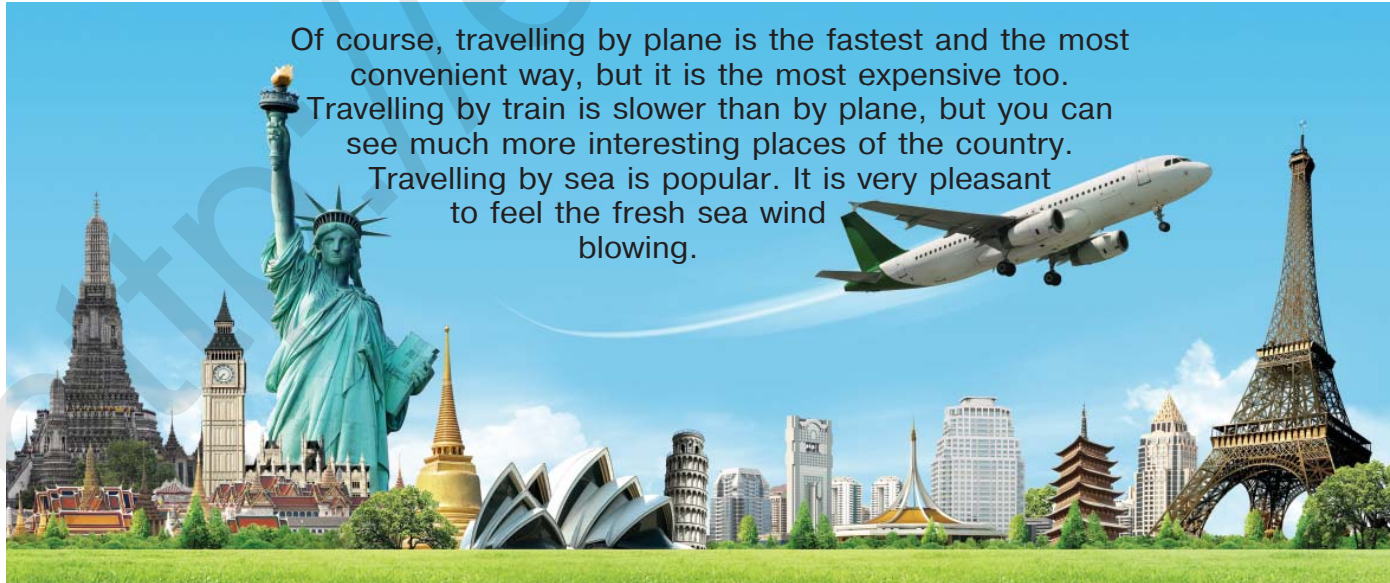
WHY DO PEOPLE TRAVEL?

WHY?

- to discover new places
- to know customs, traditions
- to visit new places
- to learn a language
- to know the history, culture
- to meet people
- to make friends
- to see the sights



Of course, travelling by plane is the fastest and the most convenient way, but it is the most expensive too.
 Travelling by train is slower than by plane, but you can see much more interesting places of the country.
 Travelling by sea is popular. It is very pleasant to feel the fresh sea wind blowing.



- 2 Make your project presentations.

HOME READING

Icarus and Daedalus



Once upon a time, a long time ago, there lived a talented artist. His name was Daedalus. He used his art to make buildings and castles. He was the best architect of his time.

King Minos invited Daedalus to the beautiful island of Crete. The king wanted him to build a maze, as a home for the king's pet, the Minotaur. The Minotaur was a horrible monster, with the head of a bull on a human body. The king loved that monster and wanted him to have a good home.

Daedalus was surprised at the king's pet, but a job was a job. Daedalus planned to make the maze so that people could not find the way out. They needed somebody's help to go out.

The King liked that idea. Daedalus really was a fine architect.

Daedalus brought his young son Icarus with him. He wanted the child to enjoy swimming and playing with the other children on the island. Both Daedalus and Icarus were happy to live on



the island.

King Minos was happy with his maze. It was quiet and wonderful on the island.

One day, a group of Greek men sailed to the island. They killed Minotaur and sailed away, taking with them the king's daughter.

King Minos was very unhappy. He did not know how the people could go out of the maze without help from someone.

King Minos decided that Daedalus and his young son Icarus must stay on the island of Crete.

Daedalus tried to think of ways of how to go home. One day, Daedalus noticed birds flying in the sky. It gave him an idea. Wings! He needed wings. Daedalus began to collect all the bird feathers he could find. He collected them together with wax. When two pairs of wings were ready, he told his young son not to fly too close to the sun or the wax could melt.

Daedalus fixed the wings to their arms. They opened their wings and flew to the sky. They left the island of Crete far behind them. Water was under them as far as they could see. The sky was blue. It was amazing!

Icarus flew higher and higher. He flew so high that the sun began to melt the wax on his wings. Icarus was falling down. He worked with his arms faster and faster. But it was no use. Poor Icarus fell into the water.

Sadly, Daedalus went on alone.



UNIT 10 Holidays, holidays!

Inquiry question:

What makes a country special?

Inquiry theme:

To understand that each country has special events to visit

In this unit you will ...

- ✓ read short texts, adverts and fact files
- ✓ listen to interviews, adverts and short texts
- ✓ ask for and give information about ways of spending holidays
- ✓ learn what makes a country special
- ✓ learn what makes a good companion
- ✓ learn how to express opinions about different ways of spending holidays



HAPPY

HOLIDAYS

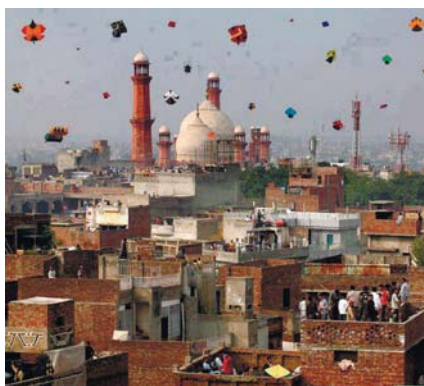


LESSON 1 Special holidays around the world

1a Work in groups of 4/5. Look at the pictures and the special holidays in each country. Which holiday do you like? Choose one holiday.



Chinese New Year – moves between January to April – all over the world where there are Chinese people



Basant – National Kite Flying Day, Pakistan



Holi – India and Nepal but all over the world where there are Indian and Nepalese people

1b What would you like to do on this holiday? Think about these questions to help you.

What is special about the holiday?

What do you want to do there?

How will you remember this holiday?



May Day maypole dancing, the United Kingdom

2 Look at the pictures. Tick the things you will do.



3a Work in pairs. Look at the calendar in 1a. Say what special holidays we have in Uzbekistan.

3b Choose one holiday. Write about it.

LESSON 2 Holiday in Plymouth

1 Work in pairs. Ask and answer.

- 1 Where do people in your country like to go on holiday?
- 2 Where do you think people in Britain like to go on holiday?

2 Work in pairs. Ask questions and write answers.

Pupil A: Read this page. Pupil B: Read page 83.

The National Marine Aquarium, one of Britain's most (1) ... places, is located near Plymouth.

Open daily (2) ... – 6pm

In the (3) ... you will see over 10 real live sharks.

Our guides will tell you interesting facts about these hunters of the sea.

Questions for Pupil A:

- 1 place/the National/kind of/is/ Marine Aquarium/what?
- 2 it/open/does/what time?
- 3 will/over ten/where/sharks/you/ see/real?

3a Work in pairs. Find these words in the Wordlist and write the meaning.

for ages beach seashore diver

3b Listen and repeat.

4a Work in pairs. Listen to the dialogue. Answer the questions.

What did Anne do in Plymouth?

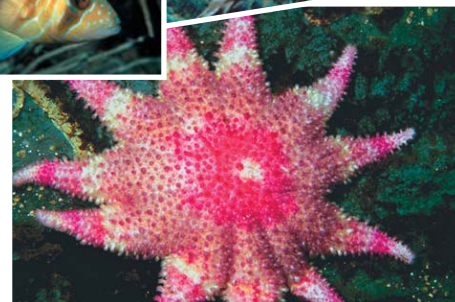
What did she see there?

4b Listen again and choose the right words.

- 1 Anne and her granny went to the ... when the weather was ...
a beach/cold b theatre/fine c beach/fine
- 2 One day Anne's ... took her to the National ...
a grandparents/Marine Aquarium
b parents/Marine Aquarium c parents/Park
- 3 Skilled ... feed ... by hand.
a fishermen/fish b divers/sharks c divers/fish
- 4 Best of all Anne liked the ... and the ...
a divers/sharks b baby seahorses/sharks
c divers/baby seahorses

5 Match the punctuation marks and their names in English.

- | | |
|-----|---|
| 1 . | a) an exclamation mark |
| 2 , | b) a full stop (Br.E.)/a period (Am.E.) |
| 3 : | c) a question mark |
| 4 ? | d) a colon |
| 5 ! | e) a comma |



LESSON 3 Exotic America

1a Work in pairs. Write five things you know about the USA.

1b Read the two texts. Say what places they are about.

① Do you know where the Hawaii Islands are? Do you know what country they belong to? They are in the central part of the Pacific Ocean and belong to the United States of America. Hawaii became the 50th state of the USA in 1959. Captain Cook found these islands just a few years after he discovered Australia. He put these islands on the map and gave them a name.

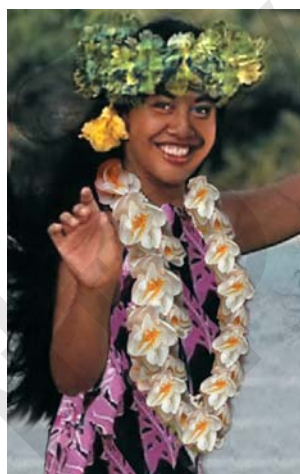
② The famous Rocky Mountains in the USA begin near Denver in Colorado and go up into Canada. In the south of the Rocky Mountains there are many beautiful canyons. Do you know what a canyon is? It is a deep narrow valley. One of the biggest canyons in the world is the Grand Canyon in Arizona.

1c Read and match with the texts in 1b.

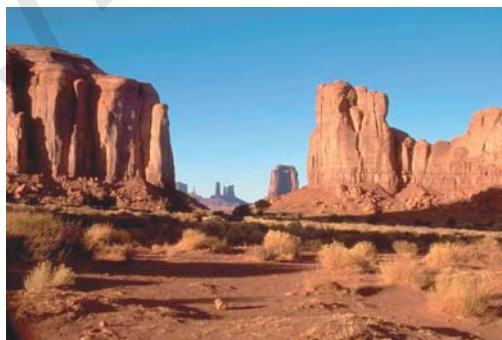
a Millions of years ago, in times of dinosaurs, the Colorado River was much bigger. Today, in the Grand Canyon you can see how big it really was. The word "grand" means "very big".

b He called them the Sandwich Islands. Why this name? It was not because he stopped there to have a sandwich. The Earl of Sandwich was paying for Captain Cook's expedition and this was how the Captain thanked the Earl.

c When tourists take part in a Hawaiian feast, a luau, they have fish, shellfish, coconut pudding, and pineapple, music and hula dancing. The hula is one of the most beautiful dances in the Islands. Some Hawaiian children learn to dance it when they are two years old and it is part of the school lessons.



d The Canyon is over 349 km long and more than 1,3 km deep, and 20 km wide in places.



e May 1st is a lei day. A lei is a garland of flowers which people wear round their necks. It symbolizes Hawaiian hospitality.

f The Canyon has many beautiful colours that change during the day such as red, green, yellow and deep blue. A lot of tourists come to Arizona to see this wonder of the world.

2  **Listen and answer the question.**

Where will Mr Green go for his holidays: Hawaii or Arizona? Why?

3 Work in pairs. Say what place you would like to go and why.

LESSON 4 Welcome to Dreamworld!

1 Work in pairs. Write five things you know about Australia.

2a Find the words in the Wordlist and write the meaning.

2b Read and say which of these facts you think is the most interesting.

eucalyptus, wombat, roller-coaster, cuddle

Do you know that ...

- kangaroos can jump more than four metres and travel at seventy kilometers an hour?
- koalas eat one kilo of eucalyptus leaves each day and drink almost nothing?
- the word "koala" means "no water".
- wombats are a kind of bear with a pocket of skin in which they carry their babies?
- the emu is two metres tall and is the second largest bird in the world? It cannot fly, but it can run at fifty kilometers an hour.
- in the seas and rivers of northern Australia you can find crocodiles that are five or six metres long? They eat fish, animals, kangaroos and, sometimes, people.

3a  Listen and number the pictures.



3c Answer the questions.

3b  Listen again. In pairs write captions for the pictures.

Would you like to travel to the Gold Coast and visit Dreamworld? Why?/Why not?

4 Work in pairs. Talk about Australia.

A: Your partner has been on holiday to Australia. Ask him/her what places he/she visited, what he/she saw there and what he/she liked most of all.

B: You have been to Australia. Answer your partner's questions.

LESSON 5 What makes a good companion?

1a Find the words in the Wordlist and write the meaning.

1b  **Listen to the interview and answer the questions.**

travelling,
companion, hike,
go hiking, camping,
lively, belong to

- 1 Who does Andrew usually go on holiday with?
- 2 Who would he like to go with?
- 3 What do Emma and Melissa think about good companions?

2a Read and answer the question.

Andrew said, "I'd rather ride a bike".
Does he like riding a bike more or less than other things?

2b Chain Drill.

- e.g. **A:** Let's play basketball.
B: I don't want to play basketball. I'd rather go swimming. And what about you?
C: I don't want to go swimming. I'd rather watch TV. And what about you?

2c Work in groups of three. Make dialogues.

- e.g. **A:** Let's go to the museum.
B: That's a good idea.
C: Oh, no. I'd rather go to the sports centre.



3 Work in pairs. Read and find pairs of companions.



Robert is a quiet boy. He doesn't like noisy games. He can do a lot of things, for example, he can make a fire. He enjoys taking photos.

Hello. My name's Pamela Goldsmith. I'm a teacher in Hedgerow Secondary School. I teach girls and boys who are 13 years old. These are some of my pupils. Who do you think would make good travelling companions?

Fiona doesn't like walking or riding a bike. She likes noisy games and she always wants to win. She likes to make fun of other children.



Amy is a very kind girl. She is always ready to give her things to her friends. She likes a good joke and laughs a lot. Amy is a slow walker and gets tired very quickly. But she's good at riding a bike.



Mike is good at sports. He is strong and he never complains. He doesn't like people who talk and laugh a lot. He can be rude to them sometimes.



Frank is fond of all kinds of travelling: he likes boating, biking, hiking, etc. He is a good story-teller because he knows a lot. Sometimes he forgets to pack the things he needs.



LESSON 6 Project

1a Work in groups. Think about a good place for a holiday in Uzbekistan or in an imaginary place. Make a poster.

Write about:

- where this place is
- what it is famous for
- what people can do there
- what things people need to take with them

1b Read other groups' posters. Say what you like about the holiday advertised by them.



Unit 10 • Lesson 2

2 Work in pairs. Ask questions and write answers.

Pupil B: Read this page.

The National Marine Aquarium, one of Britain's most popular places, is located near (1)...
Open daily 10pm – (2) ...
In the Shark Theatre you will see over ten real live sharks.
Our (3) ... will tell you interesting facts about these hunters of the sea.

Questions for Pupil B:

- 1 the National/is/where/located/ Marine Aquarium?
- 2 does/close/what time/it?
- 3 tell/facts/who/interesting/you/will?

HOME READING

Kevin's holidays

Kevin was waiting for his holidays. His mother said about a big surprise for him during holidays.

Summer holidays started. Now he was free like a bird, free to draw, paint, play cricket and watch TV ... anything he wanted to do. Kevin took out his crayons and album. He was going to draw a picture when suddenly the doorbell rang.

It was his cousin Max. "Hiii!", cried Max and started jumping on Kevin's bed, breaking his crayons into parts, "I have come to stay here for the holidays".

Kevin was not happy to have such a "surprise" on his holidays. Max was Kevin's pain. He was always doing things wrong. So the next holidays will be the worst in his life.

The next few days were horrible for Kevin.

After breakfast Kevin decided to do a painting. Luckily, Max was not at home. Kevin took out all his art things and started painting a beautiful picture. When he was finishing his picture, Max entered the room with a Pepsi bottle. He poured Pepsi all over the painting, and the picture became bad.

The next day was even worse for him.

Everything was good in the morning and in the afternoon. Something bad happened in the evening. It all started when Max put the dirty clothes in the washing machine. After sometime Kevin heard some strange sounds from the washing machine. He went to look at it and found that Max put his best pair of shoes into the machine with the clothes.

One day Kevin was reading the newspaper when he saw interesting news. He read it aloud: "Last week someone stole Dick Brown's stamps". Dick Brown was famous all over the world for his stamp collection. They were very expensive. Some more people lost their stamp collections too. The police were looking for them.

People who had stamps were afraid to lose their collections. Kevin had a nice stamp collection and it was with his

friend Allan. He decided to get his stamp album back.

But Kevin could not go out because his mother's friend came to see them and his mother wanted him to be at home. Kevin decided to send Max to get his album. Kevin gave Max Allan's address, and Max left the house.

Max soon came back with the album, and when Kevin looked at it he found out that it was not his album. The stamps were very expensive.

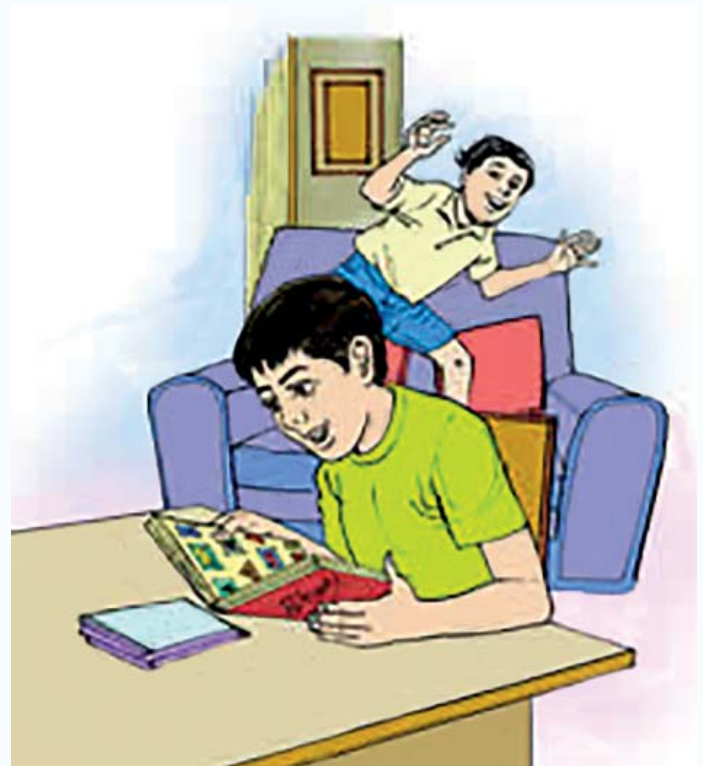
Max lost his way and went to another house by mistake. The door was open but there were no people at home. The album was on the table. So Max went in and found an album. He took it and brought to Kevin.

Kevin thought that it was Dick Brown's album. Kevin called the police and told that he found a stamp album.

A week later Kevin and Max got good prizes for finding Dick Brown's album.

"I will never be angry at Max", Kevin thought.

"Kevin, I was jumping on the sofa and I broke your glasses. Anybody can make a mistake", said Max.



TEENS' ENGLISH 7

Workbook



Classwork and homework

UNIT 1 Where we live

Lesson 1 Summer holidays are fun.

Classwork

3 Listen and write T for True and F for False.

- 1 Aziz likes English.
- 2 Aziz went to the Summer International Camp in July.
- 3 The Summer International Camp was in Tashkent.
- 4 Madina went to Turkey in June.
- 5 Madina liked eating fruit.
- 6 Davron liked eating ice-cream.
- 7 Madina stayed at home in July.



Homework

Write an e-mail to Aziz. Write about your summer holidays. You can use the questions as a plan. Azizga elektron xat yozing. Unda yozgi ta'tilingiz haqida yozing. Quyidagi savollardan reja sifatida foydalanishingiz mumkin.

- 1 Where did you go?
- 2 Who did you go with?
- 3 What was the place like?
- 4 What was the weather like?
- 5 What did you do there?
- 6 Did you like your summer holidays? Why?/Why not?



Lesson 2 What is the capital city?

Homework

1a Read and complete the sentences.

Gaplarni o'qing va tugallang.

- 1 The biggest cities in Uzbekistan are _____
- 2 The biggest cities in the United Kingdom _____
- 3 The longest river in Uzbekistan is _____
- 4 The longest river in the United Kingdom _____
- 5 The biggest continent is _____
- 6 The smallest continent _____

1b Write the questions for 1a.

1a-mashqdagi gaplarga savollar yozing.

e.g. 1 What are the biggest cities in Uzbekistan?

Classwork and homework

Lesson 3 Water is life.

Homework

Read and answer the questions.

Matnni o'qib, savollarga javob yozing.

- 1 Where is Nurata?
- 2 What are its special features?
- 3 What can tourists see in Nurata?

A small town Nurata is not far from the Nurata Mountains, 200 km from Samarkand. There are a lot of **legends** (*afsona*) about how people started living there. According to one legend, a **meteorite** (*meteorit*), a “fire stone” fell from the sky and a **spring** (*buloq*) of clear water **appeared** (*paydo bo'lmoq*) at that place. People gave it the name “Chashma” and built a town there. The water in this spring is special. Its temperature is always 19,5°C. There are a lot of **minerals** (*ma'dan*), **gold** (*oltin*) and **silver** (*kumush*) in the water. In addition, the spring is home for wonderful fish – marinka. It is **unusual** (*o'zgacha, boshqacha*) fish and people do not eat it. Nurata has only 25 thousand people and they know each **other** (*bir-birini*). They are very kind and friendly. A lot of tourists from different countries visit this place. It has a surprising **landscape** (*landshaft, manzara*): the Kyzylkum Desert and mountains.

Lesson 4 Life in big cities

Classwork

2a Work in pairs. Read and match.

- | | |
|--|--|
| 1) In a big city, | a) many places to visit. |
| 2) It takes a long time | b) because there are a lot of working places. |
| 3) You can find a good job | c) to get to work in a big city. |
| 4) In a big city there are | d) because there are a lot of universities and colleges. |
| 5) It is good to study in a big city | e) is better than in villages. |
| 6) There are a lot places for entertainment: | f) the traffic is busy. |
| 7) The public transport in big cities | g) theatres, museums, cinemas. |

Classwork and homework

2b Work in pairs. Read and complete the table about big cities.

| advantages | disadvantages |
|---|---------------|
| e.g. 1) In a big city there are many places to visit. | |

Homework

Choose a city you like. Write about it.

O'zingiz istagan biror shaharni tanlang. U haqida yozing.

Lesson 5 Life in villages

Classwork

2a Work in pairs. Complete the sentences with the words.

village, popular, people, fish, taking, vegetables, tea, desert, life, bread

The village Sentob is between the Nurata Mountains and the Kyzylkum (1) Local (2) ... grow (3) ... to cook a meal. Each family has a few cows, sheep, goats and chickens and have eggs, milk, meat and wool.

In the (4) ... Sentob there are three houses for travellers: "Muhlma", "Rakhima" and "Maysara". The first visitors here were in 2007.

Tourists can help local people in everyday (5) They can make (6) ... in tandyr, see a wedding, holidays and watch the traditional competition on horses Kupkary during the game season. The most (7) ... tourist activities are hiking, bird watching, (8) ... photos, ecological walking and others. Moreover, you can just sit on tapchan with your friends and have a rest, drinking (9) ... and enjoying birds' singing. 30 km to the north there is the Aydarkul Lake, where you can (10) ... and swim.

2c Work in groups of 4/5. Complete the table. Say how Uzbek village is different from other villages in the world.

| village | different | same |
|-----------------|--|---|
| smart village | e.g. In India people try to make smart villages because their life is very bad now. In Sentob village people have good life now. | there is clean water, schools, doctors, enough food and electricity |
| vintage village | | |
| eco-village | | |

Homework

Describe the place where you live. Answer the questions.

Yashash joyingizni tasvirlang. Savollarga javob yozing.

- 1 Do you live in a town or a village?
- 2 How big is it?
- 3 Is it comfortable place to live in? Why?/Why not?
- 4 Do tourists come to your place?
- 5 What do they want to see? Why?
- 6 Do you like your place? Why?/Why not?

Classwork and homework

UNIT 2 I don't feel well!

Lesson 1 I have a pain in my ...

Classwork

3a Work in pairs. Read and complete.

- 1 I have a pain in my _____ . I can't hear you.
- 2 I have a pain in my _____ . I can't eat anything.
- 3 I have a pain in my _____ . I can't walk.
- 4 I have a pain in my _____ . I can't write.
- 5 I have a pain in my _____ . I can't sweep the yard.
- 6 I have a pain in my _____ . I can't see well.

Homework

1a Answer the questions. Savollarga javob bering.

What is the most important part of the body? Why?

1b Read and check. Do you agree? Matnni o'qib, javobingizni tekshiring. Siz bunga qo'shilasizmi?

When I was a little child, my mother asked me: "What's the most **important** (*muhim*) part of the body?"

I thought and said: "My ears, Mum, because to hear people and music is very important."

She said: "No. Many people cannot hear."

The next year she asked me again.

This time I told her: "Mum, it must be our eyes because to see is very important to **everybody** (*hamma*)."

She looked at me and told me: "You're learning fast, but the answer is not correct because there are many people who cannot see."

Some years later (*bir necha yildan so'ng*), my grandad went to hospital and did not come back. Everybody was sorry.

My mother asked me: "Do you know the most important part of the body, my dear?"

I was **surprised** (*hayron bo'lmoq*) at that moment because I always thought this was a game between her and me.

She looked at me and told me: "This question is very important. Every year you gave me different parts of the body. And they were not the correct answer. But today is the day you need to learn this important lesson. The most important part of the body is your **shoulder** (*yelka*)."

I asked: "Is it because it holds up my head?"

"No", she said, "Everybody needs a shoulder **to cry** (*yig'lamoq*) on sometime in life. I hope you have enough friends to have a shoulder to cry on when you need it."

Now I know that the most important part of the body is when you feel the pain of others.

1c Choose the correct answer. To'g'ri javobni tanlang.

When you need your friend's/relative's shoulder, you:

- a)** want to put your hand on it. **b)** need their help. **c)** want to help.

Classwork and homework

Lesson 2 What's the matter with you?

Classwork

3c Match the following sentences (1-4) with the given endings (a-d)

- | | |
|---------------------------------|--------------------------------------|
| 1 If you do not want to get ill | a) you should contact a doctor. |
| 2 Flu is a virus | b) you should use special drops. |
| 3 If you are ill | c) you should practise good hygiene. |
| 4 If you have a runny nose | d) which can infect any person. |

Homework

1a Answer the questions.

1 Why is it important to be healthy?

1b Read and check.

2 How can we stay healthy?

Good health is very important for everybody. There is nothing more important than health. Wise people even say: "Health is more important than wealth", because if you do not care of your health, you cannot study or work properly. The best way to stay healthy is to do morning exercises, to eat healthy food, to sleep 8-9 hours a day. If you are active, you feel better. You may go to a gym or a swimming pool, do some other sport or simply walk more. Sport is a good way to have a good health. Diet is also very important. You should eat fresh and healthy food. It is important to eat enough fruit, vegetables and meat. Do not eat too much sugar or sweets.

1c Complete the sentences.

- 1 It is important to be healthy because ...
- 2 We can stay healthy by ...

Lesson 3 I've brought warm clothes.

Classwork

2b Listen and tick.

Homework

Complete the sentences.

e.g. I'm not writing because
I've cut my finger.

- 1 I'm not writing because ...
- 2 I'm not eating because ...
- 3 I'm not playing volleyball ...
- 4 I'm not watching the film ...
- 5 I'm not playing football ...
- 6 I'm not eating chocolate ...

| | Betty | Ann |
|---------------|-------|-----|
| socks | | |
| boots | | |
| trainers | | |
| chocolate | | |
| mineral water | | |
| money | | |

I have toothache.
I've broken my leg.
I have a headache.
I've cut my finger.
I've broken my wrist.
I have stomachache.

Classwork and homework

Lesson 4 Have you ever ...?

Homework

1 Write five sentences. *Beshta gap yozing.*

e.g. Have you ever broken your arm?

2 Complete the sentences with verbs. (Put the verbs into 3rd form.) *Gaplarni fe'llar bilan to'ldiring. (Fe'llarning 3-shaklini qo'ying.)*

walk, finish, put, come (2), sit, see

Linda has just (1) **e.g.** *walked* outside with Grandmother. She has (2) ... cleaning and washing. She has some corn and pieces of bread. Linda has just (3) ... some corn on the **ground** (*yer*) to feed the birds. The birds have not (4) ... yet. Grandmother has already (5) ... down on the **bench** (*o'rindiq*). Grandmother and Linda **wait for** (*kutmoq*) the birds. They have (6) ... the birds in the yard. Look! The birds are flying. They have (7) ... to the yard. Linda is happy.

3 Write the sentences. Use the Present Perfect.

Gaplarni yozing. Hozirgi tugallangan zamonni qo'llang.

1 Look mum, my hands are clean. I _____ them. (*wash*)

2 The plants are green. We _____ them. (*water*)

3 The dog isn't hungry. It _____ its lunch. (*eat*)

4 My sister has toothache. She _____ many sweets. (*eat*)

Lesson 5 You should take medicine.

Homework

1 Write three health problems and what you should do with them. Look at activity 2a. *Sog'liq bilan bog'liq 3 ta muammo va ularni hal qilish uchun nima qilishingiz kerakligini yozing. 2a-mashqqa qarang.*

e.g. **A:** I've cut my arm.

B: You should put a plaster on it.

2 Complete the sentences with "should" or "shouldn't". *Gaplarni "should" yoki "shouldn't" so'zlari bilan to'ldiring.*

1 She has flu. She ... stay at home.

2 He has a backache. He ... carry heavy things.

3 You have a broken arm. You ... play volleyball.

4 Your mother is tired. She ... have a rest.

5 My brother has toothache. He ... go to the dentist.

Classwork and homework

UNIT 3 Sport

Lesson 1 Keeping active

Homework

Read and answer the questions.

- 1) Why having fun is good for our health?
- 2) Where can we learn new things and skills?
- 3) What can we do in bad weather?

Being Active Must Not Be Hard

Most people who dance, swim or play tennis do these activities because they enjoy them. Having fun is good for your health. Taking part in an activity that you enjoy can help you relax and help lower your stress. It can help you feel good about yourself.

What activity do you like? Try to find an activity you enjoy doing by yourself or with others. Find out about activities in your community to try new things and learn new skills.

Physical activity must not be hard to be good for your body. If you do not like going to a gym, do something outside or walk in a park. Spend more time outside with your parents and friends. Walk the dog, play in a park. These are all ways to enjoy fresh air and open space of the outdoors. If the weather is not good, think about going to a museum. Walk through the displays and listen to their stories from the past. Getting active can be a chance to make new friends.

Lesson 2 Sports at school

Homework

1a Write the questions.

- 1 is/sport/very/important/in/our/lives/why?
- 2 is/there/a/sports ground/near/your/school?
- 3 what/lessons/do/you/do/at/PI?
- 4 competitions/are/there/any/your school/sports/in?
- 5 what/you/do/sports/do or play?

1b Answer the questions.

- 1 Sport is very important in our life because ...

Lesson 3 I like gymnastics. So do I.

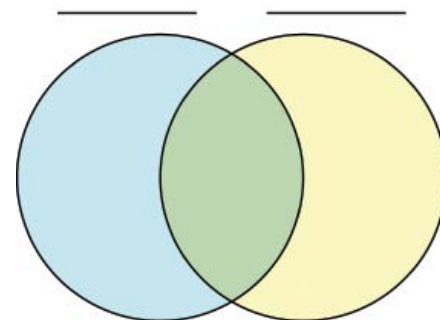
Classwork

1 Read and complete the diagram.

2 Work in pairs. Ask and answer.

What kind of activities do you like doing?

| | me | my friend |
|-------------------------------|----|-----------|
| playing games in the open air | | |
| playing football | | |
| watching sports event on TV | | |
| doing morning exercises | | |
| walking | | |
| swimming | | |



Classwork and homework

5 Complete the sentences.

e.g. **A:** I do sport.

B: So do I. I'm very good at sport.

1 **A:**

B: Neither do I. I watch football matches on TV.

2 **A:**

B: So do I. I play chess with my friends.

3 **A:**

B: Neither can I. I don't have a bicycle.

4 **A:**

B: So do I. I go swimming on Monday and Thursday.

Homework

1 Write 3 sports you like and 3 sports you do not like.

Explain why. *O'zingiz yoqtirgan 3 ta va yoqtirmaydigan 3 ta sport turini yozing. Nima uchunligini tushuntiring.*

e.g. I like volleyball because I like team games.

I don't like basketball because I'm not very tall.

2 Write the sentences. Use "so" or "neither".

"So" yoki "neither" dan foydalanib, gaplar yozing.

e.g. I like watching sports programmes on TV. So do I.

I don't like boxing. It's dangerous. Neither do I.

1 Lucy doesn't like boxing.

4 My brother can run fast.

2 My friend likes karate.

5 I can't climb the Chimgan Mountains.

3 My sister can't swim.

Lesson 4 Girls in sport

Homework

Write the questions.

1 when/born/and/was/where/Laila Ali?

2 she/old/was/Ali/when/how/began/boxing?

3 was/who/her/father?

4 tall/is/she/how?

5 she/many/win/did/how/fights?

6 her/did/fight/have/when/last/professional/she?

Lesson 5 Sport in Uzbekistan

Classwork

1b Complete the table.

Homework

Write the answers to the questions in

activity 3. *3-mashqda berilgan savollarga javob yozing.*

| sport | sportsman |
|------------|-----------|
| e.g. judo | judoka |
| canoe | |
| wrestling | |
| taekwondo | |
| swimming | |
| gymnastics | |
| athletics | |
| boxing | |
| kurash | |

Classwork and homework

UNIT 4 Olympic Games

Lesson 1 Background knowledge

Classwork

1 Work in pairs. Think and write.

What do you know about the traditions, sports and athletes of the Olympic Games?

| traditions | sports | athletes |
|------------|--------|----------|
| | | |

Homework

Who is your favourite Olympic athlete?

Make a fact file about them. *Sevimli olimpiada sportchingiz kim? U haqida ma'lumotlar faylini tayyorlang.*

Name:

Country they come from:

Sport at the Olympics:

Which Olympics:

Awards won:

Lesson 2 The origin of the Olympic Games

Classwork

3b Work in pairs. Complete the sentences. Use the Present Continuous.

e.g. 1 I am swimming in the pool now. (*swim*)

2 She _____ a ball on the tennis court. (*hit*)

3 She _____ a ball on the basketball court. (*throw*)

4 I _____ gymnastic exercises on a gymnastics ground. (*do*)

5 They _____ a ball on the football pitch. (*kick*)

6 He _____ on a boxing ring. (*fight*)

7 We _____ on a track. (*run*)

fight, throw, hit,
swim, do, run,
kick

Homework

1 Write the questions.

1 did/when/take/the first/Olympic/Games/place?

2 the/how/often/did/Games/happen?

3 events/how/at the/many/were/there/first Olympics?

4 the/who/organized/International Olympic Committee?

5 first/where/the/modern/Olympics/take place/did?

2 Write the sportsmen.

e.g. 1 He hits a ball with a racket. – A tennis player.

2 He swims.

3 She does gymnastics.

4 He fights on a ring.

5 She uses a canoe.

6 She kicks a ball.

Classwork and homework

Lesson 3 Olympic symbols

Homework

1 Read and guess the meaning of the new words.

Answer the question. *Matnni o'qing va yangi so'zlar ma'nosini toping. Savolga javob bering.*

What is Fazliddin Gaibnazarov famous for?

One of the best sportsmen of Uzbekistan is Fazliddin Gaibnazarov. He was born on 16 June 1991 in Bekobod, near Tashkent. This boxer has won a lot of international matches since 2012. In 2016 he won a gold medal at the Rio Olympics. He defeated the boxers from Congo, India, the United States, Russia and Azerbaijan and finally won the gold medal.

Gaibnazarov's next fight took place at Madison Square Garden on 12 May 2018. His opponent was a Mexican boxer Jesus Silveira. The fight finished in round 4 after Gaibnazarov's knockdown. He also became the first boxer to stop Silveira.



2 Write questions to the sentences.

- e.g.** 1 The Olympic Games have the flag and motto. – Do the Olympic Games have ... ?
 2 The flag is white with five circles. – What ...
 3 The circles represent the five continents.
 4 The motto of the Olympics is "Faster, higher, stronger".
 5 Olympic Flame is another symbol of the Olympic Games.

Lesson 4 Teenage champions

Classwork

2b Work in pairs. Complete the questions in the Past Simple.

Ask and answer.

- 1 Who ... (be) the strongest female chess player in Uzbekistan in 2018?
- 2 Who ... (win) the gold medal in China in 2018?
- 3 Who ... (win) at the ASBC Asian Confederation Youth Boxing Championships?
- 4 Who ... (be) the youngest World champion?
- 5 Where ... Uzbekistan National U23 Football Team ... (win) in 2018?

3 Work in pairs. Complete the sentences in the Present Perfect.

- 1 Uzbekistan National U23 Football Team has ... (demonstrate) that they are the best.

Classwork and homework

- 2 Teams from 16 countries of the world have ... (compete) for the victory at the Asian Championships
- 3 He's ... (have) more than 70 fights.
- 4 He's ... (win) at the Asian Confederation Youth Boxing Championships.
- 5 She's ... (win) Central Asian Cup and Asian Championship among females.
- 6 She's ... (be) a winner at Taekwondo Asian Championship in Malaysia.

Homework

1 Complete the table.

2 Complete the sentences.

Use have/has.

- 1 She ... lived here all her life.
- 2 They ... written three letters already.
- 3 He ... finished his homework.
- 4 We... been to Canada.
- 5 I ... lost my pencil.
- 6 He ... broken his leg.
- 7 The children ... made a mess in the kitchen.

| | | |
|-------|-----|------|
| do | did | done |
| go | | |
| hurt | | |
| see | | |
| write | | |
| make | | |

Lesson 5 Summer Youth Olympic Games

Classwork

1a Work in pairs. Match the words and explanations.

e.g. 1c,

- | | |
|---------|--|
| 1 win | a have the same score as the opposing team |
| 2 lose | b push the ball into the air with your hands |
| 3 score | c be the player or team that gets victory |
| 4 draw | d begin play (for example, in tennis) |
| 5 pass | e throw the ball to another player on your team |
| 6 throw | f take the ball with your hands when someone passes to you |
| 7 catch | g get a point or a goal |
| 8 serve | h be the player or team that doesn't get victory |

3 Listen and complete the table.

| | | | |
|---------------------------|------|--------|--------|
| Name | | | |
| Was born | | | |
| What sport s/he does | | | |
| Event | | | |
| Medals of Uzbekistan team | gold | silver | bronze |
| | | | |
| He won | | | |
| He is going to | | | |

Classwork and homework

Homework

1 Read and guess the sports.

Gaplarni o'qib, sport turlarini toping.

- 1 The sport of one who swims.
- 2 A game for two people who hit a small ball.
- 3 The sport of going on horseback.
- 4 A game played by two teams of 6 players each, who play on an ice rink.
- 5 The sport where people use bicycles.
- 6 This is the sport where two sportsmen fight on the ring.

2a Match the sports and nouns. Write the sentences.

Sport turlariga mos otlarni toping. Gaplar yozing.

e.g. 1c,

- | | |
|--------------|------------|
| 1 jumping | a court |
| 2 hockey | b court |
| 3 boxing | c ground |
| 4 basketball | d ring |
| 5 football | e pitch |
| 6 tennis | f ice rink |

2b Write the sentences with the words.

Yuqoridagi so'zlarni qo'llab, gaplar tuzing.

- e.g.** They do jumping on the ground.
They play basketball on a court.

UNIT 5 What we wear

Lesson 1 What do my clothes say about me?

Classwork

1 Work in pairs. What do you know about clothes?

| what I know | what I want to know |
|-------------|---------------------|
| | |

2 Look and think. When can you wear these clothes? Write.

| national day | school | weekends | party | other |
|--------------|--------|----------|-------|-------|
| | | | | |

Homework

Cut out pictures or bring photos of people. Look at the clothes they wear. What do their clothes say about them? *Odamlar rasmini qirqib oling yoki ularning fotosuratini olib keling. Ular kiygan kiyimga qarang. Ularning kiyimi o'zlari haqida qanday tasavvur uyg'otadi?*

Classwork and homework

Lesson 2 What are you wearing?

Classwork

3a Work in pairs. Write the new words. Match the words.

Homework

1 Describe your casual clothes which you wear at home.

Uyda kiyadigan har kungi kiyimingizni tasvirlang.

e.g. I'm wearing (wear) blue sports trousers, ...

2 Complete the sentences about you. *Gaplarni o'zingiz haqingizda to'ldiring.*

e.g. 1b

- | | |
|-----------------------|-----------|
| 1 low-/high-heeled | a dress |
| 2 long-/short-sleeved | b shoes |
| 3 casual/formal | c duppi |
| 4 embroidered | d costume |
| 5 national | e style |
| 6 atlas | f T-shirt |

In summer I wear: sunglasses, ...
In winter I wear:
In spring and autumn I wear:

Lesson 3 What size do you take?

Homework

Describe favourite clothes of your family. Write about the colour, the type of material, and the size.

Oila a'zolaringizning sevimli kiyimlarini tasvirlang. Ularning rangi, mato turi va o'lchami haqida yozing.

e.g. My favourite clothes are my brown leather jacket and jeans.
I take a size 40.
My mother likes her ...
My brother's favourite clothes are ...

Lesson 4 What's it made of?

Classwork

4 Listen and complete.

Homework

Write what the things are made of. *Buyumlar nimadan yasalganini yozing.*

e.g. The mobile phone is made of ...

Name of the object: e.g. T-shirt
Made of ...
Made in ...
Colour:
Size:

wood, metal,
plastic, leather



Classwork and homework

Lesson 5 Do you have a striped sweater?

Classwork

3a Listen and complete the table.

| | object | colour/pattern | material |
|---|--------------|--------------------------|----------|
| 1 | e.g. sweater | striped / red and yellow | wool |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

Homework

1 Write four sentences about your relative's clothes.

Qarindoshingizning kiyimlari haqida 4 ta gap yozing.

e.g. My sister has a pink floral polyester dress.

2 Put the sentences in order.

Gaplarni tartib bilan joylashtiring.

e.g. 1d

- How about this striped one?
- Yes, I'm looking for a sweater.
- I take a size 44.
- Can I help you?
- Yes, that's nice. But I prefer checked clothes.
- What size do you take?
- What kind of sweater do you want? Made of wool or polyester?
- I'm looking for a sweater made of wool.

UNIT 6 SHOPPING

Lesson 1 Let's go shopping!

Homework

Find an advert that you like.

- If it is on the TV or radio, then describe it or record it.
- Take a screen shot or video clip of the TV advert if you can.
- If it is a giant roadside poster, take a photo.
- If it is in a newspaper, cut it out.

**Describe the advertisement, e.g. colours, sounds, size, shape.
Does it match the product and price of product. Do you like the product (do you use it)?**

Classwork and homework

Lesson 2 Shopping centres

Homework

1 Match the parts.

- | | |
|--------------------|--|
| 1 Corner shop is | a a shop where you can buy sandwiches and drinks. |
| 2 Pet shop | b a small shop which sells things for every day. |
| 3 Sandwich shop is | c a shop where you can buy children's toys. |
| 4 Sports shop | d sells pet animals, such as cats, dogs and birds. |
| 5 Shoe shop is | e sells sportswear and other sports things. |
| 6 Stationery's is | f a shop which sells stationery and other things. |
| 7 Toy shop is | g a shop where you can buy shoes. |

2 Complete the dialogue.

Shop assistant: Can I help you?

Customer: I (1) *e.g. 'm looking* for a sweater.

Shop assistant: What colour (2) ...?

Customer: I (3) ... it in brown.

Shop assistant: And what size (4) ...?

Customer: 44.

Shop assistant: (5) ... the one in brown and we have this striped one in brown and green.

Customer: I'd like to try them on. Where is the (6) ...?

Shop assistant: It's over there ... Do they (7) ...?

Customer: Yes. I'm going to take this striped one. How (8) ... is it?

would you like, do you take,
'm looking, much, fitting room,
fit, Here is, would like

Lesson 3 Bargain for the best price

Homework

Answer the questions about your family.

- 1 Who likes to go shopping most in your family?
- 2 What shops do they go to?
- 3 What do they buy?
- 4 Do they usually ask for a bargain?

Lesson 4 Advertising

Homework

1 Choose a drink, food, book, your mahalla, school or any other thing. Draw a logo and create a slogan. Write about it.

Logo:



YSK is "Yaskanamu" clothes for all family. It appeared in 2006 in Uzbekistan. It is a family business. The clothes are made of cotton, silk and polyester. They are modern and easy to wash. I have some T-shirts and trousers of YSK.

Slogan: Comfortable clothes for all family.

Classwork and homework

2 Choose an advert from a magazine or a billboard.

Write about it. Say if you like/don't like it and why.

Biror jurnal yoki e'lon taxtasidan reklama tanlab, u haqida yozing.

U sizga yoqishi yoki yoqmasligini va bunga nima sabab ekanligini yozing.

Lesson 5 Are you for or against?

Homework

You are the leader of the mahalla committee. Write a letter

to senior citizens of the mahalla. Siz mahalla qo'mitasi raisisiz.

Mahalla oqsoqollariga xat yozing.

UNIT 7 LEISURE

Lesson 1 How do you spend your leisure time?

Homework

Write about your leisure time. Bo'sh vaqtingiz haqida yozing.

- 1 What do you do in your leisure time?
- 2 How long have you been doing it?
- 3 Who chose it for you?
- 4 What do you like about it?

Lesson 2 Let's go to the park!

Homework

1 Do the quiz. Find out how active you are.

- 1 You want to see a good film, but the nearest cinema is far from your house. Do you:
 - A wait for a bus?
 - B watch a film on TV?
 - C walk to the cinema?
- 2 Which of these things do you like doing at the weekend?
 - A watching TV?
 - B going to the swimming pool?
 - C playing tennis or football?
- 3 Your class at school want to organise an outing. Do you want to:
 - A climb a mountain?
 - B visit a museum?
 - C visit a local farm?

Classwork and homework

4 In the summer do you:

A sleep with your bedroom window closed?

B sleep with your bedroom window open?

C sleep in the yard or on the balcony?

Your score:

1) a5 b0 c10

2) a5 b10 c10

3) a10 b0 c5

4) a0 b5 c10

1–15 You can't stand fresh air. You only go outside when you have to. In your free time try to go out more often. You'll see it is more pleasant to spend your free time like this.

15–30 You like to spend your free time in the fresh air but not too much. You are pretty normal.

30–50 You are very active! You hate to spend your free time at home. You prefer fresh air. You are even a fresh air fanatic!

2 Write about your family. Ask and write.

1 My mum _____ when she has free time.

2 My _____ when he has free time.

3 My _____.

4 My _____.

5 I _____.

Lesson 3 Watching TV – is it good?

Classwork

2 Work in pairs. Complete the table.

| advantages | disadvantages |
|--|---------------|
| e.g. On TV we can see fish and animals in oceans and seas. | |

Homework

Answer the questions.

1 What TV programmes do you like best?

2 How long do you watch TV every day?

3 What do you think about adverts?

4 Do you like scientific and educational programmes?

5 What are your favourite scientific and educational programmes?

Classwork and homework

Lesson 4 I won't stay in town.

Homework

Complete the sentences with "will" or "won't".

Dear Max,

I am very happy because I saw Rustam yesterday and he told me about a wonderful sports camp. So I have decided to go there in July. I (1) ... go to the mountains. I (2) ... go to this camp because I can do football training there and do lots of other things too. All the training (3) ... be in English because the trainers are from English speaking countries, so I (4) ... forget my English during the summer. At weekends we (5) ... have competitions, games and songs. Great! I hope you (6) ... come too.

Yours,

Oleg

Lesson 5 My favourite hobby is ...

Classwork

1a Complete the table with two or three activities for each column.

| boring | interest- ing | quiet | expen- sive | tiring |
|--------|------------------|-------|----------------|--------|
| | | | | |

drawing, painting, playing musical instruments, reading, playing tennis, playing football, travelling, flying a kite, gardening, embroidering, doing puzzles, collecting things, playing video games, singing, horse-riding, listening to music, taking photos, running, fishing

2a Listen and complete the table.

| | name | country | hobby |
|---|----------|---------|-------|
| 1 | Tom | | |
| 2 | Ella | | |
| 3 | Mateo | | |
| 4 | Isabella | | |
| 5 | Anzu | | |
| 6 | Roberto | | |

Italy, the UK, Brazil, Japan, the USA, Spain, playing the guitar, karate, reading, swimming, drawing, gardening

Homework

Look and complete the sentences.

Rasmlarga qarab gaplarni tugallang.

e.g. I like doing/playing sport.

Hi! My name's Marko, I'm from Italy. We live in a small town near a river. In my free time I like (1) ... and (2) ... here. After school I love (3) ... with my friends and (4) In windy weather I love (5) ... and in the evenings I like (6) ... ,



Classwork and homework

UNIT 8 Geography

Lesson 1 We are not alone!

Classwork

1b Choose one continent. Write what you know about it.

| The continent is | I know ... |
|--|---|
| These countries are in this continent: 1) 2) 3) 4) | the language. They speak the food. They eat the weather. They have the animals. They have the festivals. They have the festival of the people. Their people look like me/don't look like me. |

Homework

Choose a country or a continent and write a fact file about it. Find photos or pictures. Write about the interesting things you can find out about the country.

Biror mamlakat yoki qit'ani tanlab, u haqida ma'lumotlar faylini tayyorlang. Fotosurat yoki rasmlar toping. Bu mamlakat haqida topish mumkin bo'lgan qiziqarli narsalar haqida yozing.

Lesson 2 Which continent is the largest?

Classwork

2 Work in pairs. Look and check your answers. Ask and answer.

| continents | area (sq.km) | population | number of countries |
|---------------|--------------|---------------|---------------------|
| Asia | 43,826,647 | 4,460,033,000 | 47 countries |
| Africa | 30,375,489 | 1,125,307,000 | 54 countries |
| Australia | 9,008,598 | 36,305,000 | 1 country |
| Antarctica | 13,729,854 | 4,500 | 0 countries |
| Europe | 10,189,745 | 605,149,000 | 43 countries |
| North America | 24,496,933 | 563,486,000 | 23 countries |
| South America | 17,844,711 | 403,465,000 | 12 countries |

e.g.

A: Which population/area is larger: in Asia or in South America? How large is the population/area in ...? How many countries are there in ...?

B: The population in Asia is 4,460,033,000 (four billion four hundred and sixty million thirty-three thousand) people.

4a Work in groups of four. Do the quiz.

- 1 Which is the world's smallest continent?
- 2 Which continent has the world's highest mountains?
- 3 Which continent has the most countries?
- 4 Which is the planet's longest river?
- 5 What is the planet's biggest lake?
- 6 Which is the world's smallest country?
- 7 Which is the country with the largest population?
- 8 Which is the world's largest country?

Classwork and homework

Homework

Label the continents and oceans.

Qit'alar va okeanlar nomini yozing.



Lesson 3 Uzbekistan is divided into ...

Homework

1 Write the sentences.

e.g. 1) Yellow and brown ceramics are made in Gijduvan.

- 1) are/made in/Yellow and brown/ceramics/Gijduvan
- 2) with dragons/are/in Samarkand/made/Figures
- 3) Beautiful/in/Bukhara/clothes/embroidered/are/made
- 4) green and/pottery/is/This/made/in/blue/colours
- 5) made/is/Black/and white/for/men/duppi
- 6) the/theatre/These/are/puppets/shown/in
- 7) made/is/pottery/by/This/Nazrullaev family
- 8) for/is/known/its/Rishtan/ceramics/pottery
- 9) used/in pottery/is/in/Style "Kalami"/Khiva

2 Read the riddle and guess the object. Write your riddle.

e.g. It is made of paper. It is put on the wall. Continents, countries, oceans, seas, rivers and mountains are shown there.

Lesson 4 Have you ever been to the desert?

Homework

Read the answers. Write questions to the answers.

- 1) The Tianshan Mountains cover China, Kazakhstan, Kyrgyzstan, Uzbekistan and Tajikistan.

Classwork and homework

- 2) The summer in the mountains is cool and rainy.
- 3) It is very cold in the winter.
- 4) There are a lot of beautiful lakes in the mountains.
- 5) The biggest lake of Tien Shan is Issyk-Kul.
- 6) Issyk-Kul's area is 15 844 sq km.

Lesson 5 The world's greatest travellers

Homework

Write about your family.

- 1 Who travelled?
- 2 Where did they travel?
- 3 What did they see there?
- 4 What did they eat there?
- 5 What did they like?

UNIT 9 TRAVELLING

Lesson 1 What country would you like to visit?

Homework

Ask your family what places they have visited outside of Uzbekistan. Ask them the following questions:

Oila a'zolaringizdan O'zbekistondan tashqarida qanday joylarga borganligi haqida so'rang. Ulardan quyidagi savollarni so'rang:

- 1 What's the name of the country?
- 2 What's the name of the money?
- 3 What's the weather like?
- 4 What clothes did you wear?
- 5 How did you travel there?
- 6 What did you see?

Lesson 2 Planning a trip

Homework

Write the answers to the questions. Savollarga javob yozing.

- 1 When will people in Uzbekistan celebrate Navruz?
- 2 What will your family do on Navruz day?
- 3 What will you cook?
- 4 What will you wear?
- 5 Where will you go?

Lesson 3 Journey into space

Classwork

1 Play "Find Someone Who ...".

| name | doesn't like travelling by plane | has taken a trip to another country | would like to make a long journey by boat |
|------|----------------------------------|-------------------------------------|---|
| | | | |

e.g. Do you like ...?

Have you ever taken a trip to ...?

Would you like to make a journey by ...?

2 Work in pairs. Read the definitions and complete the sentences. Use the words "journey", "travel" or "trip".

- 1 On our holiday we went on a ... to Turkey.
- 2 When we go on a long ..., we take games for my little sister.

Classwork and homework

- 3 Many years ago people did not ... much.
- 4 I'd like to ... to India. It's an amazing country.
- 5 My father took me on a fishing

3b Work in pairs. Read and check your answers. Complete the sentences.

first, dangerous, subjects, spacemen, journey, walked, travelling, spacewoman



A few hundred years ago travelling to the New World was very (1) **e.g. dangerous**. Today (2) ... into space is as difficult as opening a new continent. Scientists have done a lot to make space travelling less dangerous. To travel into space a spaceship needs as much fuel as 42,000 cars! The (3) ... from Earth to space lasts around 8 minutes. Space starts at 100 km above the Earth.

Russian spaceman Yuri Gagarin was the (4) ... human in space. His flight was in April 1961.

The first (5) ... is Valentina Tereshkova. She flew in June 1963. Before her flight she was a factory worker. She loved sport and went parachuting.

The first Uzbek spaceman is Vladimir Dzhanibekov. When he was at school, his favourite (6) ... were physics and mathematics. His hobbies are photography and painting. Most of his works are about space. People can see them in museums and private collections. He is also interested in ballooning and flying around the world.

Neil Armstrong was the first man, who (7) ... on the moon. It happened in July 1969. Since 2000, (8) ... from different countries can live and work at the International Space Station.



Homework

Complete the sentences. Use the words.

- 1 You can ... from France to England by car.
- 2 We are planning a ... to the mountains.
- 3 The longest ... starts with a single step.
- 4 When I ... to different countries, I take a lot of pictures.
- 5 I'm very tired after the long
- 6 The boat ... was interesting.

travel, trip, journey

Classwork and homework

Lesson 4 The Silk Road

Classwork

3a Work in pairs. Listen and complete the table.

| people | places on the Silk Road | things they liked |
|----------|-------------------------|-------------------|
| Fred | e.g. <i>Bukhara</i> | <i>carpet</i> |
| Roger | | |
| Victoria | | |
| Alisher | | |

3b Work in pairs. Listen one more time. Match the speakers and sentences.

e.g. 1c

- 1 Khiva is older than I thought.
- 2 It's more interesting than I expected.
- 3 It's more beautiful than I hoped.
- 4 It's bigger and longer than I expected.

- a Victoria
- b Roger
- c Alisher
- d Fred

Homework

1a Complete the sentences.

culture, gold, China, dangerous, silk, Rome, 6.500

The Silk Road began in ancient (1) It was between China and (2) The route was (3) ... km long. China had (4) ..., tea and spices. Rome had (5) ..., silver and beautiful stones. The Silk Road was important because people not only changed things but also food, ideas and (6) Travelling along The Silk Road was very (7)

1b Write five questions about The Silk Road.

e.g. Where did The Silk Road begin?

Lesson 5 World spots

Classwork

1c Listen one more time. Choose the correct answer.

e.g. In the Kruger National Park you can meet 4/5 big animals.

- 1 Kruger National Park is in South America/Africa.
- 2 The best time to visit the Kruger National Park is May/September.
- 3 The Statue of Liberty is 93/190 meters high.
- 4 Mount Fuji is in Australia/Japan.
- 5 Mount Fuji is a volcano/mountain.
- 6 Opera House is in Paris/Australia.
- 7 The engineer Gustave Eiffel built the tower in 1789/1889.
- 8 Big Ben is a clock tower/Opera House.

2c Work in pairs. Complete the questions.

e.g. in/museum/What/opened/1881? - What museum opened in 1881?

- 1 the/Where/is/Natural History Museum?
- 2 Do/work/there/scientists?
- 3 How many/the Museum/things/in/and Darwin Centre/are there?

Classwork and homework

- 4 the/dinosaur's skeleton/When/did/appear/the museum/in?
- 5 is/the/How/long/skeleton?
- 6 dodo/Is/extinct/bird/the?
- 7 people/sleep/Can/museum/at/the?

Homework

1 Answer the questions.

- 1 Why do many people come to Uzbekistan?
- 2 What places do they usually visit?
- 3 Have you met any tourists in your place?
- 4 If yes, why do they come to your town/village?
- 5 If no, find reasons why they should come to your place.

2 Prepare for the Project work.

UNIT 10 HOLIDAYS, HOLIDAYS!!

Lesson 1 Special holidays around the world

Homework

Ask your family what special holidays they like or would like to see outside of Uzbekistan. Ask them the following questions and write the answers:

Oila a'zolaringizdan O'zbekistondan tashqarida nishonlanadigan qanday maxsus bayramlarni yoqtirishi yoki tomosha qilishni istashi haqida so'rang. Ulardan quyidagi savollarni so'rab, javoblarni yozing:

- 1 What is the name of the special holiday?
- 2 Where does this special holiday take place?
- 3 What can they see there?
- 4 Why is this interesting to them?
- 5 How will they remember the special holiday?
- 6 How many years ago did they visit? OR When would they like to go?

Lesson 2 Special holidays around the world

Homework

1a Read and answer the question. Is it easy to understand this text?

Punctuation marks are part of your language system. They help you manage the words and ideas you write. They help you communicate.

1b Read again. Answer the questions.

Is it easy to understand this text? Why?

Punctuation marks are part of your language system. They help you manage the words and ideas you write. They help you communicate.

2 Read and write in order.

Thank you for the wonderful time I had in Plymouth. I've told all my friends about what we did together.

Love

Can I come and stay with you again next summer?

Classwork and homework

Dear Granny and Grandpa
Mum and Dad sent their love to you.
Anne
How are you?
The photos we took are great! I'll send you some of them.

Lesson 3 Exotic America

Homework

1 Read and write the sentences correctly.

Remember:

Sentences begin with capital letters. They end with full stops, questions marks or exclamation marks.

- 1 the boy wrote a letter
- 2 he wanted to know a lot of things
- 3 did his friend answer all the questions

2 Write what things you need if...

- you are going to the mountains on a warm spring day
- your friends and you go to Samarkand in summer to see the monuments (and take pictures of them)
- your parents and you go to Russia for winter holidays
- you go to a village in early autumn

Lesson 4 Welcome to Dreamworld!

Homework

Read and write the sentences correctly.

Remember:

Commas separate things in a list.

e.g. Tourists have fish, shellfish, coconut pudding, pineapple and music and hula dancing.

Commas also separate parts of a sentence. The parts may be a word or groups of words.

e.g. Millions of years ago, in times of dinosaurs, the Colorado River was much bigger.

- 1 We bought oranges apples tomatoes and carrots.
- 2 The leaves in autumn are yellow red and brown.
- 3 If you go to the USA you should visit Arizona.

Lesson 5 What makes a good companion?

Homework

1 Read and write the sentences correctly.

Remember:

Colons do two jobs:

a) They can introduce the list. e.g. Visitors can see some typical Australian animals: koalas, kangaroos, emus and wombats.

Classwork and homework

b) They can introduce a quotation (what somebody says or writes).

e.g. The first line of the poem says: "Trees are the kindest things I know".

- 1 Our house has everything people need gas electricity hot and cold water.
- 2 Pack these things shirts jeans socks and a pair of shoes.
- 3 The story began like this School for me was the best place in the world.

2 Do the quiz.



ARE YOU A GOOD COMPANION?

1 How would you rather spend your holiday?

- a Travelling with your parents.
- b You'd rather go hiking with a group of boys and girls and a teacher.

2 When you go hiking,

- a you get tired very quickly.
- b you can walk and do more than others.

3 When you get tired or don't like something,

- a you complain to your parents or friends.
- b you think that you mustn't show it to your parents/friends.

4 You like

- a telling your companions what you know or have read.
- b listening to your companions' stories.

5 You enjoy

- a noisy games and sports.
- b quiet games and walks.

6 When you pack, you

- a always take everything you need.
- b sometimes forget to take something you need.

Count your score.

- | | |
|---------------|---------------|
| 1 a - 1 b - 2 | 4 a - 2 b - 1 |
| 2 a - 1 b - 2 | 5 a - 2 b - 1 |
| 3 a - 1 b - 2 | 6 a - 2 b - 1 |



Read about yourself. Do you agree?

- 6 - 7 points.** Be more active and more organised and you will be a good companion.
- 8 - 10 points.** You are a good companion. Everyone wants to travel with you.
- 11-12 points.** You are certainly a perfect companion. But did you answer all the questions honestly?

Grammatik ma'lumotlar

(O'qituvchilar uchun)

1) Ot (Noun)

Predmetning nomini bildirib, *kim?* (*who?*) va *nima?* (*what?*) savollaridan biriga javob bo'luvchi so'z turkumi ot deyiladi. Ot artikllar bilan ishlatilishi mumkin. Ingliz tilida otlar bosh va qaratqich kelishiklariga ega: *student* (bosh kelishik), *student's* (qaratqich kelishigi).

Otlar sanaladigan va sanalmaydigan otlarga bo'linadi. Sanaladigan otlar *book*, *car*, *chair* kabi so'zlar bo'lib, ular biz sanay oladigan narsalarning nomlaridir. Shunga ko'ra biz *one car*, *two books*, *three chairs* deb aytishimiz mumkin. Ular birlikda (*a cat*, *one book*) yoki ko'plikda (*two chairs*, *a lot of books*) bo'lishi mumkin. Birlikdagi otlardan keyin fe'llar birlikda, ko'plikdagi otlardan keyin esa fe'llar tegishli ko'plikda bo'ladi: *This book is boring*. *These books are interesting*.

Sanalmaydigan otlar *rice*, *water* kabi so'zlar bo'lib, ular biz sanay olmaydigan narsalardir. Biz *rice* deyishimiz mumkin, ammo *one rice* deb ayta olmaymiz. Shuning uchun sanalmaydigan otlar faqat birlik shaklda bo'lib, ulardan keyin fe'llar birlikda ishlatiladi.

Otlarda ko'plik

Otlarning ko'plik shakli ularning birlik shakliga -s yoki -es qo'shimchasini qo'shish yo'li bilan hosil qilinadi va otlar oldidan ishlatilgan noaniq artikl tushirib qoldiriladi.

Ko'plik yasovchi -s yoki -es qo'shimchasi otlarga quyidagi jadvalda keltirilgan qoidalarga ko'ra qo'shiladi va turlicha talaffuz qilinadi:

| Birlik | Ko'plik |
|----------------------------|-----------------------------|
| <i>a banana</i> – banan | <i>bananas</i> – bananlar |
| <i>a cat</i> – mushuk | <i>cats</i> – mushuklar |
| <i>an orange</i> – apelsin | <i>oranges</i> – apelsinlar |

| | | | |
|---|------|------|---|
| 1. <i>k, p, t</i> dan keyin | -s | [s] | <i>cat</i> – <i>cats</i> ; <i>cap</i> – <i>caps</i> |
| 2. <i>b, d, g, l, m, n, r, v, w</i> dan keyin | | [z] | <i>pen</i> – <i>pens</i> ; <i>dog</i> – <i>dogs</i> |
| 3. unlilardan keyin | | | <i>boy</i> – <i>boys</i> |
| 4. -ss, -sh, -ch, -x, -tch dan keyin | -es | [iz] | <i>class</i> – <i>classes</i> ; <i>box</i> – <i>boxes</i> |
| 5. -se, -ce, -ze, -ge, -o dan keyin | -s | | <i>horse</i> – <i>horses</i> ; <i>page</i> – <i>pages</i> |
| 6. -f, -fe dan keyin | -es | [vz] | <i>wolf</i> – <i>wolves</i> ; <i>calf</i> – <i>calves</i> <i>shelf</i> – <i>shelves</i> |
| 7. undosh + y dan keyin | -ies | [iz] | <i>canary</i> – <i>canaries</i> ; <i>puppy</i> – <i>puppies</i> ; <i>hobby</i> – <i>hobbies</i> |

Ingliz tilida yana shunday otlar ham mavjudki, ularning ko'pligi so'z o'zgarining o'zgarishi bilan yasaladi: *man* – *men*, *woman* – *women*, *child* – *children*, *goose* – *geese*, *foot* – *feet*.

Yana shunday otlar borki, ularning birligi va ko'pligi bir xil shaklga ega: *fish* – *fish*, *sheep* – *sheep*, *deer* – *deer*.

Ba'zida ikki qismdan iborat bo'lgan bitta narsani aytishda ko'plikdagi otdan foydalaniladi: *trousers*, *shorts*, *glasses*, *pyjamas* va b.lar. Bu so'zlar ko'plikda bo'lganligi sababli ular bilan ko'plikdagi fe'llar qo'llaniladi. Ularning birlik shakli yo'q.

Agar ularning bittasi haqida gap ketsa, "*a pair of (jeans)*" deb aytiladi.

m-n.: My trousers **are** old. (**is** old emas)

Your jeans **are** nice. (**is** nice emas)

2) Artikl (Article)

Artikl ingliz tiliga xos bo'lib, u otlar oldidan ishlatiladi. O'zbek tilida bunday so'z turkumi mavjud emas. Artiklning ikki turi mavjud: 1) noaniq artikl – *a*, *an*; 2) aniq artikl – *the*.

Undosh tovushlar (masalan, *b*, *c*, *d*, *f*, *g*, *h*) oldidan *a* noaniq artikli ishlatiladi: *a book*, *a coat*, *a house*, *a letter*. Unli tovushlar (masalan, *a*, *e*, *i*, *o*, *u*) oldidan esa *an* noaniq artikli ishlatiladi: *an address*, *an egg*, *an idea*, *an old house*.

Yodda tuting! *a/an* faqatgina birlikdagi sanaladigan otlar oldidan ishlatiladi. Ular ko'plikdagi hamda sanalmaydigan otlar oldidan ishlatilmaydi.

| Noaniq artikl | | Aniq artikl |
|---|----------------|---|
| a [ə] | an [ən] | the [ðə] |
| Noaniq artikl quyidagi hollarda ishlatiladi: – birlikdagi otlar bilan: <i>a cat</i> , <i>a zebra</i> , <i>an eye</i> | | Aniq artikl quyidagi hollarda ishlatiladi: – tartib sonlar oldidan: <i>the first</i> , <i>the second</i> |

| | |
|---|--|
| <ul style="list-style-type: none"> – biror narsa haqida birinchi marta gapirilganda: <i>This is a book.</i> – <i>have (has); there is</i> dan keyin keladigan birlikdagi sanaladigan otlar bilan: <i>I have a brother. There is a ball.</i> – biror narsa/kimsaning qanday narsa/kimsa ekanligi aytilganda: <i>He is a nice man.</i> – biror kimsaning kasbini aytishda: <i>My father is a teacher.</i> | <ul style="list-style-type: none"> – birinchi marta gapirilgan narsa gapda takror ishlatilganda: <i>The book is good.</i> – soʻzlovchi gap borayotgan narsa haqidatinglovchi biladi, deb oʻylaganda: <i>Open the window please.</i> – sifatning orttirma darajasi oldidan: <i>the fastest train</i> – musiqiy asboblari bilan: <i>the guitar</i> |
| Atoqli otlar bilan artiklning ishlatilish va ishlatilmaslik hollari | |
| Aniq artikl quyidagilar bilan ishlatiladi: | Artikl quyidagilar bilan ishlatilmaydi: |
| 1) okean, dengiz, daryo va kanal nomlari bilan. m-n.: the Atlantic Ocean, the Red Sea, the Amu Darya, the Panama Canal va h.k. | koʻllarning nomlari bilan. m-n.: Lake Windermere, Lake Ullswater, Lake Michigan va h.k. |
| 2) togʻ tizmalari (guruhlari) nomlari bilan. m-n.: the Hisor Mountains, the Alps va h.k. | yakka togʻlarning nomlari bilan. m-n.: Mount Everest, Kilimanjaro va h.k. |
| 3) orol guruhlarining nomlari bilan. m-n.: the Canary Islands, the British Isles va h.k. | yolgʻiz orollarning nomlari bilan. m-n.: Tasmania, Madagascar va h.k. |
| 4) toʻrt geografik zonalar bilan. m-n.: the north, the south, the east, the west | <i>northern, southern, eastern, western</i> hamda <i>North America, South America</i> (ular mamlakatlardir) deb aytilganda. |
| 5) Republic, Kingdom, States dan tashkil topgan mamlakat nomlari bilan. m-n.: the Republic of Uzbekistan, the United States of America (the USA), the United Kingdom (the UK) | materik, mamlakat, shahar, shtat, hudud, koʻcha nomlari bilan. m-n.: North America, Uzbekistan, Africa, Tashkent, London, New York, Kashkadarya, Navoi Street va h.k. |
| 6) sahrolarning nomlari bilan. m-n.: the Mirzachul, the Sahara va h.k. | odamlar ismi bilan. m-n.: Zafar, Sevara va h.k. |

Yodda tuting! Odamlar, hayvonlar va narsalar haqida umumiy fikr bildirilganda, ular koʻplik shaklda boʻlib, artiklsiz ishlatiladi, masalan: *Cats and dogs are animals.*

3) Otlarning qaratqich kelishigi (Possessive case)

Otlarning qaratqich kelishigi (-'s) koʻpincha odam va hayvonni anglatuvchi otlarning oxiriga qoʻshilib, egalikni, tegishlilikni bildiradi va oʻzbek tilidagi “-ning” qoʻshimchasiga toʻgʻri keladi: *John's bike* (Jonning velosipedi); *the dog's tail* (itning dumi).

Otlarning qaratqich kelishigi (-'s) birlikdagi va koʻpligi -s/-es bilan yasalmaydigan otlarning koʻpligiga (masalan, *men, women, children, people*) qoʻshiladi: *the boy's house, Chris's birthday, the children's park.*

Koʻpligi -s/-es bilan yasaladigan otlarning koʻpligidan keyin esa faqatgina tutuq belgisi (') qoʻshiladi xolos: *my parents' bedroom, her friends' school.*

Taqqoslaymiz: the student's books (talabani^{ning} kitoblari)
the students' books (talabalarning kitoblari)

4) Soʻz yasash: **book+shop (n+n)**

Koʻpincha bitta narsa, shaxs, fikrni aytilish uchun ikkita ot (ot+ot) birga ishlatiladi.

m-n.: a *bookshop, a toyshop, village committee, school uniform* va b.lar

Bu soʻzlarda birinchi ot sifat vazifasini bajaradi. U ikkinchi otning qanday narsa, shaxs, fikr ekanligini anglatishga yordam beradi.

m-n.: a *school bag* = maktabda darsliklar solish uchun foydalaniladigan sumka.

An English textbook = ingliz tilini oʻrgatadigan darslik.

5) Sifat (Adjective)

Bad, big, boring, good, interesting, new, old, small kabi soʻzlar sifatlardir. Sifatlar shaxs yoki buyumning belgisini, xususiyatini bildirib, *qanday?, qanaqa?* degan savollarga javob boʻladi. Ular otlardan keyin emas, balki ulardan oldin ishlatiladi: *a big^{sifat} house^{ot}.*

Sifatlar otlarning birlik yoki koʻpligiga qarab oʻzgarmaydi: *a fast car; fast cars.*

Otlar oldida bir necha sifat ishlatilsa, ular orasida *and* bog'lovchisi ishlatilmaydi: a **big bad** wolf (ammo a **big and bad** wolf emas). Shuningdek, ularning ishlatilish tartibi quyidagicha bo'ladi:

1) son; **2)** o'lcham; **3)** shakl; **4)** rang; **5)** millat; **6)** material.

Masalan: *My robot has three large round black eyes.*

Sifatlar *be, become, get, look, feel* kabi fe'llardan keyin ham ishlatilishi mumkin, m-n.: *The water is cold. She looks happy. I feel hot/happy/angry/sad.*

Bu fe'llardan keyin bir necha sifatlar ishlatilsa, bu sifatarning oxirgi ikkitasi o'rtasida *and* bog'lovchisi ishlatiladi: *He was tall, dark and handsome.*

Ayrim sifatlar otga "-y" qo'shimchasini qo'shish bilan yasalishi ham mumkin, m-n.: *rain+y = rainy, cloud+y = cloudy, sun+ny = sunny, ice+y = icy.*

Fe'llarga "-ing" qo'shimchasini qo'shish orqali ham sifatlar hosil qilinishi mumkin, m-n.: *amaze + ing = amazing; interest + ing = interesting; bore + ing = boring* va b.lar.

Sifat darajalari

Ingliz tilida sifatarning uchta darajasi mavjud: *oddiy, qiyosiy va orttirma*.

Sifatarning oddiy darajasi ularning hech qanday qo'shimchasiz birlamchi shakllaridir: *nice, green, old, young, tall, strong, beautiful, fast, slow, hungry, sad* va h.k.

Sifatarning qiyosiy darajasi: -er, more, than

Biror narsa, shaxs va h.k.ni boshqa bir narsa, shaxs va h.k. bilan taqqoslash uchun sifatarning qiyosiy darajasi ishlatiladi. Bir yoki ikki bo'g'inli sifatarning oddiy darajasiga "-er" qo'shimchasini qo'shish yoki ikki va undan ortiq bo'g'inli sifatlar oldidan "more" so'zini ishlatish bilan sifatarning qiyosiy darajasi yasaladi. Qiyosiy darajadagi sifatlardan keyin "than" bog'lovchisi qo'llaniladi hamda boshqa narsa va h.k. taqqoslanadi.

Qiyosiy daraja o'zbek tiliga "-roq" deb tarjima qilinadi, masalan: *taller* – balandroq; *longer* – uzunroq; *more beautiful* – chiroyliroq.

| -er quyidagilarga qo'shiladi: | more quyidagilar oldidan ishlatiladi: |
|---|--|
| 1. bir bo'g'inli sifatlariga: m-n. <i>tall</i> – taller , <i>old</i> – older , <i>long</i> – longer vah.k. | ikki bo'g'inli yoki ko'p bo'g'inli sifatlar oldidan, m-n.: |
| 2. -y bilan tugaydigan ikki bo'g'inli sifatlariga. -y bu yerda -i ga o'zgaradi, m-n.: <i>happy</i> – happier , <i>hungry</i> – hungrier . | <i>interesting</i> – more interesting <i>beautiful</i> – more beautiful <i>boring</i> – more boring <i>difficult</i> – more difficult |
| 3. qisqa sifatlar <i>bir unli</i> + <i>bir undosh</i> bilan tugagan bo'lsa, oxirgi undosh ikki undoshga aylanadi, m-n.: <i>hot</i> – hotter . Ammo <i>bir unli</i> + <i>w</i> bilan tugaganda <i>w</i> ikkilanmaydi, m-n.: <i>low</i> – lower . | |

O'z qiyosiy shakllarini "-er" yoki "more" bilan yasamaydigan ba'zi noto'g'ri sifatlar ham mavjud. Ularning maxsus shakllari bor: *good* – *better*, *bad* – *worse*, *little* – *less*, *far* – *farther/further*, *many/much* – *more*.

Sifatarning orttirma darajasi

Biror narsani u taalluqli bo'lgan butun bir guruh bilan taqqoslash uchun sifatarning orttirma darajasi ishlatiladi. Odatda bir yoki ikki bo'g'inli sifatarning oddiy darajasiga "-est" qo'shimchasini qo'shish yoki ikki va undan ortiq bo'g'inli sifatlar oldidan "most" so'zini ishlatish bilan orttirma darajadagi sifatlar yasaladi. Orttirma darajadagi sifatlar oldidan aniq artikl "the" ishlatiladi.

Orttirma daraja o'zbek tiliga "eng" deb tarjima qilinadi, masalan: *the tallest* – **eng** baland; *the longest* – **eng** uzun va h.k.

| -er quyidagilarga qo'shiladi: | most quyidagilar oldidan ishlatiladi: |
|---|--|
| 1. bir bo'g'inli sifatlariga: m-n. <i>cold</i> – the coldest , <i>big</i> – the biggest vah.k. | ikki bo'g'inli yoki ko'p bo'g'inli sifatlar oldidan, m-n.: |
| 2. -y bilan tugaydigan ikki bo'g'inli sifatlariga. -y bu yerda -i ga o'zgaradi, m-n.: <i>easy</i> – the easiest , <i>early</i> – the earliest . | <i>interesting</i> – the most interesting <i>beautiful</i> – the most beautiful <i>boring</i> – the most boring <i>difficult</i> – the most difficult |
| 3. qisqa sifatlar <i>bir unli</i> + <i>bir undosh</i> bilan tugagan bo'lsa, oxirgi undosh ikki undoshga aylanadi, m-n.: <i>hot</i> – hottest . Ammo <i>bir unli</i> + <i>w</i> bilan tugaganda <i>w</i> ikkilanmaydi, m-n.: <i>low</i> – lowest . | |

O'z orttirma darajasini “-est” yoki “most” bilan yasamaydigan ba’zi noto’g’ri sifatlar ham mavjud. Ularning maxsus shakllari bor: *good – the best, bad – the worst, far – the farthest/furthest, little – the least, many/much – the most.*

Sifatlarning orttirma darajasi ishtirok etgan bitta gapni ikki xil usulda aytish mumkin, m-n.:

Watching TV is the most popular activity for boys. The most popular activity for boys is watching TV.

6) Taqqoslash: as ... as / not as ... as

Agar “than” biror narsa, kishi va b.larni boshqa bir narsa, kishi va b.lar bilan taqqoslashda yordam bersa, “as ... as” ikki narsaning ma’lum darajada bir-biriga o’xshashligini ko’rsatishda ko’maklashadi. Sifat “as ... as” ning o’rtasida qo’yiladi, m-n.:

*Their house is **as** small **as** ours.* (Ularning uyi biznikidek kichkina.)

*I’m **as** tired **as** you are.* (Men sizdek charchaganman.)

“not as ... as” ikki narsaning ma’lum darajada bir-biridan farq qilishini ko’rsatishda ishlatiladi, m-n.:

*This tree is **not as** tall **as** that one.* (Bu daraxt ana u daraxtdan baland emas.)

*Today is **not as** cold **as** yesterday.* (Bugun kechagidek sovuq emas.)

7) Buyruq gaplar

Ingliz tilida fe’lning “to”siz shaklini gapning boshida qo’llash orqali buyruq mayli – buyruq ohangidagi gaplar yasaladi.

| Bo’lishli buyruq gap | Inkor buyruq gap |
|---------------------------------|--|
| <i>Touch it. Unga teg(ing).</i> | <i>Don’t touch it. Unga tegma(ng).</i> |
| <i>Stop. To’xta(ng).</i> | <i>Don’t stop. To’xtama(ng).</i> |

Buyruq gaplarning inkor shaklini yasash uchun, jadvaldagidek, “Don’t” inkor yasovchi ko’makchisi birinchi o’ringa qo’yiladi.

8) Son (Number)

Narsalarning miqdori yoki tartibini bildirgan so’zlar sonlardir. Sonlar sanoq sonlar (Cardinal Numbers) va tartib sonlarga (Ordinal Numbers) bo’linadi.

Sanoq sonlar

Sanoq sonlar shaxs yoki buyumlarning miqdorini bildirib, *nechta? (how many?)* so’rog’iga javob bo’ladi, m-n.: *one, two, three* va h.k.

20 dan boshlab o’nliklar va birliklar o’rtasida chiziqliqcha “-” ishlatiladi, m-n.: *twenty-five, thirty-seven, forty-eight, fifty-four, sixty-six, seventy-nine.*

1 dan 100 gacha bo’lgan sanoq sonlar

| 1 – 10 | 11 – 20 | 21 – 100 |
|---------|--------------|-----------------------|
| 1 one | 11 eleven | 21 twenty-one |
| 2 two | 12 twelve | 22 twenty-two va h.k. |
| 3 three | 13 thirteen | 30 thirty |
| 4 four | 14 fourteen | 40 forty |
| 5 five | 15 fifteen | 50 fifty |
| 6 six | 16 sixteen | 60 sixty |
| 7 seven | 17 seventeen | 70 seventy |
| 8 eight | 18 eighteen | 80 eighty |
| 9 nine | 19 nineteen | 90 ninety |
| 10 ten | 20 twenty | 100 a / one hundred |

100 dan 1000 gacha bo’lgan sanoq sonlar

100 dan yuqori sonlarda birlik hamda o’nliklar oldidan “and”, 120 dan boshlab o’nliklar va birliklar o’rtasida chiziqliqcha “-” ishlatiladi.

| | |
|--------------------------------------|--------------------------------------|
| 100 a / one hundred | 183 a / one hundred and eighty-three |
| 101 a / one hundred and one | 415 four hundred and fifteen |
| 102 a / one hundred and two | 525 five hundred and twenty-five |
| 111 a / one hundred and eleven | 678 six hundred and seventy-eight |
| 120 a / one hundred and twenty | 750 seven hundred and fifty |
| 127 a / one hundred and twenty-seven | 1000 a / one thousand |

1000 dan katta sanoq sonlar

1000 dan katta sonlar bo’sh joy qoldirish bilan emas, balki vergullar bilan yozilishiga va quyidagicha o’qilishiga e’tibor bering: 1,300 — one thousand three hundred; 1,305 — one thousand three hundred and five; 3,309 — three thousand three hundred and nine; 4,643 — four thousand six hundred and forty-three; 447,400 — four hundred and forty-seven thousand four hundred; 2,500,000 — two million five hundred thousand; 32,500,000— thirty two million five hundred thousand.

Sanalar bilan vergul ham, bo’sh joy ham ishlatilmasligiga va quyidagicha o’qilishiga e’tibor bering: 1300 — thirteen hundred; 1305 — thirteen-o-five; 1563 — fifteen-sixty-three; 1985 —nineteen eighty-five; 2001 — two thousand and one; 2018 — two thousand eighteen.

Tartib sonlar

Tartib sonlar predmetlarning tartibini bildiradi va *qaysi?, nechanchi? (which?)* so’rog’iga javob bo’ladi. Tartib sonlar oldida aniq artikl “the” ishlatiladi: *the tenth, the sixth, the third.*

1, 2, 3 dan boshqa hamma sanoq sonlarga “-th” qo’shimchasini qo’shish orqali tartib sonlar yasaladi. *One, two, three* ning tartib sonlari quyidagicha bo’ladi: *one – the first; two – the second; three – the third*. “-th” bilan tartib sonlar hosil qilinganda quyidagi sonlarda ayrim o’zgarishlarni kuzatish mumkin: *five – the fifth; eight – the eighth; nine – the ninth; twelve – the twelfth*.

1 dan 100 gacha bo’lgan tartib sonlar

| 1 – 10 | 11 – 20 | 21 – 100 |
|-----------------|----------------------|--------------------------------|
| 1st the first | 11th the eleventh | 21st the twenty-first |
| 2nd the second | 12th the twelfth | 22nd the twenty-second va h.k. |
| 3rd the third | 13th the thirteenth | 30th the thirtieth |
| 4th the fourth | 14th the fourteenth | 40th the fortieth |
| 5th the fifth | 15th the fifteenth | 50th the fiftieth |
| 6th the sixth | 16th the sixteenth | 60th the sixtieth |
| 7th the seventh | 17th the seventeenth | 70th the seventieth |
| 8th the eighth | 18th the eighteenth | 80th the eightieth |
| 9th the ninth | 19th the nineteenth | 90th the ninetieth |
| 10th the tenth | 20th the twentieth | 100th the hundredth |

| Shaxslar | Kishilik olmoshlari | Egalik ol- moshlari | Obyekt kelishigidagi olmoshlar |
|----------|------------------------|------------------------|-----------------------------------|
| Birlik | I | <i>I</i> (men) | <i>my</i> (mening) |
| | II | <i>you</i> (sen) | <i>your</i> (sening) |
| | III | <i>he</i> (u) | <i>his</i> (uning) |
| | | <i>she</i> (u) | <i>her</i> (uning) |
| Ko’plik | I | <i>we</i> (biz) | <i>our</i> (bizning) |
| | II | <i>you</i> (siz) | <i>your</i> (sizning) |
| | III | <i>they</i> (ular) | <i>their</i> (ularning) |

9) Olmosh (Pronouns)

Ot o’rnida ishlatish mumkin bo’lgan so’zlar olmoshlar deyiladi.

Ko’rsatish olmoshlari:

this – these, that – those

Yaqin turgan narsani ko’rsatishda “*this*” (bu), uzoq turgan narsani ko’rsatishda esa “*that*” (ana u, anavi) ko’rsatish olmoshlaridan foydalaniladi, m-n.:

This is a cat – Bu mushuk.

That is a dog – Anavi kuchuk.

“*These*” ko’rsatish olmoshi so’zlovchi yaqinida turgan ko’plikdagi narsalarni, “*those*” ko’rsatish olmoshi esa so’zlovchidan uzoqroqda turgan ko’plikdagi narsalarni ko’rsatib aytish uchun ishlatiladi. “*These*” o’zbek tiliga “(mana) bu ...lar” deb, “*those*” esa “(ana) u ...lar” deb tarjima qilinadi, m-n.: *these photos* – (mana) bu fotosuratlar; *those pencils* – (ana) u qalamlar.

10) Predlog (Prepositions)

Ingliz tilida ko’plab predloglar mavjud bo’lib, ularning ko’pchiligi birdan ortiq ma’noga ega bo’lganligi sababli murakkab predloglar hisoblanadi. Bir tildagi predlog boshqa bir tilda bir qancha tarjimalarga ega bo’lishi mumkin.

Payt predloglari: *at, on, in, before, after*

“*at*” (...da) predlogi. Bu predlog soat vaqtlarini aytishda ishlatiladi, m-n.: *I get up at 6.30. I have breakfast at seven.*

“*Night, midnight, midday, a.m., p.m.*” so’zlari bilan “*at*” predlogi ishlatiladi, m-n.: *I go to bed at night. We watch cartoons at five p.m.*

Bayramlar bilan ham “*at*” predlogi ishlatiladi, m-n.: *We cook sumalak at Navruz. We have a lot of fun at New Year.*

Yodda tuting! Soat nechada, qaysi paytda ekanligini so’rash uchun, odatda, “*At what time...?*” deb emas, balki “*What time...?*” deb so’raladi, m-n.: *What time is the film?*

“*on*” (...da) predlogi. Bu predlog kunlar, sanalar va *Monday morning, Friday afternoon* kabi iboralar bilan ishlatiladi, m-n.: *I was at home on Wednesday. I get up late on Sundays. My birthday is on 15 May. I go swimming on Monday mornings. We don’t work on Constitution Day.*

“*in*” (...da) predlogi. Bu predlog kun qismlari *morning, afternoon, evening* bilan ishlatiladi: *in the morning, in the afternoon, in the evening. I go to school in the morning.*

Shuningdek, “*in*” predlogi oy, yil va fasllar bilan ham ishlatiladi, m-n.: *My birthday is in April. I was born in 2008. Snow falls in winter.*

Yodda tuting! “*This, next, last, every*” li iboralar oldidan predloglar ishlatilmaydi, m-n.: *What are you doing this afternoon? Goodbye. See you next week. We played tennis last Saturday. I go to my friend’s house every week.*

“Before” (...dan oldin) predlogi biror ish-harakatning biror paytdan oldin, **“after” (...dan keyin) predlogi** esa keyin sodir bo’lganligini aytishda ishlatiladi, m-n.: *Before breakfast I get up and have a shower. After lunch I play basketball.*

O’rin-joy predloglari: *in, on, at*

“in” (...(ichi)da) predlogi. Bu predlog predmet biror narsaning ichidaligini ifodalaydi, m-n.: *‘Where’s Botir?’ ‘In the kitchen.’ There’s nothing in the fridge.*

Ko’cha, tuman, shahar, viloyat, respublika, davlat, mamlakat ichida ekanligini aytish uchun **“in”** predlogi ishlatiladi, m-n.: *They live in Navoi Street. Farid is in Bukhara.*

“on” (...(usti)da) predlogi. Bu predlog predmet biror narsaning ustidaligini ifodalaydi, m-n.: *There are six books on the table. She has photos on the wall.*

“on” predlogi biror narsaning o’ng yoki chap tomonda ekanligini aytishda ham ishlatiladi, m-n.: *The fridge is on the right. The cupboard is on the left.*

“at” (...(yoni)da) predlogi. Bu predlog predmet biror narsaning oldida, yonida ekanligini aytishda, shuningdek, uchrashuv joyi, bekatlar bilan ishlatiladi, m-n.: *The boy is at the door. Let’s meet at Aziz’s house this evening. Turn left at the bus stop/corner.*

“at” predlogi quyidagi so’zlar bilan ham ishlatib turiladi: *at breakfast/lunch/dinner, at home, at a restaurant, at work, at the office, at the theatre/cinema, at a party, at (the) school/college/university, at the hospital, at the bank, at the supermarket.*

Boshqa o’rin-joy predloglari

under – ...ning tagida; *near* – ...ning yaqinida; *in front of* – ...ning oldida; *opposite* – ...ning qarshisida; *behind* – ...ning orqasida; *next to* – ...ning yonida; *between* – ikki narsa o’rtasida; *from* – ...dan

The book is **under** the chair. The cooker is **between** the window and table. The sports club is **opposite** the library. The library is **next to** the school. Malik is **in front of** Tohir. Tohir is **behind** Malik. We live in a village **near** the town. Take it **from** him.

“By” va “on” predloglari

Biror transport vositasi orqali biror joyga borish, safar qilishni aytishda ingliz tilida, odatda, **“by”** predlogidan foydalaniladi, m-n.: *by bus, by car, by minivan, by train, by bike, by motorbike, by plane.* Bu predlog o’zbek tiliga **“bilan”, “orqali”** deb tarjima qilinadi. Biror joyga piyoda, yayov borishni aytishda esa **“on”** predlogi ishlatiladi, m-n.: *on foot.*

Yo’nalish predloglari

“to” (...ga) predlogi yo’nalishni aytish uchun ishlatiladi: *I go to school on foot.*

“from... to...” (...dan ...gacha) predloglari yo’nalish va payt predloglari bo’lishi mumkin: *I walk from school to home. I have lunch from 1 o’clock to 1.30.*

Biror joyga yetib borishni aytishda **“get to” (...ga yetib olmoq) predlogi** ishlatiladi: *I get to school at 8 o’clock.*

Yodda tuting! **“get”** va **“home”** o’rtasida **“to”** ishlatilmaydi: *I get home at 2 o’clock.*

11) Oddiy hozirgi zamon (Present Simple Tense)

Oddiy hozirgi zamon quyidagi hollarda ishlatiladi:

a) hamma vaqt uchun umumiy bo’lgan ish-harakatlarni aytish uchun, m-n.: *My parents live near Samarkand* (Ota-onam Samarqand yaqinida yashaydilar).

b) takror-takror, tez-tez sodir bo’lib turadigan ish-harakatlarni aytishda, m-n.: *We play football on Saturdays* (Biz shanba kunlari futbol o’ynaymiz).

Bunda, ko’pincha, quyidagi ravishlar ishlatib turiladi: *always* (doimo), *never* (hech qachon), *often* (tez-tez), *sometimes* (ba’zida), *usually* (odatda), *once a day* (bir kunda bir marta), *twice a week* (haftada ikki marta), *every day/week/month/year* (har kuni/hafta/oy/yil).

Oddiy hozirgi zamonda darak gapning yasalihi

III shaxs birlik (*he, she, it*)dan boshqa barcha shaxslar (*I, you, we, they*)ning oddiy hozirgi zamon bo’lishli gapi egadan keyin fe’lning **“to”** siz shaklini ishlatish orqali yasaladi. Oddiy hozirgi zamon bo’lishli gapning III shaxs birligi **“to”** siz fe’lga **“-s”** yoki **“-es”** qo’shimchalarini qo’shish orqali yasaladi (*keyingi sahifadagi jadvalga qarang*).

| Shaxslar | Bo'lishli gap | So'roq gap | Inkor gap |
|----------|-------------------------------------|---|---|
| Birlik | I I like ... | Do I like ... ? | I do not (don't) like ... |
| | II You like ... | Do you like ... ? | You do not (don't) like ... |
| | III He } likes ... She } It } | Does { he } like ... ? she } it } | He } does not (doesn't) like ... She } It } |
| Ko'plik | I We } like ... | Do { we } like ... ? you } they } | We } do not (don't) like ... You } They } |

III shaxs birlikda fe'llar qachon "-s" yoki "-es" qo'shimchalarini oladi?

- 1) Ko'pchilik fe'llarga "-s" qo'shimchasi qo'shiladi: *work* → *works*;
- 2) -s, -sh, -ch, -x bilan tugagan fe'llarga "-es" qo'shimchasi qo'shiladi: *wash* → *washes*; *teach* → *teaches*;
- 3) O'qilmaydigan "-e" bilan tugovchi fe'llarga "-s" qo'shimchasi qo'shiladi: *write* → *writes*;
- 4) "-o" bilan tugovchi fe'llarga "-es" qo'shimchasi qo'shiladi: *go* → *goes*; *do* → *does*;
- 5) Qoidadan mustasno bo'lgan holat: *have* → *has*;
- 6) "-y" bilan tugovchi fe'llarning III shaxs birligi quyidagicha yasaladi: *unli* + y (-ay, -ey, -oy, -uy) bilan tugovchi fe'llarga "-s" qo'shimchasi qo'shiladi: *say* → *says*; *play* → *plays*;
- 7) *Undosh* + y (-dy, -ly, -py, -ry va h.k.) bilan tugovchi fe'llarning "-y" harfi "-ie"ga o'zgaradi va "-s" qo'shimchasi qo'shiladi: *fly* → *flies*.

Oddiy hozirgi zamonda so'roq gapning yasalishi

Oddiy hozirgi zamon so'roq gapini yasash uchun "*do*" yoki "*does*" ko'makchi fe'lidan foydalaniladi. Bunda III shaxs birlikdan boshqa hamma shaxslar uchun "*do*", III shaxs birlik uchun esa "*does*" ko'makchi fe'lini egadan oldinga qo'yish bilan so'roq shakl yasaladi. III shaxs birlik so'roq shaklini yasash uchun "*does*" ko'makchi fe'li egadan oldinga qo'yilganda, asosiy fe'l "-s" yoki "-es" qo'shimchasini olmaydi (yuqoridagi jadvalga qarang).

Oddiy hozirgi zamonda inkor gapning yasalishi

Oddiy hozirgi zamon inkor gapini yasash uchun "*do not (don't)*" yoki "*does not (doesn't)*"dan foydalaniladi. Bunda III shaxs birlikdan boshqa hamma shaxslar uchun "*do not (don't)*"ni, III shaxs birlik uchun esa "*does not (doesn't)*"ni egadan keyinga qo'yish bilan inkor shakl yasaladi. III shaxs birlik inkor shaklini yasash uchun "*does not (doesn't)*" egadan keyinga qo'yilganda, asosiy fe'l "-s" yoki "-es" qo'shimchasini olmaydi (yuqoridagi jadvalga qarang).

12) "to be" (bo'lmoq, bor bo'lmoq) fe'li oddiy hozirgi zamonda: am/is/are

| Shaxslar | Bo'lishli gap | So'roq gap | Inkor gap |
|----------|--|---------------------------------|--|
| Birlik | I I am (I'm) | Am I? | I am not (I'm not) |
| | II You are (you're) | Are you? | You are not (you're not) |
| | III He } (he's) She } is (she's) It } (it's) | Is { he } ? she } it } | He } (he's not) She } is not (she's not) It } (it's not) |
| Ko'plik | I We } (we're) | Are { we } ? you } they } | We } (we're not) You } are not (you're not) They } (they're not) |

13) Hozirgi davomli zamon (Present Continuous Tense)

Yasalishi. Ushbu zamonning **bo'lishli gapini** yasashda egadan so'ng "*to be*" ko'makchi fe'lining hozirgi zamon shakllari (*am, is, are*)dan biri va undan keyin, fe'lining "-ing" qo'shimchasi qo'shilgan shaklidan foydalaniladi. (Fe'lga "-ing" ni qo'shish qoidalari uchun "Gerundiy" mavzusiga qarang.)

Bo'lishli gaplarda "*am*", "*is*", "*are*" larning og'zaki nutqdagi qisqacha ko'rinishi 'm, 's, 're shakllarida bo'ladi: *I'm working. He's (she's/it's) coming. We're (you're/they're) talking.*

| Shaxslar | Bo'lishli gap | So'roq gap | Inkor gap |
|----------|--|-------------------------------------|--|
| Birlik | I I am ('m) working. | Am I working? | I am not ('m not) working. |
| | II You are ('re) working. | Are you working? | You are not ('re not) working. |
| | III He } She } is ('s) working. It } | Is { he } she } working? it } | He } She } is not ('s not) working. It } |
| Ko'plik | I We } | Are { we } | We } |
| | II You } | you } | You } |
| | III They } | they } | They } |

Hozirgi davomli zamonning **so'roq gapi** "to be" ko'makchi fe'lining hozirgi zamon shakllari (*am, is, are*) ni egadan oldinga olib o'tish, egadan keyin esa fe'ning "-ing" qo'shimchasi qo'shilgan shaklini ishlatish orqali yasaladi (*yuqoridagi jadvalga qarang*).

Hozirgi davomli zamonning **bo'lishsiz (inkor) gapini** yasashda esa "to be" ko'makchi fe'li shakllaridan keyin "not" inkor yuklamasi va undan keyin fe'ning "-ing" li shakli qo'yiladi. Inkor gaplarda uchrovchi "am not", "is not", "are not" larning og'zaki nutqdagi qisqacha ko'rinishi 'm not, 's not, 're not shaklida bo'ladi (*yuqoridagi jadvalga qarang*).

Ishlatilishi. Hozirgi davomli zamon quyidagi ish-harakatlarni ifodalash uchun ishlatiladi:

a) So'zlovchining nutqi mobaynida davom etayotgan ish-harakatlar: *I am speaking now* (Men hozir gapiryapman). *He is writing a letter* (U xat yozyapti).

b) Kelasi zamonda bajarilishi aniq va oldindan rejalashtirilgan ish-harakatlar: *Next week we are going to Bukhara* (Kelasi hafta biz Buxoroga ketyapmiz).

14) Oddiy o'tgan zamon (Past Simple Tense)

Ishlatilishi. 1) Oddiy o'tgan zamon o'tgan zamondagi biror paytda sodir bo'lgan ish-harakatni aytishda ishlatiladi, m-n.: *yesterday* (kecha), *last week* (o'tgan hafta), *last year* (o'tgan yil), *in 2016* (2016-yilda) va b.lar. Oddiy o'tgan zamonda faqat o'tgan zamon haqida gap boradi: *I didn't see you yesterday. What time did you come?*

2) Shuningdek, bu zamon birin-ketin sodir bo'lgan ish-harakatlarni aytishda ham ishlatiladi, m-n.: *He went into the cafe, had a cup of tea and ...*

O'tgan zamon paytlari

| | | | |
|------------|--------------|-------|-------|
| O'tgan yil | O'tgan hafta | Kecha | Hozir |
|------------|--------------|-------|-------|

Oddiy o'tgan zamon bo'lishli gapining yasalishi

Oddiy o'tgan zamonning bo'lishli gapi egadan keyin fe'ning o'tgan zamon shaklini ishlatish orqali yasaladi. Oddiy o'tgan zamon fe'li oddiy hozirgi zamon fe'lidan farqli o'laroq III shaxs birlikda tuslanmaydi, balki barcha shaxslar uchun bir xil shaklga ega bo'ladi (*120-betdagi jadvalga qarang*).

O'tgan zamon fe'llari ikki guruhga bo'lib o'rganiladi: **to'g'ri** va **noto'g'ri** fe'llar.

O'tgan zamon shakli **-ed** qo'shimchasi bilan yasaladigan fe'llar to'g'ri fe'llardir.

O'tgan zamon shakli **-ed** qo'shimchasi bilan emas, balki o'zak o'zgarishi yoki boshqacha usullar bilan yasaladigan fe'llar noto'g'ri fe'llardir.

O'tgan zamon to'g'ri fe'llari qanday yasaladi?

1) ko'pchilik fe'llarga **-ed** qo'shimchasi qo'shiladi: *work* → *worked*; *help* → *helped*;

2) o'qilmaydigan **-e** bilan tugaydigan fe'llarga **-d** qo'shiladi: *hope* → *hoped*;

3) **-y** bilan tugovchi fe'llarning o'tgan zamon shakli quyidagicha yasaladi:

a) *unli* + *y* (-ay, -ey, -oy, -uy) bilan tugovchi fe'llarga **-ed** qo'shimchasi qo'shiladi:
play → *played*; *enjoy* → *enjoyed*;

b) *undosh* + *y* (-dy, -ly, -py, -ry va h.k.) bilan tugovchi fe'llarga **-ed** qo'shilganda **-y** harfi **-i** ga o'zgaradi: *try* → *tried*; *reply* → *replied*;

Fe'llarga -ed qo'shimchasi qo'shilganda undoshlarning ikkilanishi

1) **bir unli** + **bir undosh**dan iborat bir bo'g'inli so'zlarning oxirgi undoshi **-ed** qo'shilganda ikkilanadi: *plan* → *planned*; *stop* → *stopped*;

| | Bo'lishli gap | So'roq gap | Inkor gap |
|-----------------|--|---|---|
| Birlilik | I You He She It cooked cakes. saw the cow. | Did { I You He She It We You They } cook cakes. see the cow. | I You He She It We You They } did not (didn't) cook cakes. did not (didn't) see the cow. |
| Ko'plik | We You They | | |

2) **ikki unli + bir undosh** yoki **bir unli + ikki undosh**dan iborat bir bo'g'inli so'zlarning oxirgi undoshi **-ed** qo'shilganda ikkilanmaydi: *wait* → *waited*; *want* → *wanted*;

3) ko'p bo'g'inli so'zlarning oxirgi bo'g'ini urg'ulangan bo'lsa va shu bo'g'in **bir unli + bir undosh**dan iborat bo'lsa, **-ed** qo'shilganda so'z oxirgidagi undosh ikkilanadi: *preFER* → *preferred*; Ammo *WONder* → *wondered*.

O'tgan zamon noto'g'ri fe'llari qanday yasaladi?

Noto'g'ri fe'llarning o'tgan zamonini yasash uchun aniq qoidalar mavjud emas. Shu sababli bu noto'g'ri fe'llarning o'tgan zamon shakllarini faqatgina ularni birma-bir yodlab olish orqali o'zlashtirib olish mumkin (*noto'g'ri fe'llari ro'yxati 126-betdagi jadvalda berilgan*).

Oddiy o'tgan zamonda so'roq gapning yasalishi

Hamma shaxslarda *did* ko'makchi fe'lini egadan oldinga qo'yish bilan oddiy o'tgan zamon so'roq gapi yasaladi. So'roq gap yasash uchun *did* ko'makchi fe'li egadan oldinga qo'yilganda, undan keyin keladigan asosiy fe'l "to"siz infinitiv shaklda bo'ladi. Chunki *did* ko'makchi fe'li o'tgan zamonni anglatib turgan bir paytda, yana o'tgan zamonni anglatuvchi boshqa fe'lga ehtiyoj tug'ilmaydi (*yuqoridagi jadvalga qarang*).

Oddiy o'tgan zamonda inkor gapning yasalishi

Hamma shaxslarda *did not (didn't)*ni egadan keyinga qo'yish bilan oddiy o'tgan zamon inkor shakli yasaladi. Inkor shaklni yasash uchun *did not (didn't)* egadan keyinga qo'yilganda, undan keyin keladigan asosiy fe'l "to"siz infinitiv shaklda bo'ladi. Chunki *did not (didn't)* o'tgan zamonni anglatib turgan bir paytda, yana o'tgan zamonni anglatuvchi boshqa fe'lga ehtiyoj tug'ilmaydi (*yuqoridagi jadvalga qarang*).

15) O'tgan davomli zamon (Past Continuous Tense)

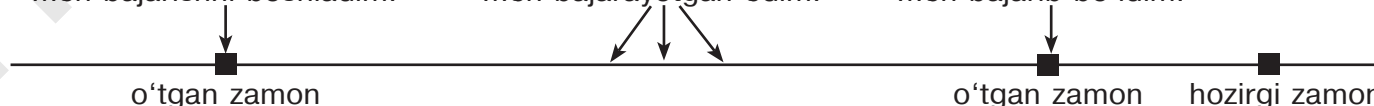
| Shaxslar | Bo'lishli gap | So'roq gap | Inkor gap |
|-----------------|---|---|---|
| Birlilik | I II III He She It was working. | Was I working? Were you working? Was { he she it } working? | I was not (wasn't) working. You were not (weren't) working. He She It } was not (wasn't) working. |
| Ko'plik | I II III We You They } were working. | Were { we you they } working? | We You They } were not (weren't) working. |

O'tgan zamondagi aniq vaqtda (masalan, soat 3da) kimningdir biror narsa qilayotganini aytish uchun o'tgan davomli zamon ishlatiladi. Masalan: *We were watching TV at 3 o'clock yesterday*. Kecha soat 3 da biz televizor ko'rayotgan edik.

Men bajarishni boshladim.

Men bajarayotgan edim.

Men bajarib bo'ldim.



O'tgan zamonda biror uzoqroq ish-harakat sodir bo'layotgan paytda boshqa bir qisqa ish-harakat sodir bo'lganini aytish uchun ko'pincha o'tgan davomli zamon va oddiy o'tgan zamon birgalikda ishlatiladi. Masalan: *I was going home when I met him. What were you doing when I phoned you?*

16) Hozirgi tugallangan zamon (I have/haven't done)

Hozirgi tugallangan zamon tugallangan ish-harakatni ifodalaydi va u har doim hozir bilan bog'langan bo'ladi. O'tgan zamondagi ish-harakatning natijasi hozir ko'rinadi, m-n.: *I can't find my money. I've lost it.* (Pulimni topolmayapman. Uni yo'qotib qo'yibman – Men pulimni o'tgan zamonda yo'qotgan edim va u hozir menda yo'q.)

Hozirgi tugallangan zamon ko'pincha yangiliklar yoki yaqinda yuz bergan hodisalarni birinchi marotaba aytishda ishlatiladi, m-n.: *I can't walk. I've broken my leg. I've cut my finger. It's hurting me.*

Hozirgi tugallangan zamondagi gap quyidagi tartibda yasaladi:

Bo'lishli shakl: *ega + have/has + past participle (o'tgan zamon sifatdoshi)*

Bo'lishsiz shakl: *ega + have/has not + past participle (o'tgan zamon sifatdoshi)*

So'roq shakl: *Have/has + ega + past participle (o'tgan zamon sifatdoshi)*

| Shaxslar | Bo'lishli gap | So'roq gap | Inkor gap |
|----------|--|---|---|
| Birlik | I I have cooked/lost. | Have I cooked/lost? | I have not (haven't) cooked/lost. |
| | II You have cooked/lost. | Have you cooked/lost? | You have not (haven't) cooked/lost. |
| | III He } She } has cooked/lost. It } | Has { he } { she } cooked/lost? { it } | He } She } has not (hasn't) cooked/lost. It } |
| Ko'plik | I We } II You } have cooked/lost. III They } | Have { we } { you } cooked/lost? { they } | We } You } have not (haven't) cooked/lost. They } |

O'tgan zamon sifatdoshi (*past participle*) – fe'ning uchinchi shakli. O'tgan zamon sifatdoshi to'g'ri yoki noto'g'ri fe'l bo'lishi mumkin. Uning to'g'ri fe'llari oddiy o'tgan zamon to'g'ri fe'li bilan bir xil shaklga ega. (Oddiy o'tgan zamon to'g'ri fe'llari – *finished/opened/talked* va b.lar.)

O'tgan zamon sifatdoshining noto'g'ri fe'llari turli shakllarga ega, m-n.: *lost/been/gone/broken.*

(O'tgan zamon sifatdoshi (*past participle*) noto'g'ri fe'llari 126-betdagi jadvalda berilgan)

How long have you had ...?

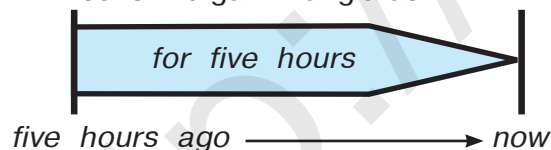
O'tgan zamonda boshlanib hozirgi paytgacha davom etgan biror ish-harakatning qancha vaqt davom etganini bilish uchun *How long have you had ...?* so'rog'idan foydalaniladi, m-n.:

How long have you had a pain in your leg?

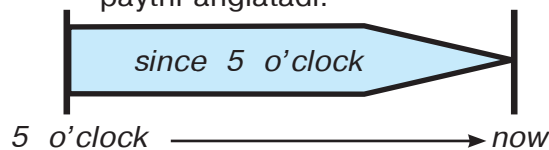
Bu savolga javob quyidagicha bo'lishi mumkin:

a) *I've had it for five hours.* yoki b) *I've had it since 5 o'clock.*

a) javob og'riqning qancha davom etganini anglatadi.



b) bu javob esa og'riq boshlangan paytni anglatadi.



m-n.: *I've known him for ten years.*

I've known him since 1992.

"For" quyidagi kabi so'z va so'z birikmalari bilan qo'llaniladi: *5 hours, ten days, two weeks, three months, a long time* va b.lar.

"Since" quyidagi kabi so'z va so'z birikmalari bilan qo'llaniladi: *5 o'clock, Monday, May, Navruz, 2001* va b.lar.

Ever

Biror kimsaning hayoti davomida qilgan narsalari haqida aytilganda yoki so'ralganda "ever" so'zli hozirgi tugallangan zamon ishlatiladi, m-n.:

Have you ever played tennis? (Siz hech tennis o'ynaganmisiz?)

It's the best film I've ever seen. (U men shu paytgacha ko'rgan filmlarning eng yaxshisi.)

17) *There is (There are)* iborasi

Ingliz tilida “*there is*” biror joyda birlikdagi biror narsaning borligini aytishda, “*there are*” biror joyda ko‘plikdagi narsalarning borligini aytishda ishlatiladigan til qurilmalaridir, m-n.: *There is an orange in the box.* (Quti ichida apelsin bor.) *There are oranges in the box.* (Quti ichida apelsinlar bor.)

| Bo‘lishli gap | So‘roq gap | Inkor gap |
|---|--|---|
| There is (there’s) a book on the table. | Is there a book on the table? | There is not (isn’t) a book on the table? |
| There are a lot of books on the table. | Are there a lot of books on the table? | There are not (aren’t) a lot of books on the table? |

18) Modal fe’llar: *can, must* va *should*

Modal fe’llar ko‘makchi fe’llarning maxsus bir guruhidir. Ular boshqa asosiy fe’llardan oldin ishlatilib, ma’lum bir ma’nolarni, masalan, *ruxsat, jismoniy qobiliyat, mumkinlik, shartlilik, maslahat* kabilarni anglatib keladi.

Can modal fe’li: (*can + do something*)

Bu modal fe’l boshqa asosiy fe’llardan oldin ishlatilib, a) jismoniy qobiliyatni ifodalaydi va o‘zbek tilida *qila olmoq, bajara olmoq* degan ma’nolarni ifodalaydi, m-n.: *I can jump* – Men sakray olaman. *Can you count?* – Sen/Siz sanay olasanmi/olasizmi?

b) quyidagicha savol bilan ruxsat so‘rashda ishlatiladi: *Can I/we ...?* – biror narsa qilsam/ qilsak bo‘ladimi? Masalan: *Can I use the phone, please?* – Iltimos, telefon(iz)dan foydalansam bo‘ladimi? *Mum, can we play here?* – Oyi, shu yerda o‘ynasak bo‘ladimi?

d) quyidagicha savol bilan narsalarni so‘rab olishda ishlatiladi: *Can I/we have...?* – ...ni olsam/ olsak bo‘ladimi? Masalan: *Can I have your pen, please?* – Ruchkang(iz)ni olsam bo‘ladimi, iltimos?

Must modal fe’li: (*must + do something*)

Bu modal fe’l ham boshqa asosiy fe’llardan oldin ishlatilib, ish-harakat amalga oshirilishi *shart, zarur, kerak* degan ma’nolarni ifodalaydi, m-n.: *Pupils must go to school every day* – O‘quvchilar har kuni maktabga borishlari shart/kerak.

Should modal fe’li: (*should + do something*)

Should + do something iborasi “bunday qilish kerak, uni qilsa yaxshi/to‘g‘ri bo‘ladi” degan ma’noni anglatib, maslahat, tavsiya berishda ishlatiladi. Masalan: *You should go to bed early* – Barvaqt uxlagani yotishingiz kerak.

Can, must va *should* modal fe’llarining so‘roq va inkor shakllari *do, do not* ko‘makchi fe’li yordamida emas, balki bu modal fe’llarni egadan oldinga olib o‘tish, inkor shakli esa bu modal fe’llardan keyin *not* inkor yuklamasini qo‘yish bilan yasaladi (*quyidagi jadvalga qarang*).

| Bo‘lishli gap | So‘roq gap | Inkor gap |
|--|--|--|
| I You He She It We You They | I You He She It We You They | I You He She It We You They |
| can must should | Can Must Should | cannot (can’t) must not (mustn’t) should not (shouldn’t) |
| speak English. | speak English? | speak English. |

19) *I’m going to (do)*

Bu ibora oldindan o‘ylab qo‘yilgan reja, qaror va niyatlarni kelgusida amalga oshirish haqida gapirilganda qo‘llaniladi, m-n.: *There is a good film tonight. I’m going to watch it.* (Bugun kechqurun yaxshi film bo‘ladi. Uni ko‘rmoqchiman.) *We are going to buy a new car next week.* (Biz keyingi hafta yangi mashina sotib olmoqchimiz.)

20) Oddiy kelasi zamon: *will*

Will (‘ll) kelgusida yuz beradigan ish-harakatni oldindan aytish uchun ishlatiladi, m-n.: *The weather tomorrow will be warm and sunny.* (Ertaga ob-havo iliq va quyoshli bo‘ladi.)

Will bilan birga ko‘pincha *I think (I don’t think), I’m sure* kabi iboralar ishlatiladi, m-n.:

I think/don't think the maths test will be difficult. (Matematikadan test qiyin bo'ladi/bo'lmaydi deb o'ylayman.) *I'm sure she will be late.* (Ishonchim komilki, u kech qoladi.)

Will ('ll) to'satdan, nutq paytida qilinadigan qarorlar uchun ham ishlatiladi, m-n.: *It's cold here. I'll close the window.* – *You promised to give me a book.* – *OK, I'll bring it in a minute.*

Will tez-tez: a) biror narsani qilish taklif etilganda, m-n.: *You look sick. I'll call a doctor for you.* b) biror narsa qilishga va'da berilganda ishlatiladi, m-n.:

A: *Can you give me some money. I'll give it back next week.*

B: *OK, I don't have money with me now. I'll give you some tomorrow.*

Will bo'lishsiz shaklda *won't* (= *will not*) tarzida qo'llaniladi, m-n.:

Don't tell me to do it. I won't do it.

21) So do I. Neither do I. I don't either. Nor do I.

So do I/we/you/they iborasi suhbatdosh tomonidan bildirilgan bo'lishli darak gapga qo'shilganda (munosabatni bildirish uchun) ishlatiladi. Bunday iboralarda gap tartibi darak gap tartibi bilan bir xil bo'lmaydi. Fe'l egadan oldinga o'tadi, m-n.:

A: *I like gymnastics, because it's a beautiful sport.*

B: *So do I.*

Neither do I. / I don't either. / Nor do I. suhbatdosh tomonidan bildirilgan bo'lishsiz ma'lumotga qo'shilganda ishlatiladi, m-n.:

A: *I don't do kurash.*

B: *Neither do I. / I don't either. / Nor do I.*

22) Gerundiy (otlashgan fe'llar) – Gerund

Ingliz tilida fe'lning “-ing” qo'shimchasi bilan tugagan shakli gerundiy yoki otlashgan fe'l deb yuritiladi. Gerundiy fe'lning otlik xususiyatiga ega bo'lgan shaklidir. O'zbek tilidagi harakat nomi, ya'ni *ishlash, o'qish, kuylash, yozish* kabilar ingliz tilidagi gerundiya to'g'ri keladi: *working* – *ishlash, reading* – *o'qish, singing* – *kuylash, writing* – *yo'zish*.

Fe'llarning “-ing” li shakllari qanday yasaladi?

1) Ko'pchilik fe'llar: **v** + **-ing**. Masalan: *work* → *working*; *sleep* → *sleeping*.

2) “-e” bilan tugovchi fe'llar: ~~(-e)~~ + **ing**. Masalan: ~~*make*~~ → *making*.

“-ing” qo'shilganda undoshlarning ikkilanishi

1) **bir unli** + **bir undosh**dan iborat bir bo'g'inli so'zlarning oxirgi undoshi **-ing** qo'shilganda ikkilanadi: *plan* → *planning*; *stop* → *stopping*;

2) **ikki unli** + **bir undosh** yoki **bir unli** + **ikki undosh**dan iborat bir bo'g'inli so'zlarning oxirgi undoshi **-ing** qo'shilganda ikkilanmaydi: *wait* → *waiting*; *work* → *working*.

23) like/don't like/love + ot yoki gerundiy

Like, don't like va *love* fe'llaridan keyin ot so'z turkumi ishlatiladi, m-n.: *I like cartoons. I don't like horror films. I love music programmes.*

Like, don't like va *love* fe'llaridan keyin fe'l ishlatiladigan bo'lsa, u gerundiy shaklida bo'ladi, m-n.: *He likes playing chess. He doesn't like going to the cinema. Do you like dancing?*

24) I would (I'd) like to be ...

Would like (+ *to be/to do*) xohish, istakni xushmuomalalik bilan aytish uchun ishlatiladi, m-n.: *I'd like two kilos of tomatoes, please. Would you like some coffee?*

25) Some va any

a) *Some* (biroz, bir nechta) bo'lishli gaplarda sanalmaydigan va ko'plikdagi sanaladigan otlar oldida ishlatiladi, m-n.: *Give me some apples, please. There is some milk in the bottle.*

Some so'roq gaplarda savolga “Yes” javobi kutilganda, biror narsa taklif qilinganda yoki narsa so'raganda ham ishlatiladi, m-n.: – *Would you like some coffee?* – *Yes.*

Can I have some milk for my tea, please?

b) *Some* “ba'zi, ayrim” degan ma'noni ham anglatib, ko'plikdagi otlar oldida ishlatiladi, m-n.: *Some shops are open every day* – Ba'zi do'konlar har kuni ochiq bo'ladi.

Any (biror, birorta bo'lsa ham, hech) bo'lishsiz va so'roq gaplarda sanalmaydigan va ko'plikdagi sanaladigan otlar oldida ishlatiladi, m-n.: *There isn't any fruit in the fridge. Do you have any pencils? Is there any juice?*

26) Bog'lovchi (Conjunctions): *and, but, before, after, then, because, or*

Gaplar va gap bo'laklarini bir-biri bilan bog'lash uchun ishlatiladigan so'zlar bog'lovchilar deyiladi. Bunday bog'lovchilarga *and, but, before, after, then, because, or* kabilarni misol qilib keltirish mumkin.

“And” (va) teng bog'lovchi hisoblanadi. Gapda bir necha so'z uyushib kelganda, bu uyushiq bo'laklarning oxirgi ikkitasi *“and”* bilan bog'lanadi, m-n.: *I have a mum **and** a dad. I like watching football, playing chess, riding my horse **and** listening to music.*

“But” (lekin, ammo, biroq) zidlovchi bog'lovchidir. Bu bog'lovchi bildirilgan fikrga zid yana bir fikr bildirish uchun ular o'rtasida ishlatiladi va shu bilan ikkita gapni bir-biriga bog'laydi, m-n.: *It's old **but** beautiful. Her school is in London **but** our school is in Tashkent.*

“Then” (keyin, so'ng, so'ngra) bog'lovchisi biror voqeani hikoya qilib berishda ish-harakatlarning mantiqiy ketma-ketligini ko'rsatib berish uchun ishlatiladi, m-n.: *Aziz's mother gets up early and she makes breakfast. **Then** she cleans the house. She does the shopping and **then** works in the afternoon.*

“Because” (chunki, sababli, tufayli) bog'lovchisi biror ish-harakatga sabab bo'lgan boshqa ish-harakatni aytishda ishlatiladi, m-n.: *I don't like maths **because** it's difficult. Two girls and two boys like Sunday **because** we don't have lessons.*

“Or” (yoki) bog'lovchisi ikki yoki bir necha gapni yoki gapning uyushiq bo'laklarini bir-biri bilan bog'laydi va quyidagi hollarda ishlatiladi:

a) ikkita imkoniyatdan birini tanlashda: *You can go home **or** stay at school.*

b) noaniqlikni ifodalashda: *There are usually five **or** six lessons.*

d) inkor yoki inkor ma'noli gaplarda ikkita uyushiq bo'lakni bog'laydi va *“na ... va na ...”* degan ma'noni ifodalab keladi, m-n.: *I don't drink tea **or** milk – Men na choy va na sut ichaman. I don't like jazz **or** rock. We don't have a parrot **or** a dove.*

27) Ravish (Adverb)

Ravishlar fe'l haqida ma'lumot beradi, ya'ni fe'lning qanday, qay tarzda, qay darajada, qay ravishda bajarilganligini bildiradi va asosan, fe'ldan keyin ishlatiladi, m-n.:

*I **play** ^{fe'l} tennis **well** ^{ravish}.* (Men tennisni yaxshi o'ynayman.)

Ko'pchilik ravishlar sifatlarga *“-ly”* qo'shimchasini qo'shish orqali yasaladi, m-n.:

Sifat: quick careful bad loud soft noisy slow happy

Ravish: quickly carefully badly loudly softly noisily slowly happily

Ayrim so'zlarni o'zi asl ravish bo'lganligi sababli ularga *“-ly”* qo'shilmaydi, m-n.:

well (yaxshi), *fast* (tez), *late* (kech), *hard* (qattiq, tirishqoqlik bilan).

28) Ingliz tilida so'z tartibi

Ingliz va o'zbek tillarida gapdagi so'z tartibi bir-biridan farq qiladi. Ingliz tilida gapda oldin ega, keyin kesim, so'ng to'ldiruvchi va nihoyat, hol keladi. Ingliz tilidagi gaplarda so'z tartibi almashtirib yuborilsa, yoki gapning mazmuni o'zgaradi, yoki gap mantiqsiz bo'lib qoladi. O'zbek tilida esa ko'p hollarda ega, to'ldiruvchi va holning o'rni almashinib kelishi mumkin, lekin kesim har doim gap oxirida keladi. Agarda egadan keyin kesim qo'yilsa, gap bo'laklari bir-biri bilan mantiqan bog'lanmay qoladi. Buni quyidagi misollarda yaqqol ko'rish mumkin.

| English | ega | kesim | to'ldiruvchi | hol |
|---------|----------------------------|-------------|--------------|---------------|
| | The children | are playing | football | now. |
| Uzbek | ega, to'ldiruvchi yoki hol | | | kesim |
| | Bolalar | hozir | futbol | o'ynashyapti. |
| | Hozir | bolalar | futbol | |
| | Bolalar | futbolni | hozir | |

29) Ingliz tilida payt hollarining gaplardagi o'rni

Every morning (day), on Fridays (Mondays ...) kabi payt hollari gap boshida yoki gap oxirida keladi.

| hol | ega | kesim | to'ldiruvchi | hol |
|--------------|-----|----------|--------------|---------------|
| Every day | I | watch | TV | (every day). |
| (On Sundays) | I | don't go | to school | (on Sundays). |

Always, usually, often, sometimes, never kabi payt hollari odatda egadan keyin keladi.

| ega | hol | kesim | boshqalar |
|-----|--------|-------|------------|
| I | always | brush | my teeth. |
| We | never | swim | in winter. |

30) Qo'shma gaplar

Qo'shma gaplar ikki qismdan iborat bo'ladi: *bosh gap* va *ergash gap*. Ergash gap bosh gapni to'ldirib keladi. U odatda *because, if, that* yoki *wh* li bog'lovchi so'zlar orqali bosh gap bilan bog'lanadi. Ergash gap bosh gapdan oldin ham keyin ham kelishi mumkin. Agar ergash gap bosh gapdan keyin kelsa, ular orasida vergul ishlatilmaydi. Agarda u bosh gapdan oldin kelsa, vergul ishlatiladi, m-n.:

When you came, everybody was reading. (vergul ishlatiladi)

Everybody was reading when you came. (vergul ishlatilmaydi)

Because he was ill, he couldn't go to school. (vergul ishlatiladi)

I didn't have my breakfast because I got up late. (vergul ishlatilmaydi)

I think/believe/know that ...

Ko'pgina fe'llar (m-n.: *think, know* va b.lar) kishining o'y-fikrlari va his-tuyg'ularini ifodalaydi. Qo'shma gaplarda bunday fe'llardan keyin *that* li ergash gap keladi, m-n.: ***I know that the task's difficult. I think that it's already time to go. I believe that he's a good man.***

Ba'zida *that* tushib qoladi, m-n.: *I think it's already time to go. I believe he's a good man.*

31) Too

Too ikki maqsadda ishlatiladi:

a) *Too* "ham" ma'nosini anglatib, gap oxirida keladi, m-n.: *Sobir knows Russian. He knows English too. – I've got a headache. – I have too.*

b) *Too* "keragidan ortiq", "haddan tashqari" ma'nolarini ham anglatib, sifat va ravish hamda *many, much, few, little* so'zlaridan oldin ishlatiladi. Bunda uning ma'nosi bo'lishsiz bo'ladi, m-n.: *This dress is too big. We came too late to have dinner. You put too much salt in the soup.*

32) Hozirgi zamon majhul nisbati (Present Passive)

Fe'llar ikki nisbatda bo'ladi: aniq nisbat (*active verb*) va majhul nisbat (*passive verb*).

Ega bajargan ish-harakatni aytish uchun fe'ning aniq nisbati qo'llaniladi, m-n.:

Somebody cleans this room every day.

Bu yerda: *Somebody* aniq nisbatning egasi va u ish-harakatni bajaryapti.

Egaga nisbatan sodir bo'ladigan ish-harakatni ifodalash uchun fe'ning majhul nisbati ishlatiladi, m-n.:

This room is cleaned every day.

Bu yerda: *This room* majhul nisbatning egasi va egaga nisbatan ish-harakat sodir etilyapti.

Hozirgi zamon majhul nisbati quyidagi tartibda yasaladi: *ega + am/is/are + o'tgan zamon sifatdoshi.*

(*O'tgan zamon sifatdoshi (past participle) haqida 121-betdagi "Tugallangan hozirgi zamon" mavzusiga qarang. Uning noto'g'ri fe'llari ro'yxati 126-betdagi jadvalda berilgan.*)

Agar gapda ish-harakatni bajaruvchi yoki uning sodir bo'lishiga sababchi kishi yoki narsa aytib o'tilsa, u *by* predlogi yordamida ifodalanadi, m-n.: *In the morning the letters are collected by postmen. The letters are sorted by machines.*

33) So'z yasash: re- old qo'shimchasi

re- "qaytadan" degan ma'noni anglatadi va u bilan "qaytadan bajarish" ma'nosini anglatadigan fe'llar yasaladi, m-n.: *reuse* = "qaytadan foydalanmoq", *reread* = "qaytadan o'qimoq", *rewrite* = "qaytadan yozmoq" ma'nosini anglatadi.

34) I would (I'd) rather (do)

Would rather (do) "bajarishni afzal ko'rgan bo'lardim" ma'nosini anglatadi. *Would rather* dan keyin keladigan fe'l "to"siz ishlatiladi, m-n.:

A: *Let's go to museum.*

B: *That's a good idea.*

C: *Oh, no. I'd rather go to the sports centre.*

Bu iboraning bo'lishsiz shakli – *I'd rather not (do).*

m-n. *I'm feeling sick. I'd rather not go with you.*

List of irregular verbs (Noto'g'ri fe'llar ro'yxati)

| Present simple | Past simple | Past participle | Present simple | Past simple | Past participle |
|----------------|-------------|-----------------|----------------|-------------|-----------------|
| be | was/were | been | let | let | let |
| beat | beat | beaten | lie | lay | lain |
| become | became | become | lose | lost | lost |
| begin | began | begun | make | made | made |
| blow | blew | blown | meet | met | met |
| break | broke | broken | pay | paid | paid |
| bring | brought | brought | put | put | put |
| build | built | built | read | read | read |
| buy | bought | bought | ride | rode | ridden |
| catch | caught | caught | ring | rang | rung |
| choose | chose | chosen | rise | rose | risen |
| come | came | come | run | ran | run |
| cost | cost | cost | say | said | said |
| cut | cut | cut | see | saw | seen |
| dig | dug | dug | sell | sold | sold |
| do | did | done | send | sent | sent |
| draw | drew | drawn | sew | sewed | sewn/sewed |
| drink | drank | drunk | shake | shook | shaken |
| drive | drove | driven | shine | shone | shone |
| eat | ate | eaten | shoot | shot | shot |
| fall | fell | fallen | show | showed | shown/showed |
| feed | fed | fed | shut | shut | shut |
| feel | felt | felt | sing | sang | sung |
| fight | fought | fought | sit | sat | sat |
| find | found | found | sleep | slept | slept |
| fly | flew | flown | speak | spoke | spoken |
| forget | forgot | forgotten | spend | spent | spent |
| freeze | froze | frozen | stand | stood | stood |
| get | got | got | sweep | swept | swept |
| give | gave | given | swim | swam | swum |
| go | went | gone | take | took | taken |
| grow | grew | grown | teach | taught | taught |
| have | had | had | tell | told | told |
| hear | heard | heard | think | thought | thought |
| hide | hid | hidden | throw | threw | thrown |
| hold | held | held | understand | understood | understood |
| keep | kept | kept | wake | woke | woken |
| know | knew | known | wear | wore | worn |
| lay | laid | laid | win | won | won |
| leave | left | left | write | wrote | written |

English-Uzbek Wordlist

adj – adjective – sifat
adv – adverb – ravish
conj – conjunction – bog'lovchi
det – determiner – aniqlovchi
int – interjection – undov so'z
n – noun – ot

num – number – son
pl – plural – ko'plik
prep – preposition – predlog
pron – pronoun – olmosh
v – verb – fe'l

a [ə]
 about *prep, adv* [ə'baʊt]
 about your friend
 at about 8 o'clock
 accident *n* [ˈæksɪdənt]
 act (out) *v* [ækt ('aʊt)]
 active *adj* [ˈæktɪv]
 activity *n* [ˈæktɪvɪti]
 ad *n* [æd]
 address *n* [ə'dres]
 adult *n* [ˈædʌlt, ə'dʌlt]
 advert *n* [ˈædvɜ:t]
 advertise *v* [ˈædvətaɪz]
 advertisement *n* [əd'vɜ:tɪsmənt]
 advertiser *n* [ˈædvətaɪzə]
 advertising *n* [ˈædvətaɪzɪŋ]
 aerobics *n* [eə'reʊbɪks]
 after *prep* [ɑ:ftə]
 afternoon *n* [ɑ:ftə'nʊ:n]
 Good afternoon.
 in the afternoon *adv*
 again *adv* [ə'gen, ə'gem]
 age *n* [eɪdʒ]
 ago *adv* [ə'gəʊ]
 air *n* [eə]
 air the room *v+n* [eə ðə 'ru:m]
 airport *n* [ˈeəpɔ:t]
 album *n* [ˈælbəm]
 all *pron* [ɔ:l]
 all the things
 alligator *n* [ˈælɪɡeɪtə]
 aloud *adv* [ə'laʊd]
 alphabet *n* [ˈælfəbet]
 also *adv* [ɔ:lsəʊ]
 always *adv* [ɔ:lweɪz, 'ɔ:lweɪz]
 a.m. [eɪ'em]
 amateur *adj* [ˈæmətə]
 an [ən, æn]
 ancient *adj* [ˈeɪnfənt]
 and *conj* [ænd, ænd]
 And you?
 angry *adj* [ˈæŋɡrɪ]
 animal *n* [ˈænɪm(ə)l]
 ankle *n* [ˈæŋkl]
 answer *n, v* [ɑ:nsə]
 ant *n* [ænt]
 any *adv* [eni]
 any more [ˈenɪmɔ:]
 Anything else?
 apple *n* [ˈæp(ə)l]
 apple juice *n+n* [ˈæpl 'dʒu:s]

noaniq artikl
 1) haqida; 2) taxminan
 do'stingiz haqida
 taxminan soat sakkizlarda
 avariya, baxtsiz hodisa
 ijro etmoq
 faol
 1) faoliyat; 2) mashq
 e'lon, reklama
 manzil
 yoshi katta, (katta yoshli) odam
 e'lon
 1) reklama joylashtirmoq; 2) reklama qilmoq
 e'lon; reklama; anons
 reklama beruvchi
 reklama qilish, reklama
 aerobika
 ...dan keyin/so'ng
 tush vaqti
 Assalomu alaykum./Xayrli kun. (*tush paytida*)
 tushdan keyin
 yana, tag'in
 yosh
 ilgari, muqaddam, burun, oldin, avval
 havo
 xonani shamollatmoq
 aeroport
 albom
 hamma
 hamma narsalar
 alligator (*timsoh*)
 ovoz chiqarib
 alifbo
 ham
 har doim, doimo
tungi soat 12 dan kunduzgi 12 gacha bo'lgan vaqt
 havaskorlarga oid, havaskor(lar) ...; noprofessional
noaniq artikl
 antik, qadimiy; qadimdan qolgan, antiqa
 va
 Siz-chi?
 jahldor, jahli chiqqan
 hayvon
 to'piq, to'piq suyagi
 1. javob; 2. javob bermoq
 chumoli
 1) (*so'roq gaplarda*) biror-bir, hech; 2) (*inkor gaplarda*)
 hech, hech qanday
 yana
 Yana biror narsa xohlaysizmi?
 olma
 olma sharbati

apricot *n* ['eɪprɪkɒt]
 April *n* ['eɪpr(ə)l]
 April Fool's Day ['eɪprl 'fʊlz deɪ]
 architect *n* ['ɑ:kɪtekt]
 arctic fox *n* [ɑ:ktɪk'fɒks]
 are *v* [ɑ:]
 Are you ...?
 area *n* ['eəriə]
 arm *n* [ɑ:m]
 armadillo *n pl* (-s) ['ɑ:mədɪləʊ]
 armchair *n* ['ɑ:mtʃeə]
 art *n* [ɑ:t]
 Art Museum *n+n* ['ɑ:t mju:zɪəm]
 Asian *adj* ['eɪʃ(ə)n, 'eɪʒən]
 ask *v* [ɑ:sk]
 aspirin *n* ['æsprɪn]
 astronaut *n* ['æstrənɔ:t]
 at *prep* [ət, æt]
 at all
 ate *v* [eɪt]
 athlete *n* ['æθli:t]
 atlas *n* ['ætɫəs]
 attack *v* [ə'tæk]
 August *n* ['ɔ:gəst]
 aunt *n* [ɑ:nt]
 autonomous *adj* [ɔ:'tɒnəməs]
 autumn *n* ['ɔ:təm]
 average *adj* ['ævərɪdʒ]
 award *n, v* [ə'wɔ:d]

A

awful *adj* ['ɔ:f(ə)l]

B

baa *v* [ba:]
 baby *n* ['beɪbi]
 back *adv* [bæk]
 back *n* [bæk]
 backache *n* ['bækeɪk]
 bad *adj* [bæd]
 bag *n* [bæg]
 bakery *n pl* (-ies) ['beɪkəri]
 ball *n* [bɔ:l]
 balloon *n* [bə'lu:n]
 ballooning *n* [bə'lu:nɪŋ]
 banana *n pl* (-s) [bə'nɑ:nə]
 bandage *n* ['bændɪdʒ]
 bank *n* [bæŋk]
 bar *n* [bɑ:]
 a bar of
 bargain *n, v* ['bɑ:gɪn]
 bark *v* [bɑ:k]
 basketball *n* ['bɑ:skɪtbɔ:l]
 bat *n* [bæt]
 bath *n* [bɑ:θ]
 bathroom *n* ['bɑ:θrʊm]
 be *v* [bi:]
 be afraid of *v* [bɪ ə'freɪd əv]
 be careful *v* [bɪ 'keəfʊl]
 be kind to *v* [bɪ 'kaɪnd tə]
 beach *n* [bi:tʃ]
 bean *n* [bi:n]
 bear *n* [beə]

o'rik
 aprel
 1-aprel hazil kuni
 arxitektor, me'mor
 arktika tulkisi
 bo'lmoq (*ko'plik shaxslar uchun*)
 Siz ...misiz?
 hudud, maydon, joy
 qo'l
 zool. armadillo (*zirhlilar oilasi vakili*)
 kursi, o'rindiq, kreslo
 tasviriy san'at
 San'at muzeyi
 Osiyoga oid, osiyocha
 so'ramoq
 aspirin (*dori*)
 astronavt, fazogir
 ...da
 umuman
 "eat" *fe'lining o'tgan zamon shakli*
 yengil atletikachi
 atlas (mato)
 hujum qilmoq, hamla qilmoq, tashlanmoq
 avgust
 xola, amma
 avtonom, muxtor, o'z-o'zini idora qiladigan
 kuz
 o'rtacha
 1. (berilgan) mukofot yoki jazo; 2. (*biror narsa*)
 bermog; (*biror narsa bilan*) mukofotlamoq
 yomon, rasvo

baramoq
 chaqaloq, go'dak
 1) orqada, orqasida; 2) qayta, qaytarib
 orqa, yelka
 bel og'rig'i, sanchig'i
 yomon
 sumka, portfel
 1) novvoyxona; non do'koni; 2) non mahsulotlari
 to'p, koptok
 havo shari, aerostat
 havoda suzish (uchish)
 banan
 bint, bog'ich, taxtakach; bandaj
 bank
 plitka, taxtacha, bo'lak
 bir plitka/bo'lak ...
 1. arzon xarid; suvtekin (arzon-garov)ga sotib olgan
 biror narsa; 2. savdolashmoq, baylashmoq
 vovullamoq, hurmoq
 basketbol
 zool. ko'rshapalak
 vanna
 yuvinish xonasi (*uydagi xona*)
 bo'lmoq
 ...dan qo'rqmoq
 ehtiyot bo'lmoq
 ...ga mehribonlik ko'rsatmoq
 plaj; ko'l yoki katta daryo qirg'og'i
 loviya
 ayiq

beat *v* [bi:t]
 beautiful *adj* ['bju:tɪf(ə)l]
 because *conj* [br'kɒz, br'kəz]
 bed *n* [bed]
 go to bed [gəʊ tə 'bed]
 bedroom *n* ['bedrʊm]
 bee *n* [bi:]
 before *adv* [br'fɔ:]
 begin *v* [br'gɪn]
 behind *prep* [br'hænd]
 bell *n* [bel]
 belong *v* [br'lɒŋ] (to)
 berry *n pl (-ies)* ['beri]
 best *adj* [best]
 between *prep* [br'twi:n]
 bicycle *n* ['baɪsɪkl]
 big *adj* [bɪg]
 bike *n* [baɪk]
 biker *n* ['baɪkə]
 biking *n* ['baɪkɪŋ]
 billion *num* ['bɪljən]
 bird *n* [bɜ:d]
 birdhouse *n* ['bɜ:dhaʊs]
 birthday *n* ['bɜ:θdeɪ]
 birthday cake *n+n* ['bɜ:θdeɪ 'keɪk]
 birthday card *n+n* ['bɜ:θdeɪ 'kɑ:d]
 birthday party *n+n* ['bɜ:θdeɪ 'pɑ:ti]
 biscuit *n* ['bɪskɪt]
 bite *v (past bit)* [baɪt]
 black *adj* [blæk]
 black panther *adj+n* ['blæk'pænθə]
 blackboard *n* ['blækbo:d]
 blanket *n* ['blæŋkɪt]
 blazer *n* ['bleɪzə]
 bleat *v* [bli:t]
 blew [blu:]
 block of flats ['blɒkəv 'flæts]
 blond *adj* [blɒnd]
 blood *n* [blʌd]
 blouse *n* [blaʊz]
 blow *v* [bləʊ]
 blue *adj* [blu:]
 boar *n* [bɔ:]
 board *n* [bo:d]
 boat *n* [bəʊt]
 body *n pl (-ies)* ['bɒdi]
 bodybuilding *n* ['bɒdi 'bɪldɪŋ]
 bone *n* [bəʊn]
 book *n* [bʊk]
 book case *n+n* ['bʊkkeɪs]
 book shop *n+n* ['bʊkʃɒp]
 boots *n* [bu:ts]
 border *n, v* ['bɔ:də]
 boring *adj* ['bɔ:rɪŋ]
 botany *n* ['bɒtəni]
 both *adj* [bəʊθ]
 bottle *n* [bɒtl]
 a bottle of
 bought *v* [bo:t]
 bowl *n* [bəʊl]
 a bowl of ... [ə 'bəʊl əv ...]
 a bowl of salad [ə 'bəʊl əv 'sæləd]

(*tuxumni*) ko'pchitmoq, ko'pirtirmoq
 chiroyli
 chunki
 1) karavot; 2) (*yotish uchun*) o'rin, joy
 uxlagani yotmoq
 yotoqxona (uydagi xona)
 asalari
 ...dan oldin
 boshlamoq, boshlanmoq
 ...ning orqasida
 qo'ng'iroq; qo'ng'iroqcha
 qarashli/tegishli bo'lmoq, mulki bo'lmoq
 reza meva (*qulupnay, maymunjon kabilar*)
 eng yaxshi
 (ikki narsa) orasida
 velosiped
 katta
 velosiped, mototsikl
 velosipedchi
 velosiped minish
 milliard
 qush
 qush uyasi
 tug'ilgan kun
 tug'ilgan kun torti
 tug'ilgan kun tabrik xati
 tug'ilgan kun bazmi
 pishiriqlar
 qopmoq, tishlamoq, tishlab olmoq
 qora
 qora qoplon
 sinf doskasi (qora)
 jun adyol (ko'rpa)
 yengil kurtka
 balamoq (*qo'y-echkilar haqida*)
 "blow" fe'lining o'tgan zamon shakli
 ko'p qavatli uy
 oq-malla, sarg'ish
 qon
 bluzka (*yengil matoli kofta*)
 esmoq (*shamol haqida*)
 ko'k, zangori, moviy
 to'ng'iz, yovvoyi cho'chqa
 sinf doskasi
 qayiq
 gavda, tana
 kulturizm, bodibilding
 suyak
 kitob
 kitob javoni, kitob tokchasi
 kitob do'koni
 1) butsi (*futbol botinkasi*); 2) botinka; etik
 1. chegara; 2. chegaradosh bo'lmoq
 zerikarli
 botanika
 har ikkala
 butilka, shisha
 bir shisha ...
 "buy" fe'lining o'tgan zamon shakli
 kosa
 bir kosa ...
 bir kosa salat

box *n* [bɒks]
a box of
boxing *n* ['bɒksɪŋ]
boy *n pl* (*boys*) [bɔɪ]
branch *n* [brɑːntʃ]
bray *v* [breɪ]
bread *n pl* (-) [bred]
break *n, v* [breɪk]
breakfast *n* ['brekfəst]
have breakfast *v+n*
bride *n* [braɪd]
bridegroom *n* ['braɪdgruːm]
bridesmaid *n* ['braɪdzmeɪd]
bright *adj* [braɪt]
British *adj* ['brɪtɪʃ]
bronze *n* [brɒnz]
brother *n* ['brʌðə]
brown *adj* [braʊn]
brush *n, v* [brʌʃ]
brush teeth *n+v* ['brʌʃ tiːθ]
buffalo *n* ['bʌfələʊ]
Bulgarian *n* [bʌl'geəriən]
bull *n* [bʊl]
burn *v* [bɜːn]

bus *n* [bʌs]
go home by bus
businessman *n* ['bɪznɪsmən]
businesswoman *n* ['bɪznɪswʊmən]
busy *adj* ['bɪzi]
but *conj* [bʌt]
butcher's [ˈbʊtʃəz]
butter *n* ['bʌtə]
butterfly *n pl* (*-ies*) ['bʌtəflaɪ]
buy *v* [baɪ] (*past* bought)
by *prep* [baɪ]
by metro [baɪ 'metrəʊ]
bye *int* [baɪ]

cabbage *n* ['kæbɪdʒ]
cable TV ['keɪblɪˈviː]
cafe *n* ['kæfeɪ]
cage *n* [keɪdʒ]
cake *n* [keɪk]
calendar *n* ['kælɪndə]
calf *n pl* (*calves*) [kɑːf]
call *v* [kɔːl]
came *v* [keɪm]
camel *n* ['kæm(ə)l]
camera *n* ['kæməɾə]
camping *n* ['kæmpɪŋ]
can *modal verb* (*past* could) [kæn, kən]
Can I have ...?
Can I help you? [kæn aɪ 'help juː]
canary *n pl* (*-ies*) [kə'neəri]
cannot *v* ['kænət]
canoeist *n* [kə'nuːɪst]
canteen *n* [kæn'tiːn]
at the canteen [ət ðə kæn'tiːn]
cap *n* [kæp]
capital *n* ['kæpɪtl]

quti
bir quti ...
boks tushish; boks
o'g'il bola
novda, butoq, shox
hangramoq (*eshak haqida*)
non
1. tanaffus; 2. sindirmoq
nonushta
nonushta qilmoq
unashtirib qo'yilgan qiz (ayol), kelin
unashtirilgan yigit, kuyov
kelinning o'rtog'i (*qiz bola*)
yorqin; quyoshli
1) britaniyalik; 2) britaniyaga oid, Britaniya ...
bronz
aka; uka
jigarrang, malla
1. cho'tka; 2. cho'tkalamoq
tishlarni cho'tka bilan tozalamoq
buyvol
bolgariyalik, bolgar, bolgar kishisi; bolgar ayoli
ho'kiz, buqa
1) yoqmoq, yondirmoq, kuydirmoq; 2) kuydirib
olmoq, kuyib qolmoq
avtobus
uyga avtobus bilan bormoq
(erkak) biznesmen, tadbirkor
(ayol) biznesmen, tadbirkor
ish bilan band
lekin, ammo
go'sht rastasi
sariyog'
kapalak
sotib olmoq
bilan, orqali, tomonidan
metro bilan
xayr
karam
abonentlarga xizmat ko'rsatuvchi kabelli televideniye
kafe; qahvaxona
qafas
tort, pirojniy
taqvim
buzoqcha, buzoq
1) chaqirmoq; 2) telefon qilmoq
"come" fe'lining o'tgan zamon shakli
tuya
fotoapparat
1) kemping; 2) tabiat quchog'ida dam olish
(*chodirli lagerda*)
qila olmoq, qo'lidan kelmoq
...ni olsam bo'ladimi?
Yordamim kerakmi?
kanareyka
qila olmaslik, qo'lidan kelmaslik
kanoeda suzuvchi sportchi
oshxona
oshxonada
kepka, shapka
poytaxt

car *n* [kɑ:]
 caravan *n* ['kærəvæn]
 card *n* [kɑ:d]
 cardboard *n* ['kɑ:dbɔ:d]
 careful *adj* ['keəf(ə)l]
 carrot *n* ['kærət]
 carry *v* ['kæri]
 cartoon *n* [kɑ:'tu:n]
 casual *adj* ['kæʒuəl]

 cat *n* [kæt]
 caterpillar *n* ['kætəpɪlə]
 cave *n* [keɪv]
 CD (compact disk) [si:'di:]
 celebrate *v* ['selɪbreɪt]
 celebration *n* [selɪbreɪʃ(ə)n]
 central *adj* ['sentrəl]
 centre *n* ['sentə]
 century *n pl (-ies)* ['sentʃəri]
 cereal *n* ['siəriəl]

 ceremony *n* ['serɪməni]
 chain *n* [tʃeɪn]
 chair *n* [tʃeə]
 chalk *n* [tʃɔ:k]
 champion *n* ['tʃæmpɪən]
 change *v* [tʃeɪndʒ]
 Changing of the Guard
 channel *n* ['tʃænl]
 chant *n* [tʃɑ:nt]
 cheap *adj* [tʃi:p]
 check *v* [tʃek]
 cheese (*mass n*) [tʃi:z]
 cheeseburger *n* [tʃi:zbɜ:gə]
 cheetah *n* [tʃi:tə]
 checked *adj* [tʃekt]
 chef *n* [ʃef]
 chemist's ['kemɪstəz]
 cherry *n pl (-ies)* ['tʃeri]
 chess *n* [tʃes]
 chest *n* [tʃest]
 chick *n* [tʃɪk]
 chicken *n* ['tʃɪkɪn]
 chief *n* [tʃi:f]
 child *n pl (children)* [tʃaɪld]
 children *n* [tʃɪldrən]
 Chinese New Year *n* [tʃaɪni:z ˌnju: 'jɪə]
 chips *n* [tʃɪps]
 chocolate *n* [tʃɒklɪt]
 choose *v* [tʃu:z]
 cinema *n* ['sɪnɪmə]
 circle *n, v* ['sɜ:k(ə)l]
 circus *n* ['sɜ:kəs]
 city *n pl (-ies)* ['sɪti]
 clap *v* [klæp]
 clasp *v* [klɑ:sp]
 class *n* [klɑ:s]
 classbook *n* ['klɑ:sbʊk]
 classical music *adj+n* ['klæsɪk(ə)l ˌmju:zɪk]
 classmate *n* ['klɑ:smeɪt]
 classroom *n* ['klɑ:srʊm]
 classroom things *n+n* ['klɑ:srʊm ˌθɪŋz]

avtomobil
 karvon
 otkritka, tabrik xati
 karton
 ehtiyotkor
 sabzi
 ko'tarib yurmoq
 multfilm
 1) tasodifiy, tasodifan bo'lgan; 2) (*kiyim haqida*) kundalik, har kungi, doimiy
 mushuk
 kapalakqurt
 g'or
 CD (kompakt-disk)
 bayram qilmoq, nishonlamoq
 bayram
 markazi
 markaz
 asr, yuz yillik vaqt
 1) donli mahsulotlardan tayyorlangan taom;
 2) boshqali g'alla o'simligi
 marosim; udum; tantana
 zanjir
 stul
 bo'r
 chempion
 o'zgartirmoq
 qorovul almashinuvi
 (*televizion*) kanal
 chant (*kichik she'r*)
 arzon
 tekshirmoq
 pishloq
 chizburger
 gepard
 katak gulli (*mato haqida*)
 oshpaz
 dorixona
 olcha
 shaxmat
 ko'krak qafasi, ko'krak, ko'ks
 jo'ja
 tovuq
 boshliq, rahbar
 bola
 bolalar
 xitoycha yangi yil
 chips (*qovurilgan kartoshka*)
 shokolad
 tanlamoq
 kinoteatr
 1. aylana; 2. aylantirib chizmoq
 sirk
 katta shahar
 qarsak, chapak chalmoq
 qismoq, siqmoq
 sinf; dars
 darslik
 mumtoz musiqa
 sinfdosh
 sinfxona
 o'quv qurollari

C

Wordlist

clean *adj, v* [kli:n]
 clean the room *v+n* [kli:n ðə 'ru:m]
 clean water *adj+n* [kli:n 'wɔ:tə]
 cleaner *n* [kli:nə]
 clear *adj, v* [kliə]
 clever *adj* ['klevə]
 climate *n* ['klaɪmɪt]
 climb *v* [klaɪm]
 climbing *n* ['klaɪmɪŋ]
 clock *n* [klɒk]
 cloud *n* [klaʊd]
 cloudy *adj* ['klaʊdi]
 clown *n* [klaʊn]
 club *n* [klʌb]
 cluck *v* [klʌk]
 coach *n* [kəʊtʃ]
 coal (*mass n*) [kəʊl]
 coat *n* [kəʊt]
 coffee *n pl (-)* ['kɒfi]
 coin *n* [kɔɪn]
 cold *adj, n* [kəʊld]
 I have a cold. [aɪ 'hæv ə 'kəʊld]
 collect *v* [kə'lekt]
 collection *n* [kə'leɪʃn]
 college *n* ['kɒlɪdʒ]
 colour *n* ['kʌlə]
 colour pencils
 coloured *adj* ['kʌləd]
 comb *n, v* [kəʊm]
 come *v* [kʌm] (*past came*)
 come from
 come home *v+n* [kʌm 'həʊm]
 comedy *n pl (-ies)* ['kɒmɪdi]
 comfortable *adj* ['kʌmfɪtəbl]
 companion *n* [kəm'pæniən]
 compete *v* [kəm'pi:t]
 competition *n* [kəm'pi:ʃn]
 complete *v* [kəm'pli:t]
 computer *n* [kəm'pjʊ:tə]
 computer game *n+n*
 computer programmer *n+n*
 confetti *n pl (confetti)* [kən'feti]
 Constitution Day *n* [kən'stitju:ʃn 'deɪ]
 continent *n* ['kɒntɪnənt]
 cook *v, n* [kʊk]
 cooker *n* ['kʊ:kə]
 cool *adj* [ku:l]
 copy *v* ['kɒpi]
 copybook *n* ['kɒpi'bʊk]
 corn *n pl (-)* [kɔ:n]
 corner *n* ['kɔ:nə]
 correct *adj, v* [kə'rekt]
 cost *n, v (past cost)* [kɒst]
 costume *n* ['kɒstjʊm]
 cotton *adj, n* ['kɒtn]

cough *n, v* [kɒf]
 count *v* [kaʊnt]
 country *n pl (-ies)* ['kʌntri]
 cousin *n* ['kʌzn]

1. toza; 2. tozalamoq
 xonani tozalamoq
 toza suv
 farrosh
 1. a) aniq; b) toza; 2. tozalamoq
 aqlli, zukko
 iqlim
 tirmashib chiqmoq
 alpinizm
 soat
 bulut
 bulutli
 masxaraboz, qiziqchi
 klub, to'g'arak
 qaqillamoq (*tovuq haqida*)
 trener, murabbiy
 ko'mir
 palto
 qahva
 tanga
 1. sovuq; 2. shamollash
 Shamollab qoldim.
 yig'moq, to'plamoq
 to'plam, kolleksiya
 kollej
 rang
 rangli qalamlar
 rangli
 1. taroq; 2. taramoq
 kelmoq
 ...dan kelmoq
 uyga kelmoq
 komediya
 qulay, shinam
 hamroh, ulfat, sherik; hamsuhbat
 musobaqa qilmoq, bellashmoq
 musobaqa, bellashuv; tanlov
 tamomlamoq, tugallamoq
 kompyuter
 kompyuter o'yini
 kompyuter dasturchisi
 mayda rangli qog'oz
 Konstitutsiya kuni
 qit'a, mintaq
 1. pishirmoq, ovqat tayyorlamoq; 2. oshpaz
 plita, pechka, o'choq
 salqin
 ko'chirmoq
 daftar
 don, g'alla
 burchak
 1. to'g'ri; 2. to'g'rilamoq
 1. narx; 2. turmoq (*narx haqida*)
 kiyim; ko'ylak, kostum
 1. a) paxtaga oid; paxta...; b) paxta ipidan
 qilingan; 2. a) paxta; b) momiq paxta;
 d) ip gazlama
 1. yo'tal; 2. yo'talmoq
 sanamoq
 mamlakat
 amnavachcha, xolavachcha,
 amakivachcha, tog'avachcha

cow *n* [kaʊ]
 crayon *n* [ˈkreɪən]
 cream *n* [kri:m]
 creed *n* [kri:d]
 crocodile *n* [ˈkrɒkədail]
 cross *n, v* [krɒs]
 crossway *n* [ˈkrɒswɛɪ]

 crossword *n* [ˈkrɒswɜ:d]
 do crosswords [ˈdu: ˈkrɒswɜ:dz]
 crow *v* [krəʊ]
 crown *n* [kraʊn]
 cucumber *n* [ˈkju:kʌmbə]
 cuddle *v* [ˈkʌdl]
 cup *n* [kʌp]
 a cup of tea [ə ˈkʌp əv ˈti:]
 cupboard *n* [ˈkʌpbəd]
 curly *adj* [ˈkɜ:li]
 curtain *n* [ˈkɜ:tən]
 customer *n* [ˈkʌstəmə]
 cut *v* [kʌt]
 cut down *v* [ˈkʌt ˈdaʊn]
 cycle *v* [ˈsaɪk(ə)l]

 dad *n* [dæd]
 dairy *adj* [ˈdeəri]
 dance *n, v* [dɑ:ns]
 dancer *n* [ˈdɑ:nsə]
 dangerous *adj* [ˈdeɪndʒərəs]
 dark *adj* [dɑ:k]
 date *n* [deɪt]
 daughter *n* [ˈdɔ:tə]
 day *n* [deɪ]
 dear *adj* [dɪə]
 December *n* [dɪˈsembə]
 decoration *n* [ˌdekəˈreɪʃn]
 deer *n pl (-ies)* [dɪə]
 defeat *v* [dɪˈfi:t]
 degree *n* [dɪˈɡri:]
 delicious *adj* [dɪˈlɪʃəs]
 demonstrate *v* [ˈdemənstreɪt]
 desert *n* [ˈdezət]
 desk *n* [desk]
 destroy *v* [dɪˈstrɔɪ]
 dialogue *n* [ˈdaɪələɡ]
 diary *n pl (-ies)* [ˈdaɪəri]
 dictation *n* [dɪkˈteɪʃ(ə)n]
 did [dɪd]
 difference *n* [ˈdɪf(ə)rəns]
 different *adj* [ˈdɪf(ə)rənt]
 difficult *adj* [ˈdɪfɪk(ə)lt]
 Dilong *n* [dɪˈlu:n]
 dinner *n* [ˈdɪnə]
 have dinner
 dinosaur *n* [ˈdaɪnəsɔ:]
 director *n* [dɪˈrektə]
 dirty *adj* [ˈdɜ:ti]
 disability *n pl (-ies)* [ˌdɪsəˈbɪlɪti]

 dish *n* [dɪʃ]
 dishwasher *n* [ˈdɪʃwɒʃə]
 district *n* [ˈdɪstrɪkt]

sigir
 rangli boʻr
 (tibbiy) krem, maz, malham dori
 maslak, eʼtiqod, imon
 timsoh
 1. X belgisi; 2. X (iks) qilib chizmoq
 1) kesib oʻtuvchi yoʻl; 2) ikkita magistralni
 bogʻlovchi yoʻl; 3) chorraha
 krossvord
 krossvord yechmoq
 qichqirmoq (xoʻroz haqida)
 toj
 bodring
 bagʻriga bosmoq, qattiq quchoqlamoq
 finjon, chashka
 bir finjon choy
 oziq-ovqat/idish-tovoq javoni (shkafi)
 jingalak
 parda
 xaridor
 kesmoq, qirqmoq
 kesmoq
 velosipedda uchmoq

 dada; ota
 sutdan qilingan, sut ...
 1. raqs; 2. raqsga tushmoq
 raqqos, raqqosa, oʻyinchi
 xavfli
 1) qora, qoramtir; 2) qorongʻi
 sana
 qiz
 kun
 qadrli, aziz
 dekabr
 bezak
 bugʻu
 magʻlubiyatga uchratmoq, yengmoq
 daraja
 shirin, mazali
 namoyish qilmoq, koʻrsatmoq
 choʻl, sahro
 yozuv stoli, parta
 buzmoq, yoʻq qilmoq
 dialog
 kundalik daftar
 diktant
 “do” feʼlining oʻtgan zamon shakli
 farq
 turli, farqli, oʻzgacha, boshqacha
 qiyin
 dilun (yirtqich dinovavr turi)
 kechki ovqat
 kechki ovqatni yemoq
 zool. dinovavr
 direktor
 iflos, kir, irkit, isqirt, jirkanch
 1) noqobillik, uquvsizlik; 2) ishga yaroqsizlik,
 nogironlik, majruhlik
 1) idish-tovoq; 2) taom
 idish-tovoq yuvish mashinasi
 okrug, tuman; uchastka

C

D

Wordlist

D

diver *n* [ˈdaɪvə]
do *v* [du:] (*past* did)
do homework [ˈdu: ˈhəʊmwɜ:k]
do morning exercises [ˈdu: ˈmɔ:nɪŋ ˈeksəsaɪzɪs]
do sums *v* [ˈdu: ˈsʌmz]
doctor *n* [ˈdɒktə]
dog *n* [dɒg]
doira *n* [dɔɪˈrɑ:]
doll *n* [dɒl]
dolphin *n* [ˈdɒlfɪn]
domestic animal *adj+n* [dəˈmestɪk ˈænɪml]
donkey *n pl (-s)* [ˈdɒŋki]
Don't ...! [ˈdəʊnt ...]
Don't play with my dog!
door *n* [dɔ:]
dove *n* [dʌv]
down *adv* [daʊn]
downstairs *adv* [daʊnˈsteəz]
dragon *n* [ˈdræɡn]
draughts *n* [ˈdrɑ:fts]
draw *v (past drew), n* [drɔ:]

drawing *n* [ˈdrɔ:ɪŋ]
dress *n* [dres]
dresser *n* [ˈdresə]
drill *n* [drɪl]
drink *n, v (past drank)* [drɪŋk]
drive *v (past drove)* [draɪv]

E

driver *n* [ˈdraɪvə]
drops *n* [drɒps]
dry *adj* [draɪ]
duck *n* [dʌk]
duckling *n* [ˈdʌklɪŋ]
dust *n pl (-s), v* [dʌst]
duststorm *n* [ˈdʌststɔ:m]
dutor *n* [dʊˈtɔ:r]

each *adj* [i:tʃ]
each other *adv* [i:tʃ ˈʌðə]
eagle *n* [i:ɡl]
ear *n* [ɪə]
earache *n* [ˈɪərəɪk]
early *adv* [ˈɜ:li]
Earth Day *n+n* [ˈɜ:θ ˈdeɪ]
earthquake *n* [ˈɜ:θkweɪk]
east *n* [i:st]
eat (up) *v (past ate)* [i:t (ʌp)]
eco [ˈekəʊ]
educational *adj* [ˌedʒʊˈkeɪʃnəl]
egg *n* [eg]
eggplant *n* [ˈegplɑ:nt]
eight *num* [eɪt]
eighteen *num* [ˈeɪti:n]
eighth *num* [eɪtθ]
eight hundred *num* [eɪt ˈhʌndrəd]
eighty *num* [ˈeɪti]
eighty-one *num* [ˈeɪti ˈwʌn]
elbow *n* [ˈelbəʊ]
elder *adj* [ˈeldə]
electrical *adj* [ˈɪlektrɪkl]

1) suvga sho'nguvchi; 2) g'avvos
1) qilmoq, bajarmoq; 2) yordamchi fe'l
uy vazifasini bajarmoq
ertalabki badantarbiya mashqlarini bajarmoq
misolni ishlamoq
doktor, vrach, shifokor
kuchuk, it
doira (*musiqiy asbob*)
qo'g'irchoq
delfin
uy hayvoni
eshak
inkor buyruq gapni boshlab beradi: ... qilma!
ltim bilan o'ynama!
eshik
kabutar, kaptar
past tomonga
pastki qavat(da)ga
ajdar
shashka
1. chizmoq, rasm solmoq; 2. *sportda:* durang o'yin, durang
1) chizish, rasm solish, chizmachilik; 2) rasm, chizma
ko'ylak
komod (*kiyim-kechak turadigan yashikli javon*)
mashq
1. ichimlik; 2. ichmoq
1) (*mashinani*) boshqarmoq, yurgizmoq, (*otni*) haydamoq; 2) (*mashina, arava va sh.k.larda*) eltmoq, olib borib qo'ymoq
haydovchi
tomizg'i, tomiziladigan dori
quruq
o'rdak
o'rdakcha
1. chang; 2. changni artmoq (artib tozalamoq)
chang-to'zon, changli bo'ron
dutor (*musiqiy asbob*)

har bir
bir-birini
burgut
quloq
quloq og'rig'i
erta, erta bilan, barvaqt
Yer kuni
zilzila
sharq
yemoq; yeb qo'ymoq
murakkab so'zlarda ekologik ma'nosini anglatadi
ta'limiy; tarbiyaviy; ma'rifiy
tuxum
baqlajon
sakkiz
o'n sakkiz
sakkizinchi
sakkiz yuz
sakson
sakson bir
tirsak
to'ng'ich, katta
elektr tokiga oid, elektr ...

electricity *n pl (-)* [ɪˈlekˈtrɪsɪti]
 electronic engineer [ɪˈlekˈtrɒnɪk ˌendʒɪnɪə]
 elephant *n* [ˈelɪfənt]
 eleven *num* [ɪˈlev(ə)n]
 eleventh *num* [ɪˈlevənθ]
 embroidered *adj* [ɪmˈbrɔɪdəd]
 embroidery *n* [ɪmˈbrɔɪdəri]
 emperor *n* [ˈempərə]
 emu *n* [ˈiːmjʊː]
 end *v* [end]
 energy *n pl (-)* [ˈenədʒi]
 engineer [ˌendʒɪnɪə]
 English *adj, n* [ˈɪŋɡlɪʃ]
 enjoy *v* [ɪnˈdʒɔɪ]

enough *adj* [ɪˈnʌf]
 equator *n* [ɪˈkweɪtə]
 eraser *n* [ɪˈreɪzə]
 Eskimo *n* [ˈeskɪməʊ]
 eucalyptus *n* [ˌjuːkəlɪptəs]
 evening *n* [ˈiːvɪŋ]
 Good evening.
 in the evening *adv*
 every *det* [ˈevri]
 every day *adv* [ˈevrɪdeɪ]
 everybody *pron* [ˈevrɪbɒdi]
 everything *pron* [ˈevrɪθɪŋ]
 everywhere *pron* [ˈevrɪweə]
 Excuse me, who's this?
 exciting *adj* [ɪkˈsaɪtɪŋ]
 exhibition *n* [ˌeksɪˈbɪʃən]
 expect *v* [ɪkˈspekt]
 extinct *adj* [ɪkˈstɪŋkt]
 expensive *adj* [ɪkˈspensɪv]
 eye *n* [aɪ]
 eye drops [ˈaɪdrɒps]

face *n* [feɪs]
 fact *n* [fækt]
 fairy tale *adj+n* [ˈfeəri ˈteɪl]
 fall *v* [fɔːl]
 fall asleep *v+adj* [fɔːl əˈsliːp]
 false *adj* [fɔːls]
 family *n pl (-ies)* [ˈfæməli]
 family tree *n+n* [ˈfæməli ˈtriː]
 famous *adj* [ˈfeɪməs]
 fantastic *adj* [ˈfæntəstɪk]
 fantasy *n* [ˈfæntəsi]
 far *adv* [fɑː]
 far from *adv* [ˈfɑːfrəm]
 farm *n* [fɑːm]
 farmer *n* [ˈfɑːmə]
 fashion *n* [ˈfæʃən]
 fast *adv* [fɑːst]
 fast food *adj+n* [ˈfɑːstfuːd]
 father *n* [ˈfɑːðə]
 Father's Day *n+n* [ˈfɑːðəz ˈdeɪ]
 favourite *adj, n* [ˈfeɪv(ə)rɪt]
 February *n* [ˈfebruəri]
 feed *v* [fiːd] (*past* fed)
 feed the animals
 feel *v* [fiːl] (*past* felt)

tok, elektr toki
 muhandis elektronchi
 fil
 o'n bir
 o'n birinchi
 gul/kashta tikilgan
 kashta, gul; kashta (gul) tikilgan mahsulot
 imperator, xoqon
 zool. emu
 tuga(lla)moq, tamomlamoq
 energiya, quvvat
 muhandis
 1. inglizcha; ingliz; 2. ingliz tili
 maza (huzur) qilmoq, zavqlanmoq,
 rohatlanmoq
 yetarli, yetadigan, kifoya qiladigan
 ekvator
 o'chirg'ich
 eskimos (*millat*)
 bot. evkalipt
 kechqurun, oqshom
 Xayrli oqshom.
 kechqurun, oqshomda
 har bir, har...
 har kuni
 hamma
 hamma narsa
 hamma yerda
 Uzi, siz kimsiz (bu kim)?
 hayajonli, qiziqarli, maroqli
 ko'rgazma
 kutmoq
 1) o'chgan, so'ngan; 2) qirilib (yo'q bo'lib) ketgan
 qimmat
 ko'z
 ko'z tomizg'i, ko'zga tomiziladigan dori

yuz, bet
 fakt, dalil, isbot
 ertak
 1) tushmoq, pasaymoq; 2) yog'moq (qor)
 uxlab qolmoq
 yolg'on, noto'g'ri
 oila
 shajara
 mashhur
 ajoyib, g'aroyib
 tasavvur
 uzoq
 ...dan uzoq
 ferma
 fermer, dehqon
 1) fason; bichim, andaza; 2) moda, rasm, odat
 tez
 tez tayyor bo'ladigan taom
 ota
 Otalar kuni
 1. sevimli; 2. yoqtirgan narsasi
 fevral
 ovqatlantirmoq, boqmoq
 hayvonlarga yemish bermoq
 his qilmoq, sezmoq

feel happy *v+adj* [fi:l 'hæpi]
 feel angry *v+adj* [fi:l 'æŋɡri]
 feel sad *v+adj* [fi:l 'sæd]
 feel bored *v+adj* [fi:l 'bɔ:d]
 fell [fel]
 female *n, adj* ['fi:meɪl]

Ferris wheel *n+n* ['ferɪs,wɪ:l]
 fifteen *num* [fɪf'ti:n]
 fifth *num* [fɪfθ, fɪftθ]
 fifty *num* [fɪfti]
 fifty-one *num* [fɪfti 'wʌn]
 fig *n* [fɪɡ]
 fight *n, v* [faɪt]

fill *v* [fɪl]
 film star *n+n* ['fɪlmstɑ:]
 finally *adv* ['famaɪli]
 find *v* [faɪnd] (*past* found)
 fine *adj* [faɪn]
 I'm fine (OK).
 finger *n* ['fɪŋɡə]
 finish *n, v* ['fɪnɪʃ]
 fir tree *n+n* ['fɜ:tri:]
 fire *n* [faɪə]
 fireman *n* ['faɪəməŋ]
 fireworks *n* ['faɪəwɜ:ks]
 first *num* [fɜ:st]
 fish *n pl* (-) [fɪʃ]
 fish and chips [fɪʃəntʃɪps]
 fit *v* [fɪt]
 fitness centre *n+n* ['fɪtnɪs ,sentə]
 fitting room *n* ['fɪtɪŋru:m]
 five *num* [faɪv]
 five hundred *num* [faɪv 'hʌndrəd]
 five hundred soums a kilo
 flag *n* [flæɡ]
 flame *n* [fleɪm]
 flannel *adj, n* ['flænl]

flat *n* [flæt]
 floor *n* [flɔ:]
 on the ground floor
 on the first floor
 floral *adj* ['flɔ:rəl]
 florist's ['flɒrɪstz]
 flour *n pl* (-) ['flaʊə]
 flower *n* ['flaʊə]
 flu *n* [flu:]
 fly *v* [flaɪ] (*past* flew)
 fly a kite *v+n* ['flaɪ ə 'kaɪt]
 foal *n* [fəʊl]
 fog *n* [fɒɡ]
 foggy *adj* ['fɒɡi]
 food *n* [fu:d]
 foot *n* [fʊt] *pl* (*feet*)
 go on foot
 football *n* ['fʊtbɔ:l]
 play football *v+n*
 football player *n+n* ['fʊtbɔ:l ,pleɪə]
 footprint *n* ['fʊtprɪnt]
 for *prep* [fə, fɔ:]

xursand bo'lmoq
 achchiqlanmoq
 xafa (g'amgin) bo'lmoq
 zerikmoq
 "fall" *fe'lining o'tgan zamon shakli*
 1. a) ayol; b) zool. urg'ochi; 2. urg'ochi jinsiga oid;
 ayollarga xos bo'lgan; ayollar ...
 charxpalak (*o'yin-kulgi qurilmasi*)
 o'n besh
 beshinchi
 ellik
 ellik bir
 bot. anjir
 1. jang, kurash; mushtlashish, yoqalashish; 2. urishmoq,
 kurashmoq, janjallashmoq
 to'ldirmoq, to'lg'izmoq
 kino yulduzi
 nihoyat, oxiri; pirovardida, oqibatida
 topmoq
 yaxshi
 Men yaxshiman.
 barmoq
 1. tugatmoq, tugallamoq; 2. oxir
 qoraqarag'ay, archa
 olov
 o't o'chiruvchi
 mushakbozlik
 birinchi
 baliq
 baliq va qovurilgan kartoshka
 1) mos (muvofig) kelmoq; 2) lop-loyiqlik kelmoq, yarashmoq
 fitnes-markaz
 kiyib ko'rish xonasi
 besh
 besh yuz
 bir kilogrammi 500 so'm
 bayroq
 alanga, olov
 1. flaneldan qilingan, flanel ...; 2. jundan / paxta
 ipidan to'qilgan flanel, paxmoq ko'ylak
 kvartira
 1) qavat; 2) pol
 birinchi qavatda
 ikkinchi qavatda
 gulli, gullar tasviri tushirilgan (*mato haqida*)
 gul do'koni
 un
 gul
 gripp
 parvoz qilmoq
 varrak uchirmoq
 1) toycha, toy, ot bolasi; 2) xo'tik, eshak bolasi
 tuman
 tumanli
 oziq, ovqat, yemish
 oyoq
 piyoda bormoq
 futbol
 futbol o'ynamoq
 futbol o'yinchisi
 iz, oyoq izi
 uchun

for ages *adv* [fə'reɪdʒəz]
 for example = e.g. [fə'ɪg'zɑ:mpl]
 forecast *n* [fə:kɑ:st]
 forest *n* ['fɒrɪst]
 forget *v* [fə'get]
 fork *n* [fɔ:k]
 forty *num* ['fɔ:ti]
 forty-one *num* [fɔ:ti 'wʌn]
 four *num* [fɔ:]
 four hundred *num* [fɔ: 'hʌndrəd]
 fourteen *num* [fɔ:ti:n]
 fourth *num* [fɔ:θ]
 fox *n* [fɒks]
 French *adj, n* [frentʃ]
 free *adv* [fri:]
 freezing *adj* [fri:zɪŋ]
 fresh *adj* [freʃ]
 fresh air *adj+n* [freʃ 'eə]
 fresh fruit *adj+n* [freʃ 'fru:t]
 Friday *n* ['fraɪdi]
 fridge *n* [frɪdʒ]
 friend *n* [frend]
 friendly *adj* ['frendli]
 frog *n* [frɒg]
 from *prep* [frəm, frɒm]
 front *n* [frʌnt]
 fruit *n* [fru:t]
 fry *v* [fraɪ]
 fuel *n* [fjuəl]
 fun *n, adj* [fʌn]
 funny *adj* ['fʌni]
 furniture *n* ['fɜ:nɪtʃə]
 furry *adj* ['fɜ:ri]

 game *n* [geɪm]
 garden *n* [gɑ:dn]
 gardener *n* [gɑ:dnə]
 gas *n pl (-)* [gæs]
 gave *v* [geɪv]
 gazelle *n* [gə'zel]
 gel *n* [dʒel]
 geography *n* [dʒɪ'ɒɡrəfi]
 German *adj, n* ['dʒɜ:mən]
 get *v* [get] (*past got*)
 get dressed *v+adj* [get 'drest]
 get marks *v+n* [get 'mɑ:ks]
 get married *v* [get 'mæɪd]
 get off *v* [get 'ɒf]
 get on *v* [get 'ɒn]
 get ready *v+adj* [get 'redi]
 get up [getʌp]
 get washed *v+adj* [get 'wɒʃt]
 Get well soon.
 get home *v+n* [get 'həʊm]
 get to school [get tə 'sku:l]
 giraffe *n* [dʒɪ'rɑ:f]
 girl *n* [gɜ:l]
 give *v* [ɡɪv] (*past gave*)
 glass *n* [ɡlɑ:s]
 a glass of juice [ə 'ɡlɑ:s əv 'dʒu:s]
 global warming *adj+n* [ɡləʊbəl 'wɔ:mɪŋ]
 go *v* [ɡəʊ] (*past went*)

uzoq muddat; anchadan beri
 masalan
 ob-havo ma'lumoti
 o'rmon
 unutmoq
 sanchqi, vilka
 qirq
 qirq bir
 to'rt
 to'rt yuz
 o'n to'rt
 to'rtinchi
 tulki
 1. fransuzcha; fransuz; 2. fransuz tili
 1) bo'sh; 2) erkin
 muzdek, sovuq
 1) sof, musaffo; 2) yangi uzilgan
 toza havo
 yangi uzilgan mevalar
 juma
 muzlatkich, sovutkich
 do'st, o'rtoq
 do'stona, xavfsiz
 qurbaqa
 ...dan
 old, old qism
 meva
 qovurmoq
 yoqilg'i, yonilg'i
 1. xursandchilik; 2. zavqlanarli
 qiziq, kulgili
 mebel
 yungli

 o'yin
 bog'
 bog'bon
 gaz
 "give" fe'lining o'tgan zamon shakli
 g'izol, ohu
 gel
 geografiya
 1. nemischa; nemis; 2. nemis tili
 olmoq
 kiyinmoq
 baho olmoq
 uylanmoq, turmushga chiqmoq
 chiqmoq, tushmoq
 minmoq
 tayyor bo'lmoq
 o'rnidan turmoq
 yuvinoq
 Tezroq sog'ayib ket(ing).
 uyga yetib kelmoq
 maktabga yetib olmoq/bormoq
 jirafa
 qiz bola
 bermoq
 1) shisha; 2) shisha idish; 3) stakan
 bir stakan sharbat
 global iqlim isishi
 yurmoq, bormoq

F

G

Wordlist

go away [ˌɡəʊ əˈweɪ]
go fishing *v+n* [ˌɡəʊ ˈfɪʃɪŋ]
go hiking *v+n* [ˌɡəʊ ˈhaɪkɪŋ]
go shopping *v+n* [ˌɡəʊ ˈʃɒpɪŋ]
go straight [ˌɡəʊ ˈstreɪt]
go to bed [ˌɡəʊtəˈbed]
go to school
goat *n* [ɡəʊt]
gobble *v* [ˈɡɒbl]
gold *n* [ɡəʊld]
goldfish *n pl* (-) [ˌɡəʊldfɪʃ]
Goldilocks [ˌɡəʊldɪlɒks]
good *adj* [ɡʊd]
I'm good at ... [aɪm ˈɡʊd ət]
Goodbye. [ɡʊdˈbaɪ]
Good morning! [ɡʊd ˈmɔːnɪŋ]
goose *n pl* (*geese*) [ɡuːs ɡiːs]
gosling *n pl* [ˈɡɒslɪŋ]
got [ɡɒt]
I got here by metro.
grandad *n* [ˈɡrændæd]
grandfather *n* [ˈɡrændfɑːðə]
grandmother *n* [ˈɡrændmʌðə]
grandparents *n* [ˈɡrændpeərənts]
granny *n pl* (*-ies*) [ˈɡræni]
grape *n* [ɡreɪp]
graph *n* [ɡræf, ɡrɑːf]
grass *n* [ɡrɑːs]
grasshopper *n* [ˈɡrɑːsʃɒpə]
grassland *n* [ˈɡrɑːslænd]
great *adj* [ɡreɪt]
It's great!
Greek *adj, n* [ɡriːk]
green *adj* [ɡriːn]
greengrocer's [ˈɡriːnɡrəʊsəz]
greet *v* [ɡriːt]
greeting *n* [ˈɡriːtɪŋ]
grey *adj* [ɡreɪ]
group *n* [ɡruːp]
ground *n* [ɡraʊnd]
grow *v* (*past* grew) [ɡrəʊ]
grown-up *n* [ˈɡrəʊnʌp]
guess *v* [ɡes]
guitar *n* [ɡɪtɑː]
gym *n* [dʒɪm]
gymnast *n* [ˈdʒɪmnæst]
gymnastics *n* [ˈdʒɪmˈnæstɪks]

habit *n* [ˈhæbɪt]
habitat *n* [ˈhæbɪtæt]
had [hæd, həd]
hail *n, v* [heɪl]
hailstone *n* [ˈheɪlstəʊn]
hailstorm *n* [ˈheɪlstɔːm]
hair *n pl* (-) [heə]
do hair *v+n*
half *adj* [hɑːf]
half a kilo [ˈhɑːfəˈkɪləʊ]
half-term *adj+n* [ˈhɑːftɜːm]
hamburger *n* [ˈhæmbɜːɡə]
hand *n* [hænd]
handball *n* [ˈhændbɔːl]

ketmoq (nariga)
baliq ovlamoq
sayohatga chiqmoq
bozorlik qilmoq, xarid qilmoq
to'g'riga yurmoq
uxlagani yotmoq
maktabga bormoq
echki
qulqullamoq (*kurka haqida*)
oltin, tilla
oltin (tilla) baliq
Tillasoch qiz (*ertakda*)
yaxshi
Men ...da yaxshiman.
Xayr.
Xayrli tong!
g'oz
g'oz jo'jasi
"get" *fe'lining o'tgan zamon shakli*
Bu yerga metro bilan yetib keldim.
bobo
bobo
momo, buvi
bobo va buvi
buv, momo
uzum
grafik
o't, maysa
chigirtka
yaylov
1) buyuk, ulug'; 2) Zo'r! (Yaxshi! Ajoyib!)
Zo'r!
grek; grek tili
yashil
meva-cheva do'koni
salomlashmoq
salomlashish
kulrang
guruh
yer
o's(tir)moq
yoshi katta
o'ylab topmoq, fahmlamoq
gitara
gimnastika (sport) zali
gimnastikachi
gimnastika

odat, o'rganish
vatan, makon, yashash joyi
"have" *fe'lining o'tgan zamon shakli*
1. do'l; 2. do'l yog'moq
do'l
do'lli bo'ron
soch
sochni taramoq
yarim
yarim kilogramm
yarim choraklik
gamburger
1) qo'l; 2) tomon
qo'l to'pi

handicrafts *n* ['hændikrɑ:fts]
 happen *v* ['hæpən]
 happily *adv* ['hæpili]
 happy *adj* ['hæpi]
 Happy birthday! *int* ['hæpi 'bɜ:θdi]
 hard *adv* [hɑ:d]
 work hard *v+adv* [wɜ:k'hɑ:d]
 hare *n* [heə]
 hat *n* [hæt]
 hate *v* [heit]
 have *v* [həv, hæv]
 I have [aɪ 'hæv]
 have a break *v+n* [həvə 'breɪk]
 have a good time [həvə ,ɡʊd 'taɪm]
 have breakfast *v+n* [həv 'brekfəst]
 have dinner *v+n* [həv 'dɪnə]
 have fun *v+n* [həv 'fʌn]
 have lessons *v+n* [həv 'lesnəz]
 have lunch *v+n* [həv 'lʌntʃ]
 he *pron* [hi:]
 head *n* [hed]
 headache *n* ['hedeɪk]
 healthy *n* ['helθi]
 hear *v* (*past heard*) [hɪə]
 heart *n* [hɑ:t]
 heavy *adj* ['hevi]
 hedgehog *n* ['hedʒhɒg]
 helicopter *n* ['helɪkɒptə]
 Hello. [hə'ləʊ]
 helmet *n* ['helmit]
 help *v* [help]
 Help yourself. [' - jə'self]
 hen *n* [hen]
 her *adj, pron* [hə, hɜ:]
 Her name is ...
 herbal *adj* ['hɜ:bl]
 here *adv* [hɪə]
 Here you are.
 hero *n* ['hɪərəʊ]
 Hi! [haɪ]
 hide *v* [haɪd]
 hide and seek [haɪdən'si:k]
 high *adj* [haɪ]
 high-heeled *adj* [haɪ'hi:ld]
 high-jump *n+n* ['haɪdʒʌmp]
 do the high-jump *v+n*
 high temperature *adj+n* [haɪ 'tempɪrətʃə]
 hike *n, v* [haɪk]
 hiking *n* ['haɪkɪŋ]
 him *pron* [hɪm]
 hip *n* [hɪp]
 hippo *n* ['hɪpəʊ]
 his *adj, pron* [hɪz]
 His name is ...
 historical place *adj+n* [hɪ'stɔrɪkl ,pleɪs]
 history *n* ['hɪst(ə)rɪ]
 hit *v* [hɪt]
 hobby *n pl (-ies)* ['hɒbi]
 hockey *n* ['hɒki]
 play hockey *v+n*

mehnat darsi
 sodir bo'lmoq
 xursandlik bilan
 xursand, baxtli
 Tug'ilgan kuningiz bilan!
 qattiq; tirishqoqlik bilan
 qattiq ishlamoq
 quyon
 shlapa
 yomon ko'rmoq
 1) ega bo'lmoq; bor bo'lmoq; 2) yemoq, ichmoq
 menda bor, men egaman
 tanaffusga chiqmoq
 vaqtini yaxshi o'tkazmoq
 nonushta qilmoq
 kechki ovqatni yemoq
 xursandchilik qilmoq
 darsi bo'lmoq; o'qimoq
 tushlik qilmoq
 u (*erkaklar uchun*)
 bosh, kalla
 bosh og'rig'i
 sog'lom, foydali
 eshitmoq
 yurak
 og'ir, vazmin, yuki og'ir
 tipratikan
 vertolyot
 Salom!
 shlem, kaska
 yordam bermoq
 Olib o'tiring.
 tovuq
 (*ayollar uchun*) 1) uning; 2) uni, unga
 Uning ismi ...
 o't-o'landan tayyorlangan
 shu (bu) yerda
 Mana, marhamat.
 qahramon
 Salom!
 bekitmoq, yashirmoq
 bekinmachoq o'yini
 baland, yuqori
 baland poshnali
 balandlikka sakrash
 balandlikka sakramoq
 baland harorat
 1. uzoq sayr, ekskursiya yoki yayov sayohat;
 2. sayohat qilmoq; aylanib yurmoq, kezmoq
 yayov ekskursiya, piyoda sayr
 uni, unga (*erkaklar uchun*)
 tos; yonbosh
 gippopotam, begemot
 (*erkaklar uchun*) uning
 Uning ismi ...
 tarixiy joy
 tarix
 1) ur(il)moq; 2) (mo'ljalga) tegizmoq;
 3) shikastlamoq, lat yedirmoq, jarohatlamoq
 xobbi, sevimli mashg'ulot
 xokkey
 xokkey o'ynamoq

H

Wordlist

H

I

holiday *n* ['hɒlɪdeɪ]
home *n* [həʊm]
homework *n* ['həʊmwɜ:k]
do homework *v+n*
honk *v* [hɒŋk]
hop *v* [hɒp]
hope *v* [həʊp]
hopsotch *n* ['hɒpskɒtʃ]
horror film *n+n* ['hɒrə'fɪlm]
horse *n* [hɔ:s]
horse riding *n* ['hɔ:s 'raɪdɪŋ]
hospital *n* ['hɒspɪtl]
at the hospital [ət ðə 'hɒspɪtl]
host *n* [həʊst]
hot *adj* [hɒt]
hot dog *adj+n* ['hɒtdɒg]
hotel *n* [həʊ'tel]
house *n* [haʊs]
housewife *n* ['haʊswaɪf]
how *adv* [haʊ]
How are you?
How do you go home?
How did you get here today?
How much is it/are they?
How long ...?
How many ...?
How old are you?
human *n* ['hju:mən]
humming bird *n* ['hʌmɪŋbɜ:d]
hundred ['hʌndrəd]
hungry *adj* ['hʌŋɡri]
hurt *v* [hɜ:t]
husband *n* ['hʌzbənd]
hyena *n* [haɪ'nə]
hygiene *n* ['haɪdʒi:n]

I *pron* [aɪ]
ice [aɪs]
ice cream *n+n* ['aɪskri:m]
icy *adj* ['aɪsi]
I'd like...
I'd rather [aɪd'ra:ðə]
I'm full.
important *adj* [ɪm'pɔ:tənt]
in *prep* [ɪn]
in front of *prep* [ɪn 'frʌntəv]
in the morning *adv*
include *v* [ɪn'klu:d]
Independence Day [ɪndɪ'pendəns 'deɪ]
indigo *adj* ['ɪndɪɡəʊ]
information *n pl* (-) [ɪnfə'meɪʃ(ə)n]
injection *n* [ɪn'dʒekʃn]
insect *n* ['ɪnsɛkt]
interest *v* ['ɪntrɪst]
interesting *adj* ['ɪntrɪstɪŋ]
interpreter *n* [ɪn'tɜ:pɪtɪtə]
interview *n, v* ['ɪntəvju:]
invitation *n* [ɪnvɪ'teɪʃ(ə)n]
invitation card *adj+n* [ɪnvɪ'teɪʃn 'kɑ:d]
invite *v* [ɪn'vaɪt]
Irish *adj, n* ['aɪəɪʃ]
iron *n* ['aɪən]

1) bayram; 2) ta'til
uy (yashash joy)
uy vazifasi
uy vazifasini bajarmoq
g'aqillamoq (*g'oz haqida*)
sakramoq
umid qilmoq
sopolak, chertak
dahshatli (qo'rqinchli) film
ot
ot minish
kasalxona, shifoxona
shifoxonada
(*mehmonga nisbatan*) mezbbon, xo'jayin
issiq
xot-dog
mehmonxona
uy
uy bekasi
1) qanday; 2) qanday qilib
Qalaysiz?
Uyga qanday borasiz?
Bugun bu yerga qanday yetib kelding(iz)?
Uning/ularning narxi qancha?
Qancha (vaqt) ...?
Nechta? Qancha?
Yoshingiz nechada?
odam; inson
kolibri
yuz (*sanoq son*)
och, ochiqqan, qorni och
lat yedirmoq, shikast yetkazmoq; og'rimoq
er, turmush o'rtoq
sirtlon, yoldor bo'ri
gigiyena
men
muz
muzqaymoq
muzli
...istayman, ...xohlayman
Men ...ni afzal ko'raman.
To'ydim.
muhim, ahamiyatli
1) ichida (*joyga nisbatan*); 2) ...da (*paytga nisbatan*)
...ning oldida
ertalab, ertalabki paytda
o'z ichiga olmoq, qamrab olmoq, tarkib topmoq
Mustaqillik kuni
to'q ko'k
ma'lumot, axborot
inyeksiya, ukol
hasharot
qiziqtirmoq
qiziqarli, qiziq
tarjimon
1. intervyu; 2. intervyu olmoq
taklif
taklifnoma
taklif qilmoq
1. irlandcha; irland; 2. irland tili
dazmol

do the ironing *v+n* ['du: ðə 'aɪənɪŋ]
is *v* [ɪz]
island *n* ['aɪlənd]
it *pron* [ɪt]
It's time to ...
It's two o'clock. [ɪts 'tu: ə'klɒk]
It's 2.05. [ɪts 'tu: əv 'fauv]
It's two thirty. [ɪts 'tu: θɜ:ti]
It's two thirty-five. [ɪts 'tu: θɜ:ti 'faɪv]
its *det, adj* [ɪts]

jacket *n* ['dʒækɪt]
jaguar *n* ['dʒæɡjuə]
jam *n* [dʒæm]
January *n* ['dʒænjuəri]
jar *n* [dʒɑ:]
a jar of
jazz *n* [dʒæz]
jeans *n* [dʒi:nz]
job *n* [jɒb]
joey *n* ['dʒəʊi]
joke *n* [dʒəʊk]
journey *n* ['dʒɜ:ni]
judo *n* ['dʒu:dəʊ]
judoka *n* ['dʒu:dəʊkə]
July *n* [dʒʊ'lai]
jump *v* [dʒʌmp]
jump a rope *v+n* ['dʒʌmp ə'reʊp]
jumper *n* ['dʒʌmpə]
jumping *n* ['dʒʌmpɪŋ]
June *n* [dʒu:n]
jungle *n* ['dʒʌŋɡl]
junior *n, adj* ['dʒu:nɪə]

kangaroo *n* [kæŋɡə'ru:]
karate *n* [kə're:ti]
karateka *n* [kə're:tɪkə]
keep *v* [ki:p] (*past* kept)
keep clean ['ki:p ,kli:n]
keeper *n* ['ki:pə]
kettle *n* [ketl]
kick *v* [kɪk]

kid *n* [kɪd]
kill *v* [kɪl]
kilo *n* ['ki:ləʊ]
a kilo of
a kilo of tomatoes [ə 'ki:ləʊ əv tə'mɑ:təʊz]
kilometre *n* [kɪ'lɒmɪtə]
kind *n, adj* [kaɪnd]
a kind of
all kinds of
kindergarten *n* ['kɪndəɡɑ:tn]
king *n* [kɪŋ]
kiss *n, v* [kɪs]
kitchen *n* ['kɪtʃɪn]
kite *n* [kaɪt]
kitten *n* ['kɪtn]
kiwi *n* ['ki:wi:]
knee *n* [ni:]
knife *n pl (knives)* [naɪf]

kiyim-kechakni dazmol qilmoq
bo'lmoq (*3-shaxs birlik uchun*)
orol
(*3-shaxs birlik uchun*) 1) u; 2) uni, unga
(biror narsa qilish) vaqti bo'ldi.
Soat ikki bo'ldi.
Soat ikkidan besh daqiqa o'tdi.
Soat ikki yarim bo'ldi.
Soat ikkidan o'ttiz besh daqiqa o'tdi.
uning

kurtka, kalta kamzul
zool. yaguar
murabbo
yanvar
ko'za, banka
bir banka ...
jaz (*musiq*)
jinsi
ish
kenguru bolasi
hazil
safar; sayohat (*quruqlikda*)
dzyudo (*yaponcha kurash*)
dzyudochi
iyul
sakramoq
arqon (arg'amchi) sakramoq
sakrovchi
sakrash
iyun
chakalakzor, changalzor, qalin o'rmon
1. yoshi kichik; 2. a) kenja (*o'g'il, uka haqida*);
b) kichik (*mavqeyi bo'yicha*); d) yoshlar ...

kenguru
karate
karatist, karatechi
saqlamoq, asramoq
toza tutmoq
qorovul
qumg'on, chovgun
1) oyoq bilan zarba bermoq, tepmoq;
2) sport (*koptok va sh.k.ni*) urmoq, tepmoq
1) uloq, echki bolasi; 2) bola, kichkintoy
o'ldirmoq
kilogramm
bir kilogramm ...
bir kilogramm pomidor
kilometr (= 1000 metr)
1. tur, xil; 2. mehribon, rahmdil
...ning bir turi
har xil ... / turli ...
bolalar bog'chasi
qirol
1. bo'sa, o'pich; 2. o'pmoq
oshxona (*uydagi xona*)
varrak
mushukcha
kivi (*qush, meva*)
tizza
pichoq

know *v* [nəʊ] (*past* knew)
koala *n* [kəʊˈɑːlə]

ladybird *n* [ˈleɪdɪbɜːd]
lake *n* [leɪk]
lamb *n* [læm]
landscape *n* [ˈlændskeɪp]
language *n* [ˈlæŋɡwɪdʒ]
last *adj* [lɑːst]
late *adv* [leɪt]
be late
laugh *v* [lɑːf]
lay the table *v+n* [ˈleɪ ðə ˈteɪbl]
lazy *adj* [ˈleɪzi]
leaf *n pl (leaves)* [liːf]
learn *v* [lɜːn]
learn by heart [lɜːn baɪ ˈhɑːt]
leather *adj, n* [ˈleðə]
leisure *n* [ˈleɪʒə]
leave home/school [liːv ˈhəʊm / ˈskuːl]
left *adv* [left]
on the left *prep* [ɒn ðə ˈleft]
leg *n* [leg]
lemon *n* [ˈlemən]
lemonade *n* [ˈleməˈneɪd]
leopard *n* [ˈlepəd]
lesson *n* [ˈles(ə)n]
Let's ... [lets]
Let's go. [letsˈɡəʊ]
letter *n* [ˈletə]
lettuce *n* [ˈletɪs]
librarian *n* [laɪˈbreəriən]
library *n pl (-ies)* [laɪbrəri]
lie *v* [laɪ]

life *n* [laɪf]
light *adj* [laɪt]
like *v* [laɪk]
I'd like ... [aɪd ˈlaɪk ...]
I like doing ...
line *n* [laɪn]
lion *n* [ˈlaɪən]
list *n* [lɪst]
listen *v* [ˈlɪsn]
literature *n* [ˈlɪt(ə)rətʃə]
litre *n* [ˈliːtə]
little *adj* [ˈlɪtl]
a little
live *v* [lɪv]
lively *adj* [ˈlaɪvli]
living room *n+n* [ˈlɪvɪŋrʊm]
lizard *n* [ˈlɪzəd]
locate *v* [ləʊˈkeɪt]

be located in ...
logo *n* [ˈlɒɡəʊ]

long *adj* [lɒŋ]
long-jump *n+n* [ˈlɒŋdʒʌmp]
do the long-jump [ˈduː ðə ˈlɒŋdʒʌmp]
long-sleeved *adj* [ˈlɒŋsliːvd]
look *v* [lʊk]

bilmoq
zool. koala

zool. xonqizi
ko'l
qo'zichoq
landshaft, manzara; peyzaj
til
o'tgan
kech, kech qolgan
kechikmoq, kech qolmoq
kulmoq
dasturxon yozmoq
yalqov, dangasa, ishyoqmas
barg
o'rganmoq
yodlamoq, yod olmoq
1. charmdan qilingan; charm...; 2. (*oshlangan*) teri
ishdan xoli vaqt; bo'sh vaqt
uydan/maktabdan chiqmoq
chap tomon, chap
chap tomonda
oyoq
limon
limonad
qoplon
dars
Kelinglar...
Yur(ing), ketdik.
1) harf; 2) xat
salat (*ko'kat turi*)
kutubxonachi
kutubxona
1) yotqizmoq; 2) yotmoq; 3) joylashgan bo'lmoq;
4) cho'zilmoq, yoyilmoq
hayot
1) yorug'; 2) yengil
yoqtirmoq, yaxshi ko'rmoq
... xohlayman/istayman
Men ... qilishni yoqtiraman.
1) chiziq; 2) yo'nalish, yo'l (*metro yo'li haqida*)
sher, arslon
ro'yxat
tinglamoq, eshitmoq
adabiyot
litr
kichkina
biroz ...
yashamoq
jonli, qaynoq, hayot qaynagan; qizg'in, jo'shqin
mehmonxona (*uydagi xona*)
kaltakesak
(biror narsaning) joylashgan o'rnini topmoq,
ko'rsatmoq, aniq joylashgan joyini aniqlamoq
...da joylashgan bo'lmoq
1) firma *yoki* tovar belgisi; 2) emblema (*grafik ramz*);
shior (*mahsulot joylangan qop, karton va sh.k.da*)
uzoq, uzun
uzunlikka sakrash
uzunlikka sakramoq
uzun yengli
1) qaramoq; 2) ...ko'rinadi

look after [ˈlʊk ˈɑːftə]
look at [ˈlʊkət]
look like [ˈlʊklaɪk]
a lot of [əˈlɒtəv]
loud *adj* [laʊd]
loudly *adv* [ˈlaʊdli]
love *n, v* [lʌv]
lovely *adj* [ˈlʌvli]
low *adj* [ləʊ]
low-heeled *adj* [ˌləʊˈhiːld]
lucky *adj* [ˈlʌki]
lunch *n* [lʌntʃ]
have lunch *v+n*
lunchbox *n* [ˈlʌntʃbɒks]

magazine *n* [ˌmæɡəˈziːn]
main *adj* [mem]
make *v* [meɪk] (*past* made)
make bed *v+n*
make a video *v+n* [ˈ -əˈvɪdiəʊ]
make palov *v+n* [ˈ -pʌˈləʊ]
be made of ...
man *n pl (men)* [mæn, men]
mandrill *n* [ˈmændrɪl]
manner *n* [ˈmænə]
many *det* [ˈmeni]
map *n* [mæp]
Maori *n, adj* [ˈmaʊri]
March *n* [mɑːtʃ]
mark *n, v* [mɑːk]
marker *n* [ˈmɑːkə]
market *n* [ˈmɑːkɪt]
mascot *n* [ˈmæskət]
match *n v* [mætʃ]
mathematics *n* [ˌmæθrɪˈmætɪks]
maths *n* [mæθs]
maths teacher *n+n* [ˈmæθs ˈtiːtʃə]
mausoleum *n* [ˌmɔːsəˈliːəm]
May *n* [meɪ]
May Day *n+n* [ˈmeɪ ˈdeɪ]
May king *n+n* [ˈmeɪ ˈkɪŋ]
May queen *n+n* [ˈmeɪ ˈkwiːn]
maybe *adv* [ˈmeɪbi]
maypole *n* [ˈmeɪpəʊl]
me *pron* [mi, miː]
meal *n* [miːl]
mean *v* [miːn] (*past* meant)
meaning *n* [ˈmiːnɪŋ]
meat *n* [miːt]
mechanic *n* [mɪˈkænɪk]
medal *n* [medl]
medicine *n* [ˈmedsən]
meet *v* [miːt] (*past* met)
melon *n* [ˈmelən]
melt *v* [melt]
meow *v* [miˈəʊ]
met *v* [met]
metal *n, adj* [metl]
meteorite *n* [ˈmiːtɪərɪt]
metre *n* [ˈmiːtə]
metro *n* [ˈmetrəʊ]
mice *n* [maɪs] *pl of* mouse

g'amxo'rlik qilmoq
biror narsaga qaramoq
o'xshamoq, ko'rinmoq
ko'p
baland ovozli
baland ovoz bilan
1) sevgi; 2) sevmog, yaxshi ko'rmoq
sevimli
1) past; 2) kam, oz
past poshnali
baxtli, omadli
tushlik
tushlik qilmoq
(o'quvchi, ishchi uchun) ovqat qutisi

jurnal
asosiy
yasamoq, tuzmoq, qilmoq
o'rin (joy) solmoq
videotasvirga olmoq
palov pishirmoq
...dan yasalgan
(erkak) kishi
mandril (*maymun turi*)
odob, axloq
ko'p
xarita
maori (*millat*)
mart
1. baho; 2. baholamoq
marker (*chizish uchun katta flomaster*)
bozor
tumor; baxt (omad) keltiruvchi odam *yoki* hayvon
1. gugurt; 2. mos keltirmoq, mos keladiganini tanlamoq
matematika
matematika
matematika o'qituvchisi
maqbara
may
May kuni bayrami (*Angliyada*)
May qiroli
May qirolichasi
balki
may bayrami ustuni
meni, menga
taom, ovqat
anglatmoq
ma'no
go'sht
mexanik
medal; orden, nishon
dori, dori-darmon
uchrashmoq, uchratmoq
qovun
erimog
miyovlamog
"meet" fe'lining o'tgan zamon shakli
1. metall; 2. metallidan qilingan, metall ...
meteorit (*fazodan yerga tushgan jism*)
metr
metro
sichqonlar

L

M

Wordlist

midday *n* [ˈmɪdˌdeɪ]
 midnight *n* [ˈmɪdnɑɪt]
 mile *n* [maɪl]
 milk *n* [mɪlk]
 million *num* [ˈmɪljən]
 mime *v* [maɪm]
 mineral *n* [ˈmɪnərəl]
 minivan *n* [ˈmɪnɪvæn]
 minus *n* [ˈmaɪnəs]
 minute *n* [ˈmɪnɪt]
 mirror *n* [ˈmɪrə]
 mix *v* [mɪks]
 mobile phone *n+n* [ˈməʊbaɪlfəʊn]
 model car *n+n* [ˈmɒdl ˈkɑː]
 modern *adj* [ˈmɒdn]
 Monday *n* [ˈmʌndɪ]
 money *n* [ˈmʌni]
 monkey *n* [ˈmʌŋki]
 monster *n* [ˈmɒnstə]
 month *n* [mʌnθ]
 moo *v* [muː]
 moon *n* [muːn]
 mop the floor *v+n* [ˈmɒp ðə ˈfloː]
 more *adv* [mɔː]

more beautiful [ˈmɔː ˈbjuːtɪfl]
 more interesting [ˈmɔː ˈɪntrɪstɪŋ]
 morning *n* [ˈmɔːnɪŋ]
 Good morning.
 in the morning *adv*
 mosque *n* [ˈmɒsk]
 mosquito *n pl (-es)* [məˈskiːtəʊ]
 most [məʊst]

the most beautiful [ðə ˈməʊst ˈbjuːtɪfl]
 the most interesting [ðə ˈməʊst ˈɪntrɪstɪŋ]
 mother *n* [ˈmʌðə]
 mother tongue *n+n* [ˈmʌðə ˈtʌŋ]
 motorbike *n* [ˈməʊtəbaɪk]
 motto *n* [ˈmɒtəʊ]
 mountain *n* [ˈmaʊntɪn]
 mouse *n* [maʊs] *pl (mice)* [maɪs]
 mouth *n* [maʊθ]
 move *v* [muːv]
 movement *n* [ˈmuːvmənt]
 Mr *n* [ˈmɪstə]
 Mrs *n* [ˈmɪsɪz]
 much *det* [mʌtʃ]
 mulberry *n* [ˈmʌlbəri]
 mum *n* [mʌm]
 museum *n* [ˈmjuːziəm]
 mushroom *n* [ˈmʌʃruːm]
 music *n* [ˈmjuːzɪk]
 musical parade *adj+n* [ˈmjuːzɪk(ə)l pəˈreɪd]
 must *v* [mʌst, məst]
 my *adj* [maɪ]

name *n* [neɪm]
 napkin *n* [ˈnæpkɪn]
 national *adj* [ˈnæʃnəl]
 nationality *n pl (-ies)* [ˈnæʃənəliːti]
 nature *n* [ˈneɪtʃə]

tushki payt, choshgoh
 tun (yarim tun)
 milya
 sut
 million
 imo-ishora bilan ifodalamoq, pantomima qilmoq
 ma'dan, mineral
 marshrutli taksi
 minus; manfiy
 daqiqa
 ko'zgu, oyna
 aralashtirmoq
 uyali telefon
 mashina modeli
 zamonaviy
 dushanba
 pul
 maymun
 maxluq
 oy
 ma'ramoq (*sigir haqida*)
 oy
 polni shvabra bilan artmoq
 1) ...roq (*ko'p bo'g'inli sifatlarning qiyosiy darajasini yasashda ishlatiladi*); 2) ko'proq
 chiroyliroq
 qiziqroq
 ertalab, tong
 Xayrli tong.
 ertalab, tongda
 masjid
 chivin
 eng (*ko'p bo'g'inli sifatlarning orttirma darajasini yasashda ishlatiladi*)
 eng chiroyli
 eng qiziq
 ona
 ona tili
 moped
 shior
 tog'
 sichqon
 og'iz
 silji(t)moq, ko'ch(ir)moq
 harakat, yurish; siljish
 janob
 xonim
 ko'p
 tut
 oyi
 muzey
 qo'ziqorin
 musiqa
 musiqiy parad
 kerak, lozim
 mening

ism, nom
 qo'l sochiq; salfetka
 milliy, davlat...; xalq ..., umumxalq
 millat
 tabiat

near *adv* [nɪə]
 need *v* [ni:d]
 neigh *v* [neɪ]
 Neither *do/can* I.
 nephew *n* [ˈnefjuː]
 nest *n* [nest]
 never *adv* [ˈnevə]
 new *adj* [njuː]
 New Year *adj+n* [njuː ˈjɪə]
 news *n* [njuːz]
 newsagent's [njuːzɛɪdʒənts]
 newspaper *n* [ˈnjuːspeɪpə]
 next to *prep* [ˈnekst tə]
 nice *adj* [naɪs]
 niece *n* [niːs]
 night *n* [naɪt]
 at night *adv*
 nine *num* [naɪn]
 nine hundred *num* [naɪn ˈhʌndrəd]
 nineteen *num* [ˈnaɪntiːn]
 ninety *num* [ˈnaɪnti]
 ninety-one *num* [ˈnaɪnti ˈwʌn]
 ninth *num* [naɪnθ]
 no *adv* [nəʊ]
 No, I don't.
 No, sorry.
 nod *v* [nɒd]
 noise *n* [nɔɪz]
 noisily *adv* [ˈnɔɪzli]
 noisy *adj* [ˈnɔɪzi]
 north *n* [nɔːθ]
 north-east [nɔːθiːst]
 north-west [nɔːθwest]
 nose *n* [nəʊz]
 nose drops [ˈnəʊzdrɒps]
 not so long ago
 notice *n* [ˈnəʊtɪs]
 November *n* [ˈnəʊvembə]
 now *adv* [naʊ]
 number *n* [ˈnʌmbə]
 nurse *n* [nɜːs]

ocean *n* [ˈəʊʃən]
 o'clock *adv* [əˈklɒk]
 October *n* [ˈɒktəʊbə]
 of *prep* [əv, ɒv]
 of course [əv ˈkɔːs]
 office *n* [ˈɒfɪs]
 often *adv* [ˈɒf(ə)n, ˈɒft(ə)n]
 oh [əʊ]
 oil *n pl (-)* [ɔɪl]
 oink [ɔɪŋk]
 old *adj* [əʊld]
 omelette *n* [ˈɒmlɪt]
 Olympic *adj* [ˈɒlɪmpɪk]
 on *prep* [ɒn]
 on foot *adv* [ɒn ˈfʊt]
 one *num* [wʌn]
 onion *n* [ˈʌnjən]
 only *adv* [ˈəʊnli]
 open *v* [ˈəʊpən]
 operation *n* [ˈɒpəreɪʃn]

yaqinida
 muhtoj (kerak) bo'lmoq
 kishnamoq
 Men ham.
 (o'g'il) jiyani
 uya, in
 hech qachon
 yangi
 Yangi yil
 yangilik
 gazeta kioski
 gazeta
 ...ning yonida
 1) yaxshi; 2) chiroyli, yoqimli
 (qiz) jiyani
 tun
 kechqurun, kechasi
 to'qqiz
 to'qqiz yuz
 o'n to'qqiz
 to'qson
 to'qson bir
 to'qqizinchisi
 yo'q
 Yo'q.
 Kechirasiz, yo'q.
 bosh qimirlatmoq
 shovqin
 shovqin solib
 shovqinli
 shimol
 shimoli-sharq
 shimoli-g'arb
 burun
 burun tomizg'i, burunga tomiziladigan dori
 yaqindagina, yaqinda
 eslatma, belgi
 noyabr
 hozir, endi
 nomer, raqam
 hamshira

okean, ummon
 soat (*vaqt haqida*)
 oktabr
 ...ning
 albatta
 idora
 tez-tez
 nol
 yog'
 xurillamoq (*cho'chqa haqida*)
 1) eski; 2) yoshi katta, qari
 quymoq
 olimpiadaga oid; olimpiada ...
 1) ustida (*joyga nisbatan*); 2) ...da (*paytga nisbatan*)
 piyoda, yayov
 bir
 piyoz
 faqatgina, bor-yo'g'i
 ochmoq
 jarrohlik amaliyoti, operatsiya

opposite *prep* ['ɒpəzɪt]
or *conj* [ɔː]
orange *n, adj* ['ɒrɪndʒ]
orange juice *n+n* ['ɒrɪndʒ 'dʒuːs]
order *n* ['ɔːdə]
ostrich *n* ['ɒstrɪtʃ]
other *det* ['ʌðə]
our *adj* [aʊə]
ox *n* [ɒks]
oxygen *pl (-)* ['ɒksɪdʒən]

packet *n* ['pækɪt]
a packet of
page *n* [peɪdʒ]
pageboy *n* ['peɪdʒbɔɪ]
paid *v* [peɪd]
pair *n* [peə]
pain *n, v* [peɪn]
palace *n* ['pælɪs]
pancake *n* ['pæŋkeɪk]
pancake race *n+n*
paper *n* ['peɪpə]
parachuting *n* ['pærəʃuːtɪŋ]
parade *n* [pə'reɪd]
parents *n* ['peərənts]
park *n* [pɑːk]
parrot *n* ['pærət]
partner *n* ['pɑːtnə]
party *n pl (-ies)* ['pɑːti]
past *prep* [pɑːst]
half past [hɑːf 'pɑːst]
It's half past nine.
quarter past ['kwɔːtə 'pɑːst]
pasta *n* ['pæstə]
pay *v* [peɪ] (*past paid*)
pay attention *v+n*
PE *n* ['piː iː]
pea *n* [piː]
peach *n* [piːtʃ]
peach juice *n+n* ['piːtʃ 'dʒuːs]
peacock *n* ['piːkɒk]
pear *n* [peə]
pear juice *n+n* ['peə 'dʒuːs]
pen *n* [pen]
pencil *n* ['pensl]
pencil case *n+n* ['penslkeɪs]
penguin *n* ['peŋgwɪn]
people *n* ['piːpl]
pepper *n* ['pepə]
perfume *n* ['pɜːfjuːm]
period of time ['pɪəriədəv 'taɪm]
person *n* ['pɜːsn]
pet *n* [pet]
pew *int* [fjuː]
phone *v* [fəʊn]
photo *n* ['fəʊtəʊ]
photographer *n* [fə'tɒgrəfə]
PI (physical instruction) = PE
piano *n* [pi'ænəʊ]
pick *v* [pɪk]
picnic *n* ['pɪknɪk]
picture *n* ['pɪktʃə]

qarshisida, ro'parasida
yoki
1. apelsin; 2. olovrang, to'q sariq
apelsin sharbati
tartib
tuyaqush
boshqa
bizning
buqa, ho'kiz
kislrorod

paket, qog'ozxalta
bir paket ...
sahifa, bet
kelinning o'rtog'i (*o'g'il bola*)
"pay" fe'lining o'tgan zamon shakli
juft
1. og'riq; zirqirash; 2. og'ritmoq, og'rimoq
saroy
quymoq
quymoq poygasi
1) qog'oz; 2) hujjat
parashutdan sakrash sporti
parad, namoyish
ota-ona
istirohat bog'i
to'tiqush
sherik, hamkor
bazm
o'tgan
...dan yarim soat o'tgan
Soat to'qqiz yarim bo'ldi.
...dan chorak (15) daqiqa o'tgan
makaron mahsulotlari
to'lamoq
e'tibor qaratmoq, ahamiyat bermoq
jismoniy tarbiya (*dars*)
no'xat
shaftoli
shaftoli sharbati
tovus
nok
nok sharbati
ruchka
qalam
qalamdon
pingvin
odamlar
qalampir, garmdori
atir
vaqt davri
shaxs
uy hayvoni (*sevimli hayvon*)
uf
telefon qilmoq, qo'ng'iroq qilmoq
fotosurat
fotograf, suratkash

piano
termoq
sayr
rasm, surat

| | |
|--|---|
| pie <i>n</i> [paɪ] | pirog |
| piece <i>n</i> [pi:s] | bo'lak, parcha, burda |
| a piece of | bir bo'lak ... |
| pig <i>n</i> [pɪɡ] | cho'chqa |
| piglet <i>n</i> ['pɪɡlɪt] | cho'chqa bolasi, cho'chqacha |
| pillow <i>n</i> ['pɪləʊ] | yosti(cha), bolish(cha) |
| pilot <i>n</i> ['paɪlət] | uchuvchi |
| pinch punch <i>v</i> [pɪntʃ'pʌntʃ] | chimchilamoq |
| pink <i>adj</i> [pɪŋk] | pushti rang |
| pizza <i>n</i> ['pi:tʃə] | pitsa |
| place <i>n</i> [pleɪs] | joy |
| plain <i>adj</i> [pleɪn] | oddiy, jo'n, odmi, odatdagi |
| plane <i>n</i> [pleɪn] | samolyot |
| plant <i>n, v</i> [plɑ:nt] | 1. o'simlik; 2. ekmoq |
| plaster <i>n</i> ['plɑ:stə] | gips |
| put the broken leg in plaster | singan oyoqni gipslamog |
| plastic <i>adj</i> ['plæstɪk] | plastmassa |
| plate <i>n</i> [pleɪt] | likopcha |
| platypus <i>n</i> ['plætɪpəs] | zool. o'rdakburun |
| play <i>v, n</i> [pleɪ] | 1. o'ynamoq; 2. o'yin |
| play badminton <i>v+n</i> ['pleɪ 'bædmɪntən] | badminton o'ynamoq |
| play hopscotch <i>v+n</i> ['pleɪ 'hɒpskɒtʃ] | sopolak o'ynamoq |
| play tag <i>v+n</i> ['pleɪ 'tæg] | quvlashmachog o'ynamoq |
| play the guitar <i>v+n</i> ['pleɪ ðə ɡɪ'tɑ:] | gitara chalmoq |
| play the piano <i>v+n</i> ['pleɪ ðə pi'ænəʊ] | pianino chalmoq |
| player <i>n</i> ['pleɪə] | o'yinchi |
| playground <i>n</i> ['pleɪgraʊnd] | o'yin maydoni |
| please <i>int</i> [pli:z] | iltimos |
| plum <i>n</i> [plʌm] | olxo'ri |
| plump <i>adj</i> [plʌmp] | semiz, to'ladan kelgan |
| plural <i>adj</i> ['plʊərəl] | ko'plik |
| plus <i>prep</i> [plʌs] | qo'shuv, plus |
| p.m. [pi:'em] | kunduzgi 12 dan tungi 12 gacha bo'lgan vaqt |
| pocket <i>n</i> ['pɒkɪt] | cho'ntak |
| poem <i>n</i> ['pəʊɪm] | she'r |
| point <i>v</i> [pɔɪnt] | ko'rsatmoq |
| poisonous <i>adj</i> ['pɔɪz(ə)nəs] | zaharli |
| polar <i>adj</i> ['pəʊlə] | qutbga oid, qutb ... |
| police officer <i>n+n</i> [pə'li:s ,ɒfɪsə] | politsiyachi |
| police station <i>n+n</i> [pə'li:s ,steɪʃn] | politsiya mahkamasi |
| policeman <i>n pl (-men)</i> [pə'li:smən] | politsiya xodimi, politsiyachi |
| polite <i>adj</i> [pə'laɪt] | odobli, xushmuomala |
| polka-dotted <i>adj</i> ['pɒlkə 'dɒtɪd] | xol-xol gulli (mato haqida) |
| polyester <i>n</i> [pɒlɪ'estə] | poliester |
| pomegranate <i>n</i> ['pɒmɪgrænt] | anor |
| poor <i>adj</i> [pʊə] | 1) kambag'al, nochor; 2) bechora |
| Oh, poor you. | Voy bechora. |
| pop <i>n</i> [pɒp] | pop (musiq) |
| popular <i>adj</i> ['pɒpjʊlə] | mashhur |
| population <i>n pl (-)</i> [pɒpjʊ'leɪʃən] | aholi |
| porridge <i>n</i> ['pɒrɪdʒ] | bo'tqa, kasha |
| portfolio <i>n pl (-s)</i> [pɔ:t'fəʊliəʊ] | muhim hujjatlar jildi (papkasi) |
| postcard <i>n</i> ['pəʊstka:d] | ochiq xat, otkritka |
| poster <i>n</i> ['pəʊstə] | poster, plakat |
| pouch <i>n</i> [paʊtʃ] | xalta (kenguru haqida) |
| poult <i>n</i> [pəʊlt] | kurka jo'jasi |
| pour <i>v</i> [pɔ:] | quymoq, yog'moq (yomg'ir haqida) |
| present <i>n</i> ['prez(ə)nt] | sovg'a |
| problem <i>n</i> ['prɒbləm] | muammo |
| profession <i>n</i> [prə'feʃən] | kasb |
| programme <i>n</i> ['prəʊgræm] | dastur |
| P.S. (post scriptum) [pi:'es] | xatdan keyin yoziladigan qo'shimcha yozuv |

pumpkin *n* ['pʌmpkɪn]
pupil *n* ['pi:jʊ:p(ə)l]
puppy *n* *pl* (-ies) ['pʌpi]
purple *adj* ['pɜ:pʊl]
put *v* [pʊt]
put in
put on
puzzle *n* ['pʌzl]
do puzzles *v+n* ['du: 'pʌz(ə)l]

quack *v* [kwæk]
quail *n* [kweɪl]
quarter *adj* ['kwɔ:tə]
It is a quarter past nine.
quarter to ... ['kwɔ:tə tə]
queen *n* [kwi:n]
question *n* ['kwɛstʃ(ə)n]
queue *v* ['kju:]
quiet *adj* ['kwaɪət]
quietly *adv* ['kwaɪətli]
quince *n* [kwɪns]
quiz *n* [kwɪz]

rabbit *n* ['ræbɪt]
race *n* [reɪs]
racing bicycle *n+n* ['reɪsɪŋ 'baɪsɪkl]
radio *n* *pl* (-s) ['reɪdɪəʊ]
radish *n* ['rædɪʃ]
rain *n, v* [reɪn]
rainbow *n* ['reɪnbəʊ]
rainfall *n* ['reɪnfɔ:l]
rain forest *n+n* ['reɪnfɔ:ɪst]
rainy *adj* ['reɪni]
raisin *n* ['reɪzn]
rare *adj* [reə]
rat *n* [ræt]
raw *adj* [rɔ:]
read *v* [ri:d]
reading *n* ['ri:dɪŋ]
record *v* ['rekɔ:d]
recycle *v* ['ri:'saɪkl]
red *adj* [red]
reduce *v* ['ri:dju:s]
referee *n* ['refə'ri:]
region *n* ['ri:dʒən]
relative *n* ['relatɪv]
remember *v* ['rɪ'membə]
repeat *v* ['ri:pi:t]
report *n, v* ['ri:pɔ:t]
reporter *n* ['ri:pɔ:tə]
represent *v* ['reprɪ'zent]

rest *n* [rest]
have a rest *v+n*
restaurant *n* ['restɹɒnt]
return *v* [rɪ'tɜ:n]
no returns
reuse *v* [ri:'ju:z]
revision *n* [rɪ'vɪʒən]
rhino *n* ['raɪnəʊ]
ribbon *n* ['rɪbən]
rice *n* [raɪs]

oshqovoq
o'quvchi
kuchukcha
to'q qizil, qirmizi
qo'ymoq
(...ning ichiga) qo'ymoq
kiymoq
topishmoq, boshqotirma
boshqotirma yechmoq

g'ag'alamoq (*o'rdak haqida*)
bedana
chorak
Soat to'qqizdan o'n besh daqiqa o'tdi.
...dan chorak daqiqa o'tdi
qirolicha
savol
navbatda turmoq
tinch, sokin
tinchgina
behi
topqirlik, viktorina

uy quyoni
poyga
poyga velosipedi
radio
rediska
1. yomg'ir; 2. yomg'ir yog'moq
kamalak
yog'ingarchilik
sernam tropik o'rmon
yomg'irli, seryomg'ir
mayiz
kam uchraydigan, kamyob, noyob
kalamush
xom, pishmagan
o'qimoq
o'qish
yozib olmoq, qayd qilmoq
qayta ishlamoq
qizil
qisqartirmoq, kamaytirmoq
hakam; referi
1) hudud, zona; o'lka; 2) (*mamlakat*) okrug, viloyati
qarindosh
yodda tutmoq, eslamoq
qaytarmoq, takrorlamoq
1. hisobot; 2. axborot (hisobot) bermoq
muxbir
1) (*biror jihatdan*) aks ettirmoq yoki ifodalamoq;
2) mujassamlantirmoq; ramzi bo'lib xizmat qilmoq
dam
dam olmoq
restoran
qaytmoq
qaytarish yo'q
qayta ishlatmoq
takrorlash, qaytarish
zool. karkidon
lenta, tasma
guruch

rich *adj* [rɪtʃ]
ride *v* [raɪd] (*past* rode)
ride a bike *v+n* [ˈraɪd ə ˈbaɪk]
ride a horse *v+n* [ˈraɪd ə ˈhɔːs]
ride a skateboard *v+n* [ˈraɪd ə ˈskeɪtbɔːd]
rider *n* [ˈraɪdə]
right *adj* [raɪt]
on the right *prep* [ɒnðəˈraɪt]
ring *n* [rɪŋ]
rise *v* [raɪz] (*past* rose)
risky *adj* [ˈrɪski]
river *n* [ˈrɪvə]
road *n* [rəʊd]
robot *n* [ˈrəʊbɒt]
rock *n* [rɒk]
roller-coaster *n* [ˈrəʊləkəʊstə]
roller-skate *v* [ˈrəʊləskeɪt]
roller skating *n* [ˈrəʊlə ˈskeɪtɪŋ]
room *n* [ruːm]
rooster *n* [ˈruːstə]
rose *n* [rəʊz]
round *adj, adv* [raʊnd]
route *n* [ruːt]
rubob *n* [rʊˈbɒb]
rucksack *n* [ˈrʌksæk]
rug *n* [rʌg]
rule *n* [ruːl]
ruler *n* [ˈruːlə]
run *v* [rʌn] (*past* ran)
run away *v+adv* [ˈrʌnəˈweɪ]
runner *n* [ˈrʌnə]
running *n* [ˈrʌnɪŋ]
runny nose *adj+n* [ˈrʌni ˈnəʊz]
Russian *adj, n* [ˈrʌʃn]

sad *adj* [sæd]
said [sed]
sailor *n* [ˈseɪlə]
safari *n* [səˈfɑːri]
salad *n* [ˈsæləd]
sales assistant *n+n* [ˈseɪlz əˈsɪstənt]
salt (*mass n*) [sɔːlt]
salty *adj* [ˈsɔːlti]
(the) same *adj* [seɪm]
sandwich *n* [ˈsænwɪdʒ]
sat *v* [sæt]
satellite *n* [ˈsætɪlaɪt]
Saturday *n* [ˈsætədi]
sausage *n* [ˈsɔːsɪdʒ]
save *v* [seɪv]
saxophone *n* [ˈsæksəfəʊn]
saw [sɔː]
say *v* [seɪ]
say goodbye *v+n* [seɪ ˈɡʊdbaɪ]
scared *adj* [ˈskeəd]
school *n* [skuːl]
at the school [ət ðə ˈskuːl]
schoolbag *n* [ˈskuːlbæg]
schoolboy *n* [ˈskuːlbɔɪ]
schoolchildren *n* [ˈskuːlˌtʃɪldrən]
school things *n+n* [ˈskuːl ˈθɪŋz]
scientific *adj* [ˌsaɪənˈtɪfɪk]

boy
minmoq
velosiped minmoq
ot minmoq
skaytbord uchmoq
chavandoz, haydovchi
1) to'g'ri; 2) o'ng
o'ng tomonda
(jang uchun) ring; maydoncha
ko'tarilmoq, ko'tarmoq
xavfli, xatarli, tahlikali, qaltis
daryo
yo'l
robot
rok (*musiq*)
amerikacha baland-pastliklar (*attraksion*)
rolikda uchmoq
rolikda uchish
xona
xo'roz
atirgul
1. dumaloq; 2. atrofida
1) marshrut; 2) yo'l, kurs, trassa
rubob (*musiq* *asbobi*)
rukzak, sayohat xaltasi
gilam(cha)
qoida
chizg'ich
1) oqmoq (*suv*); 2) yugurmoq
qochib ketmoq
chopuvchi, yuguruvchi
yugurish
tumov
1) ruscha; rus; 2) rus tili

g'amgin, xafa
"say" fe'lining o'tgan zamon shakli
dengizchi
"safari" hayvonot bog'i (*qafaslarsiz*)
salat
sotuvchi
tuz
tuzli, sho'r
bir xil, o'shaning o'zi
buterbrod
"sit" fe'lining o'tgan zamon shakli
sun'iy yo'ldosh
shanba
sosiska/kolbasa
1) saqlamoq, asramoq; 2) qutqarmoq
saksafon
"see" fe'lining o'tgan zamon shakli
aytmoq, demoq
xayrlashmoq
qattiq qo'rqan, cho'chigan
maktab
maktabda
sumka
maktab o'quvchisi (*o'g'il bola*)
o'quvchilar
o'quv qurollari
ilmiy

R

S

Wordlist

scientist *n* ['saɪəntɪst]

score *n, v* [sko:]

Scottish *adj* ['skɒtɪʃ]

sea *n* [si:]

sea eagle *n+n* ['si: 'i:gl]

seashore *n* ['si:fɔ:]

season *n* ['si:zən]

second *n, num* ['sekənd]

secretary *n pl (-ies)* ['sekɪtəri]

section *n* ['sekʃən]

see *v* [si:] (*past saw*)

seed *n* [si:d]

see-saw *n* ['si:sə:]

play see-saw *n+n*

send *v* [send] (*past sent*)

sentence *n* ['sent(ə)ns]

separate *v* ['sepəreɪt]

be separated from

September *n* [septembə]

serve *n, v* [sɜ:v]

seven *num* ['sevn]

seven hundred *num* [sevn 'hʌndrəd]

seventeen *num* [sevn'ti:n]

seventh *num* ['sevnθ]

seventy *num* ['sevnti]

seventy-one *num* [sevnti 'wʌn]

several *adj* ['sevrəl]

sew *v* [səʊ]

shake *v* [ʃeɪk] (*past shook*)

shampoo *n* [ʃæm'pu:]

shark *n* [ʃɑ:k]

sharpener *n* [ʃɑ:pneɪ]

she *pron* [ʃi, ʃi:]

sheep *n pl (-)* [ʃi:p]

shelf *n pl (shelves)* [ʃelf]

shine *v* [ʃaɪn]

shirt *n* [ʃɜ:t]

shoes *n* [ʃu:z]

short-sleeved *adj* [ʃɔ:t'sli:vd]

shop *n* [ʃɒp]

do the shopping *v+n* [du: ðə 'ʃɒpɪŋ]

at the shop

shop assistant *n* [ʃɒp əsɪstənt]

short *adj* [ʃɔ:t]

shorts *n* [ʃɔ:ts]

short-sleeved *adj* [ʃɔ:t'sli:vd]

should *modal verb* [ʃəd, ʃʊd]

shoulder *n* [ʃəʊldə]

show *v* [ʃəʊ]

shower *n* [ʃəʊə]

have/take a shower *v+n*

sick *n* [sɪk]

side *n* [saɪd]

sign *n* [saɪn]

silk *adj, n* [sɪlk]

silver *n* ['sɪlvə]

sing *v* [sɪŋ]

singer *n* ['sɪŋə]

sister *n* ['sɪstə]

olim

1. *sport* hisob; ochko; 2. a) ochko olmoq;

b) darvozaga to'p urmoq

shotlandiyalik(lar)...; Shotlandiya...

dengiz

zool. suvburgut

dengiz qirg'og'i, dengiz sohili

fasl

1) soniya; 2) ikkinchi

kotib, kotiba

bo'lim

ko'rmoq, ko'rishmoq

urug', urug'lik, don

innana

innanada uchmoq

jo'natmoq, yubormoq, yo'llamoq

gap

ajratmoq, bo'lmoq, ayirmoq

...dan ajralib turmoq

sentabr

1. (to'p) oshirish (*tennis, badminton*); 2. a) xizmat

qilmoq, ishlamoq, xizmatchi bo'lmoq; b) to'p oshirmoq

(*tennis va voleybol*)

yetti

yetti yuz

o'n yetti

yettinchi

yetmish

yetmish bir

bir qancha, bir qator, bir talay

tikmoq

silkitmoq

shampun

akula, nahang

qalam ochqich

u (*ayollar uchun*)

qo'y

tokcha (*taxtadan yasalgan*)

yarqiramoq, charaqlamoq (*quyosh haqida*)

ko'ylak

tufli

kalta yengli

do'kon

xarid qilmoq

do'konda

sotuvchi

kalta, qisqa

shortik, kalta shim

kalta yengli

kerak, lozim, zarur

yelka

ko'rsatmoq

dush

dushga tushmoq, dush qabul qilmoq

kasal

tomon, taraf

bildirish, e'lon

1. ipakka oid; ipakdan qilingan; ipak ...; 2. ipak mato

kumush

kuylamoq, qo'shiq aytmoq

qo'shiqchi, xonanda

opa, singil

sit *v* [sit]
 Sit down. ['sitdaʊn]
 sit-up *n* ['sitʌp]
 six *num* [siks]
 six hundred *num* [siks 'hʌndrəd]
 sixteen *num* [siks'ti:n]
 sixth *num* [siksθ]
 sixty *num* ['sɪksti]
 sixty-one *num* [sɪksti 'wʌn]
 skate *n, v* [skeɪt]
 skateboard *n* ['skeɪtbɔ:d]
 skateboarding *n* ['skeɪtbɔ:dɪŋ]
 skating *n* ['skeɪtɪŋ]
 skeleton *n* ['skelɪtn]
 ski *n, v* [ski:]
 skiing *n* ['ski:ɪŋ]
 skip *v* [skip]
 skirt *n* [skɜ:t]
 sky *n* [skaɪ]
 sledge *n, v* [sledʒ]
 sleep *v* [sli:p]
 slept *v* [slept]
 slogan *n* ['sləʊgən]
 slow *adj* [sləʊ]
 slowly *adv* ['sləʊli]
 small *adj* [smɔ:l]
 smart *adj* [smɑ:t]

 smile *n, v* [smɑɪl]
 snake *n* [sneɪk]
 snow *n* [snəʊ]
 snowball *n* ['snəʊbɔ:l]
 snowboarding *n* ['snəʊbɔ:dɪŋ]
 snowman *n* ['snəʊmæn]
 snowstorm *n* ['snəʊstɔ:m]
 snowy *adj* ['snəʊi]
 so *conj, adv* [səʊ]
 So do/can I.
 soap *n* [səʊp]
 socks *n* [sɒks]
 sofa *n* ['səʊfə]
 soft *adj* [sɒft]
 softly *adv* ['sɒftli]
 soldier *n* ['səʊldʒə]
 some *det, adj* [sʌm]
 sometimes *pron* ['sʌmtaɪmz]
 something *pron* ['sʌmθɪŋ]
 son *n* [sʌn]
 song *n* [sɒŋ]
 soon *adv* [su:n]
 sore eye *adj+n* [sɔ:r 'aɪ]
 sore hand *adj+n* [sɔ: 'hænd]
 sore leg *adj+n* [sɔ: 'leg]
 sore throat *adj+n* [sɔ: 'θrəʊt]
 sorry *v* ['sɒri]
 Sorry, you have the wrong number.
 sound *n* [saʊnd]
 soup *n* [su:p]
 south *n* [sauθ]
 south-east [sauθ'i:st]
 south-west [sauθ'west]
 sparrow *n* ['spærəʊ]

o'tirmoq
 O'tiring.
 o'tirib-turish mashqi
 olti
 olti yuz
 o'n olti
 oltinchi
 oltmish
 oltmish bir
 1. konki; 2. konki uchmoq
 skeytbord (*asfaltda uchish uchun rolikli taxta*)
 skeytbordda uchish
 konki uchish
 skelet
 1. chang'i; 2. chang'i uchmoq
 chang'i sporti; chang'i uchish
 sakramoq
 yubka
 osmon
 1. chana; 2. chanada uchmoq
 uxlamog
 "sleep" fe'lining o'tgan zamon shakli
 shior, chaqirig, murojaat
 sekin, asta
 ohista
 kichik, kichkina
 1) bama'ni, idrokli, tez tushunadigan, aqli, fahmli;
 2) gapga usta, topqir, dono, tadbirli, hozirjavob
 1. kulgi; 2. kulmoq
 ilon
 qor
 qor to'pi
 snoubording (*sport turi*)
 qor odam
 qorbo'ron, izg'irin
 qorli
 1. shunday qilib, shuning uchun; 2. shunchalik
 Men ham.
 sovun
 paypoq
 divan
 yumshoq
 yumshoq ovoz bilan
 askar
 ba'zi, ayrim
 ba'zida, ba'zan
 nimadir, biror narsa
 o'g'il
 qo'shiq
 tezda
 ko'z og'rig'i
 qo'l og'rig'i
 oyoq og'rig'i
 tomoq og'rig'i
 kechiring, kechirasiz
 Kechirasiz, noto'g'ri raqam terdingiz.
 tovush
 sho'rva
 janub
 janubi-sharq
 janubi-g'arb
 chumchuq

S

Wordlist

space *n* *pl* (-) [speɪs]
 speak *v* [spi:k] (*past* spoke)
 speak to *v+prep* [spi:k tə]
 special *adj* [speʃl]
 spell *v* [spel]
 spend *v* [spend] (*past* spent)
 spider *n* [ˈspaɪdə]
 spider monkey *n+n* [ˈspaɪdə ˈmʌŋki]
 spoon *n* [spu:n]
 spot *n* [spɒt]
 sport *n* [spɔ:t]
 sportsman *n* *pl* (-men) [ˈspɔ:tsmən]
 sports centre *n+n* [ˈspɔ:ts ˈsentə]
 sports uniform *n+n* [ˈspɔ:ts ˈju:nɪfɔ:m]
 spring *n* [sprɪŋ]
 spy *n, v* [spai]
 square *adj, n* [skweə]
 square kilometre (sq.km) *n* [- ˈkɪləmi:tə]
 staff room *n+n* [stɑ:fru:m]
 stand *v* [stænd]
 Stand up. [ˈstændʌp]
 start *n, v* [stɑ:t]
 station *n* [steɪʃn]
 stationery *n* [ˈsteɪʃənri]
 stay (at) *v* [steɪ]
 stay at school [ˈsteɪ ət ˈsku:l]
 stay with *v+prep* [ˈsteɪ wɪð]
 step back in time
 sticking plaster *adj+n* [ˈstɪkɪŋ ˈplɑ:stə]
 stomach *n* [ˈstʌmək]
 stomachache *n* [ˈstʌməkeɪk]
 stone *n* [stəʊn]
 stop *v* [stɒp]
 stork *n* [stɔ:k]
 story *n* *pl* (-ies) [ˈstɔ:ri]
 straight *adj* [streɪt]
 strawberry *n* [ˈstrɔ:bəri]
 street *n* [stri:t]
 stripe *n* [straɪp]
 striped *adj* [straɪpt]
 strong *adj* [strɒŋ]
 student *n* [ˈstju:d(ə)nt]
 study *v* [ˈstʌdi]
 stuffed bird *adj+n* [stʌftbɜ:d]
 subject *n* [ˈsʌbdʒɪkt]
 suddenly *adv* [ˈsʌdnli]
 sugar *n* *pl* (-) [ˈʃʊɡə]
 suit *v* [sju:t]
 sum *n* [sʌm]
 do sums *v+n*
 summer *n* [ˈsʌmə]
 sun *n* [sʌn]
 sunbathe *v* [ˈsʌnbæð]
 Sunday *n* [ˈsʌndi]
 sunflower *n* [ˈsʌnflaʊə]
 sunglasses *n* [ˈsʌŋɡləsɪs]
 sunny *adj* [ˈsʌni]
 supermarket *n* [ˈsu:pəmə:kɪt]
 sure *adj* [ʃəʊə, ʃɔ:]
 Are you sure?

fazo
 gapirmoq
 ... bilan gaplashmoq
 maxsus
 harflab aytmoq yoki yozmoq
 o'tkazmoq
 o'rgimchak
 o'rgimchaksimon maymun
 qoshiq
 1. dog', xol, qashqa; 2. diqqatga sazovor joy
 sport
 sportchi
 sport markazi
 sport formasi
 1) bahor; 2) buloq
 1. josus; 2. izlamoq
 to'rtburchak, kvadrat
 kvadrat kilometr
 xodimlar (o'qituvchilar) xonasi
 turmoq
 O'ringizdan turing.
 1. boshlanish; start; 2. boshlamoq
 1) bekat; 2) vokzal
 kanselariya buyumlari
 qolmoq, (vaqtinchalik) turmoq, yashamoq
 maktabda qolmoq
 1) ...bilan qolmoq; 2) ...bilan yashamoq
 eski, vaqtdan ortda qolgan
 yopishqoq plastir, leykoplastir
 1) oshqozon, me'da; 2) qorin
 oshqozon og'rig'i
 tosh
 to'xtamoq
 laylak
 hikoya
 1) to'g'ri; 2) tekis (*soch haqida*)
 qulupnay
 ko'cha
 yo'l-yo'l chiziq, taram-taram yo'l
 yo'l-yo'l, olabayroq
 kuchli
 talaba
 o'qimoq, o'rganmoq
 qush tulum
 o'quv fani
 to'satdan, bexosdan
 shakar, qand
 1) talabni qondirmoq; mos (loyiq, to'g'ri)
 kelmoq; 2) yarashmoq, o'tirishmoq
 yig'indi
 masala yechmoq
 yoz
 quyosh
 quyoshda toblanmoq
 yakshanba
 kungaboqar
 quyoshdan himoyalovchi ko'zoynak,
 qora ko'zoynak
 quyoshli, serquyosh
 supermarket
 ishonchli
 Ishonchingiz komilmi?

surname *n* ['sɜːneɪm]
 surprise *n* [sə'praɪz]
 swallow *n* ['swɒləʊ]
 sweep *v* [swi:p] (*past* swept)
 sweep the floor *v+n* [swi:p ðə 'floː]
 sweet *adj*, *n* [swi:t]
 swept *v* [swept]
 swim *v* [swɪm] (*past* swam)
 swimmer *n* ['swɪmə]
 swimming *n* ['swɪmɪŋ]
 symbol *n* ['sɪmbəl]

table *n* ['teɪbl]
 tablet *n* ['tæblɪt]
 taekwondo *n* ['taɪkwɒndəʊ]
 tail *n* [teɪl]
 take *v* [teɪk] (*past* took)
 take a photo *v+n* [teɪk ə 'fəʊtəʊ]
 take a size
 take for a walk *v+n*
 take medicine
 take the rubbish out [teɪk ðə 'rʌbɪʃ 'aʊt]
 talent *n* ['tælənt]

talk *v*, *n* [tɔːk]
 talk on the phone *v+n*
 tall *adj* [tɔːl]
 tasty *adj* ['teɪsti]
 taxi *n* ['tæksi]
 taxi-driver *n* ['tæksi 'draɪvə]
 tea *n* [tiː]
 teach *v* [ti:tʃ] (*past* taught)
 teacher *n* ['ti:tʃə]
 Teachers' Day *n+n* ['ti:tʃəz 'deɪ]
 team *n* [tiːm]
 teddy bear *n* ['tedi 'beə]
 teeth *n* [tiːθ]
 telephone *n* ['telɪfəʊn]
 tell *v* [tel] (*past* told)
 temperature *n* ['temp(ə)rətʃə]
 ten *num* [ten]
 tennis *n* ['tenɪs]
 tenth *num* [tenθ]
 text *n* [tekst]
 Thank you. [θæŋkjuː]
 that *adj* [ðæt, ðæt]
 the [ðə, ðɪ]
 theatre *n* ['θiətə]
 their *adj* [ðə, ðeə]
 them *pron* [ðəm, ðem]
 then *conj* [ðen]
 there *adv* [ðeə, ðə]
 there is/are [ðerɪz / ðerəː]
 thermometer *n* [θə'mɒmɪtə]
 these *pron* [ðiːz]
 they *pron* [ðeɪ]
 thin *adj* [θɪn]
 thing *n* [θɪŋ]
 think *v* [θɪŋk] (*past* thought)
 third *num* [θɜːd]
 thirteen *num* [θɜː'tiːn]
 thirty *num* [θɜːti]

familiya
 kutilmagan sovg'a, surpriz
 qaldirg'och
 supurmoq
 polni supurmoq
 1. shirin; 2. shirinlik
 "sweep" fe'lining o'tgan zamon shakli
 cho'milmoq, suzmoq
 suzuvchi
 cho'milish, suzish
 belgi, ramz, timsol, nishon

1) stol; 2) jadval
 tabletka (*dori*)
 taekvondo (*sport turi*)
 dum
 1) olmoq; 2) (*dori*) ichmoq, qabul qilmoq
 fotosuratga olmoq
 ...o'lchamli (ko'ylak, oyoq kiyim) kiymoq
 sayrga olib chiqmoq
 dori ichmoq, qabul qilmoq
 axlatni/supurindini tashlab kelmoq
 1) iste'dod, talant; qobiliyat, uquv; 2) talantli
 (iste'dodli) odam, iste'dod (talant) sohibi
 1. suhbatlashmoq; 2. suhbat
 telefonda gaplashmoq
 novcha, bo'yi uzun, baland
 mazali, lazzatli
 taksi
 taksi haydovchi
 choy
 o'qitmoq
 o'qituvchi
 O'qituvchilar kuni
 komanda, jamoa
 o'yinchoq ayiq
 tishlar
 telefon
 aytmoq
 harorat
 o'n
 tennis
 o'ninchi
 matn
 Rahmat.
 1) ana u; 2) o'sha
 aniq artikl
 teatr
 ularning
 ularni, ularga
 keyin, so'ng
 u yerda
 (biror joyda) ... bor
 termometr
 bular (yaqindagi narsalarga nisbatan)
 ular
 ozg'in, ingichka
 narsa, buyum
 o'ylamoq
 uchinchi
 o'n uch
 o'ttiz

S

T

Wordlist

thirty-one *num* [ˌθɜːti ˈwʌn]
 this *pron adj* [ðɪs]
 those *pron* [ðəʊz]
 thousand *num* [ˈθaʊzənd]
 three *num* [θriː]
 three hundred *num* [θriː ˈhʌndrəd]
 throw *v* [θrəʊ] (*past* threw)
 throw in the air [-ɪn ðə eə]
 thumb *n* [θʌm]
 thunderstorm *n* [ˈθʌndəstɔːm]
 Thursday *n* [ˈθɜːzdi]
 tick *v* [tɪk]
 ticket *n* [ˈtɪkɪt]
 tidy up *v* [ˈtɪdiʌp]
 tiger *n* [ˈtɪgə]
 tights *n* [ˈtaɪts]
 time *n* [taɪm]
 on time
 timeline *n* [ˈtaɪmlaɪn]

timetable *n* [ˈtaɪmteɪbl]
 tired *adj* [taɪəd]
 title *n* [ˈtaɪtl]
 to *prep* [tu, tə, tuː]

go to school
 ten minutes to eleven
 toaster *n* [ˈtəʊstə]
 today *adv* [təˈdeɪ]
 toe *n* [təʊ]
 toilet *n* [ˈtɔɪlət]
 tomato *n* [təˈmɑːtəʊ]
 tomato salad *n+n* [təˈmɑːtəʊ ˈsæləd]
 tomorrow *adv* [təˈmɒrəʊ]
 tongue *n* [tʌŋ]
 tongue twister *n+n* [ˌtʌŋˈtwɪstə]
 too *adv* [tuː]
 took *v* [tʊk]
 tooth *n pl (teeth)* [tuːθ]
 toothache *n* [ˈtuːθeɪk]
 toothbrush *n* [ˈtuːθbrʌʃ]
 toothpaste *n* [ˈtuːθpeɪst]
 torch *n* [tɔːtʃ]
 tortoise *n* [ˈtɔːtəs]
 total *n* [ˈtəʊtl]
 touch *v* [tʌtʃ]
 tourist *n* [ˈtuəɪst]
 town *n* [taʊn]
 toy *n* [tɔɪ]
 toy shop *n+n* [ˈtɔɪʃɒp]
 tractor *n* [ˈtræktə]
 tradition *n* [trəˈdɪʃ(ə)n]
 traditional *adj* [trəˈdɪʃnl]
 traffic *n* [ˈtræfɪk]
 train *v, n* [treɪn]
 trainers *n* [ˈtreɪnəz]
 translate *v* [trænsˈleɪt]
 transmit *v* [trænzˈmɪt]
 transport *n* [ˈtrænsˌpɔːt]
 travel *n, v* [ˈtrævəl]
 travelling *n* [ˈtrævəlɪŋ]
 tree *n* [triː]

o'ttiz bir
 bu, shu
 ana ular (*uzoqdagi narsalarga nisbatan*)
 ming
 uch
 uch yuz
 tashlamoq, otmoq, otib yubormoq
 yuqoriga/osmonga otmoq, irg'itmoq
 bosh barmoq
 momaqaldiroq
 payshanba
 belgi bilan belgilamoq
 chipta, билет
 tartibga solmoq, yig'ishtirmoq
 yo'lbars
 kolgotka
 1) payt; 2) marta
 o'z vaqtida
 vaqt shkalasi, xronologiya (*voqealar tarixi, vaqti ketma-ket yozilgan ro'yxat*)
 dars jadvali
 charchagan
 mavzu, sarlavha
 1) ...ga (*yo'nalish predlogi*);
 2) ...kam (*payt predlogi*)
 maktabga bormoq
 o'ntakam o'n bir
 toster
 bugun
 oyoq barmog'i
 1) hojatxona; 2) unitaz
 pomidor
 pomidor salat
 ertaga
 til
 tez aytish
 ham
 "take" fe'lining o'tgan zamon shakli
 tish
 tish og'rig'i
 tish cho'tkasi
 tish pastasi
 1) mash'al; 2) fonar, fonus
 toshbaqa
 jami
 tegmoq, turtmoq
 sayyoh, turist
 kichik shahar
 o'yinchoq
 o'yinchoq do'koni
 traktor
 an'ana
 an'anaviy
 yo'l harakati
 1. shug'ullan(tir)moq; 2. poyezd
 krossovka
 tarjima qilmoq
 uzatmoq
 transport
 1. sayohat, safar; 2. sayohatga chiqmoq
 sayohat, safar
 daraxt

T. Rex *n* ['ti:'reks]
 triangle *n* ['traɪæŋɡəl]
 trip *n* [trɪp]
 trousers *n* ['traʊzəz]
 true *adj* [tru:]
 try *v* [traɪ]
 try on *v* ['traɪ 'ɒn]
 T-shirt *n* ['ti:'ʃɜ:t]
 tube *n* [tju:b]
 Tuesday *n* ['tju:zdi]
 tugai *n* [tu'gai]
 tulip *n* ['tju:lɪp]
 tummy ache *n+n* [tʌmi 'eɪk]
 tundra *n* ['tʌndrə]
 turkey *n pl* (-s) ['tʃ:ki]
 turn *n, v* [tɜ:n]
 turn left *v+n* ['tɜ:n 'left]
 turn off *v* ['tɜ:nɒf]

 turn right *v+n* ['tɜ:n 'raɪt]
 turnip *n* ['tɜ:nɪp]
 turtle *n* ['tɜ:tl]
 TV star *n* [ti:'vi:'stɑ:]
 twelfth *num* [twelfθ]
 twelve *num* [twelv]
 twenty *num* ['twenti]
 twenty-one *num* ['twenti 'wʌn]
 twin *n* [twɪn]
 two *num* [tu:]
 two hundred *num* [tu: 'hʌndrəd]
 two-storey house [tu:'stɔ:ri haʊs]

ugly *adj* [ʌɡli]
 umbrella *n* [ʌm'brelə]
 uncle *n* [ʌŋkl]
 under *prep* [ʌndə]
 underground *n* [ʌndəgraʊnd]
 understand *v* [ʌndə'stænd]
 unhealthy *n* [ʌn'heɪθi]
 uniform *n* ['ju:nɪfɔ:m]
 unit *n* ['ju:nɪt]
 university *n pl* (-ies) ['ju:nɪvɜ:sɪti]
 untidy *adj* [ʌn'taɪdi]
 unusual *adj* [ʌn'ju:ʒʊəl]
 up *adv* [ʌp]
 upstairs *adv* [ʌp'steəz]
 us *pron* [əs, ʌs]
 use *v* [ju:z]
 usually *adv* ['ju:ʒʊəli]
 Uzbek *adj, n* ['ʊzbek]

vacuum cleaner *n+n* ['vækjuəm 'kli:nə]
 vampire bat *n+n* ['væmpaɪə'bæt]
 varan *n* [vʌ'rɑ:n]
 vase *n* [vɑ:z]
 vegetable *n* ['vedʒtəbl]
 very *adv* ['veri]
 video *adj* ['vɪdɪəʊ]
 village *n* ['vɪlɪdʒ]
 vintage *adj* ['vɪntɪdʒ]

violet *adj* ['vaɪələɪt]

tiranozavr (*yirtqich dinozavr*)
 uchburchak
 (qisqa muddatli) sayohat, safar; ekskursiya
 shim
 to'g'ri, haqiqat
 urinib ko'rmoq; harakat qilmoq
 kiyib ko'rmoq
 futbolka
 metropoliten
 seshanba
 to'qay
 lola
 qorin og'rig'i
 tundra
 kurka
 1. navbat; 2. burilmoq
 chappga burilmoq
 (jo'mrakni) yopmoq; (chiroq, radio va h.k.ni) o'ch(ir)moq
 o'ngga burilmoq
 sholg'om
 dengiz toshbaqasi
 teleyulduz
 o'n ikkinchi
 o'n ikki
 yigirma
 yigirma bir
 egizak
 ikki
 ikki yuz
 ikki qavatli uy

xunuk, badbashara
 soyabon
 tog'a, amaki
 tagida, ostida
 metropoliten
 tushunmoq
 nosog'lom, zararli
 forma
 bo'lim
 universitet, oliygoh
 besaranjom, besarishta
 noodatiy
 yuqori tomonga
 yuqorigi qavatda
 bizni, bizga
 foydalanmoq, ishlatmoq
 odatda
 1. o'zbek, o'zbekcha; 2. o'zbek tili

changyutkich
 qonxo'r ko'rshapalak
 echkamar
 vaza, guldon
 sabzavot
 juda
 video
 qishloq
 1) qadimgi, qadimiy, antiqa; 2) eskirgan; eskirib
 qolgan; eski modadagi, eskicha
 binafsharang, siyohrang

T

U

V

Wordlist

V

W

visit *v* ['vɪzɪt]
vitamin *n* ['vɪtəˌmɪn]
volcano *n* ['vɒlˌkeɪnəʊ]
volleyball *n* ['vɒlibɔːl]

wait (for) *v* ['weɪtfoː]
wake up *v* ['weɪkʌp] (*past* woke)
walk *v* [wɔːk]
wall *n* [wɔːl]
want *v* [wɒnt]
war *n* [wɔː]
warm *adj* [wɔːm]
was [wəz, wɒz]

was born [wəz 'bɔːn]
wash *v* [wɒʃ]
do the washing ['duː ðə 'wɒʃɪŋ]
wash the dishes [wɒʃ ðə 'dɪʃɪz]
washing machine ['wɒʃɪŋməʃiːn]
washing-up *n* ['wɒʃɪŋʌp]
waste *n pl* (-), *v* [weɪst]
watch *v* [wɒtʃ]
watch TV *v+n* [wɒtʃ ,tiːviː]
water *n pl* (-), *v* ['wɔːtə]
watermelon *n* ['wɔːtəmelən]
water skiing *n+n* ['wɔːtəskiːɪŋ]
we *pron* [wi, wiː]
wear *v* [weə] (*past* wore)
weather *n* ['weðə]

Wednesday *n* ['wenzdi]

wedding *n* ['wedɪŋ]

week *n* [wiːk]

weekend *n* [wiːk'end]

weight *n* [weɪt]

well *adv* [wel]

well-dressed *adj* [wel'drest]

Welsh *adj, n* [welʃ]

went [went]

were [wɜː]

west *n* [west]

western *adj* ['westən]

wet *adj* [wet]

whale *n* [weɪl]

what *pron, adv* [wɒt]

What about you?

wheel *n* [wiːl]

when *adv* [wen]

When's he/she at home?

where *adv* [weə]

Where are you going?

Where can I buy ...?

which *pron* [wɪtʃ]

white *adj* [waɪt]

whiteboard *n* ['waɪtbɔːd]

who *pron* [huː]

whose *pron* [huːz]

why *pron* [waɪ]

wife *n pl* (*wives*) [waɪf]

wild *adj* [waɪld]

wildlife *n* ['waɪldlaɪf]

willow *n* ['wɪləʊ]

wind *n* [waɪnd]

tashrif buyurmoq
vitamin
vulqon; yonar tog'
volleybol

kutmoq
uyg'onmoq
sayr qilmoq, piyoda yurmoq
devor
xohlamoq, istamoq
urush; jangovor harakatlar
iliq
edim, edi, bo'lganman, bo'lgan (*o'tgan za-*
monda birlikdagi shaxs uchun ishlatiladi)
tug'ilgan
yuvmoq

kir yuvmoq
idish-tovoqlarni yuvmoq
kir yuvish mashinasi
idish-tovoqni yuvish
1. chiqindi; 2. bekorga sarflamoq
1) ko'rmoq; 2) kuzatmoq
televizor ko'rmoq
1. suv; 2. sug'ormoq

tarvuz

suv chang'isi sporti

biz

kiymoq

ob-havo

chorshanba

nikoh to'yi

hafta

hafta oxiri

og'irlik, vazn

yaxshi

yaxshi kiyingan, yasangan, bezangan; bashang kiyingan

1. uelscha; uelslik; 2. uels tili

"go" fe'lining o'tgan zamon shakli

"be" fe'lining o'tgan zamon ko'plik shakli

g'arb

g'arbiy

nam, ho'l

kit

1) nima; 2) qanday

Siz(da)-chi?

g'ildirak

qachon

U qachon uyda bo'ladi?

qayerda, qayerga

Qayerga boryapsan/boryapsiz?

...ni qayerda sotib olsam bo'ladi?

qaysi

oq

sinf doskasi (*oq rangli*)

kim

kimning

nima uchun

xotin

yovvoyi

yovvoyi tabiat; yovvoyi hayvonlar

tol

shamol

window *n* ['wɪndəʊ]
windstorm *n* ['wɪndstɔ:m]
windy *adj* ['wɪndi]
winter *n* ['wɪntə]
wise *adj* [waɪz]
wish *n, v* [wɪʃ]
with *prep* [wɪð, wɪθ]
wolf *n pl (wolves)* [wʊlf] ['wʊlvz]
woman *n pl (women)* ['wʊmən] ['wɪmɪn]
wombat *n* ['wɒmbæt]
wonderful *adj* ['wʌndəf(ə)l]
wood *n* [wʊd]

wool *n* [wʊl]
word *n* [wɜ:d]
wordlist *n* ['wɜ:dlɪst]
work *n pl (-), v* [wɜ:k]
workbook *n* ['wɜ:kbʊk]
world *n* [wɜ:ld]
Would you like... ? [wədʒə 'laɪk]
wrestler *n* ['reslə]
wrist *n* [rɪst]
write *v* [raɪt]
wrong *adj* [rɒŋ]

yard *n* [jɑ:d]
year *n* [jɜ:]
years old [jɪəz 'əʊld]
yellow *adj* ['jeləʊ]
yes *adv* [jes]
yesterday *adv* ['jestədi]
yoga *n* ['jəʊgə]
you *pron* [jə, ju, ju:]
young *adj* [jʌŋ]
your *adj* [jə, jɜ:]
youth *n* [juθ]
yucky *adj* ['jʌki]
yummy *adj* ['jʌmi]

zebra *n* ['zi:brə]
zoo *n* [zu:]

deraza
kuchli shamol, bo'ron
shamolli
qish
dono, oqil
1. tilak, istak; 2. tilamoq
bilan
bo'ri
ayol
zool. vombat
ajoyib
1) o'rmon; daraxtzor; 2) yog'och-taxta; yog'och
(material)
1) yung; jun; 2) jun gazlama yoki kiyim
so'z
lug'at
1. ish; 2. ishlamoq
mashq daftari
dunyo, jahon
...xohlaysizmi?
kurashchi
bilak
yozmoq
noto'g'ri

hovli
yil
... yoshda
sariq
ha
kecha
yoga, yogalar jismoniy mashqlari tizimi
1) sen, siz; 2) sizni, sizga
yosh
sening, sizning
yoshlar, o'spirinlar, yoshlik
yoqimsiz, bemaza
ishtahani qo'zg'atadigan, yeyishli

zebra
hayvonot bog'i

Geographical names

Afghanistan *n* [æfɡænɪstɑ:n]
Africa *n* ['æfrɪkə]
Alaska *n* [ə'læskə]
Amazon *n* [æməzən]
America *n* [ə'merɪkə]
Amu-Darya *n* [ɑ:mu: dɑ:rjɑ:]
Antarctic Circle *n* [æn'tɑ:ktɪk 'sɜ:kəl]
Antarctica *n* [æn'tɑ:ktɪkə]
Aral Sea *n* ['ærəl 'si:]
Arctic *n* ['ɑ:ktɪk]
Arctic Circle *n* ['ɑ:ktɪk 'sɜ:kəl]
Arctic Ocean *n* ['ɑ:ktɪk 'əʊʃən]
Asia *n* ['eɪʃə]
Atlantic Ocean *n* [ət'læntɪk 'əʊʃən]
Auckland *n* ['ɔ:klænd]
Australia *n* [ə'streɪlɪə]

Afg'oniston
Afrika
Alyaska (AQSh shtati)
Amazonka
Amerika
Amudaryo
Antarktida qutb doirasi
Antarktida
Orol dengizi
Arktika
Shimoliy qutb doirasi
Shimoliy muz okeani
Osiyo
Atlantika okeani
Oklend
Avstraliya

| | |
|---|-------------------------|
| Australian Alps <i>n</i> [ˈɒstreɪliən ˈælpz] | Avstraliya Alp togʻlari |
| Belfast <i>n</i> [ˈbelfɑːst] | Belfast |
| Ben Nevis <i>n</i> [ˈben ˈnevis] | Ben-Nevis |
| Berlin <i>n</i> [bɜːˈlɪn] | Berlin |
| Black Sea <i>n</i> [ˈblæk ˈsiː] | Qora dengiz |
| Brazil <i>n</i> [brəˈzɪl] | Braziliya |
| Brisbane <i>n</i> [ˈbrɪzbən] | Brisben |
| Cairo <i>n</i> [ˈkaɪ(ə)rəʊ] | Qohira |
| California <i>n</i> [ˌkælɪˈfɔːniə] | Kaliforniya |
| Canada <i>n</i> [ˈkænədə] | Kanada |
| Canberra <i>n</i> [ˈkænbərə] | Kanberra |
| Cardiff <i>n</i> [ˈkɑːdɪf] | Kardiff |
| Central Africa <i>n</i> [ˌsentərəl ˈæfrɪkə] | Markaziy Afrika |
| Central America <i>n</i> [ˌsentərəl əˈmerɪkə] | Markaziy Amerika |
| Central Asia <i>n</i> [ˌsentərəl ˈeɪʃə] | Markaziy Osiyo |
| Chingan <i>n</i> [tʃɪmˈɡɑːn] | Chimyon |
| China <i>n</i> [tʃaɪnə] | Xitoy |
| Colorado <i>n</i> [ˌkɒləˈrɑːdəʊ] | Kolorado |
| Edinburgh <i>n</i> [ˈedɪnbərə] | Edinburg |
| Egypt <i>n</i> [iːdʒɪpt] | Misr |
| The Eiffel Tower [ðiˈaɪfəl ˈtaʊə] | Eyfel minorasi |
| England <i>n</i> [ˈɛŋɡlənd] | Angliya |
| Equator <i>n</i> [ˈɪkwɪtə] | Ekvator |
| Europe <i>n</i> [ˈjʊərəp] | Yevropa |
| Fergana Valley <i>n</i> [ferˈɡɑːnɑː ˈvæli] | Fargʻona vodiysi |
| Florida <i>n</i> [ˈflɒrɪdə] | Florida |
| France <i>n</i> [ˈfrɑːns] | Fransiya |
| Germany <i>n</i> [ˈdʒɜːməni] | Germaniya |
| Gissar <i>n</i> [ɡɪˈsɑː] | Hisor |
| Great Britain <i>n</i> [ˈɡreɪt ˈbrɪtɪn] | Buyuk Britaniya |
| Great Lakes <i>n</i> [ˈɡreɪt ˈleɪks] | Buyuk koʻllar |
| Hazret Sultan <i>n</i> [həzˈret sultɑːn] | Hazrat Sulton |
| Hawaii <i>n</i> [həˈwaɪ] | Gavayi (AQSh shtati) |
| India <i>n</i> [ˈɪndiə] | Hindiston |
| Indian Ocean <i>n</i> [ˈɪndiən ˈəʊʃən] | Hind okeani |
| Indonesia <i>n</i> [ˌɪndəˈniːziə] | Indoneziya |
| Irish Republic <i>n</i> [aɪərɪʃ rɪˈpʌblɪk] | Irlandiya Respublikasi |
| Italy <i>n</i> [ˈɪtəli] | Italiya |
| Japan <i>n</i> [dʒəˈpæn] | Yaponiya |
| Karakum Desert <i>n</i> [kɑːˈrɑːkuːm ˈdezət] | Qoraqum choʻli |
| Kazakhstan <i>n</i> [kæzækˈstɑːn] | Qozogʻiston |
| Kitab <i>n</i> [kiˈtɑːb] | Kitob |
| Kyzylkum Desert <i>n</i> [kɪˈzɪlˈkuːm ˈdezət] | Qizilqum choʻli |
| Korea <i>n</i> [kəˈriə] | Koreya |
| Kyrgyzstan <i>n</i> [kɜːˈɡɪzˈstɑːn] | Qirgʻiziston |
| Lake Taupo <i>n</i> [ˈleɪk ˈtəʊpəʊ] | Topo koʻli |
| Lake Windermere <i>n</i> [ˈleɪk ˈwɪndəˈmɪə] | Vindermer koʻli |
| Loch Ness <i>n</i> [ˈlɒk ˈnes] | Lox Nes |
| London <i>n</i> [ˈlʌndən] | London |
| Lough Neagh <i>n</i> [ˈlɒk ˈneɪ] | Lox Ney |
| Mackenzie <i>n</i> [mæˈkenzi] | Makkenzi |
| Malaysia <i>n</i> [məˈleɪziə] | Malayziya |
| Manas <i>n</i> [mɑˈnɑːs] | Manas |
| Mediterranean Sea <i>n</i> [ˌmedɪtəˈreɪniən ˈsiː] | Oʻrtayer dengizi |
| Melbourne <i>n</i> [ˈmelbən] | Melburn |
| Mexico <i>n</i> [ˈmeksɪkəʊ] | Meksika |
| Mississippi <i>n</i> [ˌmɪsɪˈsɪpi] | Missisipi |
| Montreal <i>n</i> [ˌmɒntreɪˈɔːl] | Monreal |
| Moscow <i>n</i> [ˈmɒskəʊ] | Moskva |
| Mount Cook <i>n</i> [ˈmaʊnt ˈkʊk] | Kuk togʻi |

| | |
|--|--------------------------------|
| Mount Everest <i>n</i> ['maʊnt 'evərest] | Everest cho'qqisi |
| Mount Kilimanjaro <i>n</i> ['maʊnt ,kɪlɪmən'dʒɑ:rəʊ] | Kilimanjaro tog'i |
| Mount Ruapehu <i>n</i> ['maʊnt ,ru:ə'peɪhu:] | Ruapehu tog'i |
| Mount Taranaki <i>n</i> ['maʊnt ,tɑ:rənɑ:ki] | Taranaki tog'i |
| Murray <i>n</i> ['mʌrɪ] | Murrey daryosi |
| New Zealand <i>n</i> [nju: 'zi:lənd] | Yangi Zelandiya |
| Nile <i>n</i> ['naɪl] | Nil |
| North America <i>n</i> [nɔ:θ ə'merɪkə] | Shimoliy Amerika |
| North Island <i>n</i> [nɔ:θ 'aɪlənd] | Shimoliy Islandiya |
| North Sea <i>n</i> [nɔ:θ 'si:] | Shimoliy dengiz |
| Northern Ireland <i>n</i> [nɔ:ðən 'aɪlənd] | Shimoliy Irlandiya |
| Nurata <i>n</i> [nʊrɑ'tɑ:] | Nurota |
| Ottawa <i>n</i> ['ɒtəwə] | Ottava |
| Oxford <i>n</i> ['ɒksfəd] | Oksford |
| Pacific Ocean <i>n</i> [pə'sɪfɪk 'əʊʃən] | Tinch okean |
| Pakistan <i>n</i> [pɑ:kɪ'stɑ:n] | Pokiston |
| Pamir Mountains <i>n</i> [pə'mɪrə 'maʊntɪnz] | Pomir tog'lari |
| Paris <i>n</i> [pæris] | Parij |
| Perth <i>n</i> [pɜ:θ] | Pert |
| Picton <i>n</i> ['pɪktən] | Pikton |
| Poland <i>n</i> [pəʊlənd] | Polsha |
| Rio de Janeiro <i>n</i> [ri:əʊdədʒənɪrəʊ] | Rio-de-Janeyro |
| Rocky Mountains <i>n</i> [rɒki 'maʊntɪnz] | Qoyali tog'lar |
| Rome <i>n</i> ['rəʊm] | Rim |
| Rotorua <i>n</i> [rɒtɒrʊə] | Rotorua |
| Russia <i>n</i> [rʌʃə] | Rossiya |
| Sahara <i>n</i> [sə'hɑ:rə] | Sahroyi Kabir (<i>cho'l</i>) |
| Saint Lawrence <i>n</i> [sənt 'lɔ:rəns] | Avliyo Lavrentiy daryosi |
| Scotland <i>n</i> ['skɒtlənd] | Shotlandiya |
| Severn <i>n</i> ['sevən] | Severn |
| Snowdon <i>n</i> ['snəʊdən] | Snovdon |
| South Africa <i>n</i> [saʊθ 'æfrɪkə] | Janubiy Afrika |
| Southern Alps <i>n</i> [sʌðən 'ælpz] | Janubiy Alp tog'lari |
| South America <i>n</i> [saʊθ ə'merɪkə] | Janubiy Amerika |
| Sydney <i>n</i> ['sɪdnɪ] | Sidney |
| Syr-Darya <i>n</i> [sɪdə:ˈtjɑ:] | Sirdaryo |
| Tajikistan <i>n</i> [tɑ:dʒi:kɪ'stɑ:n] | Tojikiston |
| Tasman Sea <i>n</i> [ˈtæzmən 'si:] | Tasmaniya dengizi |
| Thames <i>n</i> [temz] | Temza |
| Tianshan Mountains <i>n</i> [tʃen'ʃɑ:n 'maʊntɪnz] | Tiyoanshan tog'lari |
| Tokyo <i>n</i> ['təʊkiəʊ] | Tokio |
| Toronto <i>n</i> [tə'rɒntəʊ] | Toronto |
| Tower of London <i>n</i> ['taʊər əv 'lʌndən] | London minorasi |
| Trafalgar Square <i>n</i> [trə'fælgə 'skweə] | Trafalgar maydoni |
| Turkey <i>n</i> ['tɜ:ki] | Turkiya |
| Turkmenistan <i>n</i> [tɜ:kmenɪ'stɑ:n] | Turkmaniston |
| Ugam Chatkal <i>n</i> [ʊɡəm tʃʌ'tkɑ:l] | Ugom-Chotqol |
| Ullswater <i>n</i> ['ʌlzwɑ:tə] | Alsuoter ko'li |
| United Kingdom (the UK) <i>n</i> [juːnɑɪtɪd 'kɪŋdəm] | Birlashgan Qirollik |
| Urgench <i>n</i> [ʊr'ɡentʃ] | Urganch |
| USA <i>n</i> [ju:'es'eɪ] | AQSH |
| Ust Urt <i>n</i> [ʊst 'jʊrt] | Ustyurt |
| Uzbekistan <i>n</i> [ʊzbekɪ'stɑ:n] | O'zbekiston |
| Vancouver <i>n</i> [væn'ku:və] | Vankuver |
| Wales <i>n</i> ['weɪlz] | Uels |
| Warsaw <i>n</i> ['wɔ:sɔ:] | Varshava |
| Washington <i>n</i> ['wɒʃɪŋtən] | Vashington |
| Wellington <i>n</i> ['welɪŋtən] | Vellington |
| Zarafshan <i>n</i> [zɑrɑ:fʃɑ:n] | Zarafshon |
| Zaamin <i>n</i> ['zɑ:mɪn] | Zomin |

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