

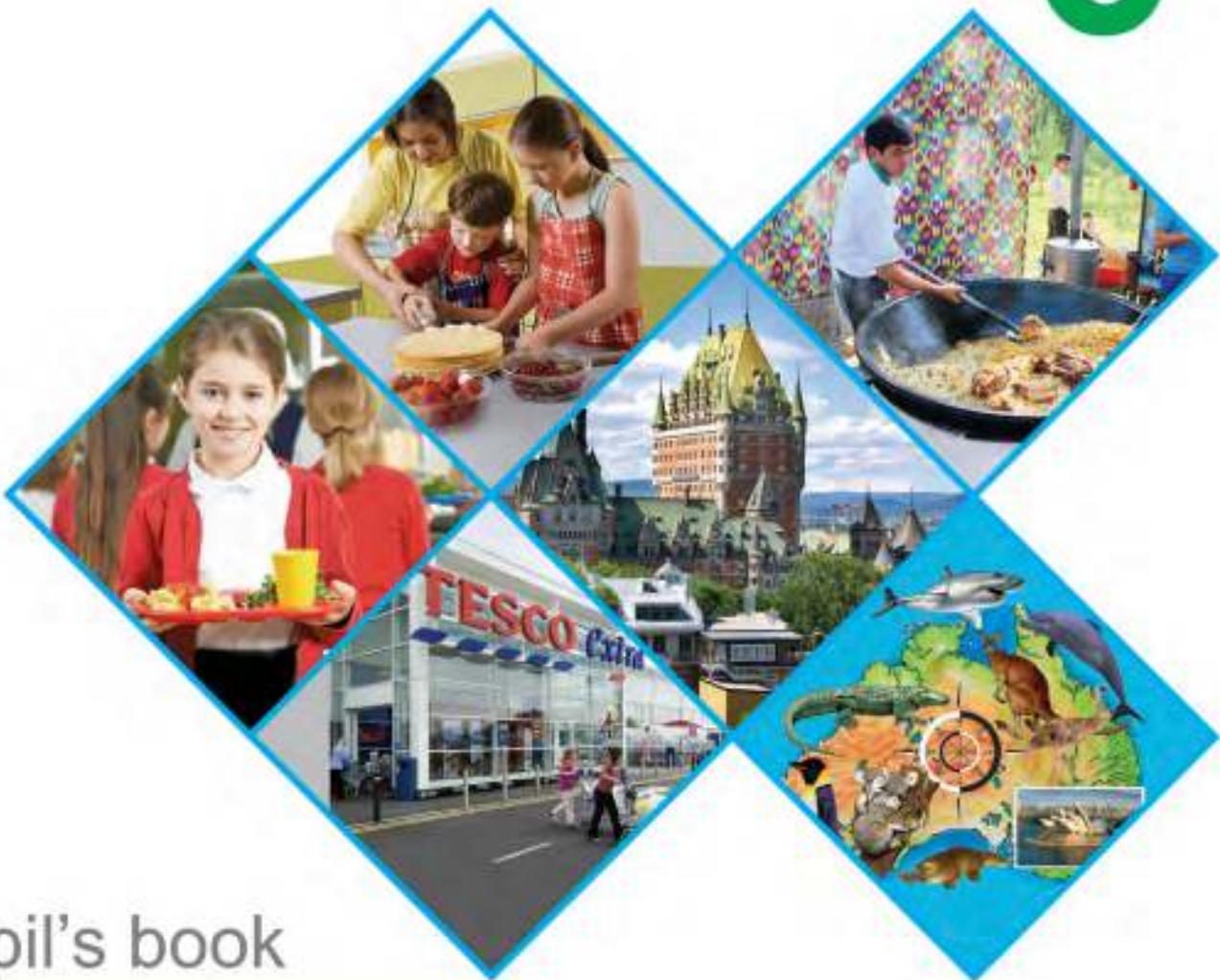
# Teens'

# ENGLISH

Umumiy o'rta ta'lif mакtablarining 6-sinfи uchun darslik

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

6



Pupil's book  
Workbook

«O'ZBEKISTON» NASHRIYOT-MATBAA IJODIY UYI  
TOSHKENT — 2018

**Mualliflar:**  
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## **ACKNOWLEDGEMENTS**

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The team acknowledge that some ideas and materials have been taken from “Fly High 6” 2001 which was the result of a collaboration between the Ministry of Public Education of Uzbekistan, The British Council and “O’qituvchi” Publishing House, authored by Lutfullo Jurayev, Svetlana Khan, Rozaliya Ziryanova, Ludmila Kamalova, Mahprat Abdullayeva, Ludmilla Tsot, Klara Inogamova, Larisa Matskevich, Rimma Ambartsumyan, Alfiya Ishtuganova, Durdona Kodirova.



– tinglab tushunish yoki video mashqlarni bajarish;



– o‘yin tarzidagi mashqlarni bajarish;



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



– darslikning shu sahifasida joylashgan tegishli mashqni daftarga ko‘chirib olish va bajarish uchun mo‘ljallangan topshiriqlar;



– gapirish amaliyoti uchun dialogik nutq;



– kuchli o‘quvchilar yoki sinflar uchun qo‘srimcha topshiriq.

**Respublika maqsadli kitob jamg‘armasi mablag‘lari hisobidan chop etildi.**

**Dear Pupil!**

**Welcome to Teens' English 6!**

This **classbook** 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 6** 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 ishlari** 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 imkonli 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!

Mualliflar.

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# LESSON 1 Jobs at school



**1 Listen and repeat.**



**2a Work in groups of 4/5. Read the text and complete the sentences with the words in the picture.**



a cleaner



a director



a librarian

a teacher

a secretary

a doctor

a cook

A lot of people work at your school. They do a lot of different jobs. For example, your (1) ... helps you to learn. The (2) ... helps teachers, pupils and parents. The (3) ... answers the telephone and works with letters and papers. The (4) ... knows about the books and helps children to find books.

The school (5) ... helps sick children. The (6) ... in the canteen makes lunch every day. And the (7) ... cleans the school. What is your job at school? Your job is to learn.

**3 Work in groups of 4/5. Ask and answer about jobs in your school.**

e.g. A: (takes a card)

B: Do you answer the telephone?

A: No.

C: Do you clean the school?

A: Yes.

C: You are the cleaner.



**4a Listen and complete the sentence.**



**4b Write T for True and F for False.**



**5a Match the questions and answers. Say about Farruh Zakirov.**



**5b Work in pairs.**

**Pupil A: Look at this page. Ask and write about David Beckham.**

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

B: His name's David Beckham.

**Pupil B: Look at page 11.**



Munojat Yulchieva lives in Uzbekistan. She was born in a village near Fergana. Her parents had eight children. She has five sisters and two brothers. She is a singer. She sings classical Uzbek songs. She goes to a lot of countries and villages to give concerts. She knows a lot of old songs. Young and old people like her songs.

# LESSON 2 Professions

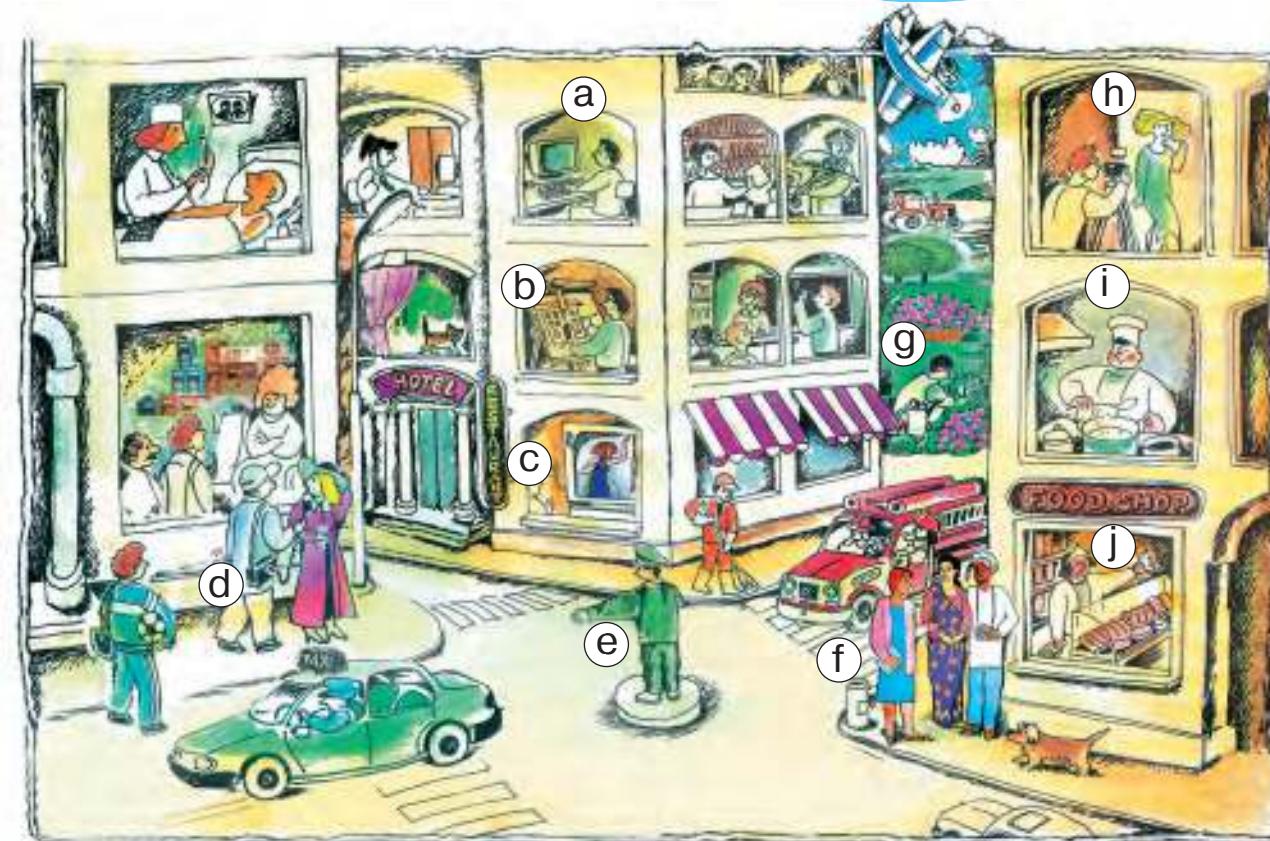


**1 Listen and sing.**



**2a Work in pairs.  
Look and match.**

- 1) a photographer;  
2) an interpreter; 3) a computer programmer; 4) an architect;  
5) a policeman; 6) a sales assistant;  
7) a chef; 8) a gardener; 9) a TV star;  
10) a reporter



**2b Work in pairs. Listen and repeat.  
Point to the picture.**



**3a Find similar words.**



**3b Listen and check.**



**5 Play “Tic Tac Toe”.**

e.g. A librarian works in a library.  
She knows about the books.  
She helps children to find books.



**6a Work in groups of 4/5. Complete the table.**

e.g. A: What's your father's job?  
(What does your father do?)  
B: He's an engineer.



**6b Report.**

e.g. Lena's father is an engineer. Her mother is a doctor.



**4 Match the sentences and the jobs.**

e.g. Karima works at the school.  
She speaks English to pupils.  
Teacher

librarian	X	chef
cleaner		interpreter
teacher		nurse

gardener  
reporter  
secretary

# LESSON 3 He wants to be a/an ...

**1** Listen and sing.

**2** Chain Drill. What do you want to be?

**3** Listen to Sevara, Laziz and Dilnoza. Complete the table.

**Use:** pilot, reporter, interpreter, planes, English, film stars

**4a** Listen and match.



Lucy Daniel Madina Rustam Davron Sabina Aziz Heggy Alisher

**4b** Work in pairs. Look and say what Aziz and his friends want to be.

e.g. A: What does Daniel want to be?

B: Daniel wants to be a computer programmer.

A: Why?

B: Because he likes computers. What does ...?

**Remember:**

What do you want to be?  
I want to be a doctor because I like to help sick people.  
Daniel wants to be a computer programmer because he likes computers.

**5a** Work in groups of 5/6. Ask and write what your friends want to be and why.

e.g. A: What do you want to be?

B: I want to be ... because ...

name	job	why
Regina	doctor	help sick people

**5b** Report.

e.g. Regina wants to be a doctor because she wants to help sick people.



# LESSON 4 A wedding in Fergana



1 Listen and sing.



2a Look, listen and repeat.

Sabina daughter

Aziz son

Odina wife

Karim husband

Abdulla

Salima

Bobur uncle

Ozoda aunt

Madina daughter

Davron son

Nigora niece cousin

Bahodir nephew cousin



2b Look and write about Aziz's family.

e.g. Odina – Karim = wife – husband



2c Work in groups. Play “The Abdullaev Family”.

e.g. Davron: My name's Davron.

Pupils: Do you have any brothers or sisters?

Davron: My father's name's Karim. I have a twin sister. Her name's Madina.

3a Read about the Abdullaev family and answer the questions.

1 Whose wedding party is it?

2 What do these words mean?  
relative, wedding, get married



My name is Aziz. We live in a small village near Fergana. My cousin's name is Nigora. She is my parents' niece. My father and her father are brothers. Nigora is getting married. A lot of relatives are here for the wedding party. We are very busy. My uncle's friend is making palov. My sister Sabina and aunt Ozoda are making cakes. My mother is helping her niece with her wedding dress. My grandparents are here too. They are very old. They live in Fergana. I am making a video and taking photos. It is great. I want to be a reporter.



3b Work in pairs. Match the parts and make sentences about Aziz.

e.g. A: His parents' niece is making cakes.

B: No, his parents' niece is getting married.



4 Draw your family tree and write about one relative.



5 Work in groups of 4/5. Ask and answer about the relative. Complete the table.

# LESSON 5 Uzbek and English weddings



## 1 Listen and sing.



## 2 Play “Find Someone Who”.

e.g. Zamira has two brothers.



## 3 Look, listen and repeat. Write the meaning of the words from the Wordlist.

pageboy, bride, bridesmaid,  
bridegroom, throw, confetti

## 4a Look at the pictures. Find and say differences between Uzbek and English weddings. Read and check.

e.g. In England they have pageboys.  
In Uzbekistan we have ... .

Hello. My name's Sally. Today's a great day. It's my sister Victoria's wedding and I'm a bridesmaid. I must help Victoria with her wedding dress, her hair and her flowers. The bridesmaid has a special dress too. Can you see it? It's white and green. I like it very much. My two cousins are bridesmaids too. My little brother is a pageboy. In England weddings are usually on Saturday. First we have the wedding. Then we throw confetti. Then we have a big party with a cake. The cake is beautiful!



## 5 Listen and repeat.



## 4b Work in pairs. Ask and answer. Complete the table.

**A: You are from Great Britain.**

e.g. Do girls in Uzbekistan have a white wedding dress?

**B: You are from Uzbekistan.**

e.g. Do girls in Great Britain have a white wedding dress?

## 4c Report.

e.g. In Great Britain girls have a white wedding dress. In Uzbekistan girls usually have a traditional Uzbek dress and a white wedding dress.



Something old,  
Something new,  
Something borrowed,  
Something blue.



# LESSON 6 Project

## 1 Listen and sing.

## 2 Play "What's My Job?"

- e.g. A: What do I do?  
B: You like trees and flowers.  
A: Am I a sales assistant?  
B: No. You work in the park.  
A: Am I a gardener?  
B: Yes.



## 3a Work in groups. Make a poster about your favourite person.

Name:

Profession:

Country:

What s/he is famous for:



## 3b Make the presentations.



## Unit 1•Lesson 1

### Activity 5b Work in pairs.

Pupil B: Look at this page.  
Ask and write about  
**Munojat Yulchieva.**

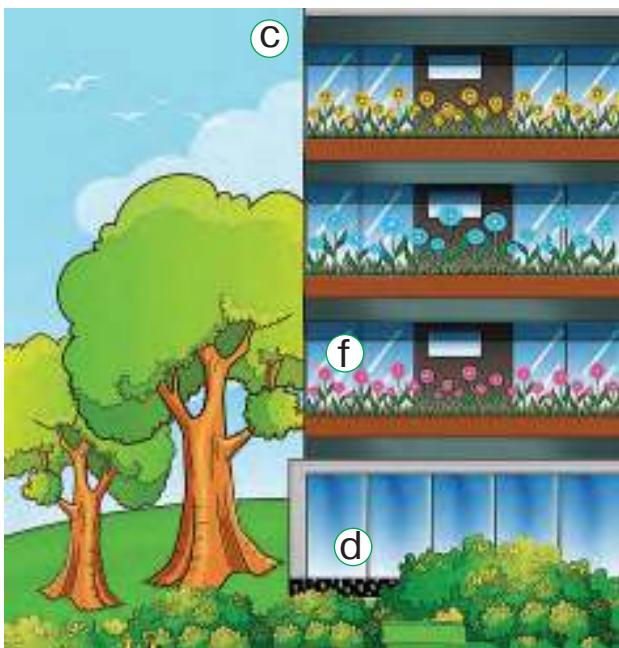
- e.g. B: What's her name?  
A: Her name's Munojat Yulchieva.

David Beckham is from England. He was born in London. He has three sons and a daughter. He is a good football player. He goes to different countries for football matches. He trains a lot every day. He has a lot of friends in his team. They want to win the FA Cup Final.

# LESSON 1 An English house



## 1 Listen and repeat.



## 2b Work in pairs. Point and say.

e.g. A: (points)

B: A block of flats.

## 3a Read Lucy's letter. How many rooms do they have?

Dear Aziz,

Thanks for your letter. You ask me to describe my house. It is (1) a ... house. (2) ... on the first (3) ... there are three bedrooms, a bathroom and a toilet. My bedroom is between my parents' room and my brother's room. My room is bigger than his room. My room is the best!

(4) ... on the ground (5) ... there is a living room, a dining room and a kitchen.

There is a small but beautiful garden in front of the house. We like playing in the garden. Sometimes we eat in the garden. My dad parks his car in the street in front of the house. Please write to me about your house.

Love,  
Lucy



## 2a Look and match. Listen and repeat.

- 1 a block of flats
- 2 a two-storey house
- 3 (on) the ground floor
- 4 (on) the first floor
- 5 downstairs
- 6 upstairs



Upstairs, floor (2),  
Downstairs, two-storey

## 3b Look at Lucy's house plan. Label the rooms.

## 3c Work in pairs. Ask and guess the room.

e.g. A: (chooses a room)

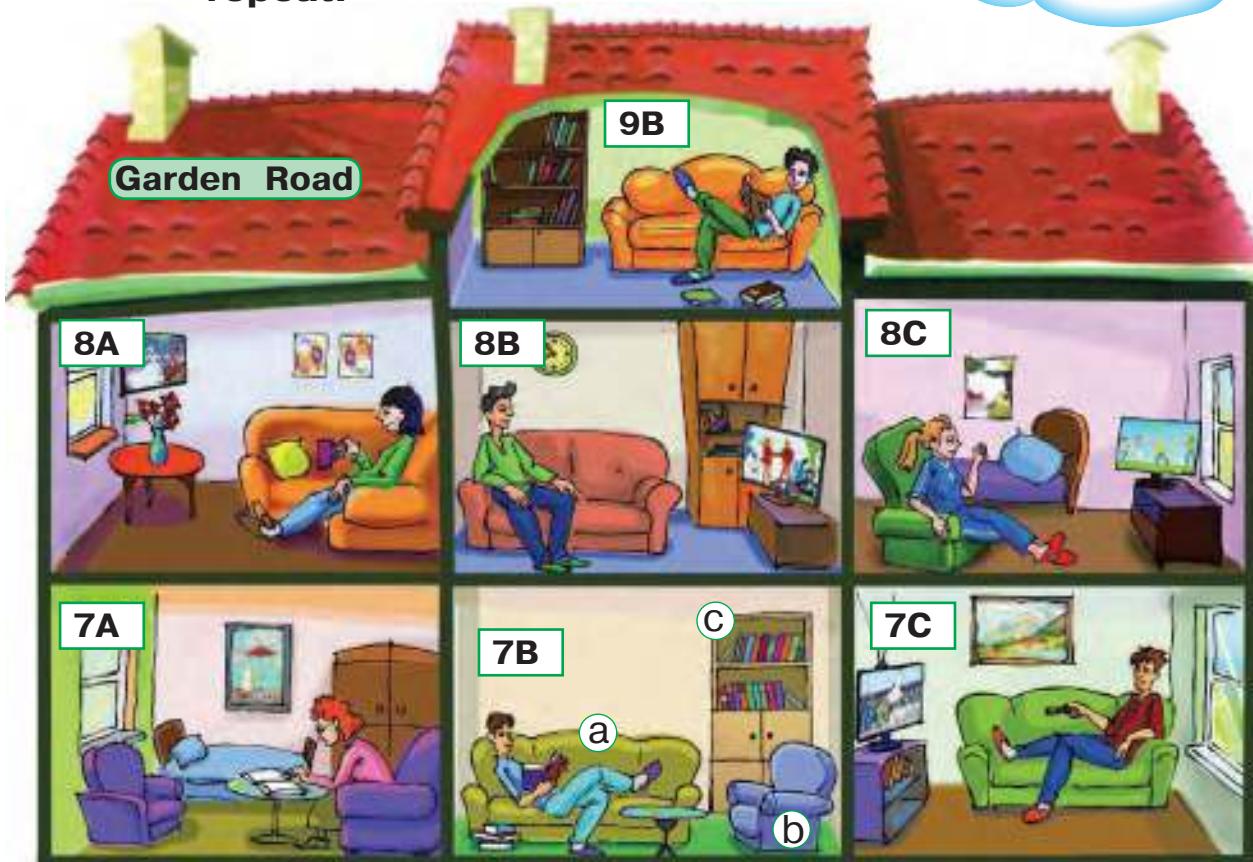
B: Is the room downstairs? Is there a cooker? ...

## LESSON 2 Welcome to my home!

1 Listen and sing.

2a Look and match. Listen and repeat.

- 1) a book case
- 2) a sofa
- 3) an armchair



2b Play "Snowball".

- e.g. A: a sofa  
B: a sofa, a book case  
C: a sofa, a book case, a ...

3b Play "Where's Mr Brown?"

Pupil A: Look at this page. You have info for Pupil B on page 14. Find where Mr Willis, Mrs Trish and Mrs Read live.

Pupil B: Look at page 35.

e.g. Pupil A: Does Mr Willis have a sofa?

Pupil B: Yes.

Pupil A: Is he watching TV?

Pupil B: Yes.

Pupil A: Does he have a clock on the wall?

Pupil B: Yes.

Pupil A: Thank you. Mr Willis lives at 8B Garden Road.

Pupil B: Well done!

3a Listen and find.

# LESSON 3 Tidy up your room!

**1** Listen and sing.

**2** Read and repeat.

**3** Look, read and write instructions.

e.g. Put the books in the bookcase.

**Happy Harry helps at home on the holiday!**



Farruh,

Please clean your room!  
Put your things in the  
right rooms or places  
Then take the rubbish out.  
Mum

**4a** Choose and write three sentences.

e.g. I mopped the floor.

**4b** Play a guessing game.

e.g. Did you mop the floor?

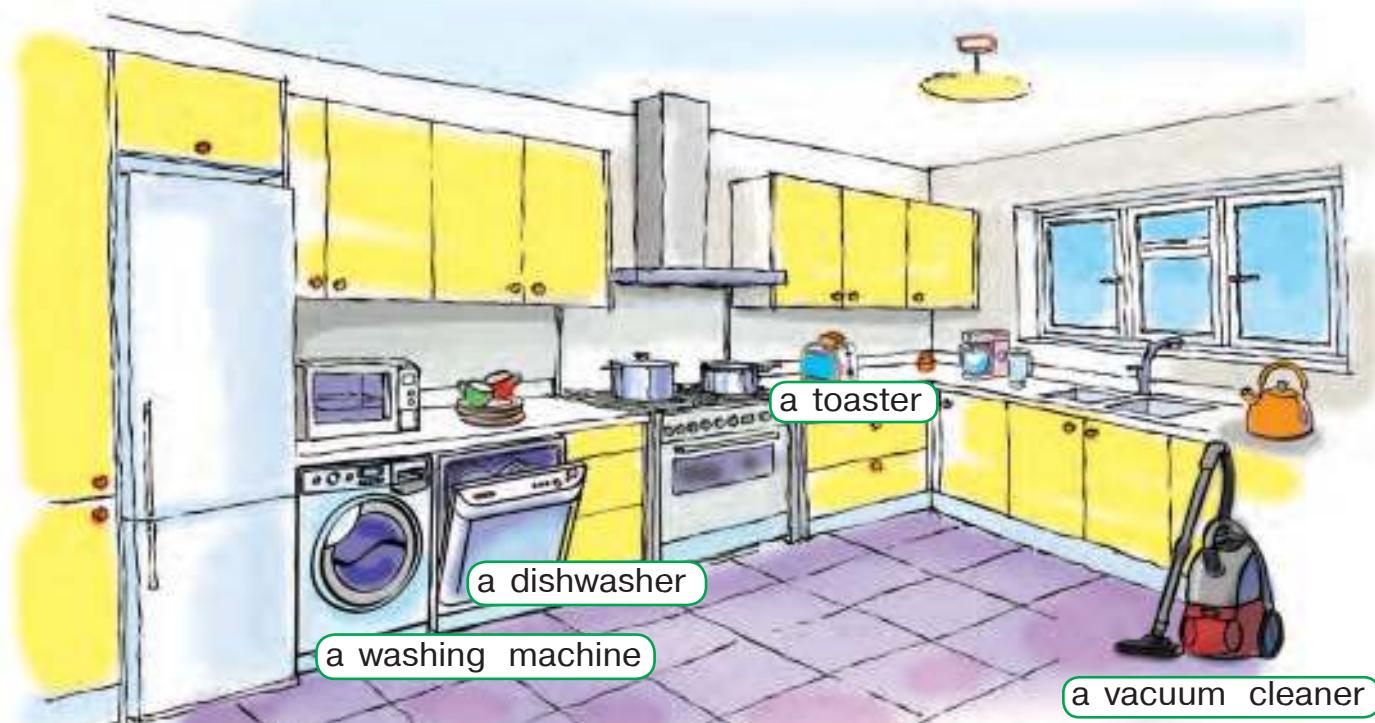
## Info for Pupil B

person	address
Mr Brown	9B Garden Road
Mr Bin	7C Garden Road
Mrs Green	7A Garden Road

# LESSON 4 Homes, sweet homes ...

1 Listen and sing.

2 Look, listen and repeat.



3 Play “Kim’s Game”. 4

Work in groups of 3.  
Ask and answer.

5 Listen and complete.

e.g. A: Do you have a TV?  
B: Yes/No.

Dear Lucy,  
Thanks for your letter and the (1) ... of your house. It looks great.

I live in a big (2) ... . There are (3) ... rooms in it. There is a living room, a dining room, and five bedrooms, a kitchen and a bathroom.

My dad's favourite room is our (4) ... room. Look at the photo. There are three armchairs, a big sofa, a table and six (5) ... in it. There is a big (6) ... on the wall. We like watching TV in the evening. Our favourite (7) ... is National Geographic. I like (8) ... about different animals, insects, birds and fish. They are very interesting! My mum's favourite room is the (9) ... . She likes her big fridge and a new dishwasher. I like them too! It's nice that your house and our house have two (10) ... . Come and visit us. Come soon.

Love,  
Aziz

# LESSON 5 Unusual houses



**1 Listen and sing.**



**2 Play “We are washing dishes!”**



**3a Look, read and match.**

- 1 Stone House, Portugal
- 2 Flying Boat, Japan
- 3 The Shoe House, the USA
- 4 The Dog House, New Zealand
- 5 The Auto House, Austria
- 6 The Strawberry House, Japan
- 7 The Boeing 727 House, Costa Rica



**3b Chain Drill.**

- e.g. A: The Strawberry House.  
 B: It's from Japan. The Dog House.  
 C: It's from ...



**3c Work in groups of 4/5. Choose, write and say.**

- e.g. I'd like to live in the Boeing 727 House because I like planes.

**3d Report.**

- e.g. Aziz and Farhod would like to live in the Auto House because they like cars.

# LESSON 6 Project My dream home



**1 Listen and sing.**

**2a Draw and describe your dream house.**

**2b Make a presentation.**



## I can

**I can say where people live.**

Men odamlarning qayerda yashashini  
ayta olaman.

**I can describe a house/flat.**

Men uyni tasvirlay olaman.

**I can draw a plan of the house/flat.**

Men uyning rejasini chiza olaman.

**I can talk and write about devices we use at home.**

Uyda ishlataladigan anjomlar haqida gapirib, yoza olaman.

**I can draw and describe my ideal home.**

Men tasavvuriy uyimni chizib, tasvirlay olaman.

# LESSON 1 What's in the fridge?



**1 Listen and repeat.**



**2a Look, listen and repeat.**



**2b Work in pairs. Point and say.**

A: (points)

B: Cheese.



**3 Work in groups. Put the words in the right place.**

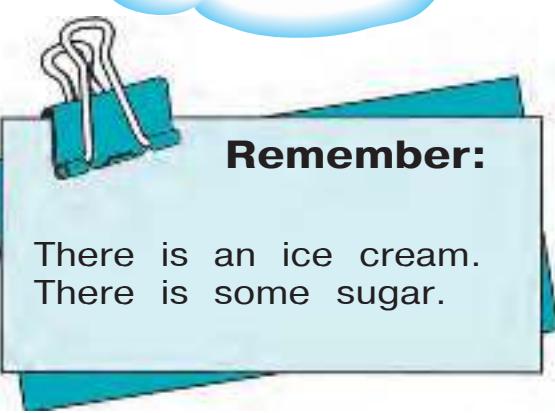
e.g. There is an egg.

There is some butter.

egg butter  
banana cheese oil  
apple sweet sugar  
orange salt

There's a sausage.

There's some m-m-milk.



**4b Work in pairs. Say True or False.**

e.g. A: There is some meat on the second shelf.

B: False. There is some meat on the first shelf.



**5 Listen and draw.**

# LESSON 2 Is there any fruit?

1 Listen and sing.

2a Look and match.  
Listen and repeat.

- 1) flour
- 2) lemonade
- 3) chips



2b Work in pairs. Point and say.

A: (points)

B: Flour.



3 Work in pairs. Read and answer the questions.

- 1) What is Aziz going to eat?
- 2) What is he going to drink?

**Aziz:** Hello, Mum. What's for lunch? I'm hungry ...

**Mum:** Sausages, chips and tomatoes.

**Aziz:** Great! My favourite. Is there any juice?

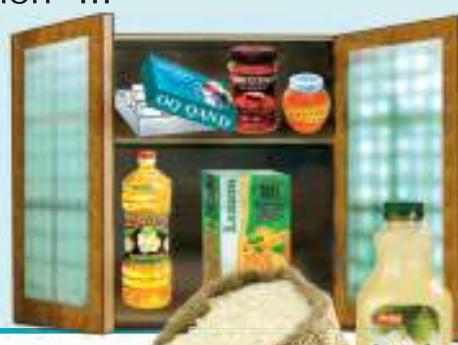
**Mum:** No ... There's some tea.

**Aziz:** OK ... I'd like black tea with lemon ...  
Is there any fruit?

**Mum:** Yes ... bananas and apricots.

**Aziz:** Apricots ... Yuck. You know  
I don't like them.

**Mum:** Sorry, you can eat bananas  
then ...  
Go and wash your hands.  
Lunch is ready.



4 Work in pairs. Find five differences.

Pupil A: Look at this picture.

Pupil B: Look at the picture on page 23.

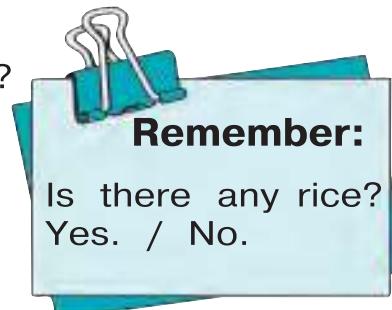
e.g. Pupil A: Is there any lemonade in picture B?

Pupil B: No. Is there any jam in picture A?

5 Work in pairs. Ask and answer.

A: Is there any milk?

B: Yes. / No.



## **LESSON 3 There are a lot of vegetables.**



**1 Listen and sing.**



**2a Work in pairs. Read and match with pictures.**

- 1** On this table there is a lot of bread and honey. There are a lot of bananas, apples and tomatoes.
- 2** On this table there is a lot of rice and sugar. There are a lot of bananas, apples and tomatoes.

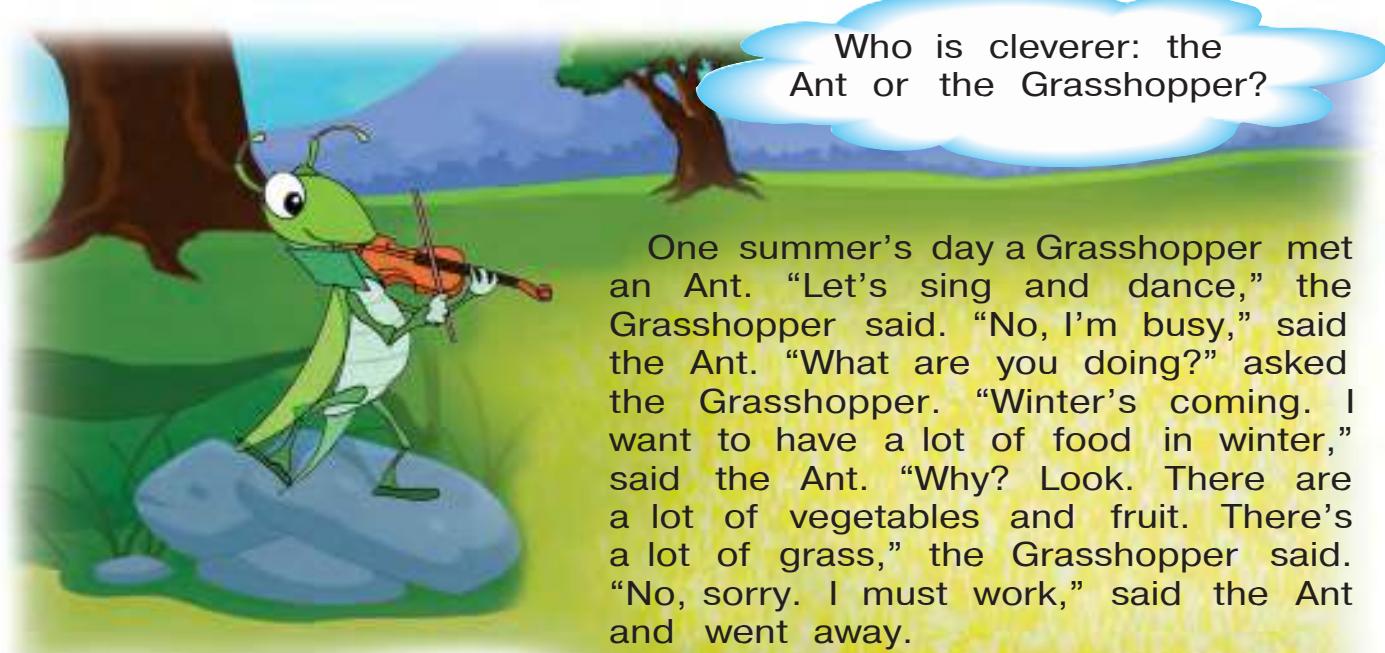


- 3** On this table there is a lot of bread and honey. There are a lot of bananas, apples and pumpkins.

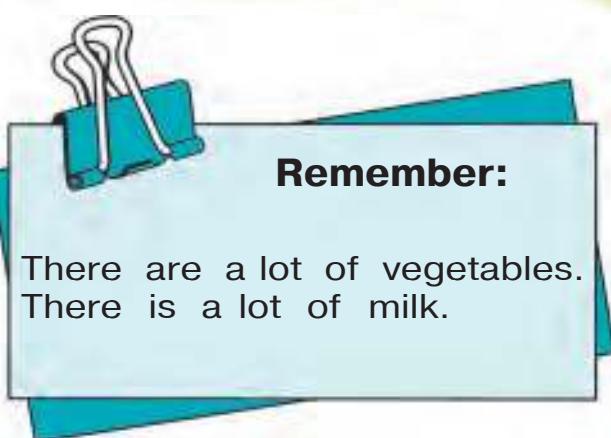


**2b Play “There is a lot of ...”.**

**3a Read and answer the question.**



One summer's day a Grasshopper met an Ant. "Let's sing and dance," the Grasshopper said. "No, I'm busy," said the Ant. "What are you doing?" asked the Grasshopper. "Winter's coming. I want to have a lot of food in winter," said the Ant. "Why? Look. There are a lot of vegetables and fruit. There's a lot of grass," the Grasshopper said. "No, sorry. I must work," said the Ant and went away.



**3b**

**Work in pairs. Complete the story.**

# LESSON 4 Supermarkets and shops

1  Listen and sing.

2a  Listen and repeat.

2b  Work in groups. Write your poem.

3a   Look, listen and repeat.



3b   Listen and match with the sections.

4a  Put the words in the right column.

sausages, tomatoes,  
chocolate cakes, meat, fruit cakes,  
lemons, banana yogurt, lemon biscuits,  
cucumbers, strawberries, milk

Dairy	Bakery	Meat	Fruit and veg
milk			

4b Work in pairs. Ask and answer.

e.g. A: Where can I buy sausages?

B: Go to the meat section. Where can I buy ...?

# LESSON 5 A bar of chocolate, please.

## 1 Listen and sing.



## 2a Read and answer the question.



### Where do people in Britain buy food?

In Britain people buy food in supermarkets, small shops and markets. Supermarkets sell fruit, vegetables and all kinds of food. They can sell TVs, computers, books and other things too. Some are open all night. Small shops sell food and other things too. For example, people can buy pens there. Some shops are open every day. Others are not open on Sundays. Shops usually open at 9.00am. They usually close at 5.30 or 6.00pm. Some shops close at 9.00 or 10pm and some supermarkets are open 24 hours. Markets do not open after 5.30pm or on Sundays.

## 2b Answer the questions.

- 1) Where do people in Uzbekistan buy food?
- 2) Where does your family buy food?

## 3 Look and match. Listen and repeat.

- |               |             |
|---------------|-------------|
| 1 a bottle of | 4 a jar of  |
| 2 a packet of | 5 a bar of  |
| 3 a box of    | 6 a kilo of |



(c)



(a)



(b)



(d)

## 4 Work in groups of 4/5. Play "Say a Sentence".

e.g. I'd like a bar of chocolate.

chocolate, mineral water, sausages, jam, peaches, tea, biscuits, honey, tomatoes, yogurt, coffee, juice

## 5a Listen and read.

Good morning.

One packet?

What kind?

How many packets?

Here you are.

Good morning.

I'd like some green tea, please.

Yes, and some biscuits.

Lemon biscuits, please.

Two, please.

Thank you.

## 5b Work in pairs. Play "Customer and Sales Assistant".

# LESSON 6 Project



**1** Listen and sing.



**2b** Play "Let's Go Shopping".

**2a** Prepare for the game  
"Let's Go Shopping".



I want the best apples.  
Come here. Look at my apples.  
They are the best apples in  
Uzbekistan!



**2c** Make the report.

**e.g. Customers:** I bought 2 kilos of ... , two bars of chocolate. I have three thousand soums.

**Sales assistants:** I have three kilos of sausages, three bananas etc.



## Unit 3•Lesson 2

**Activity 4 Work in pairs. Find five differences.**

**Pupil B: Look at the picture.**

**e.g. Pupil 1:** Is there any lemonade in picture B?

**Pupil 2:** No. Is there any jam in picture A?

# LESSON 1 How much are they?

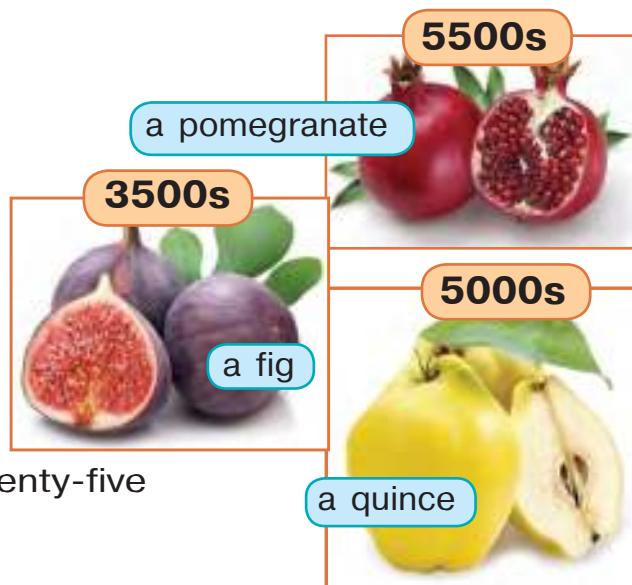
1 Listen and repeat.

2 Look, listen and repeat.

3a Work in pairs. Match the numbers with words.

1) 250; 2) 1500; 3) 2125; 4) 1250

- a) one thousand five hundred
- b) one thousand two hundred and fifty
- c) two hundred and fifty
- d) two thousand one hundred and twenty-five



3b Listen and repeat.

4a Work in pairs. Read and answer the questions.

- 1) How much are quinces?  
a) 1500 soums   b) 2500 soums   c) 5000 soums
- 2) How much does the customer\* pay\*?  
a) 5000 soums   b) 2500 soums   c) 1500 soums
- 3) How many quinces does the customer buy?  
a) half a kilo   b) a kilo   c) two kilos

**Customer:** Do you have any quinces?

**Sales assistant:** Yes. How many quinces do you want?

**Customer:** How much are they?

**Sales assistant:** They're 5000 soums a kilo.

**Customer:** Half a kilo\*, please.

**Sales assistant:** Anything else\*?

**Customer:** No, thank you.

**Sales assistant:** That's 2500 soums, please.

**Customer:** Here you are.

**Sales assistant:** Thank you.



## Remember:

5000 soums a kilo

260 – two hundred and sixty

7520 – seven thousand five  
                 hundred and twenty

$\frac{1}{2}$  – half a kilo

Anything else?

4b Listen and repeat.

5 Work in pairs. Write your dialogue.

## LESSON 2 How much does it cost?

**1** Listen and sing.

**2** Look, listen and repeat.

**3** Work in pairs. Read, look and match. Find the meaning of the words with \* in the Wordlist.

I'm small and red. I grow very fast. I grow under the ground\*. You can eat me raw. I'm in salads.

I'm not a plant. I'm white or brown. I have a hat. I grow on the ground. People usually don't eat me raw\*.

I'm the most popular vegetable in Uzbekistan. I grow under the ground. I'm brown. You can't eat me raw. Children like me very much.

**4** Work in groups of 4/5. Play "Guess the Vegetable".

e.g. A: (takes a card and says)  
It's big and round.

B: Does it grow under the ground?

A: No.

C: Do we eat it raw?

A: No.

D: Is it orange?

A: Yes.

E: Do we eat it in somsas and mantis?

A: Yes.

All: It's a pumpkin!

**5** Read, listen and repeat.

Find the word with \* in the Wordlist.

C: How much do potatoes cost\*?

S: They cost 1000 soums a kilo.

C: Two kilos, please.

S: Here you are. Anything else?

C: Yes. How much do cabbages cost?

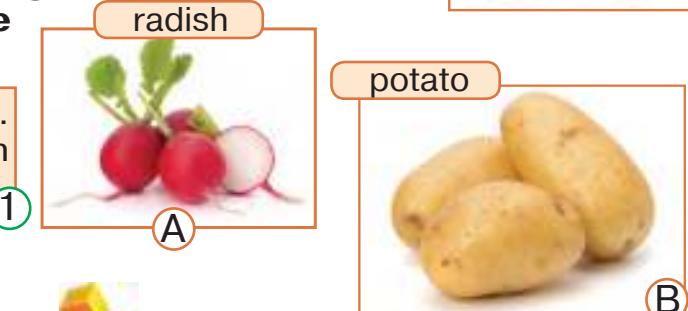
S: They cost 500 soums each\*.

C: One cabbage, please.

S: That's 2500 soums please.

C: Here you are.

S: Thank you.



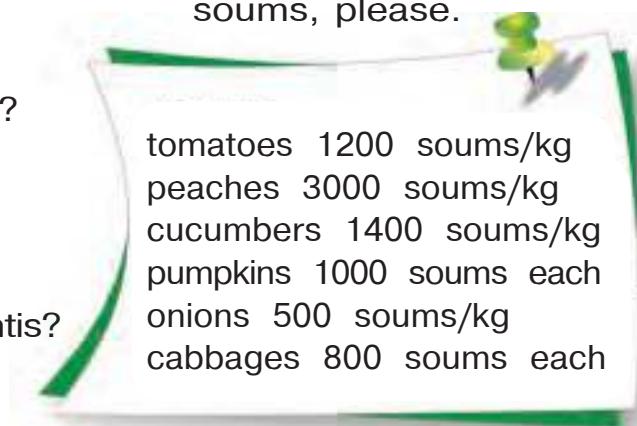
**6** Work in pairs. Play "Customers and Sales Assistants".

e.g. C: How much do tomatoes cost?

S: They cost 1200 soums a kilo.

C: Two kilos, please.

S: Here you are. That's 2400 soums, please.



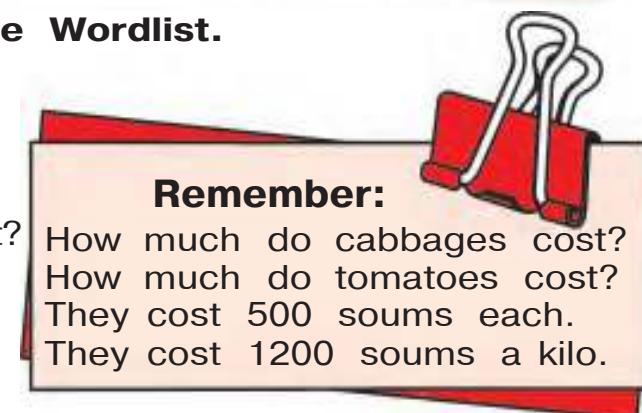
### Remember:

How much do cabbages cost?

How much do tomatoes cost?

They cost 500 soums each.

They cost 1200 soums a kilo.



# LESSON 3 Do you want to be healthy?



## 1 Listen and sing.

## 2 Read and answer the questions.

What's in your lunchbox? Is it healthy food?

### My lunchbox

I look in my lunchbox  
To see sandwiches there.  
With cheese or sausage  
Or maybe a pear.

Sometimes it is an apple,  
Or a raw vegetable.  
I like healthy lunches  
Because they help me grow.



## 3a Work in pairs. Read and find the words with \*.

Does "should" mean:

- a) can? b) must? c) like?

To be healthy you must eat good food. Good food gives you a lot of energy\*, vitamins\* and minerals\*. The best way to get these is to eat fresh fruit and vegetables five times a day. Drink a lot of water. You should have two litres\* every day. You should eat bread, meat and potatoes for energy. Eggs, fish and milk make your bones strong. Meat, eggs, fish, cheese, milk help you to be strong. To have good hair and eyes you should eat eggs and fish. But you shouldn't eat a lot of sweets or chocolates because they are bad for your teeth. And you shouldn't eat at a different time or often eat a lot.



## 3b

### Work in groups of 4/5. Complete the table.

e.g. We should eat good food.

## 3c

### Work in pairs. Ask and answer.

e.g. A: What food should we eat to have good hair?  
B: You should eat eggs and fish.



# LESSON 4 Are your animals healthy?



## 1 Play “Fruit and Vegetables”.

### 2a Answer the question.

In cartoons rabbits often eat carrots.  
Are carrots good for rabbits?



### 2b Work in pairs. Read and complete the text.

- a) carrots a week b) stay at home c) are bad d) a lot of grass e) shouldn't eat carrots

Doctor White tells us how to look after our rabbits. Well, the first thing I want to tell you is that carrots (1) ... for rabbits' teeth. A lot of people don't know this. But rabbits (2) ... . Rabbits' teeth grow very quickly: two millimetres a week. Usually this is OK because in the wild rabbits eat (3) ... . In fact they eat for half the day. But domestic rabbits always (4) ... . They don't eat much grass. We give them other things like carrots. But this gives rabbits a problem. Their teeth grow and grow fast. They get very long and this is bad for the rabbit.

So remember – don't give your rabbit a lot of carrots. One or two (5) ... is good. Give your rabbit lots of grass.



### 2c Listen and check.

### 3a Work in groups. Choose one of the topics and write a radio programme.

e.g. Hello. Today our programme is about what to feed cows and horses.

You should ...

You shouldn't ... because ... .



cows and horses	dogs at home
<b>good:</b> eat old grass in spring	<b>good:</b> wet and dry food, some vegetables, apples, bananas, strawberries, water
<b>bad:</b> drink water after new grass in spring ... makes them sick ... can kill them	<b>bad:</b> grapes, melons, onions, peas, fresh milk, raw meat, chocolate ... makes them sick

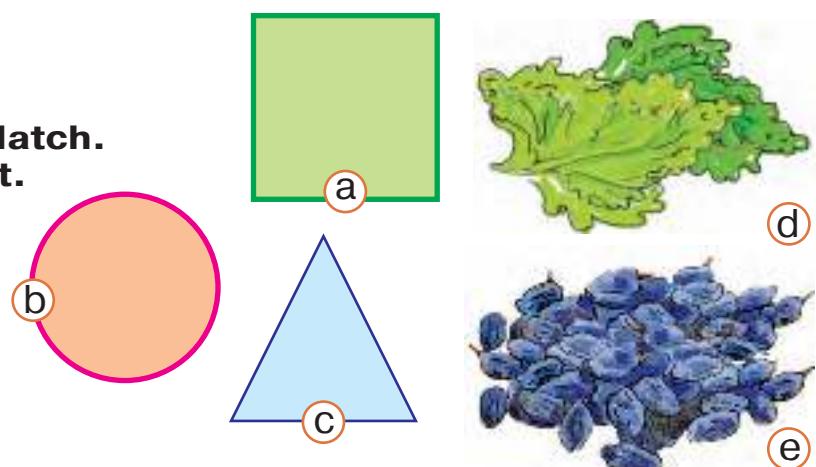
### 3b Make a presentation of your programme.

## LESSON 5 Whose sandwich is this?

**1** Listen and sing.

**2a** Work in pairs. Match.  
Listen and repeat.

- 1) triangle
- 2) square
- 3) circle
- 4) raisins
- 5) lettuce



**2b** Work in pairs. Point and say.

**2c** Find triangles, squares and circles in the classroom.

**3a** Look, read and find Madina's and Aziz's sandwiches.

**A**

### Madina

- 1 Cut circle eyes from an egg.
- 2 Put raisins for the eyes.
- 3 Put triangle hair from lettuce.
- 4 Cut a circle mouth from a tomato.
- 5 Cut a triangle nose from a carrot.



**1**



**2**



**3**



**4**

**B**

### Aziz

- 1 Cut triangle eyes from an egg.
- 2 Put raisins for the eyes.
- 3 Put raisins for hair.
- 4 Cut a square mouth from a cucumber.
- 5 Cut a circle nose from a tomato.

**3b**

**Draw your sandwich.  
Write five sentences.**



- e.g. 1 It has circle eyes from an egg.  
2 It has raisins for the eyes.  
3 ...

**3c** Work in pairs.  
Picture dictation.

e.g. A: It has circle eyes from an egg. It has raisins for the eyes.

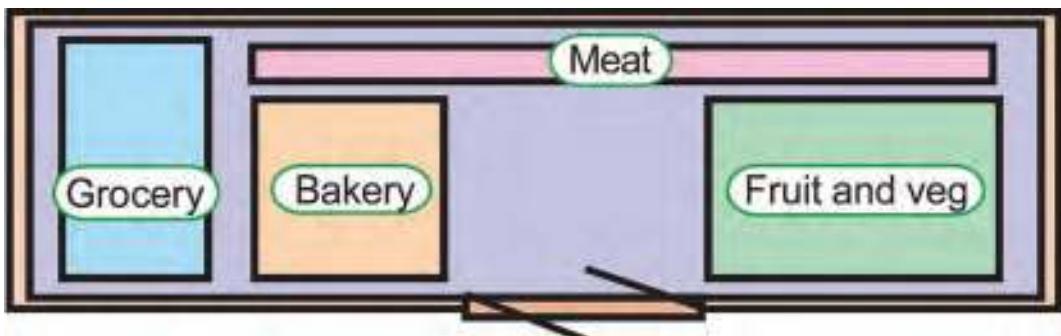
# LESSON 6 Project

**1** Listen and sing.

**2a** Work in groups. Prepare a presentation of a supermarket.

**Bakery:**

e.g. There is some bread.  
There are some chocolate and fruit cakes.  
There are a lot of biscuits.



**2b** Work in groups. Present your plan of the supermarket.

e.g. Come to our supermarket Shark Yulduzi. In our supermarket there are 4/5/6 sections. You can find the freshest vegetables and fruit in the fruit and veg section. We have figs, ... . In the dairy section there is the tastiest yogurt, ...

## I can

**1) I can say about vegetables.**

Men sabzavotlar haqida aytib bera olaman.

e.g. I grow under the ground. I'm long and thin. I'm yellow or orange. You can cook me or eat me raw.

**2) I can ask and answer about how much fruit and vegetables cost.**

Meva va sabzavotlar necha pul turishi haqida so'rab, javob bera olaman.

e.g. – How much do potatoes cost?  
– They cost 1000 soums a kilo.

**3) I can say what food you should eat to be healthy.**

Sog'lom bo'lish uchun qanday oziq-ovqat yejish kerakligini ayta olaman.

e.g. We should eat fresh fruit and vegetables. We shouldn't eat a lot of sweets or chocolates.

**4) I can say how to look after domestic animals.**

Uy hayvonlariga qanday qarash lozimligini ayta olaman.

e.g. Don't give your rabbit a lot of carrots. Give your rabbit a lot of grass.

**5) I can write how to make a sandwich.**

Buterbrodni qanday tayyorlash kerakligini yoza olaman.

e.g. Cut triangle eyes from an egg.  
Put raisins for the eyes.

# LESSON 1 When's your birthday?



**1 Listen and repeat.**

**2a Look at the table. Say the date of your birthday.**

e.g. the 31st of November

-st	-nd	-rd
first (1st)	second (2nd)	third (3rd)
twenty-first (21st)	twenty-second (22nd)	twenty-third (23rd)
thirty-first (31st)		

**2b Chain Drill.**

e.g. A: When's your birthday?

B: My birthday's on the 3rd of February.



**3a Work in pairs. Put the years in order. Listen and check.**

1949



2014

2014, 1953, 1981, 2003, 1968, 1996, 2000, 1979, 1949



**3b Listen and repeat.**

**3c Work in pairs. Point and say.**

e.g. A: (points)

B: Nineteen eighty-one.



**5a Listen and match the people and years.**

e.g. 1b

- |                 |         |
|-----------------|---------|
| 1 grandad       | a) 1978 |
| 2 father        | b) 1953 |
| 3 mother        | c) 2006 |
| 4 elder sister  | d) 1981 |
| 5 little sister | e) 2003 |
| 6 Arslan        | f) 2014 |



### Remember:

- 1982 – nineteen eighty-two
- 2000 – two thousand
- 2008 – two thousand and eight

**-th**

fourth (4th)

fifth (5th)

sixth (6th)

seventh (7th)

eighth (8th)

ninth (9th)

tenth (10th)

eleventh (11th)

twelfth (12th)

thirteenth (13th)

fourteenth (14th)

fifteenth (15th)

sixteenth (16th)

seventeenth (17th)

eighteenth (18th)

nineteenth (19th)

twentieth (20th)

twenty-fourth (24th – 30th)

4



**Play “Bingo”.**

Bingo!!!		
2014	1981	1968
1953	2008	2000

**5b Work in pairs.  
Ask and answer.**

e.g. A: When was Arslan's grandad born?

B: In ...

# LESSON 2 Happy birthday!

## 1 Listen and sing.

## 2 Look and answer the questions. Find the meaning of the words with \*.

- 1) What's the name of the restaurant\*?
- 2) How many adults\* are at the party?



## 3 Work in pairs. Ask and answer.

e.g. A: What do you have on your birthday?

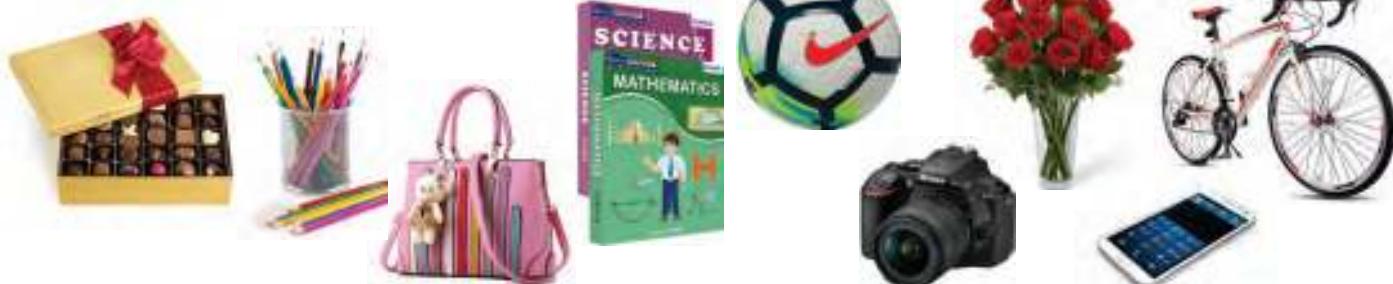
B: I have a birthday party. What do you ... ?

What do you	have get do sing	on your birthday?
-------------	---------------------------	-------------------

a birthday card,  
a birthday party, go to  
the restaurant, birthday  
cake, a present, "Happy  
birthday"

## 4a Choose 2 presents for your family/friends and write 2 sentences.

e.g. A football is for my friend Azamat because he likes playing football.



## 4b Work in groups.

Say about the presents.  
What presents are the most popular?

e.g. The box of chocolates is for my granny because she likes sweets. The roses are for my Mum because she likes flowers.



## 5 Work in pairs.

Look at the invitation card and put the sentences in order.

e.g. 1b

# LESSON 3 Birthdays are fun!



**1 Listen and sing.**



**2a Work in pairs. Read and find the meaning of the words with\* in the Wordlist. Point and say.**

e.g. A: (points)

B: A birthday party with cartoon heroes.

- 1) a birthday party with cartoon heroes
- 2) a birthday party with a clown\*
- 3) a birthday party with balloons
- 4) a birthday party in the jungle
- 5) a birthday party with table fireworks\*
- 6) a dinosaur\* birthday party



**2b Chain Drill.**

e.g. I'd like to have a birthday party with table fireworks.

**2c Work in groups of 4/5.**

**Choose a birthday party.**

e.g. I'd like to have a dinosaur birthday party because I like dinosaurs.



**3a Work in pairs.**

**Read and put in order.**

e.g. 1 Dear John



**3b Write your answer to the invitation card.**



See you! I want to come.

Thank you for your invitation.

Dear John

Tom

on 12 July.

# LESSON 4 My best birthday

1 Listen and sing.

2a Work in pairs.  
Read and change the verbs.

Dear Aziz,

On Sunday I (1) celebrated (celebrate) my birthday. That was my best birthday! I (2) ... (have) a beautiful birthday party in our garden. I invited my best friends and relatives. My mother (3) ... (cook) a big tasty cake. I (4) ... (get) lots of presents. I (5) ... (want) to know what the presents were. It was so exciting opening all the presents. I (6) ... (get) a lovely picture from my brother, two interesting books from my aunt and uncle. My father gave me a CD with songs of my favourite singers and my friend Diana gave me a big box of chocolates. My grandmother (7) ... (give) me beautiful flowers. And I (8) ... (have) a lot of birthday cards from my friends. We (9) ... (dance), (10) ... (sing) songs and (11) ... (play) funny games with the clowns. I (12) ... (like) my birthday party very much.

Please write about your best birthday.

Love

Lucy

2b Listen and check.

3a Write five sentences about your best birthday.

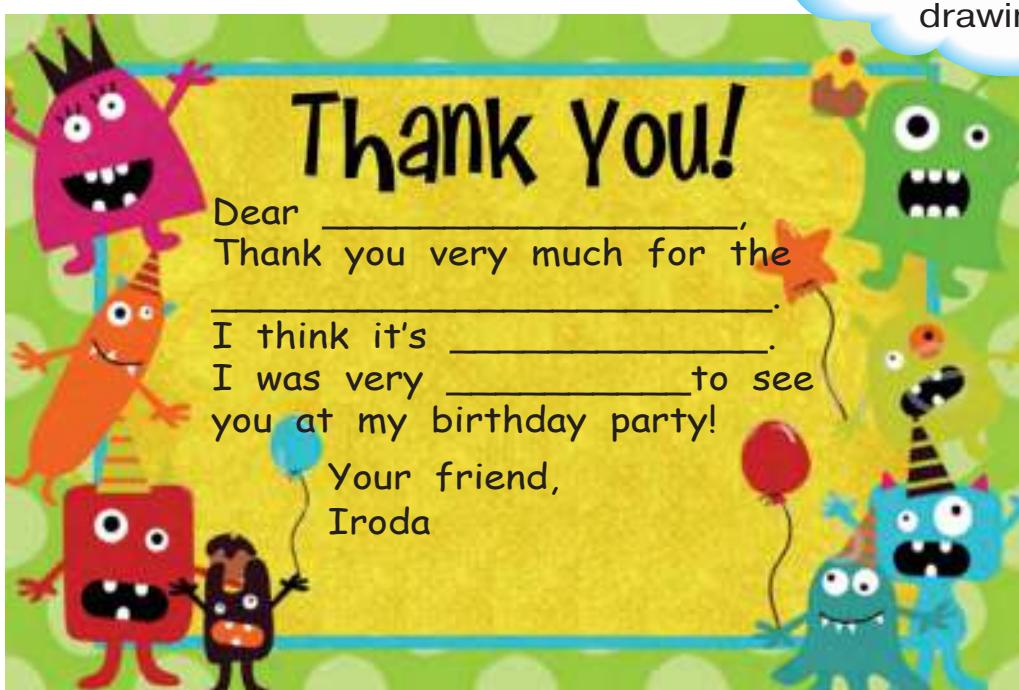
3b Work in groups of 4/5. Read your texts.

Say who had the best birthday.

4 Work in pairs. Complete the sentences.



happy,  
beautiful, Akmal,  
album for  
drawing



## LESSON 5 My Timeline



**1 Listen and sing.**

**2a**

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

**Complete Malika's timeline.**

**Pupil A: Look at this page.**

**Pupil B: Look at page 59.**

**e.g. Pupil A:** What happened in 2005?

**Pupil B:** Malika was born.



**2b Work in pairs. Look at your timelines and check.**

**3a**

**Make your timeline. Write four sentences.**

**e.g.** In 2018 I got a mobile phone for my birthday.

**3b Work in pairs. Compare your timelines.**

**What is different?**

**3c Report.**

**e.g.** Shuhrat's birthday is on the 5th of May and my birthday is on the 14th of June.

# LESSON 6 Project

1  Listen and sing.

2a  Complete the Timeline about you.

last summer	September	October	November
e.g. went to Samarkand			

2b  Write four sentences about you.

e.g. Last summer I went to Samarkand.

2c  Work in groups of 4/5. Choose the most interesting things for your group.

e.g. A: What happened last summer/in September?  
B: I went to Samarkand.

	last summer	September	October	November
Azamat	e.g. went to Samarkand			
Nina				
Shohruh				
Nilufar				

## Unit 2•Lesson 2

Activity 3b Work in pairs. Play “Where’s Mr Brown?”

Pupil B: Look at this page. You have info for Pupil A.  
Find where Mr Brown, Mr Bin and Mrs Green live.

e.g. Pupil A: Does Mr Willis have a sofa?

Pupil B: Yes.

Pupil A: Is he watching TV?

Pupil B: Yes.

Pupil A: Does he have a clock on the wall?

Pupil B: Yes.

Pupil A: Thank you. Mr Willis lives at 8B Garden Road.

Pupil B: Well done!

### Info for Pupil A

person	address
Mr Willis	8B Garden Road
Mrs Read	8A Garden Road
Mrs Trish	8C Garden Road

# LESSON 1 What did you do yesterday?

**1**  Listen and repeat.

**2**  Play “Miming”.

e.g. A: (mimes)

B: Did you watch TV?

A: No.

C: Did you play computer games?

A: Yes.

watch TV,  
have a shower, buy a book,  
wake up late, eat meat,  
play computer games, work in  
the garden, drink tasty juice,  
take the rubbish out

**3**   Listen and match the dialogues and pictures.

e.g. Dialogue 1e



(a)



(b)



(c)



(d)



(e)

**4a** Work in pairs. Read and write your dialogue.

A: What did you do yesterday?

B: We went to ... .

A: What did you do there?

B: We ... .

A: How was it?

B: It was ... .

interesting,  
boring, fun, great

help mother,  
brush teeth, take the rubbish out, get washed, play sew-saw, do homework, do the washing, go to the theatre, play chess, go fishing, play the piano/rubob

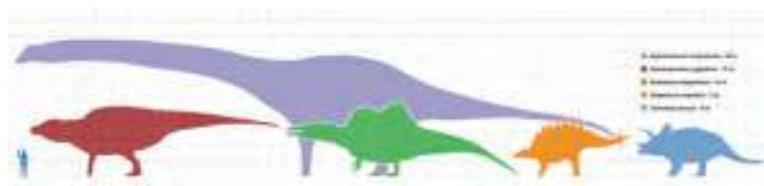
**4b**  Act your dialogue out.

# LESSON 2 Dinosaurs

## 1 Listen and sing.

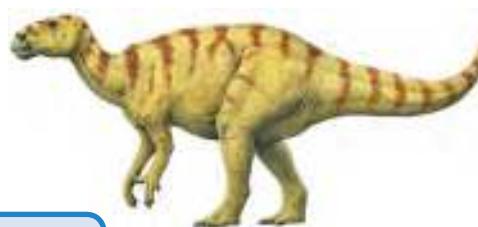
### 2a Look at the picture and answer the question.

What do you know about dinosaurs?



### 2b Work in groups of 4/5. Read and answer the question.

What new information did you know from the text?



#### Facts about dinosaurs

The first dinosaurs lived 250 million years ago.

They were the largest animals on Earth.

Dinosaurs lived in America, Africa, Asia and Europe.

There were different kinds of dinosaurs.

Some dinosaurs were very small: about 9.5 cm long.

Some dinosaurs were very large: about 40 metres long.

Some dinosaurs had four legs. Some dinosaurs had two legs and two arms.

But all dinosaurs had a tail.

The biggest dinosaurs ate plants. Some smaller dinosaurs ate other dinosaurs or animals.

Some dinosaurs lived in the seas and in the air.

Sometimes people find dinosaur footprints. They find dinosaur eggs too.

Baby dinosaurs were very small.

Crocodiles and birds are relatives of the dinosaur.

66 million years ago dinosaurs died. We do not know why!

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

- 1 All dinosaurs were very big. *F*
- 2 All dinosaurs were meat-eaters.
- 3 All dinosaurs had a tail.
- 4 Some dinosaurs had two arms.

- 5 Some dinosaurs were very small.
- 6 People find dinosaur footprints.
- 7 Dinosaurs lived in the seas and in the air.

### 3a Work in pairs. Choose a dinosaur.

Look at the table and complete the sentences.

### 3b Work in pairs. Ask and answer about a dinosaur.

- e.g. How many years ago did T. Rex/Dilong live?  
How long/tall was ...? How big head/teeth ...?  
How many ...? Where ...? What ...?

## LESSON 3 What did he look like?



**1 Listen and sing.**



**2 Play “Find Someone Who”.**

e.g. Did you get up late yesterday?

**3a** Read and answer the question: What does the boy want?



**3b Work in pairs. Help the boy to find the man.**

**Pupil A: Look at this page. Ask and answer.**

e.g. Was his bag big? What colour was his bag?

**Pupil B: Look at page 47. Ask and answer.**

e.g. Was his hair curly? What colour were his eyes?

**Pupil A:**

Here is your information.  
The man was short. He had brown eyes. He had curly, black hair and a yellow cap. Ask your friend about the man's jacket (colour), his nose (big/small), his bag (big/small, colour), if he was thin/plump.

**3c Work in pairs. Write a description of the man.**

e.g. The man was short.

# LESSON 4 How old are bicycles?

1 Listen and sing.

2a Work in pairs. Read the years. Put the years in order.

2b Listen and repeat.

3a Work in pairs. Read and find the meaning of the new words in the Wordlist.

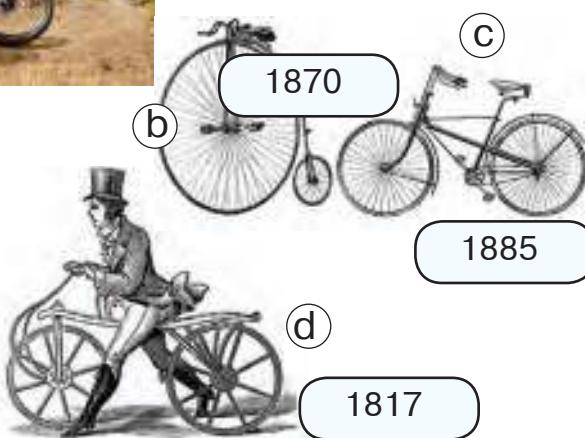
1920



1980



1888



1870

1885



1885



1817

## Facts about bicycles

Did you know that bicycles are 200 years old? But the first bicycles were different.

- 1 In ... Carl Drais from Germany made the first "Running Machine." It had two wheels\*. But people moved\* on foot.
- 2 In ... the bicycle had a very big front wheel.
- 3 In ... Starely from England made a better bicycle. He used a chain\* for a bicycle. The front wheel was not bigger than the second wheel.
- 4 In ... Dunlop from Scotland made the wheels with air.
- 5 In ... people made first bicycles for children.
- 6 In ... people made the racing bicycles\*.
- 7 In ... people started to use the mountain bicycles\*. Today – Every year people make about 100 million bikes in the world.

3b Work in pairs. Match the sentences and pictures.

e.g. 1d

3c Listen and check.

3d Work in pairs. Ask and answer.

e.g. A: What happened in 1817?  
B: Carl Drais made the first "Running Machine."

## Remember:

100 million – one hundred million  
bike=bicycle

## LESSON 5 When I was ...

- 1**  Listen and sing.
- 2**  Play “Past Tense”.  
e.g. have - had

have	count	go
open	put	start
cost	wash	sleep
buy	clean	make
like	want	jump

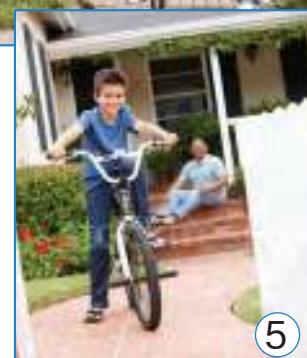
**3a Work in pairs. Read and answer the questions.**

What did the boy want to have? Why?

When I was a little boy we lived in a small village. My school was far from home. I went there on foot. I was unhappy because I did not have a bike. My friend Sam had a bike and he rode to school. I asked my parents to buy me a bike but my father did not have money.

**3b Work in pairs. Read and put the sentences in order.**

- a) After that Sam’s parents bought him a new big bike.  
It was wonderful.
- b) One day when I went to school, I saw Sam on the road.  
He could not move. He had a sore leg.
- c) Sam gave me his old bike. I was happy to have a bike.
- d) His parents took him home.
- e) I took his bike and rode to his home.



**3c**  Listen and check.

**4a**  Work in groups of 4/5. Say about your favourite toy and what you liked doing when you were a little boy/girl.  
e.g. When I was a little boy/girl, my favourite toy was ... .  
I liked playing ... .

**4b Report. Say about the most favourite toys and games in your group.**

e.g. The most favourite toy in our group was ...  
We liked playing ... .

# LESSON 6 Project



**1 Listen and sing.**



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

**Play “Find Someone Who”.**

**e.g.** Did you wash the dishes yesterday?

**3c Work in pairs. Look at the graph**

**of Class 6D and compare with your class graph.**

**e.g.** 10 pupils in Class 6D washed the dishes.

9 pupils in our class washed the dishes.

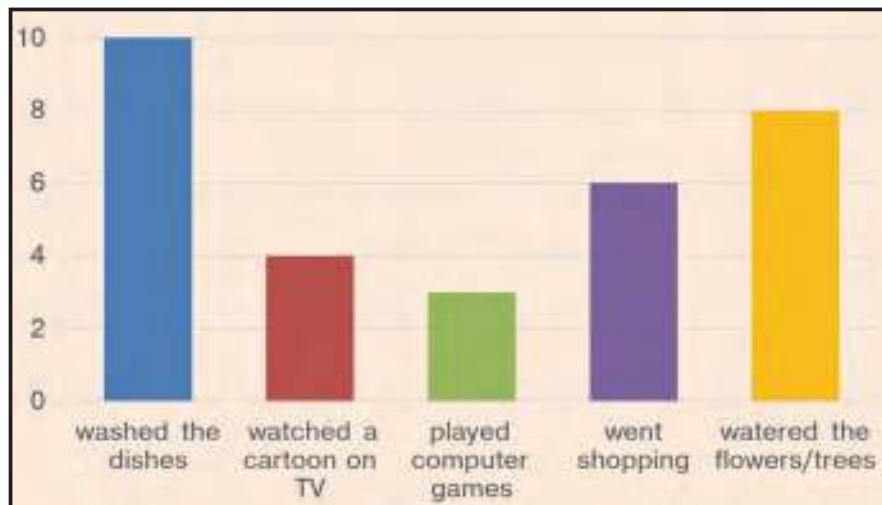
**2b Report.**

**e.g.** Four pupils in our group washed the dishes.

**3a Make a class graph.**

**3b Report.**

**e.g.** 9 pupils washed the dishes.



## I can

**1) I can say the date and year of my birthday.**

Tug'ilgan kunim sanasi va yilini ayta olaman.

**e.g.** My birthday is on the 3rd of February. I was born in 2006.

**2) I can say years.**

Yillarni ayta olaman.

**e.g.** 1981 – Nineteen eighty-one.

**3) I can say about birthday presents.** Tug'ilgan kun sovg'alari haqida gapira olaman.

**e.g.** The box of chocolates is for my granny because she likes sweets.

**4) I can write an invitation card, an answer to the invitation card and a Thank-you letter.**

Taklifnoma, taklifnomaga javob va tashakkurnoma yoza olaman.

**5) I can ask and say about what I did yesterday.** Kechagi kun haqida so'ray olaman va kecha qilgan ishlarimni ayta olaman.

**e.g.** What did you do yesterday?  
We went to the zoo.

**6) I can say about dinosaurs.** Dinozavrlar haqida ayta olaman.

**e.g.** They were the largest animals on Earth.

**7) I can say about the first bicycles.** Dastlabki velosipedlar haqida ayta olaman.

**e.g.** Bicycles are 200 years old.  
But the first bicycles were different.

# LESSON 1 Where did pizza come from?



**1 Listen and repeat.**



**2a Work in pairs. Look and match the words and pictures.**

- 1 fish and chips
- 2 cheeseburger
- 3 hamburger
- 4 pizza
- 5 bread
- 6 chocolate
- 7 hot dog
- 8 pasta
- 9 coffee



**2b Work in pairs. Read and complete the table.**

- 1 Pizza came from Italy. People started to make pizza long ago.
- 2 Cheeseburgers came from the USA. In 1926 a man from the USA put some cheese on a hamburger and got a cheeseburger.
- 3 Pasta came from China. A great man Marco Polo lived in Italy. He travelled to China and brought pasta from China to Italy.
- 4 Bread is the oldest food. It came from Asia. People in Asia began to make bread thousands of years ago.

5 Chocolate came from Mexico. Children and adults like eating chocolate and drinking hot chocolate.

- 6 A hot dog came from Frankfurt. Frankfurt is one of the biggest cities in Germany. Hot dogs are very popular in the world.
- 7 Fish and chips came from England. It is very popular in Great Britain.
- 8 Coffee came from Africa. Coffee trees are 10 metres tall. They grew in Africa a thousand years ago.



**2c Play “Ball”.**

- A: (throws a ball) pasta  
B: China



**Remember:**

burger = hamburger/  
cheeseburger

**2d Chain drill.**

**A:** Where did coffee come from?

**B:** From Africa. Where did chocolate come from?

**C:** From ...



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

**3b Report.**

# LESSON 2 How to make pancakes



**1 Listen and sing.**



**2 Work in pairs. Match the sentences and pictures.**

pancake, mix,  
enjoy, finally,  
fry

How to make pancakes:

- 1) First take three eggs and mix them with some milk.
- 2) Then put some sugar and salt.
- 3) Then put some flour and mix it.
- 4) Finally fry the pancakes with some oil for two minutes.
- 5) Enjoy your pancakes. You can eat them with butter, jam or honey.



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

**4a Work in pairs. Read and choose a title.**

- 1) Pancake Day
- 2) Pancake races
- 3) English pancakes

Hello Aziz,

Thank you for your letter. I liked it. It's interesting you cook pancakes in Uzbekistan. We make pancakes too. We eat them with some lemon juice. If you don't like lemons, you can eat them with some jam.

When winter finishes, we have Pancake Day. Pancake Day is at the end of February. In England some places have pancake races. The women must throw their pancakes in the air three times when they run. It's great fun to watch these races!

Write to me soon.

Love  
Lucy



**4b Work in pairs. Ask and answer.**

- 1) Do people in England cook pancakes?
- 2) What's the difference between English and Uzbek pancakes?
- 3) Do people in Uzbekistan have Pancake Day?
- 4) What happens on Pancake Day in England?

# LESSON 3 Can you cook palov?



**1 Listen and sing.**

**2a Answer the questions.**

- 1 Who are the people in the pictures?
- 2 Who do you think made the first palov?



**2b** **Work in pairs. Read and find the meaning of the words in the Wordlist. Match the texts and pictures.**

1 Some people say his cook was the first person\* to cook palov. One day he was hungry. His soldiers\* were hungry too. He said to his cook, "Please cook something special". The cook took rice, oil, carrots, meat and onions and made palov. All the soldiers liked it and they ate a lot. Now palov is many people's favourite meal.

2 Some people say he made the first palov. A sick man came to him and asked for help. He looked at the man and checked his health. Then he said, "Take rice, oil, carrots, meat and onions and cook them. Add some water. When it's ready, eat it. Do this often. This meal makes you strong." This was the first palov. People in Uzbekistan eat it often and it makes them strong.



**2c Listen and check.**

**3a Look and answer the question.**

Why does Sabina cook for the family?

Mum is at granny's house and I must cook for the family.



**Shopping list**

- bread
- butter
- meat
- eggs
- rice
- tomatoes
- onions
- carrots
- potatoes
- milk
- oil
- apples

**3b Work in pairs. Look and say about Sabina's list.**

e.g. Sabina bought bread for breakfast.

# LESSON 4 What do you have for a picnic?

## 1 Listen and sing.

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

- 1 Where does Lucy's family have picnics?
- 2 What do they have for a picnic?
- 3 Do they cook on a picnic?
- 4 What do they do on a picnic?

a picnic,  
a knife, a plate,  
a fork, a spoon



Dear Aziz

You asked me about picnics in England. We live not far from a park. In summer when it is hot, I like going for a picnic to the park. A lot of people have picnics there. We usually take some plates, forks and glasses. We also take spoons to eat dessert and yogurt. Sometimes we cook sausages. We take some fruit and some bottles of Coca Cola. We take a knife to cut fruit and watermelons. And we cook a lot of hamburgers. We go for a picnic every weekend when the weather is good. On a picnic we have a rest, eat delicious meal and play games.

Write to me about picnics in Uzbekistan.

Love

Lucy

### 2b Work in pairs. Copy and complete the table.

	in England	in Uzbekistan
place for a picnic	e.g. a park	
people have		
people cook		
people do		

### 2c Work in groups of 4/5. Say about picnics in Uzbekistan and England.

e.g. In England people go for a picnic to a park.

In Uzbekistan we go for a picnic to a river or to the mountains.

## 3 Listen and complete the sentences.

Listen and complete the sentences.

# LESSON 5 How often do you eat fast food?



**1 Listen and sing.**



**2 Work in pairs. Put the words in the correct place.**



**3 Read and answer the question. Write the new words.**

What food at the market is cheap/expensive?



**4 Listen and match.**



Aisha

George

Diego

Chrystal

David

- 1 ... eats fast food every day because s/he likes it.
- 2 ... often eats fast food because s/he does not have time to cook.
- 3 ... does not often eat fast food but s/he eats it when s/he is with her/his friends.
- 4 ... does not eat fast food because it is unhealthy and you can be very plump.
- 5 ... eats at home because it is cheap and tasty and fast food is not healthy.



**5a Work in groups of 4/5. Ask and answer.**

**Complete the table.**

e.g. **A:** How often do you eat fast food?

**B:** I often eat fast food because it's delicious.

I don't often eat fast food because it's unhealthy.

name	often eats fast food	doesn't often eat fast food	why
e.g. Askar	✓		<i>It's delicious.</i>

**5b Report.**

e.g. Askar often eats fast food because it's delicious.

# LESSON 6 Project

**1** Listen and sing.

**2** Work in pairs. Look at the food pyramid. Ask and answer.

**Eat only a little**



e.g. A: How much ... should we eat?

B: We should eat ... a little/not much/a lot.

**Eat not much**



**3a** Complete the food pyramid for you.

**Eat a lot**



**3b** Write five sentences about your pyramid.

e.g. I eat cereal a little.

**3c** Work in pairs. Say about your pyramids.

e.g. A: I eat cereal a little.

B: You should eat cereal a lot.

## Unit 6 • Lesson 3

**Activity 3b Work in pairs. Help the boy to find the man.**

**Pupil A: Look at page 38. Ask and answer.**

e.g. Was his bag big? What colour was his bag?

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

e.g. Was his hair curly? What colour were his eyes?

**Pupil B:**

Here is your information.

The man was plump. He had a big black bag. He had a green jacket on. His nose was big.

Ask your friend about the man's eyes (colour), his hair (curly/straight, colour) and cap (colour), if he was tall/short.



# LESSON 1 What did you have for breakfast?



**1 Listen and repeat.**



**2 Play “Do You Like ...?”**

**3 Work in pairs. Read and say True or False.**

Did you know?

9000 years ago people had a kind of porridge for breakfast.  
5000 years ago in Africa farmers ate some bread and onions for breakfast.

2000 years ago people in Europe did not have breakfast.  
Only farmers, children and sick people had breakfast.  
People started to have breakfast in the 16th century. They drank coffee or tea.

Now breakfast is the most important meal of the day because it gives us vitamins, minerals and energy from morning to evening.

- 1 People had porridge 9000 years ago.
- 2 Farmers in Africa had a kind of porridge 5000 years ago.
- 3 Farmers, children and sick people in Europe had breakfast 2000 years ago.
- 4 People in the 16th century had breakfast with coffee or tea.
- 5 Breakfast is important because it gives minerals and vitamins to our body.



**4a Work in pairs. Listen and choose the pictures for Serena and Jane.**



**4b Work in pairs. Answer the questions.**

- 1 What did Serena have for breakfast?
- 2 What did Jane have for breakfast?

e.g. Serena had ... .

**5a** **Write two sentences about your breakfast.**

e.g. I ate ... . I drank ... .

**5b Work in pairs. Ask and answer.**

e.g. A: What did you have for breakfast?

B: I ate ... . I drank ... .

# LESSON 2 Would you like ...?

## 1 Listen and sing.

## 2 Listen and do.

## 3a Work in pairs. Match the dialogues and pictures.



Bread and butter, milk and tea,  
Put your finger on your knee.  
Bread and butter, cake and ice,  
Put your hands on your eyes.  
Bread and butter, duck and rose,  
Put your finger on your nose.  
Bread and butter, juice and eggs  
Put your hands on your legs.

1

**A:** Would you like some pancakes?  
**B:** Yes, please. Mm. They are delicious. Pass me some jam, please.  
**A:** Here you are. Help yourself to some fruit.  
**B:** Thank you. I'm full.

2

**C:** Would you like a cup of tea?  
**D:** Yes, please. It's nice. Pass me a piece of cheese, please.  
**C:** Here you are. Help yourself to some cereal.  
**D:** Thank you. I'm full.



## 3b Listen and repeat.

## 4 Work in pairs. Look at the picture in activity 3a. Ask and say.

e.g. **A:** Would you like some ... ?  
**B:** Yes, please./No, thank you.  
**A:** Help yourself.

cereal, milk,  
fruit, juice, bread,  
butter, cheese,  
sausages, meat, eggs,  
porridge, jam, honey,  
tea, coffee

## 5a Work in pairs. Write your dialogue.

## 5b Act out your dialogue.

# LESSON 3 At the canteen



**1 Listen and sing.**

**2 Listen, read and repeat.**

to queue

**3a**

**Work in groups of 4/5. Ask and answer.  
Complete the table.**

- 1) Do you eat in the school canteen?
- 2) What do you eat in the canteen when you are hungry?
- 3) What do you drink in the canteen when you are thirsty?
- 4) Do you queue?

**3b Report.**

e.g. Four people in our group eat in the canteen.

**4a Work in pairs. Read the letter the Estover pupils wrote to their school director. Answer the questions.**

- 1) Do the pupils of Estover school like the meals in the canteen? Why?/Why not?
- 2) What food would they like to have?

Dear Mr James

We studied the school canteen meals for two weeks. The meals are delicious. But we would like more healthy food. For example, we would like potato or apple pies not chips and hamburgers. We would like more salads too. Please, can you help us?

Thank you.



**4b**

**Work in pairs. Answer the questions about your school canteen.**

- 1) Do you like the meals in the canteen?  
Why?/Why not?
- 2) What food would you like to have?

# LESSON 4 Table manners



**1 Listen and sing.**

napkin,  
polite, manner



**2 Listen and repeat the poem. Answer the questions.**

- 1) What is this poem about?
- 2) Are you polite?

We say "Thank you",  
We say "Please",  
We put napkins  
On our knees.  
That's how we do  
The things right.  
We have manners,  
We are polite.



**3a Work in pairs. Match the sentences and pictures.**

e.g. 1c

- 1) You use a napkin for your mouth and hands.
- 2) You use a mobile phone at the table.
- 3) You talk when you eat.
- 4) You wash your hands before meal.
- 5) You thank the cook for your meal.
- 6) You are polite.
- 7) You read when you eat.
- 8) You use a fork for fish.
- 9) You make a noise at the table.
- 10) You put a lot of food in your mouth.



c



d



e



f



g



h



i



j



**3b Work in pairs. Write G for good and B for bad table manners. e.g. 1G**



**4a Work in pairs. Write five sentences about what you must and must not do at the table.**

- e.g. 1) Use a napkin for your mouth and hands.
- 2) Don't use a mobile phone at the table.

**4b Work in pairs. Point to the picture in activity 3a and say.**

e.g. A: *points*

B: Don't put a lot of food in your mouth.

# LESSON 5 Lay the table

## UNIT 8 At the table



**1 Listen and sing.**



**2b Listen and check.**



**3 Listen and choose the correct picture.**



**4 Work in pairs. Point and say.**

e.g. A: (points to a plate and says) A plate.

B: You should put a plate in the centre.

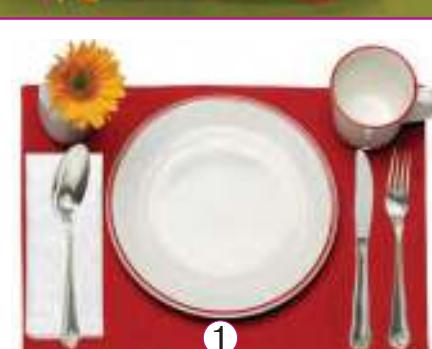


**5 Play "The Table Race".**



**2a Look and put the sentences in order. e.g. 1c**

- The Stork was very hungry and very sad because he could not eat the soup. He went home hungry.
- The Fox was very sad and she went home hungry.
- One day, the Fox asked her friend Stork to come to dinner.
- The next day the Stork asked the Fox to come to dinner.
- When the Stork came, the Fox put some soup on a plate. She did not want the Stork to eat the soup. The Stork could not eat soup from the plate! The Fox ate all her soup, and said it was delicious.
- When the Fox came, the Stork said he cooked some lovely soup for dinner. The Stork gave the soup in tall jars. He could eat his soup, and he ate all his soup. But the Fox could not get the soup from the jar.



1



2

# LESSON 6 Project



1 Listen and sing.



2a

Work in pairs. Complete the table. Write what you must and must not do at the lesson.

write nicely, be late, look the new words in the Wordlist, talk to your friend loudly, help your friends, look at the window, be active, do homework, bring toys to the classroom, have a pen and pencil, eat at the lesson, listen to the teacher, sleep at the lesson, play games at the lesson, listen to each other, go to school every day, draw on the desk, be polite

must	mustn't
e.g. write nicely, ...	don't be late, ...



2b Work in groups of 4/5. Write 10 rules for a lesson and make a poster.

2c Report.

## I can

- 1) I can say where some food came from. Ba'zi oziq-ovqatlar qayerdan kelganligini ayta olaman.  
e.g. Pizza came from Italy.
- 2) I can say how to make pancakes and other food. Quymoq va boshqa ovqatlarni qanday taylorlashni ayta olaman.  
e.g. First take three eggs and mix them with some milk.  
Then ...
- 3) I can say about picnics in Uzbekistan and England. O'zbekiston va Angliyada dala sayri haqida ayta olaman.  
e.g. In England people go for a picnic to a park.
- 4) I can ask and answer about breakfast. Men nonushta haqida so'rab, javob bera olaman.  
e.g. What did you have for breakfast?
- 5) I can ask and answer what people would like to eat. Odamlar nima yeishni istashini

so'ray olaman va shunday savolga javob bera olaman.

e.g. A: Would you like some ...?  
B: Yes, please./No, thank you.

- 6) I can ask and answer about the school canteen. Maktab oshxonasi haqida so'rab, javob bera olaman.

e.g. Do you like the meals in the canteen?

- 7) I can say what we must and must not do at the table. Dasturxon atrofida nima qilishimiz va qilmasligimiz kerakligini ayta olaman.

e.g. Use a napkin for your mouth and hands. Don't put a lot of food in your mouth.

- 8) I can lay the table.

Men dasturxon tuzay olaman.

e.g. The forks are on the left and a knife is on the right.

- 9) I can write rules for a lesson.

Men dars uchun qoida yoza olaman.

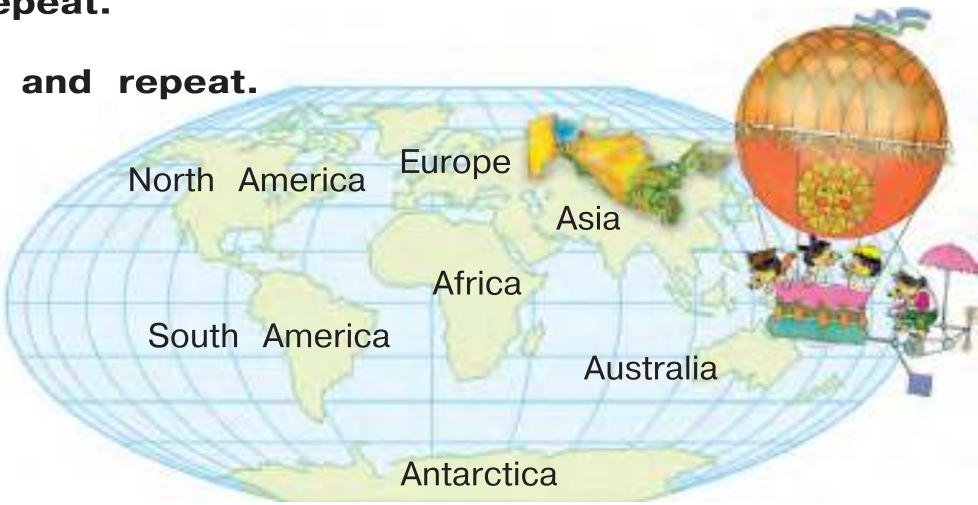
e.g. Write nicely. Don't be late.

# LESSON 1 Continents, countries ...

## 1 Listen and repeat.

## 2a Look, listen and repeat.

- 1) the world
- 2) continent
- 3) Asia
- 4) Africa
- 5) North America
- 6) South America
- 7) Europe
- 8) Antarctica
- 9) Australia



## 2b Listen, draw the route and answer the question.

Heggy and his friends are not going to one continent.  
Which ones are they going to?

## 2c Read and answer the question.

Would you like to visit Antarctica? Why?/Why not?

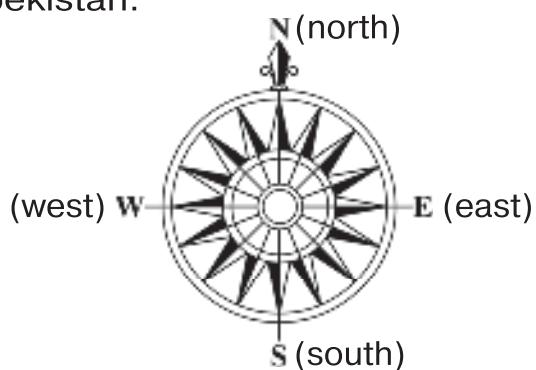
Antarctica has the coldest climate on the Earth. It is the fifth largest continent and the coldest, windiest, driest place in the world. Antarctica's lowest air temperature record was on 21 July 1983, with  $-89.2^{\circ}\text{C}$  at Vostok Station. Antarctica has 90% of the world's ice and more than 70% of its fresh water.



Antarctica is home to penguins. Penguins are very interesting birds. They cannot fly but they swim very well and eat fish! Some penguins live in the ice and snow.

## 3a Work in pairs. Look and say.

e.g. Kazakhstan is to the north of Uzbekistan.



## 3b Work in groups of 4/5. Play “Guess The Country”.

e.g. A: This country is in Asia.  
It's to the north of Uzbekistan.  
All: Kazakhstan

## 3c Write three sentences.

e.g. Turkmenistan is to the south of Uzbekistan.

## LESSON 2 We're in Europe.

### 1 Listen and sing.

### 2 Look, listen and answer the questions.

- Where is the Eiffel Tower?
- How many steps does the Eiffel Tower have?
- How many people visit it every year?
- What do children do in ski schools?



### 3a Look, read and complete.

### 3b Read and check.

The United Kingdom of Great Britain and Northern Ireland (the UK) has four parts: England, Scotland, Wales and Northern Ireland. The capital of Wales is Cardiff. Edinburgh is the capital of Scotland. London is the capital of the UK and of England. Every year more than eleven million tourists come to London.



### 4 Read and match.



**A** The London Eye is the biggest Ferris wheel (*charxpak*) in Great Britain. It is next to the River Thames. The wheel is 135 m high. It has 32 cabins. A cabin can take 25 people. It is very popular with tourists because they can watch a wonderful city from it.



**B** The London Underground (the tube) is the world's first and oldest underground. There are 11 lines and 270 stations today. People can travel around the city with this transport. People sometimes can see deer, bats, snakes, mice and mosquitoes there.



**C** Buckingham Palace is in the centre of London. The Queen and her family live there when they are in London. The Palace has 775 rooms. 52 bedrooms are for the Queen's family and her guests. 450 people work there. There is a cinema, a swimming pool and a doctor's room too. Many tourists watch the Changing of the Guard (*qorovul almashinuvi*). Every year the Queen invites about 8,000 people to her three garden parties.

# LESSON 3 Brr! North America



## 1 Listen and sing.

## 2 Look and answer the questions.

- 1) How many countries are in North America?
- 2) What are they?
- 3) Which country is the biggest/smallest?

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

- |                 |               |
|-----------------|---------------|
| 1 a) North      | b) South      |
| 2 a) west       | b) north      |
| 3 a) Ottawa     | b) Washington |
| 4 a) children   | b) adults     |
| 5 a) like       | b) live       |
| 6 a) continents | b) cities     |



Canada is in (1) **e.g.** *a* America, to the (2) ... of the United States. The capital of Canada is (3) ... . People in Canada speak English and French. (4) ... learn English and French in schools. Many people learn Spanish and German. About 34 million people (5) ... in Canada. In big cities, Vancouver and Toronto, for example, there are a lot of people from other countries and (6) ... : Europe, Asia, Africa and South America. They live and work there.



## 3b Listen and check.



## 3c Work in pairs. Ask and answer.

**e.g.** Where's Canada?

# LESSON 4 The longest, the biggest ...

1 Listen and sing.

2 Play "This is a Wild Animal."

3a Look, listen and repeat.

- 1) Brazil      3) boat  
2) Amazon    4) scared



3b Read Heggy's letter.  
Match the animals and texts.

Dear friends at home

- 1 South America is famous for its wild animals. There are many kinds. We saw some of them. We drove to the jungle in the north of Brazil. We were really lucky. We walked very quietly and we saw a jaguar. It is a kind of South American cheetah. It was beautiful and very fast. I was really scared. I think jaguars like eating hedgehogs!
- 2 Then we went by boat up the Amazon river in the east of Brazil. It is the biggest river in South America. We saw alligators there. They were three metres long, fast and have big teeth! They are like crocodiles. We didn't stay there long. We didn't know. Maybe alligators like eating hedgehogs too!
- 3 In Brazil we took a helicopter to the rain forest. There we met an unusual animal: an armadillo. Armadillos aren't very big but they are very strong. They have a 'house' on their backs like a tortoise. Armadillos don't eat hedgehogs – they eat insects!
- 4 The last animal we saw in the forest in Brazil was a vampire bat. It was small and slow but – Heeeeelp! Do you know the story of Dracula? He met a vampire bat. It drank his blood. We didn't stay long in that forest!  
See you soon.  
Love  
Heggy



3c Work in pairs. Play "Listen and Guess".



e.g. A: This animal lives in rain forests. It's very strong. It has a 'house' on its back.

B: Armadillo!

# LESSON 5 Kiwis, koalas and kangaroos

**1** Listen and sing.

**2a** Look, listen and repeat.

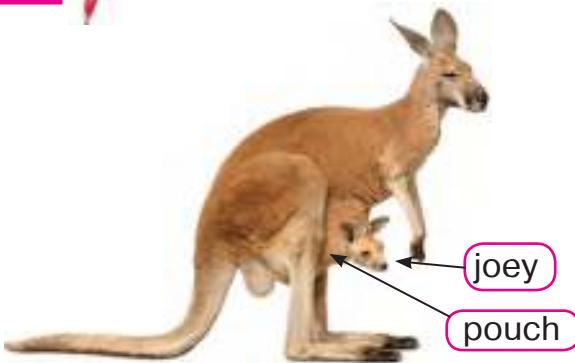
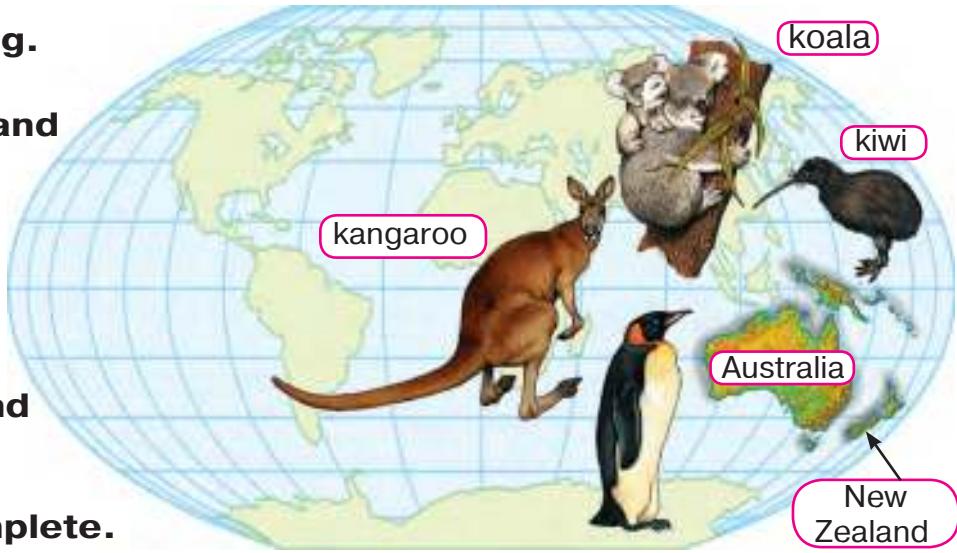
**2b** Work in pairs.

Point and say.

e.g. Kiwis live in New Zealand.

**3a** Play "Mix and Match!"

**3b** Read and complete.



Kangaroos live in Australia. Kangaroos eat grass, plants and leaves. They can live months with no water. They are red, brown or grey. They can hop at 64 kilometers an hour. They can jump 9 meters high. The babies are called ' joeys ' and they live in their mother's pouches for 9 months.

Koalas live in Australian eucalyptus (*evkalipt*) forests. They are brown or grey. They have big ears, small eyes, big noses and no tails. They move slowly. They eat at night. They sleep between 18 to 22 hours a day. Koalas only eat eucalyptus leaves. They eat about 400 grams a day. The babies are called ' joeys ' and they live in their mother's pouches for 6-7 months.



Kiwis live in New Zealand. Kiwis are small birds. They are brown and grey. They have small wings but cannot fly. They have no tails. They can run fast. Kiwis eat leaves, seeds and berries. Their eggs are big and can be 450 grams.

**4a** Complete the table.

**4b** Work in pairs. Look and report.

e.g. I want to know where koalas sleep. Farida wants to know ...

# LESSON 6 Project

1 Listen and sing.

2 Create a class poster of wild animals.

3 Listen to group's presentation.



## Unit 5•Lesson 5

Activity 2a Work in pairs. Ask and answer.

Complete Malika's timeline.

Pupil B: Look at this page.

e.g. Pupil A: What happened in 2005?

Pupil B: Malika was born.

Malika's Timeline

Year	Event	Empty Box	Empty Box	Empty Box	Empty Box
2005	I was born.				
2006	I went to the kindergarten.				
2007					
2008					
2009	Went to school in class 1.				
2011					
2012	I went to Samarkand with my parents.				
2013					

# LESSON 1 Do you know Uzbekistan?



## 1 Listen and repeat.

- 1) the Chimgan Mountains
- 2) the Fergana Valley
- 3) the Aral Sea
- 4) the Syr Darya River
- 5) the Amu Darya River
- 6) the Zarafshan River
- 7) the Kyzylkum Desert



## 2a Look, listen and match.



## 2b Work in pairs. Ask and answer.

e.g. A: Where's the Aral Sea?  
B: It's in the west of Uzbekistan.



## 3 Listen and repeat.

e.g. 32,500,000 – thirty-two million five hundred thousand  
3,309; 1,900; 2,500,000; 4,643; 447,400;  
877; 1,500; 4,000

population,  
area, climbing, hiking,  
snowboarding

## 4a Find the meaning of the words in the Wordlist.



## 4b Work in pairs. Read and complete the table.

Uzbekistan is in the centre of Central Asia. Its area is 447,400 sq km. The population of Uzbekistan is more than 32,500,000 people. The capital of Uzbekistan is Tashkent (more than 2,500,000 people). The most important river is the Amu Darya (1,500 km long). But the longest river in Central Asia is the Syr Darya (1,900 km long). The Zarafshan River in the east is 877 km long. A famous sea in Uzbekistan is the Aral Sea. But it is not very big now. In the middle of the Kyzylkum Desert there are some lakes. The biggest is the Aidarkul Lake (4,000 sq km). In Uzbekistan there are a lot of high mountains. The highest mountain is Khazret Sultan (4,643 m high). It is in the north. The most famous mountains in Uzbekistan are the Chimgan Mountains (3,309 m high) not far from Tashkent. They are popular places for climbing, hiking, horse riding and winter sports: skiing and snowboarding.



### Remember:

Kazakhstan is to the north of Uzbekistan.  
The Aral Sea is in the west of Uzbekistan.  
sq km = square kilometres  
m = metres

## 4c Work in pairs. Ask and answer about Uzbekistan.

e.g. What is the highest/longest ... ?  
How long/high/big ... ?

## LESSON 2 What is the UK?



1 Listen and sing.



2 Work in pairs. Read and complete the table.

There are three countries in Great Britain: England, Scotland and Wales. But the United Kingdom (UK) has four parts: England, Scotland, Wales and Northern Ireland. Its full name is the United Kingdom of Great Britain and Northern Ireland. The UK is in Europe. The area of the UK is 244,880 square kilometres. The population of the UK is 65,200,000. There are four main nationalities: English, Scottish, Welsh and Northern Irish. The capital of the UK and England is London (8,800,000 people); the capital of Scotland is Edinburgh (500,000 people); the capital of Wales is Cardiff (862,000 people) and the capital of Northern Ireland is Belfast (585,000 people).



3a Listen and repeat.

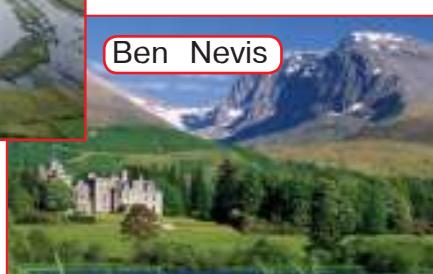


3b Listen and complete the sentences.

1,085; 354; 392; 56; 346; 1,344

the North Sea,  
the Atlantic Ocean,  
the Thames, the Severn, Ben  
Nevis, Snowdon, Lough Neagh,  
Loch Ness, water  
skiing

To the north and east of the UK is the North Sea. To the west and south is the Atlantic Ocean. The most famous river is the River Thames in London. It is (1) e.g. 346 km long, but it is not the longest. The longest river is the Severn. It is (2) ... km long. The two highest mountains are Ben Nevis in Scotland and Snowdon in Wales. Ben Nevis is (3) ... m high and Snowdon is (4) ... m high. The largest lakes are Lough Neagh in Northern Ireland and Loch Ness in Scotland. Lough Neagh is (5) ... sq km and Loch Ness is (6) ... sq km. Two small lakes, Lake Windermere and Ullswater, are popular for sailing and water skiing.



3c Work in pairs. Ask and answer.

e.g. How high/How long ... ? What is the population/area ... ?

## LESSON 3 Welcome to the USA!



**1 Listen and sing.**



**2a Listen and repeat.**



**2b Listen and repeat the numbers.**

9,600,000    326,400,000    7,500,000  
3,730        2,330        4,000

the Great Lakes,  
Washington, the Pacific  
Ocean, the Mississippi, the  
Colorado, the Saint Lawrence,  
the Rocky Mountains, Canada,  
the Atlantic Ocean,  
the USA



**2c Work in pairs. Read and complete the map.**



America's Travel invites you to visit the USA. The USA is a big country. It has an area of 9,600,000 sq km. There is a lot you can do and see! And there are a lot of friendly people you can meet. The population is 326,400,000 people! There are many nationalities in the USA: English, German, Chinese and Uzbek! The capital of the USA is Washington. Its population is 7,500,000 people. Visit Washington and see the President's home and office – the White House. If you like swimming, sailing or fishing, you are lucky. To the east of the USA is the Atlantic Ocean and to the west is the Pacific Ocean. And there are many big rivers in the USA: the longest rivers are the Mississippi (3,730 km) and the Colorado (2,330 km). If you want to have a rest, you can visit the Great Lakes in the north. If you are strong, you can go climbing in the Rocky Mountains in the west. They are more than 4,000 metres high! You can take a tent and cook your meals there. And if you want more, to the north of the USA is Canada and to the south is Mexico. Don't think long. Phone us today for a wonderful holiday. See you in the USA!



**3a Look at the tables. Write four questions.**

e.g. Which area is bigger: the UK or Uzbekistan?

Which country has more people?

	<b>Uzbekistan</b>	<b>The UK</b>	<b>The USA</b>
population	32,500,000	65,200,000	326,400,000
area	447,400 sq km	244,880 sq km	9,600,000 sq km
river	Amu Darya – 1,500 km	Severn – 354 km	Colorado – 2,330 km long
mountains	Khazret Sultan – 4,643 m	Ben Nevis – 1,344 m	Rocky Mountains – 4,000 m
capital	Tashkent – 2,500,000 people	London – 8,800,000 people	Washington – 7,500,000 people

**3b Work in groups of 4/5. Look at the table.**

**Ask and answer the questions.**

e.g. Which area is bigger: the UK or Uzbekistan? Which country has more people? How high/long/big is ... ?

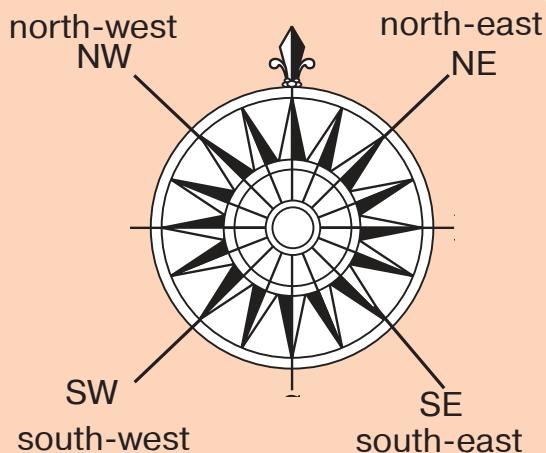
# LESSON 4 Australia

1 Listen and sing.

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

- 1) Is Australia an island or a country?
- 2) What animals live in Australia?

2b Listen and repeat.



the Indian Ocean,  
the Murray River, the  
Australian Alps, Perth,  
Canberra



3a Listen and complete the map.

3b Work in pairs. Say True or False.

e.g. 1F

- 1) The Murray River is in the north of Australia.
- 2) Perth is in the south-west of Australia.
- 3) Canberra is the capital of Australia.
- 4) There are no high mountains in Australia.
- 5) Perth is in the south-west of Australia.
- 6) Australia is an island.
- 7) The Pacific Ocean is to the south and to the west.

4a Work in pairs. Look at the table and write seven questions.

e.g. Which country has the biggest population?  
Where is the River Severn?

4b Work in groups of 4/5. Look at the table.

Ask and answer.

e.g. Which river is longer: the Murray or the Severn?

	Uzbekistan	The UK	Australia
population	32,500,000	65,200,000	24,600,000
area	447,400 sq km	244,880 sq km	7,700,00 sq km
river	Amu Darya – 1,500 km	Severn – 354 km	Murray – 2,375 m
mountains	Khazret Sultan – 4,643 m	Ben Nevis – 1,344 m	Australian Alps – 2,228 m

# LESSON 5 New Zealand



## 1 Listen and sing.

## 2 Look at the picture and answer the question.

What animals live in New Zealand and in the sea near New Zealand?

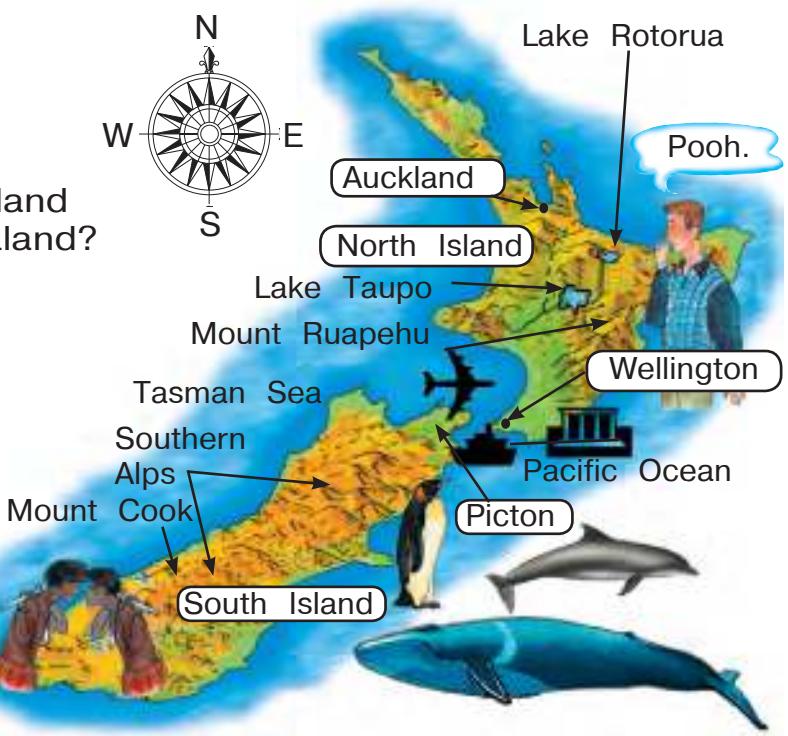


## 3a Listen and repeat.

New Zealand, Wellington, airport, North Island, South Island, the Southern Alps, Lake Taupo, Lake Rotorua, Maori

## 3b Read the letter and answer the questions.

- 1) Who is the letter from?
- 2) What does Laura want to do?
- 3) What is the letter about?



Dear Laura

Thanks for your letter. I was very happy to read that you want to have a holiday in New Zealand. Here is what we can do. You can come on Sunday 29 December. Dick can meet you at Wellington airport on North Island. Wellington is the capital, so there are a lot of things to do. On Wednesday we can go to South Island and visit the Southern Alps. They are big mountains. We can walk and climb there. The air is fresh and clean. The highest mountain is 3,754 metres.

Then on Thursday we can fly back to North Island and go to Lake Taupo. It's a really good place for fishing and having a rest. On Friday we can go to Lake Rotorua. It's a wonderful place with hot lakes. Just one thing - the air is not good! Near Rotorua, we can meet Maori people, eat some Maori food and watch their dancing. Let me know if you like my plan. Write soon.  
Love Susan



## 4a Write the answer to the questions.

**What place in New Zealand would you like to visit? Why?**

e.g. I would like to visit Lake Taupo because it is a good place for fishing and having a rest.



## 4b Work in groups. Listen and complete the table.

## 4c Report.

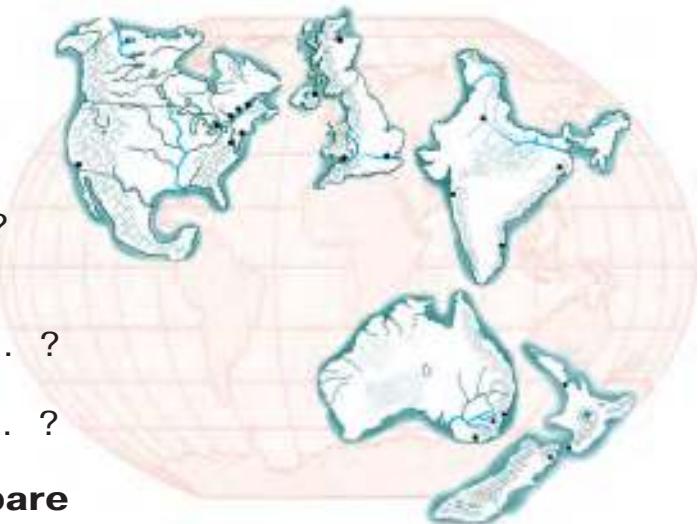
e.g. Ildar wants to visit Lake Taupo because it is a good place for fishing and having a rest.

# LESSON 6 Project

**1**  Listen and sing.

**2** Look at Lessons 1,2,3,4,5 and write four questions.

- e.g. What is the capital of ... ?  
What are big mountains in ... ?  
What are big lakes in ... ?  
What are big cities in ... ?  
What is the longest river in ... ?  
Where is the river ... ?  
Which mountains are higher ... ?



**3a** Work in groups of 4/5. Prepare a list of 10 questions for the quiz.

**3b**  Work in groups. Play “Geographical Quiz”.

## I can

**1) I can write big numbers.** Men ko'p xonali sonlarni yoza olaman.

e.g. 32,200,000 – thirty two million two hundred thousand

**2) I can say about Uzbekistan's geography, its area and population.** O'zbekistonning geografiyasi, maydoni va aholisi haqida gapira olaman.

e.g. Uzbekistan is in the centre of Central Asia. Its area is 447,400 sq km. The population of Uzbekistan is 32,500,000 people.

**3) I can complete the outline maps of different countries and Uzbekistan.** O'zbekiston va turli mamlakatlarning kontur xaritasini to'ldira olaman.

**4) I can say about the location of rivers, mountains and cities**

in different countries and Uzbekistan. O'zbekiston va turli mamlakatlardagi daryolar, tog'lar va shaharlarning joylashuvi haqida gapira olaman.

e.g. The Australian Alps are in the south of Australia.

**5) I can say about the areas and population of different countries.** Turli mamlakatlarning maydoni va aholisi haqida gapira olaman.

e.g. The population in the USA is more than in the UK.

**6) I can choose a country to visit.** Borish uchun biror mamlakatni tanlay olaman.

e.g. I would like to visit New Zealand because it has the cleanest air, and Lake Taupo, the most beautiful place to swim.

# LESSON 1 Climate of the world

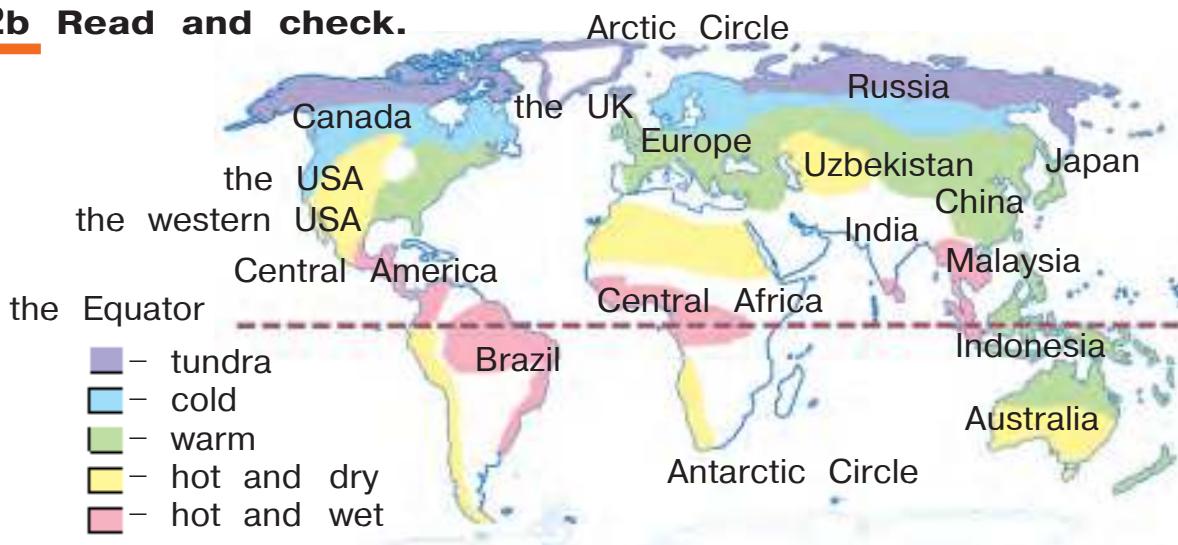


**1 Listen and repeat.**

**2a Answer the question.**

What does the word ‘climate’ mean?

**2b Read and check.**



We say ‘weather’ when we talk about how the weather is today. In some places the weather is the same all day. In other places there are several kinds of weather in one day. We use ‘climate’ when we talk about the usual weather and temperature of a place. We must record\* the weather every day for a long time. Then we know the climate of a place.

**2c Answer the question.** What’s the climate like in your place?  
e.g. It’s cold in winter.

**3a** **Write the meaning of the words. Check in the Wordlist.**

the Equator, the Arctic Circle, the Antarctic Circle, tundra, climate, hot and wet, hot and dry, warm, cold

- 1 tundra
- 2 cold
- 3 warm
- 4 hot and dry
- 5 hot and wet

**3b** **Look, listen and repeat.**

**4** **Match the animals and climates.**

**5 Chain Drill.**

e.g. A: Arctic foxes.

B: Arctic foxes live in the tundra. Tigers.

**6a** **Look, listen and point.**

**6b Answer the question.**

What climate do the places near the Equator/the Arctic Circle have?

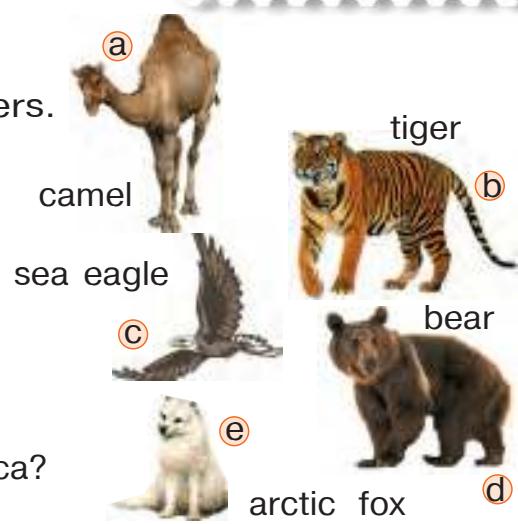
**7** **Chain Drill.**

e.g. A: Brazil. B: Hot and wet. Australia.

**8** **Work in pairs. Ask and answer.**

e.g. A: What’s the climate like in Central Africa?

B: It’s hot and wet.



# LESSON 2 What's the climate like?

## 1 Listen and sing.

## 2 Look at graph A. Answer the questions.

- 1) What's the climate like in Uzbekistan?
- 2) What's the longest/shortest season?
- 3) When do the summers/winters begin?

## 3 Listen and guess the climate.

## 4a Look at graph B. Listen and repeat.

average, rainfall

## 4b Read the dictionary page. Say what information you can get from the dictionary.

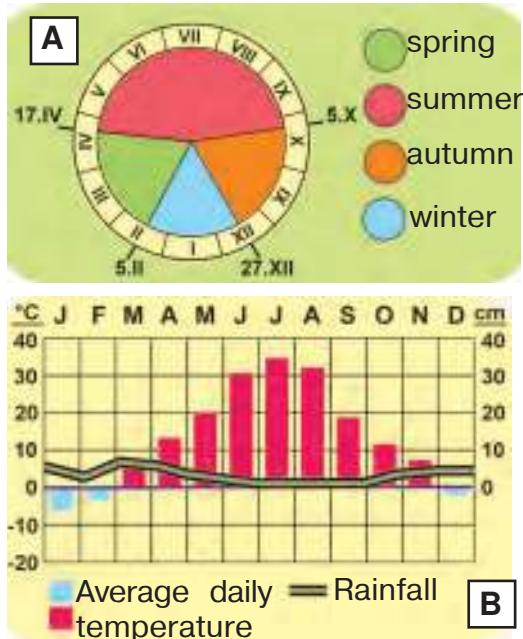
**Rainfall** (n) Rain, snow or hail that the area has in a period of time.

e.g. The desert is an area with very low rainfall. This year's rainfall was very high.

**Average** (adj) Average means usual, typical.

e.g. In Uzbekistan in summer the average temperature is high and average rainfall is very low.

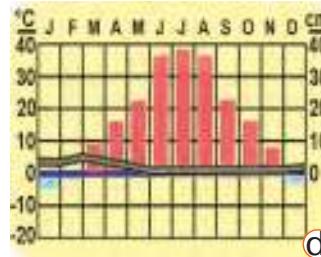
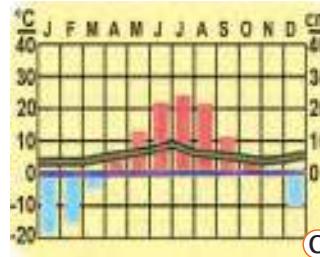
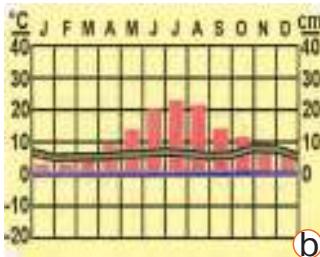
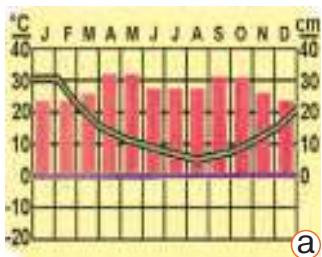
## The climate of Uzbekistan



## 4c Answer the questions.

- 1) What's the average temperature in Uzbekistan in January and July?
- 2) What's the average rainfall in January and July?

## 5a Write the climate for each graph.



## 5b Match the graphs and countries.

- 1) Russia
- 2) Turkmenistan
- 3) Indonesia
- 4) Great Britain

## 5c Add and write more countries for each climate.

e.g. Hot and dry: Turkmenistan, Uzbekistan, Kyrgyzstan ...

## 6 Work in groups. Choose a country.

Talk about it. Use the questions.

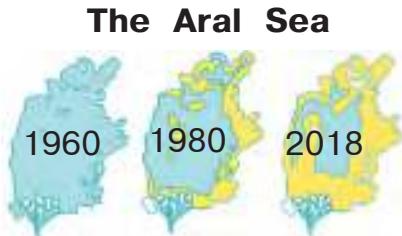
- 1) Where is the country?
- 2) What's the climate like?
- 3) What's the average temperature in summer/winter?
- 4) What's average rainfall in winter/summer?

# LESSON 3 Save water!

## 1 Listen and sing.

### 2a Look at the maps and answer the questions.

- 1) Was the sea bigger or smaller 58 years ago?
- 2) Where does the water of the Amu Darya and Syr Darya usually go?
- 3) Where did the water of the rivers go 58 years ago?
- 4) Why is the lake smaller now?
- 5) Can fresh-water fish live in very salty\* water?



### 2b Read and answer the questions: What can you do?

e.g. We can plant trees.

The Amu Darya and Syr Darya rivers are smaller than before. The two rivers are very long. Many people use their water for growing fruit, vegetables and cereals. After the rivers became smaller, the Karakum and Kyzylkum deserts grew bigger. What can we do to stop the deserts?

plant trees,  
recycle paper,  
buy recycled paper,  
save water,  
water vegetables  
at night

### 3 Read and complete the table.

Children can do a lot of good things to save our world. People in cities **waste** a lot of water every day.

- You brush your teeth. The water runs. You waste 15-20 **litres** of water every minute.
- You do your **washing up**. The water runs. You waste 38 litres of water.
- In summer the water runs when you **wait** for cold water. You can fill 24 bottles.
- You have a shower. You use 15-20 litres of water every minute! You can fill 40 big bottles.
- You have a bath. You use 230 litres of water. When you **reduce** the water you use, you save water. Learn from people in villages.

### 4a Copy and complete the table. Answer the questions.

- 1) How many times a day do you do each thing in the table?
- 2) Count how much water you use each time.
- 3) Write the total water you use each day.

### 4b Work in pairs. Write instructions.

e.g. Do not run water when you brush your teeth. You can save 46 litres of water every day.

I use water	times	litres
Brush teeth	2	3
Wash hands and a face		
Wash dishes		
Have a shower		
Have a bath		
Total		

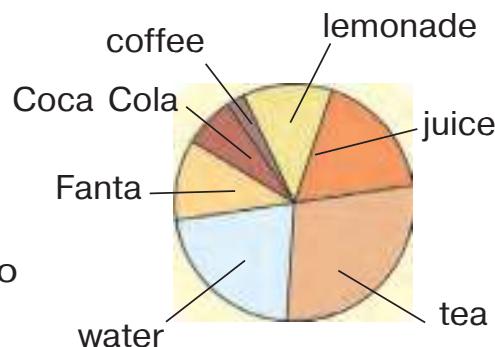
# LESSON 4 Save energy!

## 1 Listen and sing.

## 2 Play “Favourite Drinks”.

### 3 Look and answer.

- 1) What drinks do the Abdullaevs have?
- 2) Which is their favourite drink?
- 3) Do people in Uzbekistan like tea?
- 4) How many cups of tea does your family have each day?
- 5) Do you think British people like or do not like tea?



## 4 Listen and answer the question.

What drinks are popular in Britain?

### 5a Read and guess the new words. What helped you to guess the new words?

### 5b Read and answer.

- 1) How can we save energy?
- 2) How many cups of tea does your family usually drink?

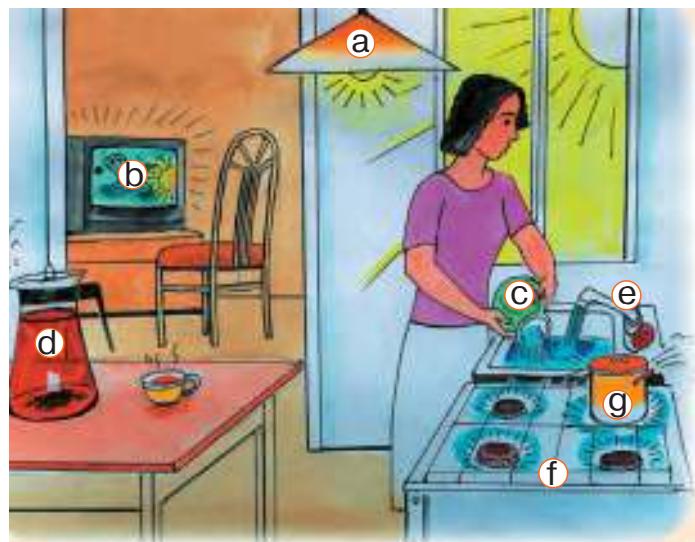
gas,  
electricity,  
million

When we make tea and coffee we use energy: gas, electricity and coal. Global warming\* comes from energy we use. So each time we make a cup of tea we make a problem for our world. People drink 229 million cups of tea and coffee every day. We should save the energy we use to make tea and coffee. If we want three cups of tea, we should put three cups of water in the kettle. But often we put in five or six cups of water. We use 90 seconds\* more for a kettle with three cups than for a kettle with one cup. So each time we use a kettle we should save energy and water. We should think: how many cups do I want?

### 5c Look, read and match.

- 1) Save water!
- 2) Use all the water!
- 3) Save energy!
- 4) Don't waste water!

### 6a Work in groups. Talk about how we can save energy and water at school and at home. Draw a picture. Give a short slogan.



e.g. Save energy!

### 6b Report to the class.

# LESSON 5 Save our rain forests!



## 1 Listen and sing.

## 2 Look, read and answer.

A rain forest is a forest with tall trees. It rains a lot there.

- 1 Where are the rain forests?
- 2 What is the climate like in a rain forest?
- 3 What countries have rain forests?
- 4 Was the area of rain forests bigger or smaller before 1945?
- 5 Why is the area of rain forests going down now?
- 6 What problems are there?



## 3a Work in groups. Read and give a title to the text.

People cut down trees for farms, houses, to make bread, to cook, to keep their houses warm and to make paper. When people cut down trees they destroy forests. Over the past 70 years people cut down almost 50% of the rain forests. Paper comes from trees. When we use a lot of paper, we must cut down a lot of trees. Trees give us clean air and oxygen. Trees are homes for many animals and birds. So trees are very important for us. We must take care of them.



## 3b Work in pairs. How can we help rain forests?

use both sides of paper, use old paper to clean windows, don't write on the desks in school, plant trees



## 5 Work in groups. Complete the poster.

Rain forests need your help.

- What are rain forests?  
(Write 1-2 sentences).
- Where are they?
- Why are they important?
- What's happening?  
(What's the problem?)
- What can you do?  
(e.g. Buy recycled paper...)

## 4 Look and answer.

- 1) Which picture means 'to recycle'?
- 2) What can we recycle?



# LESSON 6 Project

## 1 Listen and sing.

## 2a Answer the questions.

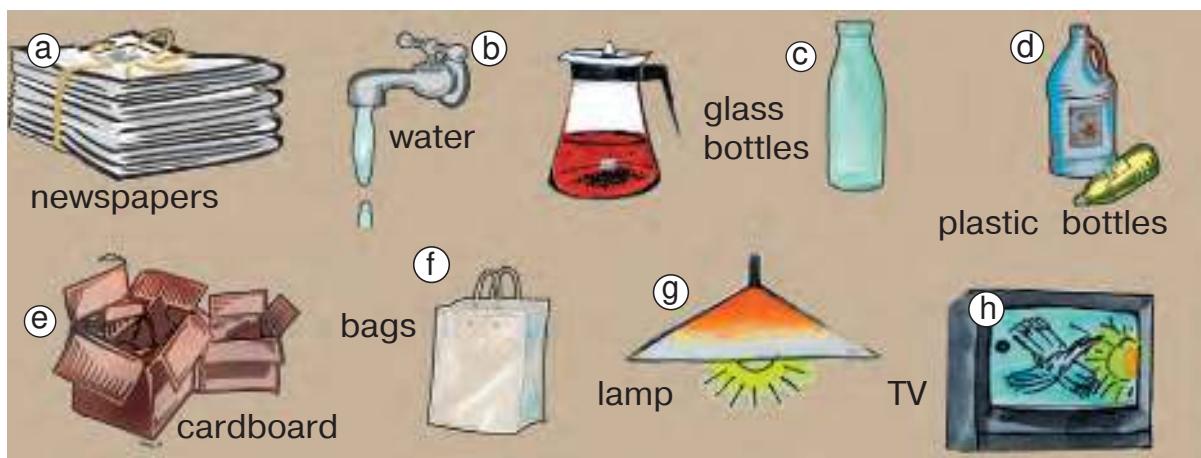
- 1) What things can you reuse?
  - 2) In which words does **re-** mean 'do it again'?
- e.g. 'do it again' – rewrite

report, rewrite,  
repeat, reuse, ready, resell,  
result, repeat, region, refill, red,  
redo, reduce, recycle

## 2b Look and say what we can reduce, recycle, reuse and turn off\*.

e.g. We can save trees if we recycle paper.

water, electricity,  
gas, energy,  
trees



## 2c Say True or False.

- 1) We save water when we have a bath.
- 2) We waste water when we brush our teeth and the water is running.
- 3) We waste energy when we put more water in the kettle than we want.
- 4) Uzbekistan has a hot and wet climate.
- 5) Trees give oxygen to people and animals.

## 2d Do the quiz.

- 1) This country is hot and wet.
- 2) These animals are white in winter.
- 3) The climate in Great Britain.
- 4) You should do it with water and energy.
- 5) The favourite drink in Great Britain.

## 2e Work in groups of 4. Write ten sentences for your group quiz.

## Unit 13 • Lesson 5

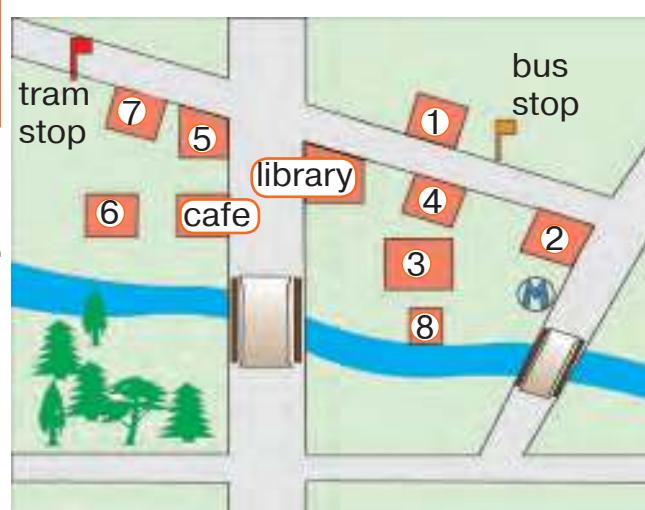
### Activity 2a Work in pairs. Copy and complete the plan.

Pupil B: Look at this page.

e.g. Pupil A: What's next to the metro?

Pupil B: The book shop.

- |              |              |
|--------------|--------------|
| ① the bank   | ⑤ the office |
| ③ the market | ⑦ the bakery |



# LESSON 1 What were you doing?



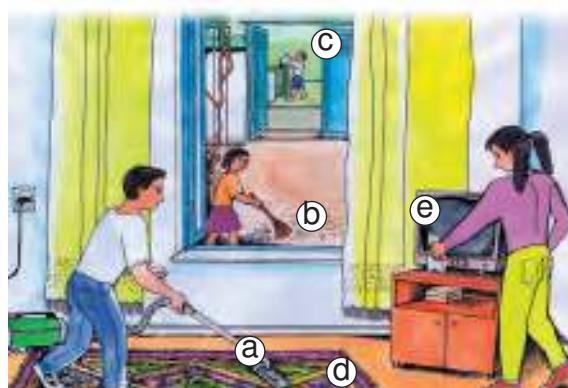
## 1 Listen and repeat.

## 2 Work in pairs. Look and match.

- 1) to sweep
- 2) to take the rubbish out
- 3) a vacuum cleaner
- 4) to dust
- 5) a rug

## 3 Work in pairs. Write the verbs.

e.g. take – taking  
sweep, work, dust, clean, do, work



## 4a Read Aziz's story and answer the question.

Why were the children busy at 11am last Sunday?

Last Sunday we were at home. We got up late and had breakfast. After breakfast we wanted to watch TV. Suddenly our granny phoned. She and grandfather wanted to visit us. We looked around: our rooms were untidy. We started to tidy up the rooms. Our grandfather and grandmother came at 11am. We were busy at that time. Sabina **was dusting** the room. Madina and Davron **were working** in the yard. Madina **was sweeping** and Davron **was taking** the rubbish out. I **was cleaning** the rug with the vacuum cleaner. We made tea and asked our grandparents to sit and watch TV.

## 4b Work in pairs. Complete the sentences.

## 5 Chain Drill.

A: I was sweeping the floor at 6pm yesterday.  
What were you doing at 6pm yesterday?

B: I was watching TV at 6pm yesterday. What were you doing... ?

## 6a Work in pairs. Read and put in order. e.g. 1b

a Heggy's mother told them, "Don't take a stick and a stone, but smile at the hedgehogs in the water." Heggy and Chamby went back to the river, looked at the hedgehogs and smiled at them.

b Last Sunday Heggy and Chamby wanted to go to the Blue Forest. The Blue Forest was near the river. Chamby told Heggy, "There's a hedgehog in the river. He's angry."

c They saw that the hedgehogs in the water smiled at them too! Heggy and Chamby were happy.



d They had a stone and a long stick too! Heggy and Chamby ran back home.

e Heggy and Chamby took a stone and a stick. In the water they saw two hedgehogs.

## 6b Answer the questions.

Do you like the story? Which is better: to smile or to be angry?

## LESSON 2 An accident

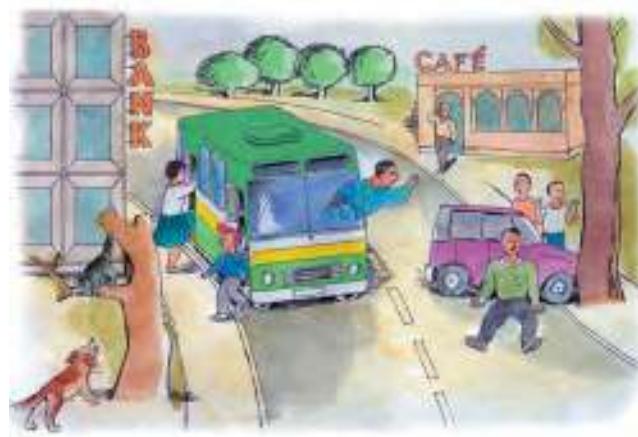
### 1 Listen and sing.

### 2 Chain drill.

What were you doing yesterday at 5pm/10 minutes ago/at six o'clock this morning?

### 3 Work in pairs. Find the words in the Wordlist. Write the meaning.

traffic, get on, get off, accident



### 4a Work in pairs. Look at the picture and answer the question.

Where is the red car? Why?

### 4c Work in pairs. Ask and answer.

e.g. A: What was the dog doing?

B: It was barking at the cat.

What colour was the girl's blouse?

### 4b Look and write four questions.

bark, sit, talk, stand, get off, get on, on the ground, behind

### 4d Work in pairs. Read and look at the picture. Find 8 differences.

**Policeman:** What's your name?

**Mr Brown:** My name's Henry. Henry Brown. I work in a small cafe in Chestnut Street.

**Policeman:** What did you do in the afternoon?

**Mr Brown:** I was working in the cafe. Usually there isn't much traffic in the street and it's quiet. But yesterday it was different. At 3... er... about 3 o'clock in the afternoon I heard a loud noise and went out to have a look.

**Policeman:** What did you see?

**Mr Brown:** A dog was barking at two boys. The boys were standing behind a tree. A cat was sitting under a tree. There was a green bus. It was standing near the bank. The bus driver, well... he was laughing loudly at the dogs and the boys. A girl was getting off the bus and a boy was getting on the bus.

**Policeman:** Did you see an accident?

**Mr Brown:** Yes, I saw an accident: a big red car was near a tree. The driver was a woman. She was standing near her car. She looked really unhappy. Well, I wanted to help her and phoned the traffic police.

**Policeman:** Thank you.

# LESSON 3 Do you like fairy tales?



## 1 Listen and sing.

### 2a Answer the questions.

- 1) Do you like reading fairy tales?
- 2) How do fairy tales usually begin in your mother tongue?
- 3) What are the characters of this story?



### 2b Work in pairs. Read and put the verbs in the correct form.

Once upon a time the snake (1) ... (be) king over all animals. One day he (2) ... (be) very hungry, but he (3) ... (not want) to eat his usual food. He (4) ... (decide) that he would like to eat the sweetest meat in the world. So he (5) ... (tell) the mosquito to bite all the animals and find the most delicious meat. The mosquito (6) ... (want) to help the king. He (7) ... (go) to the forest and jungles, and (8) ... (bite) the bears and the monkeys, the foxes and the tigers. He (9) ... (go) to the grassland and (10) ... (taste) the gazelles and zebras. He tasted the lions and wolves and rabbits. He tasted all the animals, but (11) ... (can) not find the meat for his king. Then he (12) ... (see) a human baby...

**(to be continued)**  
**(davomi bor)**



### 2c Listen and check.

#### Answer the questions.

How does the story end?

What do you think?



### 2d Work in pairs. Complete the sentences.

e.g. Fairy tales in English begin with "Once upon a time".

- 1) Fairy tales in English begin ... .
- 2) The king sent the mosquito to find ...
- 3) The mosquito wanted ...
- 4) The mosquito went to ...
- 5) The mosquito tasted ...
- 6) The mosquito could not ...
- 7) The mosquito saw ...



### 3a Work in groups of 4/5. Write five sentences about a character from a popular fairy tale.

e.g. A: The character's a good girl. Her name's "Beep". She has a mother and a grandmother. Her granny lives behind the forest. "Beep" likes flowers. She doesn't like wolves. Who is it?



### 3b Work in groups. Play "Beep". Guess the fairy tale and the character.

# LESSON 4 Can birds and animals talk?



## 1 Listen and sing.



## 2a Work in pairs. Listen and match.

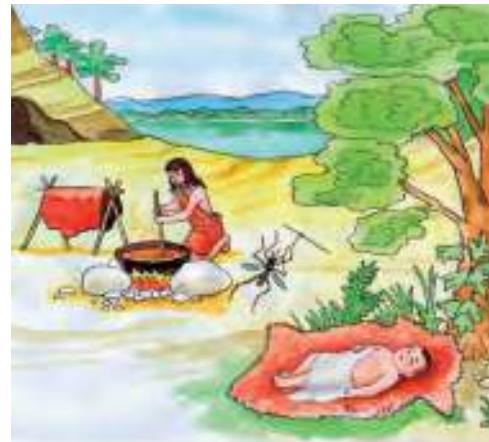
- |                 |                      |
|-----------------|----------------------|
| 1) the mosquito | a) was sleeping      |
| 2) the snake    | b) was flying        |
| 3) the baby     | c) was sitting       |
| 4) the mother   | d) was having a rest |
| 5) the swallow  | e) was cooking       |



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

The baby was sleeping under a tree and his mother was cooking food. The mosquito was sitting on the baby's arm. He took a small bite. "How delicious!" cried the mosquito, "this is what the king wants!" And he flew away quickly to take the good news to the snake. He did not see that a swallow was flying after him. After some time the mosquito came to the large tree where the snake was having a rest. "Oh, my King," he said, "I tasted all the animals in the world. I know which is the sweetest meat of all. It's the meat of ..."

**(to be continued)**



## 2c Work in pairs. Read and say True, False or Don't Know.

- 1) The baby and the mother were sleeping under a tree.
- 2) The mosquito bit the baby and liked the human meat.
- 3) The mosquito flew away quickly to the king with the good news.
- 4) A swallow heard the mosquito's words.
- 5) The mosquito came to the snake's home in the mountains.
- 6) The mosquito did not like the human meat.

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

- 1) Who is the new character?
- 2) Who can talk in this fairy tale?
- 3) What fairy tales do you know where birds, animals, flowers and things talk?

## 3 Work in pairs. Play "A Chain".



e.g. A: (Who?)

B: (And who?)

A: (What were they doing?)

B: (Where?)

A: (When?)

B: (the end of the story)

My friend  
and my dog  
were swimming

in the river  
at 6am yesterday.

And they liked it./But they didn't  
like it.

## LESSON 5 A happy end



### 1 Listen and sing.



### 3a Listen and answer the question.

Why do swallows have Vs in their tales?

### 3b Read and choose the best title for the fairy tale.

Why Mosquitoes Cannot Speak  
The Snake and the Swallow  
The Human Baby and the Animals

Then, the swallow flew down and bit the mosquito's tongue. "... bzzz, bzzz," continued the mosquito because now he could not speak. This made the snake very angry. How did he know the most delicious meat? The mosquito could not say it. The snake wanted to catch the swallow, but the bird was very fast. The snake could only bite a piece out of his tail before he flew away.

From that time on the mosquito can only say "bzzz", and the snake and the swallow hate each other.

When a swallow flies, we can see the V in his tail made by the snake. And we remember the day when the swallow saved the human baby. When a swallow makes a nest in your home, it is very good for you.



### 3c Work in pairs. Complete the sentences.



### 4 Work in pairs. Read and match the texts and the fairy tales.

- 1) Thumbelina 2) Goldilocks 3) Mowgli 4) Snow Queen

**A** The three bears lived in a big house in the forest. Daddy Bear, Mummy Bear and Baby Bear liked porridge. They eat porridge in the morning. Today the porridge is too hot.

**C** There was a girl. She wanted to find her best friend Kai. Her favourite flower was a rose. She and Kai liked roses. An old woman lived in a garden. She liked the girl. The old woman had a magic wand. In her garden there was always summer.

**B** People live in cities and villages. But that boy did not live in a house. He lived in the jungle. He did not live with his parents. In the jungle his father was a wolf. His mother Ruksha, was a wolf too. Little wolves were his brothers. He liked playing with them.

**D** Once there lived a girl. She was very small. She lived on a flower. She and her mother lived in a big house. Then frogs took her to the river. A swallow helped her to go to a warmer country.

# LESSON 6 Project

1  Listen and sing.

2a  Work in groups. Write a fairy tale.



## 2b Exchange your fairy tales.

- 1) Read the fairy tales and give a title.
- 2) Draw a picture.
- 3) Write a caption for your picture.

### I can

1) I can say sentences in the **Past Continuous**. O'tgan davomli zamonda gaplar ayta olaman.

**e.g.** Yesterday at 11 o'clock Sabina was dusting the room. Madina and Davron were sweeping the yard and taking the rubbish out.

2) I can talk about different countries and continents.

Turli mamlakat va qit'alar haqida gapira olaman.

**e.g.** Antarctica has the coldest climate on the Earth.

3) I can save water and energy.

Suv va energiyani tejay olaman.  
**e.g.** We should recycle paper.

4) I can tell a fairy tale with a plan. Reja bilan ertak ayta olaman.

**e.g.** Once upon a time...

Then...

After that ...

From that time on ...

# LESSON 1 Do you know?



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

chief important shake clasp nod kiss

## 2 Answer the question.

What are Uzbek people famous for?



## 3a Work in pairs. Answer the questions.

- 1) How do men in Uzbekistan greet each other\*?
- 2) How do women in Uzbekistan greet each other?
- 3) How do young people greet adults?
- 4) How do you greet your friends?

## 3b Read and say how African people greet each other.

People in Africa like traditional village life. They are very warm and friendly. Children and adults shake hands when they meet friends or relatives. Young men and women clasp hands with their friends at parties. Some chiefs use the back of the hand to show they are important.



## 4a Work in pairs. Answer the questions.

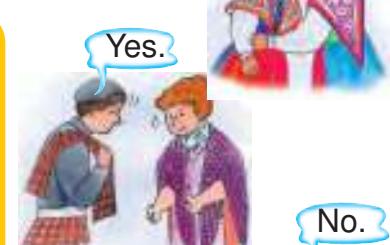
- 1) What do Uzbek boys do when they meet?
- 2) What do Uzbek girls do when they meet?
- 3) What do English boys do when they meet?
- 4) What do English girls do when they meet?

## 5a Read, copy and complete.

Do you know?

In Uzbekistan men and women greet each other in different ways: they shake hands or kiss each other. In Europe if men and women are friends they kiss each other. In England it is usually one kiss, in France two and in Poland three! Eskimos say hello by touching their noses. Maoris in New Zealand do this too. In Uzbekistan we nod and say 'Yes' or shake our heads and say 'No'. English and American people nod and shake their heads. Sometimes they say 'Yes' or 'No' too. But Bulgarian\* and Greek\* people shake their heads for 'Yes' and nod for 'No'.

## 4b Listen and check.



people	greeting
e.g. Uzbek	Men shake hands, women kiss



## 5b Work in groups of three. Play "Guess the People".

Pupil A and B: (touch noses)

Pupil C: Eskimos?

## LESSON 2 Mr Whitfield went fishing.



**1** Play “My Hobby”.

**2a** Answer the questions about your last weekend\*.

- 1) Where did you go?
- 2) When did you go there?
- 3) How did you get there?
- 4) Who did you go there with?
- 5) What did you do there?
- 6) How long were you there?
- 7) What food did you take with you?
- 8) What time did you come back home?
- 9) Did you like your weekend?

**2b** Work in pairs. Ask your friend about his/her last weekend.

e.g. A: Where did you go?  
B: I went to the mountains.

fishing, food, to buy, bread, sausages, fruit, vegetables, to pay, nice, lunch, to sleep, to catch\*, to come back, to be happy

**2c** Report.

**3a** Look and make a story. Use the words.



**3b** Work in pairs. Answer the questions.

- 1) What is Mr Whitfield’s hobby?
- 2) What did Mr Whitfield want to do?
- 3) Why didn’t he catch any fish?

a rest, fishing, sausages, day, fish, fruit, bread, supermarket, lunch

**4** Copy and complete the sentences.

Mr Whitfield decided to go (1) ... . In the morning Mr Whitfield went to the (2) ... and bought (3) ..., ... and (4) ... . Before (5) ... he decided to have (6) ... . After (7) ... he decided to have (8) ... . He didn’t catch any (9) ... but he had a nice (10) ... . On the way home he went to the (11) ... again and bought some (12) ... . His children were happy.

# LESSON 3 Do you have a ‘bird table’?

## 1 Look and answer the questions.

Do you know any other animals that help people? How do they help?



## 2a Read and answer the questions.

- 1) How do animals help people?
- 2) How do people help animals?

People in Great Britain like animals. There are even special hospitals, which help wild animals. There are a lot of television films about wildlife. They are very popular with children and grown-ups. A lot of British families have ‘bird tables’ in their gardens. Birds can eat from them during the winter months. The ‘bird table’ should be high because cats can eat birds. The British often think their animals are like people. For example, in Britain animals can have jobs like people. British Rail\* has cats and pays them for their work. Their job is to catch mice. There is usually one cat per station. They get food and free medical help. The cats don’t catch a lot of mice but they are very popular with the British Rail staff and travellers.

## 2b Work in pairs. Answer the questions.

Do you have any animals? Do they do any work? Would you like to have any animals to work for you? Are animals important for you?

## 2c Work in pairs. Answer the question.

What jobs can dogs do?

e.g. Dogs help people who cannot see.



save people,  
help people who cannot  
see, work with the police,  
work in a circus, help  
farmers, work in space,  
find people in the  
mountains, find  
people after  
earthquakes

## 2d Write five sentences.

## 3 Work in groups. Answer the questions.

How do we help animals?

What can we do in schools or at home?

# LESSON 4 What's the best transport?

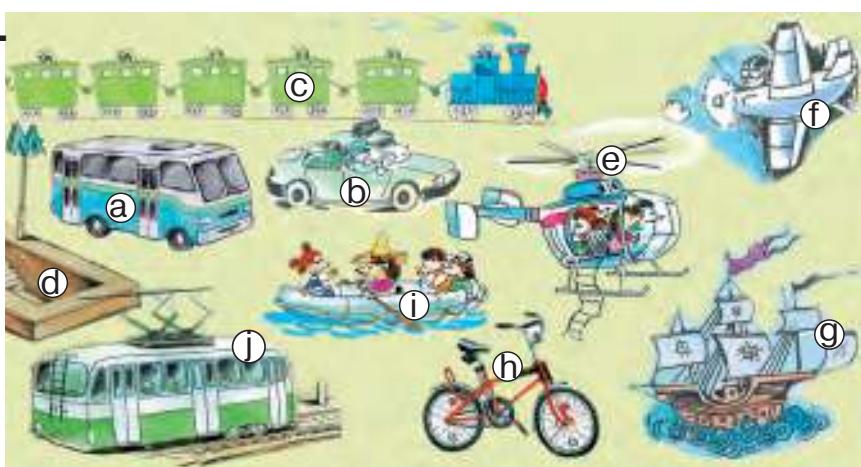


## 1 Play “Simon Says”.

e.g. We want Group A to turn left.

## 2 Look, listen and match.

- |            |               |
|------------|---------------|
| 1) car     | 6) train      |
| 2) tram    | 7) plane      |
| 3) bus     | 8) ship       |
| 4) bicycle | 9) helicopter |
| 5) metro   | 10) boat      |



## 3 Chain Drill.

Planes are the fastest transport.

## 4b Work in groups of 4/5. Answer the question.

What's the best transport?



## 4a Make a diagram.

e.g. The best transport is the bicycle because it's the cheapest and healthiest.

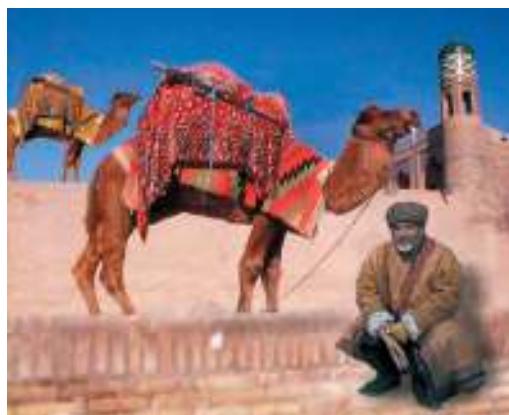
## 5a Look at the picture and answer the questions.

- 1) Who can you see?
- 2) When do you think it is?  
1900 1800 1700 1600
- 3) What are they doing?
- 4) What do you know about caravans?

fast, slow, good,  
bad, clean, dirty,  
cheap, healthy,  
dangerous, expensive,  
comfortable

## 5b Read the text and give a title.

For many years, in the desert camels were the only kind of transport. Before the age of modern trains, camel trains carried all the things between Central Asia and Europe. People made camel trains with 10,000 to 15,000 animals. Each camel could carry approximately 200 kilos and could travel twenty miles\* a day. This kind of transport was so important that people called camels the ‘ships of the desert’.



## 5c Answer the questions.

- 1) Would you like to travel with a caravan?
- 2) Would you like to live in those days? Why?/Why not?

## 5d Look and answer the questions.

- 1) What other animals do people use for transport and work?
- 2) Does your family use any animals?

## LESSON 5 What's next to ... ?



### 1 Play “I Spy...”.

**A:** I spy with my little eye something beginning with ‘s’.  
**B:** Is it on the left?

on the left,  
on the right, between,  
in front of, behind,  
next to



### 2a Work in pairs. Copy and complete the plan.

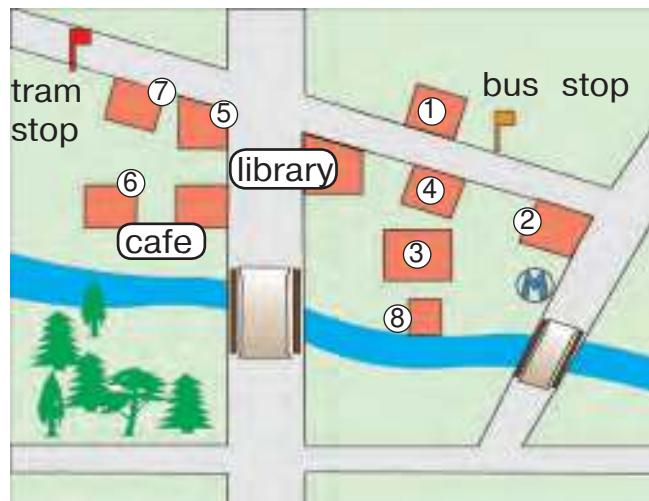
**Pupil A:** Look at this page.

**Pupil B:** Look at page 71.

**e.g.** Pupil A: What's next to the bus stop?

Pupil B: The bank.

- ② the book shop
- ④ the grocery
- ⑥ the hospital
- ⑧ the restaurant



### 2b Look and find what places you can add.

### 2c Work in groups. Add to the map.

I think it should be next to the bus stop. We can go to school easily.



Oh no. The bus stop is noisy. I think it should be next to the market. We can buy snacks easily.



Where's the best place for the school?

That's a great idea! What do you all think?



What about next to the park? We can rest after classes.



Oh no. The market is noisy too.



### 2d Present your group plan.

**e.g.** We decided to build a sports centre. Our sports centre is near the ... .

It should be ... because ... . You can go there by ... because it's not far from ... .

### 2e Choose and make your class plan.

### 3 Play the “Longest Sentence”.

**e.g.** The girl is standing next to her house.

The beautiful girl is standing next to her new house.

The beautiful girl and her friend are standing next to her new house.

# LESSON 6 I can ... I know ...

**1) Do the quiz. What can you do in English? How much do you know? Write correct sentences.**

- 1) I can talk about now. (Present Simple)
- 2) I can talk about yesterday. (Past Simple)
- 3) I can talk about things happening now. (Present Continuous)
- 4) I can talk about dates and years. (Navruz)
- 5) I can talk about my birthday and my friends' birthdays.
- 6) I can talk about special festivals in Uzbekistan and in other countries.
- 7) I can talk about when people were born. (You)
- 8) I can talk about jobs and professions. (Three of your relatives.)
- 9) I can say what I want to be. (Your job/profession)
- 10) I can talk about shapes.  
**(▲ ● ■)**
- 11) I can talk about the position of countries and cities. (Uzbekistan, Tashkent)
- 12) I can talk about countries: where they are, their size, the capital, and some geographical information. (You can choose a country.)
- 13) I can talk about different types of transport. (Give eight.)
- 14) I can talk about food in Uzbekistan and in other countries. (You can choose.)
- 15) I can talk about two actions with when/before/after. (You can choose.)
- 16) I can talk about my family. (Write eight kinds of relatives  
**e.g.** granny)
- 17) I can talk about my home. (Describe your room.)
- 18) I can talk about how much/many. (Describe what is in your schoolbag.)

- 19) I can describe people. (You and your friend/relative.)
- 20) I can describe things with smell/taste/look. (You can choose.)
- 21) I can compare things and say which is bigger or the biggest. (You and some of your friends.)
- 22) I can offer and ask for food at the table politely. (Write a short dialogue.)
- 23) I can say and write numbers up to one million. (5, 23, 108, 87,000, 400,000)
- 24) I can say where things are. (You and four of your classmates)
- 25) I can write a recipe. (palov)
- 26) I can write a birthday card. (Draw a birthday card for your friend/relative and write a message.)
- 27) I can make suggestions. (can)
- 28) I can give instructions. (Write 5 things for your friend to do  
**e.g.** Close your eyes.)
- 29) I can do the shopping.  
**(e.g.** I'd like a packet of tea. Use 'sugar' 'sausages' 'milk' 'chocolates'.)
- 30) I can give advice. (should).
- 31) I can give reasons. (because)
- 32) I can give instructions. (do/don't do)
- 33) I can talk about 'rules'. (must)
- 34) I can talk about what other people want. (want me to...)
- 35) I can write an invitation. (Draw and write an invitation to your birthday party for your friend.)
- 36) I can follow instructions. (Read and draw the sandwich.)
- 37) I can respond to an invitation. (Write and say you can come.)

- 2) Count how many things you can do. Compare with others in the class. How did you do?**

# Classwork and homework

## Lesson 1 Jobs at school

### Classwork

#### 4a Listen and complete the sentence.

Vali is talking to the \_\_\_\_\_

- a director
- b school doctor
- c teacher

#### 4b Write T for True and F for False.

- |                           |  |
|---------------------------|--|
| 1 Vali has a sore throat. | 4 Vali had a lot of fruit<br>and vegetables today. |
| 2 Vali has a tummy ache.  |  |
| 3 Vali likes tea.         | 5 Vali does not eat healthy food.                  |

#### 5a Match the questions and answers. Say about Farruh Zakirov.

- |                          |   |
|--------------------------|---|
| 1 What is his name?      | a singer/film star                      |
| 2 What is he?            | b famous "Yalla" group                  |
| 3 Where was he born?     | c Tashkent                              |
| 4 Where is he from?      | d Uzbekistan                            |
| 5 What does he do?       | e Farruh Zakirov                        |
| 6 What is he famous for? | f gives concerts in different countries |

#### 5b Work in pairs. Pupil A: Ask and write about David Beckham. Answer the questions about Munojat Yulchieva.

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

B: His name's David Beckham.

Name: *David Beckham*

Was born in:

Profession:

What he does:

Country:

What he is famous for:

**Pupil B: Ask and write about Munojat Yulchieva.**

**Answer the questions about David Beckham.**

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

A: Her name's Munojat Yulchieva.

Name: *Munojat Yulchieva*

Was born in:

Profession:

What she does:

Country:

What she is famous for:

### Homework

#### 1 Look at the questions and write about a person in your school. Don't write her/his name.

Savollarga qarang va maktabingizdagi biror shaxs haqida yozing. Uning ismini yozmang.

e.g. She is a cook. She works in the canteen.

She makes lunches every day.

1 What is her/his job?

2 Where does s/he work?

3 What does s/he do at work?

#### 2 Put the words in order.

So'zlarni tartib bilan joylashtiring.

e.g. 1 She was born in a village near Fergana.

# Classwork and homework

- |   |                              |
|---|------------------------------|
| 1 was/She/born/in/a/near/village/Fergana. | 4 trains/He/a lot/day/every. |
| 2 had/Her/eight/parents/children.         | 5 his/He/a lot of/friends/   |
| 3 songs/She/a lot of/knows/old.           | has/in/team.                 |

## Lesson 2 Professions

### Classwork

#### 3a Find similar words.

oOoo	oOo	Ooo
photographer	policeman	programmer

photographer,  
policeman, interpreter,  
assistant, TV star,  
programmer, librarian,  
architect, gardener

#### 4 Match the sentences and the jobs.

e.g. 1 a teacher

- 1 Karima works at the school. She speaks English to pupils.
- 2 Olga works at the hospital. She helps sick people.
- 3 Aziza works at the office. She helps her director with letters and papers.
- 4 Hamid works in the park. He likes trees and flowers.
- 5 Rustam takes photos of many famous people.
- 6 Alexander works at the hotel. He cooks lunches and dinners.
- 7 Sherzod works at the airport. He flies for Uzbekistan Airlines.
- 8 Sabohat works for a newspaper. She interviews people.
- 9 Zuhra works at the hospital. She helps the doctor.

a teacher,  
a nurse, a chef, a gardener,  
a secretary, a photographer,  
a doctor, a pilot,  
a reporter

#### 6a Work in groups of 4/5. Complete the table.

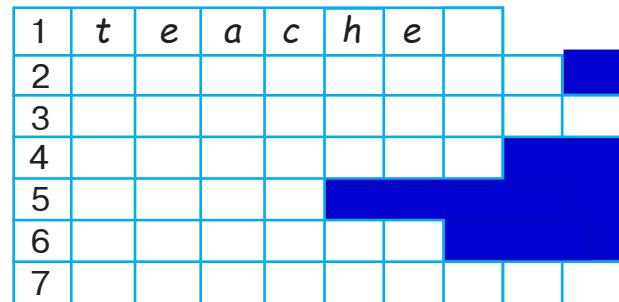
e.g. A: What's your father's job?  
(What does your father do?)  
B: He's an engineer.

name	father	mother
e.g. Lena	engineer	doctor

### Homework

#### 1 Do the puzzle. Topishmoqni toping.

- 1 The ... helps the pupils to learn.
- 2 The ... helps teachers, pupils and parents.
- 3 The ... answers the telephone and works with letters and papers.
- 4 The ... cleans the school.
- 5 The ... makes lunch every day.
- 6 The ... helps sick children.
- 7 The ... knows about the books and helps children to find books.



# Classwork and homework

**2 Write 2 sentences about your parents'/relatives' jobs and what they do.** Ota-onangiz/qarindoshlaringizning ishi va ularning nima qilishi haqida 2 ta gap yozing.

## Lesson 3 He wants to be a/an ...

### Classwork

**3 Listen to Sevara, Laziz and Dilnoza.**  
Complete the table.

pilot, reporter,  
interpreter, planes,  
English,  
film stars

name	wants to be ...	why
Laziz	e.g. a reporter	because he wants to interview ...
Dilnoza	an	because she likes ...
Sevara		because she likes ...

### 4a Listen and match.

- |           |                          |
|-----------|--------------------------|
| 1 Daniel  | a) a librarian           |
| 2 Sabina  | b) a computer programmer |
| 3 Madina  | c) a reporter            |
| 4 Rustam  | d) a farmer              |
| 5 Davron  | e) a pilot               |
| 6 Lucy    | h) a doctor              |
| 7 Aziz    | f) a nurse               |
| 8 Alisher | g) a chef                |

### 5a Work in groups of 5/6. Ask and write what your friends want to be and why.

e.g. What do you want to be?  
I want to be ... because ... .

name	job	why
e.g. Regina	doctor	help sick people

### Homework

#### 1 Write about the profession you want to choose.

Tanlamoqchi bo'lgan kasbingiz haqida yozing.

e.g. My name is Nigora. I want to be a ... because ...

#### 2 Read and complete the sentences. Use the words:

O'qing va quyidagi so'zlardan foydalananib, gaplarni to'ldiring:

This is Nancy. She is a nurse. She works at the (1) ... . She looks after sick (2) ... . She gets up at six in the morning. She (3) ... a shower and puts on her clothes. She has (4) ... at half past six. At seven o'clock she drives her (5) ... to the hospital. Nancy starts work at eight o'clock. She (6) ... the doctors. She goes (7) ... at five o'clock.

breakfast,  
people, home,  
hospital, takes,  
car, helps



## Lesson 4 A wedding in Fergana

### Classwork

#### 2b Look and write about Aziz's family.

e.g. Odina — Karim = wife - husband

Odina — Sabina =

Ozoda — Madina =

Aziz — Karim =

Karim — Bahodir =

Davron — Nigora =

# Classwork and homework

## 3b Work in pairs. Match the parts and make sentences about Aziz.

- |                         |  |
|-------------------------|--|
| 1 His parents' niece is | a) helping her niece with her wedding dress. |
| 2 Aunt Ozoda is         | b) live in Fergana.                          |
| 3 His mother is         | c) getting married.                          |
| 4 His uncle's friend is | d) making palov.                             |
| 5 Aziz is               | e) making cakes.                             |
| 6 His grandparents      | f) taking photos and making a video.         |

## 5 Work in groups of 4/5. Ask and answer about the relative. Complete the table.

name	relatives	jobs
e.g. Saida	cousin Suhrob	12. Pupil. Village not far from Tashkent.

## Homework

1 Look at the table in activity 5. Choose three friends and write about their relatives. 5-mashqdag'i jadvalga qarang. Uchta o'rtoqni tanlab, ularning qarindoshlari haqida yozing.

e.g. Saida has a cousin. His name's Suhrob. He's 12. He's a pupil. He lives in the village not far from Tashkent.

## 2 Put the words in the correct place.

So'zlarni mos joyga qo'ying.

married, palov, dressed, video,  
cake, up

get	make
e.g. married	

# Lesson 5 Uzbek and English weddings

## Classwork

### 2 Play "Find Someone Who".

e.g. Do you have have three uncles.

- |         |                                |
|---------|--------------------------------|
| 1 _____ | has three uncles.              |
| 2 _____ | has a lot of nieces.           |
| 3 _____ | has a lot of nephews.          |
| 4 _____ | has a twin in family.          |
| 5 _____ | has one sister.                |
| 6 _____ | has no brothers and sisters.   |
| 7 _____ | has grandparents in a village. |

## Classwork and homework

**4b Work in pairs. Ask and answer. Complete the table.**

**A: You are from Great Britain.**

e.g. Do girls in Uzbekistan have a white wedding dress?

**B: You are from Uzbekistan.**

e.g. Do girls in Great Britain have a white wedding dress?

	Uzbekistan	Great Britain
wedding dress	1...	1 e.g. white wedding dress
wedding cake	2...	2...
cards	3...	3...
presents	4...	4...
flowers	5...	5...
weddings on a Saturday	6...	6...
pageboy	7...	7...
bridesmaid	8...	8...

### Homework 1 Write the words in order.

So‘zlarni tartib bilan joylashtiring.

e.g. 1 It’s my sister Victoria’s wedding.

1 my/sister/It’s/Victoria’s/wedding.

2 I/help/must/Victoria/with/wedding dress/her.

3 The/bridesmaid/a special/has/too/dress.

4 England/In/weddings/are/on/Saturday/usually.

### 2 Look at activity 4b. Write 5 sentences.

4b-mashqqa qarab, 5 ta gap yozing.

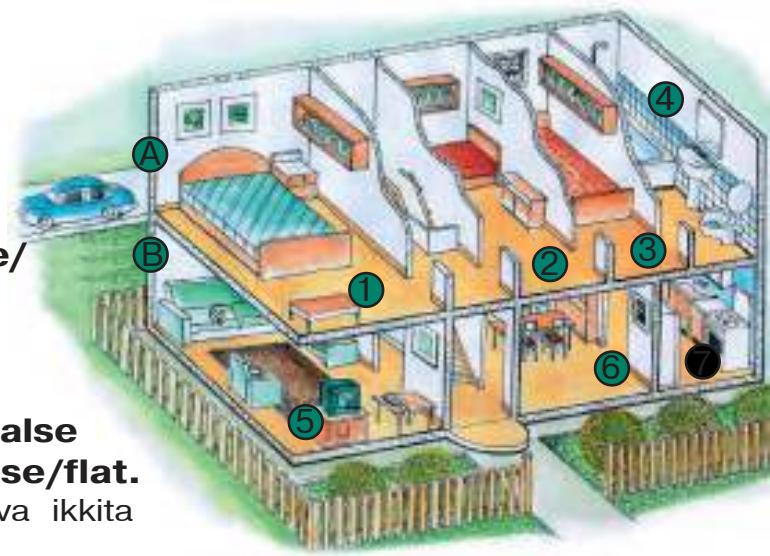
e.g. In Great Britain they have bridesmaids and in Uzbekistan we have bride’s friends.

## UNIT 2 Houses and homes

### Lesson 1 An English house

#### Classwork

**3b Look at Lucy’s house plan. Label the rooms.**



#### Homework

**1 Draw a plan of your house/flat. Label the rooms.**

O‘z uyingiz rejasini tuzing.

Xonalarning nomini yozing.

**2 Write two true and two false sentences about your house/flat.**

O‘z uyingiz haqida ikkita to‘g‘ri va ikkita noto‘g‘ri gap yozing.

# Classwork and homework

## Lesson 2 Welcome to my home!

### Homework

Look at 3a on page 13. Choose one flat.

Write 5 sentences. 13-sahifadagi 3a-mashqqa qarang. Biror xonadonni tanlab, 5 ta gap yozing.

e.g. There is an armchair next to the sofa.

on the right,  
on the left,  
between, under  
next to

## Lesson 3 Tidy up your room!

### Classwork

#### 4a Chose and write three sentences.

e.g. I mopped the floor.

	activities	you	your friend
1	wash the dishes		
2	mop the floor		
3	play computer games		
4	watch TV		
5	take the rubbish out		
6	feed animals		
7	sweep the yard		
8	read a book		

### Homework

Look at 4a. Write five sentences.

4a-mashqqa qarab, beshta gap yozing.

e.g. I swept the yard.

## Lesson 4 Homes, sweet homes ...

### Classwork

#### 4 Work in groups of 3. Ask and answer.

e.g. A: Do you have a TV?

B: Yes/No.

1	... a TV		
2	... a computer		
3	... a fridge		
4	... a toaster		
5	... a cooker		
6	... a vacuum cleaner		
7	... a washing machine		
8	... a dishwasher		

# Classwork and homework

## Homework

**Look at 5. Read and write T for True and F for False. Correct false sentences.**

5-mashqqa qarang. To'g'ri gaplarni "T", noto'g'ri gaplarni esa "F" deb belgilang. Noto'g'ri gaplarni to'g'rilang.

- 1 Aziz lives in a block of flats. **e.g.** *F Aziz lives in a house.*
- 2 There are seven rooms, a kitchen and a bathroom.
- 3 There is a big TV on the table.
- 4 Aziz likes watching nature programmes.
- 5 The family likes watching TV in the evening.
- 6 Aziz's mum doesn't like her kitchen.

## Lesson 5 Unusual houses

### Classwork

**3c Work in groups of 4/5. Choose, write and say.**

**e.g. I'd like to live in the Boeing 727 House because I like planes.**

Me			
1 Stone House 2 Flying Boat 3 The Shoe House 4 The Dog House 5 The Auto House 6 The Strawberry House 7 The Boeing 727 House			

## Homework

**Write five sentences.** Beshta gap yozing.

**e.g. We use a chair to sit on it.**

- 1) We use a toaster \_\_\_\_\_
- 2) We use a washing machine \_\_\_\_\_
- 3) We use a vacuum cleaner \_\_\_\_\_
- 4) We use a dishwasher \_\_\_\_\_
- 5) We use a cooker \_\_\_\_\_

## UNIT 3 At the grocery

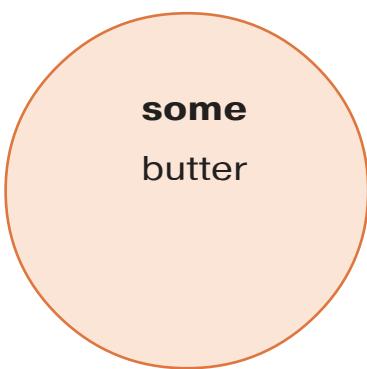
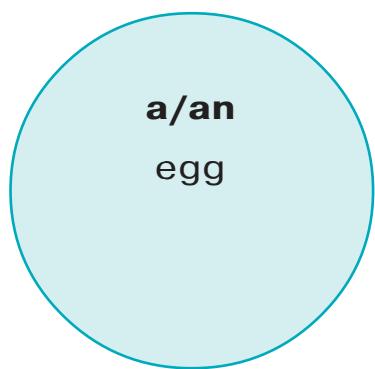
### Lesson 1 What's in the fridge?

#### Classwork

**3 Work in groups. Put the words in the right place.**

**e.g. There is an egg. There is some butter.**

# Classwork and homework



## 4a Look and write four sentences.

e.g. There is some meat on the first shelf.

### Homework

#### Draw your fridge or cupboard and write five sentences.

Sovutkich yoki oshxona javoni rasmini chizing va beshta gap yozing.

e.g. On the first shelf of the fridge/cupboard there is some butter and some cheese./There is an ice cream./There is a cake.

## Lesson 2 Is there any fruit?

### Homework

#### Look at activity 4 and write four differences.

4-mashqqa qarab, to'rtta gap yozing.

e.g. There is some lemonade in picture A but in picture B there is some tea.

## Lesson 3 There are a lot of vegetables.

### Classwork

## 3b Work in pairs. Complete the story.

When winter came, the Grasshopper was \_\_\_\_\_. He was \_\_\_\_\_. There was \_\_\_\_\_ food in his cupboard. But the Ant was \_\_\_\_\_. He had \_\_\_\_\_ food in his cupboard.

happy, hungry  
unhappy, no  
a lot of

### Homework

## 1 Look in your fridge or cupboard. Write five sentences. Use "a lot of" and "some".

O'z sovutkichingiz yoki oshxona javoningizga qarang va "a lot of" va "some" ni ishlatib, beshta gap yozing.

e.g. There is a lot of rice in the cupboard.

## Classwork and homework

### 2 Read and draw the table from the fairy tale.

**Choose the correct answer to the question.**

Ertakni o'qing va unda tasvirlangan dasturxonni chizing. Savolga to'g'ri javobni tanlang.

**Who ate the cake?** a) Tina      b) Fina      c) Tina and Fina



### City Mouse and Farm Mouse

Fina Mouse lives in a city. Tina Mouse lives on a farm. One day Fina comes to see Tina. "Hello, Tina," says Fina. "How are you?" Tina is happy to see her friend. "Hello, come to the table. Let's have dinner," she says. "But wait a moment. I'm making some coffee." Fina looks at the table. There is a lot of cheese, a lot of sausages and some bread. There are some pears and a lot of apples. On the table Fina sees a big cake. "Oh, there's a cake too. Yummy. I like cakes," she says. When Tina comes to the room with coffee, she looks at the table. "Oh, no!" she says. "Where's my cake?!" "The cake was delicious!" says Fina.



## Lesson 4 Supermarkets and shops

### Classwork

#### 2b Work in groups.

**Write your poem.**

### Homework

**Answer the questions.** Savollarga javob bering.

- 1) Where can we buy biscuits?  
**e.g. We can buy biscuits in the bakery section.**
- 2) Where can we buy yogurt?
- 3) What can we buy in the dairy section?
- 4) What can we buy in the meat section?

Shopping, shopping.

Let's go shopping.

We can buy a lot of food:

\_\_\_\_\_ and \_\_\_\_\_,

\_\_\_\_\_ and \_\_\_\_\_.

It is so good!

## Lesson 5 A bar of chocolate, please.

### Homework

**Your friends are coming to your birthday. Write a shopping list.** O'rtoqlaringiz sizning tug'ilgan kuningizga kelishyapti. Xarid ro'yxatini yozing.

**e.g. a big chocolate cake, ....**

# Classwork and homework

## Lesson 1 How much are they?

### Homework

Here you are.  
any 3000 Thank you.  
much kilo please  
5000

#### 1 Complete the dialogues. Dialoglarni to'ldiring.

A: Do you have (1) ... grapes?  
B: They are 1500 soums a (2)...  
A: Two, please.  
B: That's (3) ... soums.  
A: Here you are.  
B: (4) ...

A: How (5) ... are those oranges?  
B: 10000 soums a kilo.  
A: Half a kilo (6) ...  
B: That's (7) ... soums, please.  
A: (8) ...  
B: Thank you.

#### 2 Write the numbers. Sonlarni yozing.

- e.g. 1) one thousand seven hundred and fifty 1750  
 2) six thousand \_\_\_\_\_  
 3) two thousand four hundred \_\_\_\_\_  
 4) one thousand two hundred \_\_\_\_\_  
 5) five thousand five hundred \_\_\_\_\_  
 6) two thousand one hundred and fifty \_\_\_\_\_  
 7) eight thousand three hundred and fifty \_\_\_\_\_

## Lesson 2 How much does it cost?

### Homework

#### 1 Put the words in the correct column.

So'zlarni tegishli ustunga yozing.

fruit	vegetable	other fruit
e.g. quinces		

pomegranates,  
mushrooms, ice creams  
quinces, turnips, radishes,  
rice, cabbages, pears,  
meat, cherries,  
chocolate

#### 2 Write in order. Gaplarni tartib bo'yicha yozib, dialog tuzing.

- e.g. 1f
- |                                  |                              |
|----------------------------------|------------------------------|
| a Here you are. Anything else?   | e Here you are.              |
| b Thank you.                     | f How much do onions cost?   |
| c They are 1200 soums a kilo.    | g Do you have any cucumbers? |
| d Sorry, no. 2400 soums, please. | h Two kilos, please.         |

## Lesson 3 Do you want to be healthy?

### Classwork 3b Work in group of 4/5. Complete the table.

eat good food, go to bed late, get up early, eat fresh fruit, eat salads, eat a lot of hot dogs, eat at a different time, have a lot of water, eat a lot of sweets, often eat a lot, do morning exercises

should	shouldn't
eat good food	

## Classwork and homework

### 3c Work in pairs. Ask and answer.

e.g. A: What food should we eat to have good hair?  
 B: You should eat eggs and fish.

to have	food
good hair and eyes bones and teeth energy to be strong	e.g. eggs and...

### Homework

#### 1 Match the parts of the words to make five fruit.

So'zlarning bir qismiga mos ikkinchi qismini topib, beshta meva nomini yozing.

e.g. cherry

- 1) cher cot
- 2) pome ry
- 3) me mon
- 4) qui granate
- 5) apri lon
- 6) le nce

#### 2 Put the words in order.

So'zlarni tartib bilan joylashtiring.

- 1) healthy/To be/you/eat/must/good food.
- 2) of energy/Good/gives/you/food/a lot.
- 3) You/of water/drink/litres/two/every day/should.
- 4) eat/You/meat and potatoes/should/for energy.
- 5) eat/You/a lot of/sweets/shouldn't/or chocolates.

## Lesson 4 Are your animals healthy?

### Homework

#### 1a Complete the table with what food you should

and shouldn't feed your cat. Mushugingizga berishingiz kerak bo'lgan va bo'limgan oziq-ovqatlar bilan jadvalni to'ldiring.

good for cats	bad for cats
e.g. wet or dry food,	grapes and raisins,

wet or dry food,  
milk, chicken, meat, bones,  
fruit, fish, vitamins and  
minerals, sweets, bread,  
some rice, water,  
cakes

#### 1b Complete the sentences. Gaplarni yozib tugallang.

How to feed your cat? You must feed your cat two times a day. You should give your cat ...

You shouldn't give your cat ...

## Lesson 5 Whose sandwich is this?

### Homework

#### 1 Read and answer the questions.

O'qing va savollarga javob bering.

- 1 Why do we keep food in the fridge?
- 2 How do we keep food clean and fresh?
- 3 Why do we keep food with a lot of sugar or salt?

We can keep food cool in the fridge. We use jars, bottles, boxes and paper bags to keep our food clean and fresh. We can keep food with lots of sugar or salt. Food can stay fresh with a lot of salt and sugar. And it stays fresh in cool places.

# Classwork and homework

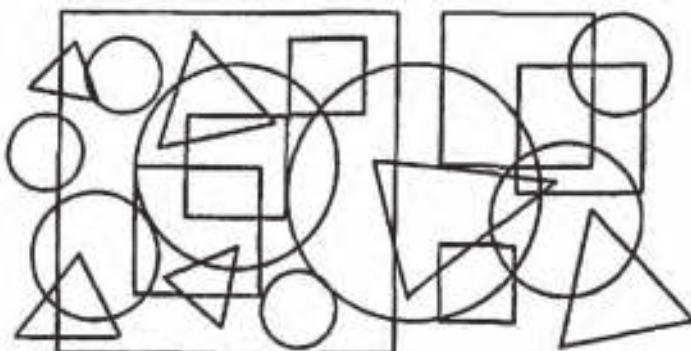
## 2 How many circles, squares and triangles can you see?

Nechta doira, to'rtburchak va uchburchaklarni ko'ryapsiz?

Circles:

Triangles:

Squares:



## UNIT 5 Birthday

### Lesson 1 When's your birthday?

#### Homework

**Write about three relatives.** Uchta qarindoshingiz haqida yozing.

e.g. My father's birthday is on the 18th of April. He was born in ... .

### Lesson 2 Happy birthday! Homework

**Draw and write an invitation card to your birthday party.** Tug'ilgan kuningiz uchun taklifnomalarini chizing va uning matnini yozing.

### Lesson 3 Birthdays are fun! Homework

#### 1a Read and complete the last sentence.

1) I was very happy.

O'qing va oxirgi gapni tugallang.

2) I wasn't happy.

My name is Mary. On my 12th birthday my parents said to me "Happy birthday!" In the morning my brother John had a basketball class and my other brother Dan had a football class. So my dad and mum took them and I stayed at home. I watched TV and I was very sad. I didn't get a birthday card or a present. But in the evening we went to a restaurant and had a birthday party. My brothers and my parents gave me lovely presents. And I had a wonderful birthday party with two clowns and a lot of balloons. I had a birthday cake. I got a lot of birthday cards from friends. On that day ... .

#### 1b Say True or False.

"True" (to'g'ri) yoki

"False" (noto'g'ri) deb ayting.

- 1 Mary stayed at home in the morning.
- 2 She had basketball classes on that day.
- 3 She watched TV.
- 4 In the evening they went to a restaurant.
- 5 Mary got birthday presents.

- 6 She didn't have a birthday cake.
- 7 Mary wasn't happy with her birthday.

# Classwork and homework

## Lesson 4 My best birthday

### **Classwork**

**3a Write five sentences about your best birthday.**

### **Homework**

**Write your “Thank-you” letter.**

O'z "Tashakkurnoma"ngizni yozing.

- 1 My birthday was on ...
- 2 I invited ...
- 3 I got ...
- 4 We sang songs, ...
- 5 It was my ..

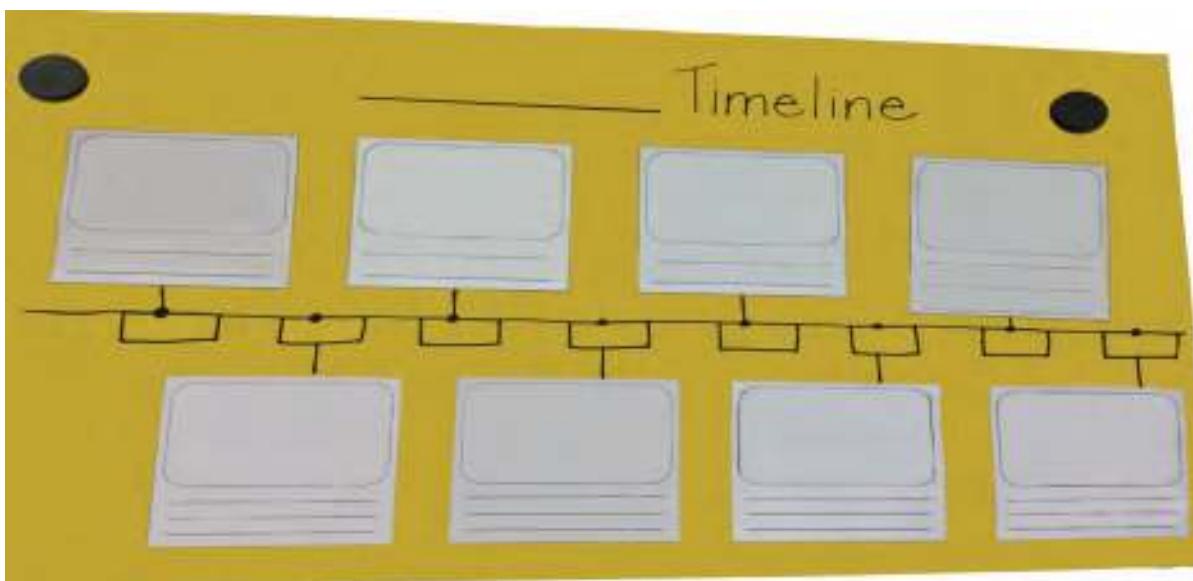


## Lesson 5 My Timeline

### **Homework**

**1a Make a timeline for your mother/father/sister.**

Onangiz/otangiz/opa-singlingiz uchun vaqt shkalasi (xronologik shkala) yasang.



**1b Write about your relative.** Qarindoshingiz haqida yozing.

# Classwork and homework

## Lesson 1 What did you do yesterday?

### Homework

Write three sentences about yesterday. Kechagi kun haqida uchta gap yozing.

In the morning I \_\_\_\_\_  
In the afternoon \_\_\_\_\_  
In the evening \_\_\_\_\_

## Lesson 2 Dinosaurs

### Classwork

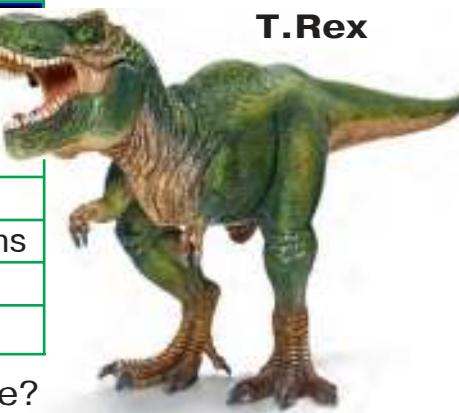
3a Work in pairs. Choose a dinosaur.

Look at the table and complete the sentences.

	T.Rex	Dilong
1	years ago	70 million
2	long	12 metres
3	tall	10 metres
4	head	1,5 metres
5	teeth	very big
6	legs, arms	two legs, two arms
7	lived in	America and Asia
8	ate	meat



Dilong



T.Rex

e.g. How many years ago did T. Rex/Dilong live?

T.Rex lived 70 million years ago. It was ... metres long. It was ... metres tall. Its head was ... . It had ... teeth. It had ... legs and ... arms. It lived in ... . It ate ... .

### Homework

Write 7 sentences about T. Rex or Dilong dinosaurs.

Tiranozavr yoki dilun dinozavrlari haqida 7 ta gap yozing.

## Lesson 3 What did he look like?

### Classwork

2 Play “Find Someone Who”.

e.g. Did you get up late yesterday?

	Find someone who	name
1	got up late yesterday	
2	went to a cafe last Sunday	
3	took shower in the morning	
4	drank coffee in the morning	
5	watched TV in the morning	

# Classwork and homework

## Homework

**Complete the sentences. Put the verbs in the Past.**

Fe'llarni o'tgan zamonga o'zgartirib, gaplarni tugallang.

Yesterday I (1) *got* (get) up at half past six. I (2) ... (have) breakfast, I got dressed, I (3) ... (wash) my teeth and then I (4) ... (go) to school. I (5) ... (have) English, mathematics, mother tongue and art lessons. After school I (6) ... (come) home and had lunch. I (7) ... (eat) some soup and salad. In the afternoon I (8) ... (do) my homework and (9) ... (play) football. I had dinner with meat and vegetables. In the evening I (10) ... (watch) TV and I (11) ... (go) to bed at half past nine.

## Lesson 4 How old are bicycles?

### Classwork

**2a Work in pairs. Read the years. Put the years in order.**

1817, 1980, 1870, 1960, 1885, 1920, 1888

1817 \_\_\_\_\_ Today

### Homework

**1 Complete the sentences. Put the verbs in Past form.**

Fe'llarni o'tgan zamonga o'zgartirib, gaplarni tugallang.

The best day of my life (1) *was* (be) my birthday when I was 10. On that day my parents (2) ... (buy) me a bike. It was my birthday's present. It was beautiful. My friends (3) ... (come) to my birthday party. They (4) ... (give) me birthday cards and a lot of presents. After the party we (5) ... (go) to the park. It was a sunny and warm day. Everything was wonderful. We (6) ... (play) games and (7) ... (ride) a bike. My friends (8) ... (be) happy too. I can say that it (9) ... (be) my best day.

## Lesson 5 When I was ...

### Classwork

**4a Work in groups of 4/5. Say about your favourite toy and what you liked doing when you were a little boy/girl.**

e.g. When I was a little boy/girl my favourite toy was ... . I liked playing ... .

name	toy	playing ...

doll, train,  
Teddy bear, plane,  
car, ball, balloon

playing ...  
hopscotch/see-saw/  
tag/chess/draughts/  
football, jumping  
rope

# Classwork and homework

## Homework

### 1a Read and choose the title. О'qing va sarlavha tanlang.

- a) At summer house. b) My summer holidays.
- c) I helped my parents.

I spent my summer holidays at home and at our summer house. In June and July, when it was very hot, I **stayed** at home. I **watched** TV, **played** computer games and read some books. My parents **worked** and I **helped** my mum. I **washed** the dishes, **cleaned** the room and **mopped** the floor. Then in August we **visited** my grandparents at their summer house. That was great. I **loved** my summer holidays.

### 1b Put the verbs in bold in the correct column.

Matnda qoraytirib ko'rsatilgan fe'llarni jadvalning tegishli ustuniga yozing.

[t]	[d]	[id]
e.g. liked		

## Lesson 6 Project

### Classwork

### 2a Work in groups of 4/5. Play “Find Someone Who”.

e.g. Did you wash the dishes yesterday?

Find someone who		name
1	washed the dishes	
2	watched a cartoon on TV	
3	played computer games	
4	went shopping	
5	watered the flowers/trees	

### Homework

### Write five sentences about your class graph.

Sinf grafigi haqida beshta gap yozing.

e.g. 9 pupils washed the dishes.

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# Classwork and homework

## Lesson 1 Where did pizza come from?

**Classwork 2b** Work in pairs. Read and complete the table.

	food	came from ...
1	pizza	<i>Italy</i>
2	chocolate	
3	pasta	
4	hot dog	
5	cheeseburger	
6	fish and chips	
7	coffee	

**3a** Work in groups of 5. Play “Find Someone Who”.

- |                             |         |
|-----------------------------|---------|
| A: Do you like ...?         | B: Yes. |
| A: How often do you eat it? | B: ...  |
| A: Do you cook it at home?  | B: ...  |

name	pizza			pasta			hamburger			cheeseburger			hot dog		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

### Homework

Complete the sentences. Гапларни то'йдиринг.

e.g. 1) fruit

350, white,  
America, green,  
Europe, fruit

Tomatoes are one of the most popular (1) ... in the world. Wild tomatoes came from (2) ... . First tomatoes were very small. They were (3) ... and yellow. They grew in America (4) ... million years ago. They came to (5) ... 500 years ago. Now there are black, (6) ..., purple, pink, orange, yellow, red and green tomatoes.

## Lesson 2 How to make pancakes

### Classwork

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

How to make omelette:

- 1 First ... two eggs.
- 2 Then ... them with some milk.
- 3 Then ... some salt and ... it.
- 4 Finally ... it with oil for two or three minutes.
- 5 Enjoy your omelette. You can ... it with bread and butter.

fry, eat, add,  
mix (2), take

# Classwork and homework

## Homework

### 1a Match the pictures and sentences.

Rasmlarga mos gaplarni toping.

- 1 Enjoy your milk tea.
- 2 Take some tea and milk.
- 3 Mix it.
- 4 Put some sugar or honey.



### 1b Write the sentences in order.

Gaplarni tartib bilan yozing.

## Lesson 3 Can you cook

### Homework palov?

#### Put the words in order.

So'zlarni tartib bilan joylashtiring.

- 1 was/hungry/Alexander the Great/One day.
- 2 made/His cook/the first palov.
- 3 hungry/His/soldiers/too/were.
- 4 liked/All/the soldiers/it.
- 5 palov/Now/favourite meal/is/many people's.



How to make milky tea:  
First ...  
Then ...  
Then ...  
Finally ...

## Lesson 4 What do you have for a picnic?

## Classwork

### 3 Listen and complete the sentences.

**Julia:** Susie, what do we have for a picnic?

salad, two,  
kitchen, four,  
Anything else?

**Susie:** The things are on the table in the (1) ... .

**Julia:** OK. Wow! That's a lot of things... OK. Let's see...

**Susie:** Bread, vegetables for (2) ..., cheese, (3) ... bottles of Coca Cola, a packet of chocolate biscuits, some apples...

**Julia:** OK, OK. Wait a minute... Right. (4) ...

**Susie:** Yes, four plates, (5) ... forks and a knife.

**Julia:** OK.

spoons, water,  
brought, picnic,  
knife

## Homework

#### Complete the sentences. Gaplarni tugallang.

**Bill:** Margaret, we are having a 1) e.g. *picnic* today.

**Margaret:** Oh, that's great. What do we have for a picnic?

**Bill:** Look. There is a (2) ..., two (3) ... and forks and some plates.

**Margaret:** What are we going to eat and drink?

**Bill:** I brought some food and a big bottle of mineral (4) ... .

**Margaret:** Let's see. Hmm... a lot of hamburgers and chips. It's not healthy.

**Bill:** I (5) ... chicken sandwiches and there is a lot of fruit.

**Margaret:** Well ... It's better. Okay, now, let's go for a picnic.

# Classwork and homework

## Lesson 5 How often do you eat fast food?

### **Classwork**

**2 Work in pairs.** Put the words in the correct place.

vegetables, pizza, shurva, chips, palov, sandwiches, hot dogs, mantı, cheeseburgers, salad, fruit, hamburgers

fast food	other food
e.g. <i>pizza,</i>	

### **Homework**

**Write four sentences about your relatives' favourite food. Is it healthy/unhealthy food?** Qarindoshlaringizning sevimli oziq-ovqati haqida to'rtta gap yozing. U sog'lom/nosog'lom oziq-ovqatmi?

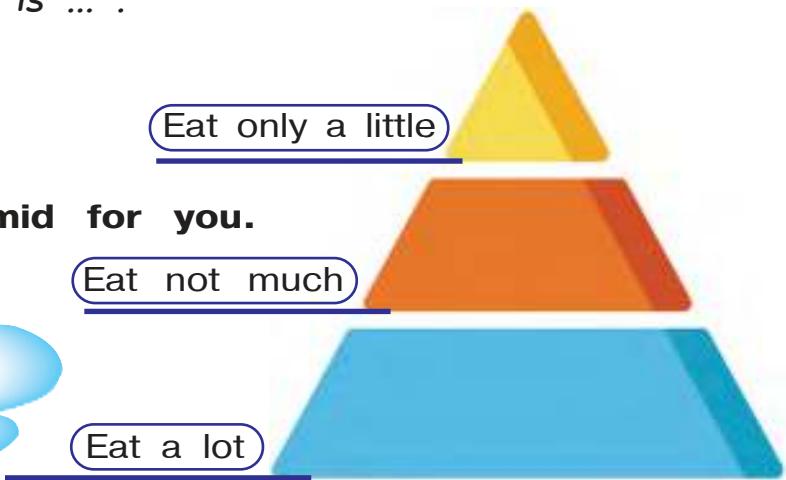
e.g. *My father's favourite food is ... .*  
*It's healthy/unhealthy food.*

## Lesson 6 Project

### **Classwork**

**3a Complete the food pyramid for you.**

bread, butter, cereal, tomatoes, ice cream, cheese, Coca Cola, milk, yogurt, eggs, carrots, bananas, meat, apple, sweets, cabbage, fish



# UNIT 8 At the table

## Lesson 1 What did you have for breakfast?

### **Homework**

**1 Write about your friend's breakfast.**

O'rtoq'ingiz nonushtasi haqida yozing.

e.g. *For breakfast Elyor ate ... . He drank ... .*

**2 Answer the question.** Savolga javob bering.

Is breakfast important? Why?/Why not?

## Lesson 2 Would you like ...?

### **Homework**

**Complete the dialogue.** Dialogni tugallang.

**A:** Would you like ... ?

**B:** Yes, ... . Mm. It's ... . Pass me ..., please.

**A:** Here ... . Help ... .

# Classwork and homework

## Lesson 3 At the canteen

### Classwork

**3a Work in groups of 4/5. Ask and answer. Complete the table.**

- 1 Do you eat in the school canteen?
- 2 What do you eat in the canteen when you are hungry?
- 3 What do you drink in the canteen when you are thirsty?
- 4 Do you queue?

name	question 1	question 2	question 3	question 4
e.g. Nina	Yes.	Somsa.	Mineral water.	Yes.

### Homework

**Write the answers to the questions in 4b.**

4b-mashq savollariga javoblar yozing.

## Lesson 4 Table manners

### Homework

**Write other five sentences for activity 4a.**

4a-mashq uchun yana beshta gap yozing.

## Lesson 5 Lay the table

### Homework

**1 Draw a dinner table with a spoon, a fork, a knife, a plate and a cup. Write five sentences.** Qoshiq, sanchqi, pichiq, likopcha va finjon kabilar bilan dasturxon rasmini chizing. Beshta gap yozing.

**e.g.** I put a plate in the centre.

**2 Write the past form of the verb.**

Fe'lning o'tgan zamon shaklini yozing.

One day, the Fox (1) ... (ask) her friend Stork to come to dinner. When the Stork (2) ... (come), the Fox put some soup on a plate. She (3) ... (do) not want the Stork to eat the soup. The Stork (4) ... (can) not eat soup from the plate! The Fox (5) ... (eat) all her soup, and (6) ... (say) it (7) ... (is) delicious.

The Stork (8) ... (is) very hungry and very sad because he (9) ... (can) not eat the soup. He (10) ... (go) home hungry.

The next day the Stork (11) ... (cook) some lovely soup for dinner. The Stork (12) ... (give) the soup to the Fox in tall jars. But the Fox (13) ... (can) not get the soup from the jar.

# Classwork and homework

## Lesson 1 Continents, countries ...

### Homework

- 1 Look at the map of Uzbekistan. Write five sentences.**

O‘zbekistonning xaritasiga qarab, beshta gap yozing.  
e.g. Temez is to the south of Karshi.

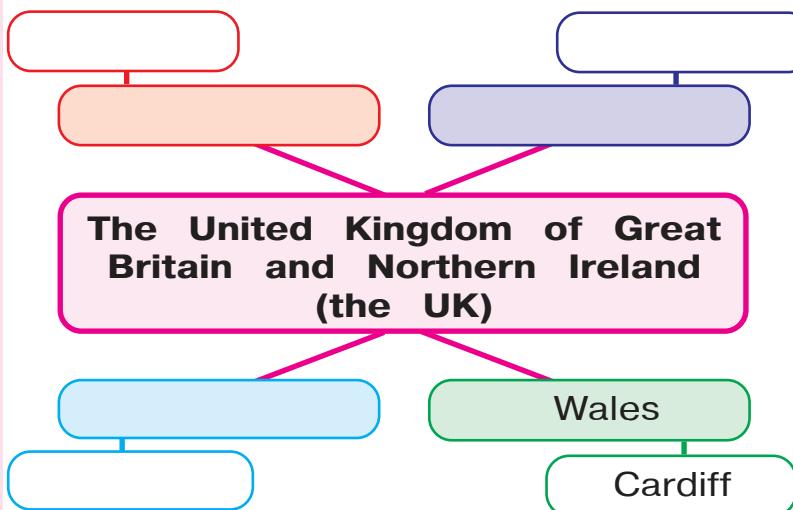
- 2 Write three questions.** Uchta gap yozing.

e.g. Where is Bukhara?

## Lesson 2 We’re in Europe.

### Classwork

- 3a Look, read and complete.**



### Homework

- 1 Read the texts in Activity 4. Draw a mindmap for London.**

4-mashqdagi matnlarni o‘qib, London haqida xayoliy xarita chizing.

- 2 Write three questions about popular places in London.**

Londonning mashhur joylari haqida uchta savol yozing.

## Lesson 3 Brr! North America

### Homework

- 1 Choose the right preposition.** Mos predlogni tanlang.

#### The first National Park in Canada

Banff National Park is in the west *of/to* Canada. About four and a half million people visit it every year. There are a lot of beautiful mountains, forests, rivers and lakes *in/at* the park. This is home *for/from* 53 different animals and hundreds *with/of* birds. You can see these animals *in/from* your car when you are driving *in/on* the park. When you are driving or walking in the park, you must be very careful because some animals are dangerous.

# Classwork and homework

## 2 Write five questions about Banff National Park.

Banf milliy bog'i haqida beshta savol yozing.

e.g. Where is it?

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## Lesson 4 The longest, the biggest ...

### Homework

**Write about three animals. Don't write the names.**

Uchta hayvon haqida yozing, ammo ularning nomini yozmang.

e.g. This animal is ... . It lives in ... . It can ... .

## Lesson 5 Kiwis, koalas and kangaroos

### Classwork

#### 3b Read and complete.

		can/can't do
kangaroo	e.g. wild animal, lives in Australia	
koala		
kiwi		

#### 4a Complete the table.

I knew	I want to know	I learnt

### Homework

**Read the answers. Write the questions.**

Javoblarni o'qib, savollar yozing.

- What \_\_\_\_\_  
Kangaroos eat grass, plants and leaves.
- Where \_\_\_\_\_  
Koalas live in Australian forests.
- What \_\_\_\_\_  
Koalas have big ears, small eyes, big noses and no tails.
- How much \_\_\_\_\_  
Koalas eat about 400 grams a day.
- What \_\_\_\_\_  
Kiwis can run fast.
- What \_\_\_\_\_  
Kiwis are brown and grey.

# Classwork and homework

## Lesson 1 Do you know Uzbekistan?

### Classwork

**4b** Work in pairs. Read and complete the table.

1	The population of Uzbekistan is more than	e.g. 32,500,000 people.
2	The area of Uzbekistan is	... sq km.
3	The population of Tashkent is more than	... people.
4	The Amu Darya River is	... km long.
5	The Syr Darya is	... km long.
6	The Zarafshan River is	... km long.
7	Khazret Sultan Mountain is	... m high.
8	The Chimgan Mountains are	... m high.

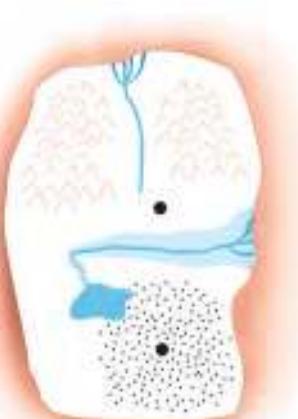
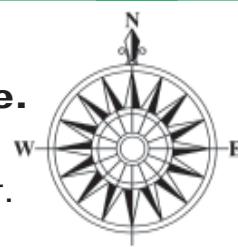
### Homework

**Complete the map and find the treasure.**

Xaritaga chizib, xazinani toping.

In the east of Ellis Island there is a river. It is the Blue River. In the north there is also a river. It is the Yellow River. The Yellow River is in the valley. To the north and the west of the valley there are high mountains. The capital, Alice town, is in the centre of Ellis Island.

The city is near the Blue River. In the south there is the Green Lake. To the south of the valley there is a desert, the Brown Desert. In the centre of the desert there is a city Dustville. Go east from Dustville. Turn north at the lake. At the river, go east to the sea. The treasure is there.



## Lesson 2 What is the UK? Classwork

**2** Work in pairs. Read and complete the table.

the UK			
	country	capital	nationality
1	England		
2	Scotland		
3	Wales		
4	Northern Ireland		

### Homework

**Choose the correct word.** To‘g’ri so‘zni tanlang.

- 1 The population in Cardiff is *bigger/smaller* than the population in Edinburgh.
- 2 Snowdon is *higher/shorter* than Ben Nevis.
- 3 The area of the UK is *bigger/smaller* than the area of Uzbekistan.

# Classwork and homework

- 4 Loch Ness is *bigger/smaller* than Lake Lough Neagh.
- 5 The Thames is *longer/shorter* than the Severn.
- 6 The population of the UK is *smaller/bigger* than the population of Uzbekistan.
- 7 The population in Tashkent is *bigger/smaller* than the population in Cardiff.
- 8 The Syr Darya is *longer/shorter* than the River Thames.
- 9 The Zarafshan River in Uzbekistan is *longer/shorter* than the Severn in the UK.

## Lesson 3 Welcome to the USA!

### Classwork

- 2c** Work in pairs. Read and complete the map.

### Homework

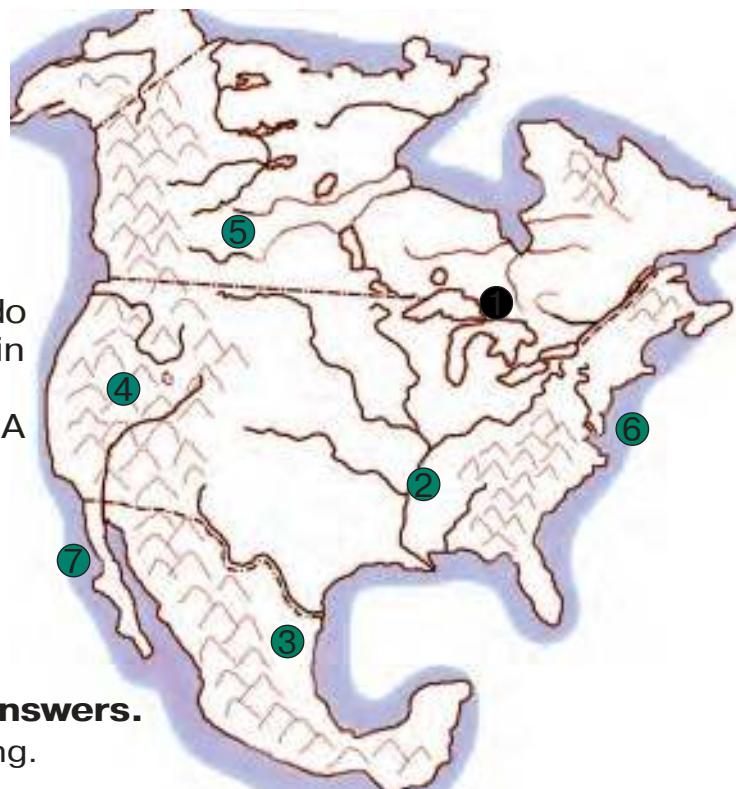
- 1** Answer the questions.

Savollarga javob bering.

- 1 Which river is longer: the Colorado in the USA or the Amu Darya in Uzbekistan?
- 2 Which country is bigger: the USA or the UK?
- 3 Which population is smaller: in the UK or in the USA?
- 4 Which mountains are higher: the Rocky Mountains or the Chimgan Mountains?

- 2** Write 5 more questions and answers.

Yana beshta savol va javoblar yozing.



## Lesson 4 Australia

### Classwork

- 3a** Listen and complete the map.

e.g. 1a

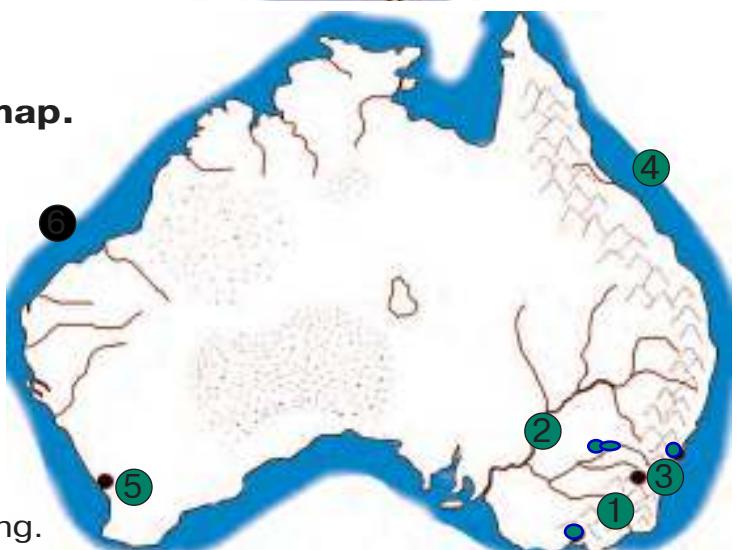
- a) Australian Alps
- b) the Pacific Ocean
- c) the Murray River
- d) Perth
- e) the Indian Ocean
- f) Canberra

### Homework

- Do the Australian Quiz.**

Australiya haqidagi savollarga javob toping.

- 1 How can you travel from Tashkent to Sydney?
  - a) by bus
  - b) by train
  - c) by plane



## Classwork and homework

- 2 When it's summer in Uzbekistan in Australia it's \_\_\_\_\_.  
 a) winter b) autumn c) spring
- 3 It takes \_\_\_\_\_ to travel from Asia to Australia by plane.  
 a) 10 hours b) 2 hours c) 24 hours
- 4 It's \_\_\_\_\_ in the south of Australia.  
 a) hot b) warm c) cold
- 5 Africa is to the \_\_\_\_\_ of Australia.  
 a) east b) west c) north

## Lesson 5 New Zealand Classwork

**4b Work in groups. Listen and complete the table.**

name	country	why
e.g. Ildar	New Zealand	Lake Taupo is a good place for fishing and having a rest.

### Homework

**Read the letter in activity 3b and complete the table.**

3b-mashqdag'i xatni o'qib, jadvalni to'ldiring.

day of the week	place	what to do
Sunday	e.g. Wellington airport	come
Monday and Tuesday		
Wednesday		
Thursday		
Friday		

## Lesson 6 Project Homework

**Read and put the verbs in the Past Simple.**

O'qing va fe'llarning o'tgan zamon shaklini yozing.

Capitan James Cook ... (be) born on October 27, 1728 in England. His father ... (be) a farmer. When he was a boy, James Cook ... (go) to school. Now this school is a museum. His parents' house in Melbourne is now a museum too. He ... (help) his father on the farm. In 1747 he ... (meet) John and Henry Walker. They ... (have) a ship. First he ... (help) the people on the ship. In 1755 James Cook was a sailor. He ... (make) maps of different places. His maps ... (be) very good. A lot of sailors ... (use) his maps for a long time. James Cook ... (go) round the world three times. He ... (be) the first European to visit Australia and New Zealand. The first time he ... (go) to Australia in 1770. He ... (visit) Australia three times. There are Cook Islands in the Pacific Ocean and Mountain Cook in the Southern Alps in New Zealand.

# Classwork and homework

## Lesson 1 Climate of the world

### Homework

Write about the climate in the place where you live.

Use the words in the cloud. Yashaydigan joyingizning iqlimi haqida yozing. Bulutdagi so'zlardan foydalaning.

climate,  
temperature

## Lesson 2 What's the climate like?

### Homework

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

So'zлarni lug'atdan topib, ma'nosini yozing.

waste, recycle,  
litre(s), wait,  
reduce

**1b Write questions. Use the words in activity 1a.**

Savollar yozing. 1a-mashqdagi so'zlardan foydalaning.

## Lesson 3 Save water!

### Classwork

**3 Read and complete the table.**

	city	village
brush teeth	e.g. 15–20 litres	½ litre
shower		5 litres
bath/hammom		10 litres
wash dishes		5 litres

### Homework

Count how much water you use a day.

1 kunda qancha suv ishlatishingizni yozing.

brush teeth e.g. 7 litres

Total \_\_\_\_\_

## Lesson 4 Save energy!

### Homework

**1 Complete the table.** Jadvalni to'ldiring.

How much water does your family use a day?

brush teeth e.g. 17 litres

Total \_\_\_\_\_

shower, bath,  
kettle, cook, washing up,  
wash clothes, toilet

**2 Make pairs.** So'zlarga mos juftini toping.

e.g. tea cup

bar coffee black  
chocolate green cup  
break cake tea

## Lesson 5 Save our rain forests!

### Homework

Read and guess the new word. Answer the question. O'qing va yangi so'zning ma'nosini taxmin qiling. Savolga javob bering.

People use many things. We **reuse** things when we use them again, one more time. For example, we buy plastic bottles with drinks. But we can reuse them to keep water or milk. How can you reuse plastic bottles?



# Classwork and homework

## Lesson 1 What were you doing?

### Classwork

#### 4b Work in pairs. Complete the sentences.

1 Aziz **e.g.** was cleaning the rug with the vacuum cleaner.

2 Sabina ... the room.

3 Madina and Davron were ... in the yard.

4 Madina ... .

5 Davron ... .

### Homework

#### 1 Choose the correct word to complete the sentences.

Mos so'zni tanlab, gaplarni to'ldiring.

On the way back home Heggy and Chamby (1) **e.g.** *smile/ were smiling* happily. Now they (2) *know/knew* that it was better to smile than to be angry. They (3) *were/was* so happy that they (4) *sing/were singing*.

#### 2 Write what you and your family were doing at

**7pm yesterday/on Saturday.** Kecha/shanba kuni soat kechki

7 da siz va oila a'zolaringiz nima qilayotganingizni yozing.

**e.g.** *My father was watching a football match at 7pm yesterday/on Saturday.*

## Lesson 2 An accident

### Classwork

#### 4b Look and write 4 questions.

**e.g.** What was the dog doing?  
What were the boys doing?

What	was were	the dog the bus driver the car driver two boys the boy in a red cap the girl in the blue skirt	doing?
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#### 4d Work in pairs. Read and look at the picture.

Find 8 differences.

people/animals	in the picture	in the text
<b>e.g.</b> a dog	<i>was barking at a cat</i>	<i>was barking at two boys</i>

### Homework

#### Write the sentences in the Past Continuous.

Gaplarni o'tgan davomli zamonda yozing.

- |                                |   |
|--------------------------------|---|
| 1) Mark/go/to work/by metro.   | <b>e.g.</b> <i>Mark was going to work by metro.</i> |
| 2) Rita/read/a book.           | 5) Two boys/listen/to music.                        |
| 3) The cat/sleep/on the chair. | 6) The girls/wear/red dresses.                      |
| 4) Daniel/run/in the park.     |   |

## Lesson 3 Do you like fairy tales?

### Homework

#### 1 Match.

Gaplarga mos qismni toping.

- |                                   |   |
|-----------------------------------|---|
| 1) One day the snake              | a) could not find the sweetest meat.        |
| 2) So he told his                 | b) saw a human baby.                        |
| 3) He tasted all the animals, but | c) servant to find the most delicious meat. |
| 4) Then he                        | d) was very hungry.                         |

## Classwork and homework

### 2 Write about your favourite fairy tale.

e.g. My favourite fairy tale is ... . The main characters are ... and ... . One of them is ... (good/bad).

## Lesson 4 Can birds and animals talk?

### **Homework** Make sentences.

- 1) upon/Once/a time/the snake/king/was/over all animals.
- 2) wanted/to help/The mosquito/the king.
- 3) all/The mosquito/the animals/tasted.
- 4) was/The baby/sleeping/a tree/under.
- 5) tasted/I/all/the animals/the world/in.
- 6) He/a small/took/bite.

## Lesson 5 A happy end

### **Classwork** 3c Work in pairs. Complete the sentences.

- |   |  |
|---|--|
| 1) The swallow flew down and <i>bit the mosquito's tongue</i> . | 6) From that time on the mosquito can only ...   |
| 2) The mosquito could ...                                       | 7) The snake and the swallow ...                 |
| 3) The snake was ...  | 8) The swallow saved ...                         |
| 4) The snake wanted ...   | 9) When a swallow makes a nest in your home, ... |
| 5) The snake could only ...                                     |  |

### **Homework**

#### Write the sentences in the Past Continuous.

- |   |                                  |
|---|----------------------------------|
| 1) a baby/sleep/under a tree. e.g. <i>A baby was sleeping under a tree.</i> | 4) The snake/have/a rest.        |
| 2) His mother/cook/food.  | 5) The mosquito/fly/to the king. |
| 3) The swallow/fly/after him.   |                                  |

## Lesson 6 Project

### **Homework**

#### Read and write T for True and F for False.

A long time ago there was a king. He had three sons. The first son had a wife. His wife was tall and thin. She had long straight dark hair and a big nose. They lived in a stone house. The second son's wife was short and plump. Her short curly hair was red. She had small eyes and a small mouth. They lived in a brick house.

The third son did not have a wife. He went to the forest and met a frog. The frog said, "Take me home. I can be a good wife." The prince took the frog home. But it was not a frog. It was a princess. She was beautiful. Her eyes were blue. She had long blond hair. Then they had the wedding and they were a husband and a wife. They were happy.

- 1 The first son's wife was tall and had small eyes and a small mouth.
- 2 The second son's wife was tall with long straight dark hair.
- 3 The third son's wife had blue eyes.
- 4 The first son and his wife lived in a stone house.
- 5 The second son and his wife lived in a mud house.
- 6 The third son's wife was beautiful.

# Classwork and homework

## Lesson 1 Do you know?

### Homework

**1 Write the words.** So'zlarni yozing.

- 1) gteer 2) keshan 3) isks

**2 Write the sentences.** Gaplar yozing.

- 1) English people **e.g.** use one kiss to say hello.  
 2) Eskimos... 3) Maoris... 4) French people...  
 5) Russian boys... 6) Greek people... 7) Uzbek women...

## Lesson 2 Wr Whitfield went fishing.

### Homework Write questions to the bold words.

Qoraytirib berilgan so'zlarga savol yozing.

1 Lucy went **to the mountains** last weekend.

**e.g.** Where did Lucy go last weekend? | 4 **She** played with her friends.

2 She took **some fruit**.

| 5 They saw **many interesting things** there.

3 It was a **nice day**.

## Lesson 3 Do you have a bird table?

### Homework

**Write two puzzles about animals.**

Hayvonlar haqida 2 ta topishmoq tuzing.

**e.g.** They live in the desert. People use them to carry things.

## Lesson 4 What's the best transport?

### Homework

**1 Draw and write about your favourite transport. Use the words from 2 and 4b.** Sevimli transportingizni chizib, u haqida yozing. 2- va 4b-mashqlardagi so'zlardan foydalaning.

**2 Write a list of all irregular verbs.**

Barcha noto'g'ri fe'llar ro'yxatini yozing.

**3 Make two Bingo cards with irregular verbs.**

Noto'g'ri fe'llar bilan ikkita "Bingo" kartochkasini tayyorlang.

## Lesson 5 What's next to... ?

### Homework

**1 Look and write five sentences.**

**Where are they?** Rasmga qarab, 5 ta gap yozing. Ular qayerda?

**e.g.** The elephant is near the blackboard.

**2 Write five sentences for your friends.** O'rtoqlaringiz uchun 5 ta gap yozing.

**e.g.** I want you to mime a policeman.



# Grammatik ma'lumotlar

(O'qituvchilar uchun)

## 1) Ot (Noun)

Predmetning nomini bildirib, *kim?* (*who?*) va *nima?* (*what?*) savollaridan biriga javob bo'lувчи со'з turkumi ot deyiladi. Ot artikllar bilan ishlatalishi mumkin. Ingliz tilida otlar bosh va qaratqich kelishiklarga ega: *student* (bosh kelishik), *student's* (qaratqich kelishik).

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 tegishlicha 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 aytma olmaymiz. Shuning uchun sanalmaydigan otlar faqat birlik shaklda bo'lib, ulardan keyin fe'llar birlikda ishlataladi.

### 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 ishlatalgan noaniq artikl tushirib qoldiriladi.

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

Ko'plik yasovchi -s yoki -es qo'shimchasi otlarga quyidagi jadvalda keltirilgan qoidalarga ko'ra qo'shiladi va turlicha talaffuz qilinadi:

1. <i>k, p, t</i> dan keyin	-s	[s]	cat – cats; cap – caps
2. <i>b, d, g, l, m, n, r, v, w</i> dan keyin		[z]	pen – pens; dog – dogs
3. unlilardan keyin			boy – boys
4. <i>-ss, -sh, -ch, -x, -tch</i> dan keyin	-es		class – classes; box – boxes
5. <i>-se, -ce, -ze, -ge, -o</i> dan keyin	-s	[iz]	horse – horses; page – pages
6. <i>-f, -fe</i> dan keyin	-es	[vz]	wolf – wolves; calf – calves shelf – shelves
7. <b>undosh + y</b> dan keyin	-ies	[iz]	canary – canaries; puppy – puppies; hobby – hobbies

Ingliz tilida yana shunday otlar ham mavjudki, ularning ko'pligi so'z o'zagining 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*.

## 2) Artikl (Article)

Artikl ingliz tiliga xos bo'lib, u otlar oldidan ishlataladi. O'zbek tilida esa 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 ishlataladi: *a book*, *a coat*, *a house*, *a letter*. Unli tovushlar (masalan, *a*, *e*, *i*, *o*, *u*) oldidan esa *an* noaniq artikli ishlataladi: *an address*, *an egg*, *an idea*, *an old house*.

**Yodda tuting!** *a/an* faqatgina birlikdagi sanaladigan otlar oldidan ishlatilmaydi. Ular ko'plikdagi hamda sanalmaydigan otlar oldidan ishlatilmaydi.

Noaniq artikl	Aniq artikl
a [ə]	the [ðə]
Noaniq artikl quyidagi hollarda ishlatiladi: – birlikdagi otlar bilan: <i>a cat, a zebra, an eye, an orange</i> – biror narsa haqida birinchi marta gapi-rilganda: <i>This is a book.</i> – have (has); there is 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>	Aniq artikl quyidagi hollarda ishlatiladi: – tartib sonlar oldidan: <i>the first, the second, the third</i> – birinchi marta gapirilgan narsa gapda takror ishlatilganda: <i>The book is good.</i> – so'zlovchi gap borayotgan narsa haqida tinglovchi biladi deb o'ylaganda: <i>Open the window please.</i> – sifatlarning orttirma darajasi oldidan: <i>the fastest train</i> – musiqiy asboblar bilan: <i>the guitar</i>
<b>Atoqli otlar bilan artiklning ishlatilish va ishlatilmaslik hollari</b>	
<b>Aniq artikl quyidagilar bilan ishlatiladi:</b>	<b>Artikl quyidagilar bilan ishlatilmaydi:</b>
1) okean, dengiz, daryo va kanal nomlari bilan. <b>e.g.</b> the Atlantic Ocean, the Red Sea, the Amu Darya, the Panama Canal va h.k.	ko'llarning nomlari bilan. <b>e.g.</b> Lake Windermere, Lake Ullswater, Lake Michigan va h.k.
2) tog' tizmalari (guruhlari) nomlari bilan. <b>e.g.</b> the Hisor Mountains, the Alps va h.k.	yakka tog'larning nomlari bilan. <b>e.g.</b> Mount Everest, Kilimanjaro va h.k.
3) orol guruhlarining nomlari bilan. <b>e.g.</b> the Canary Islands, the British Isles va h.k.	yolg'iz orollarning nomlari bilan. <b>e.g.</b> Tasmania, Madagascar va h.k.
4) to'rt geografik zonalar bilan. <b>e.g.</b> 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. <b>e.g.</b> the Republic of Uzbekistan, the United States of America (the USA), the United Kingdom (the UK)	materik, mamlakat, shahar, shtat, hudud, ko'cha nomlari bilan. <b>e.g.</b> North America, Uzbekistan, Africa, Tashkent, London, New York, Kashkadarya, Navoi Street va h.k.
6) sahrolarning nomlari bilan. <b>e.g.</b> the Mirzachul, the Sahara va h.k.	odamlar ismi bilan. <b>e.g.</b> Zafar, Sevara va h.k.

**Yodda tuting!** Odamlar, hayvonlar va narsalar haqida umumiyl fikr bildirilganda ular ko'plik shaklda bo'lib, artiksiz ishlatiladi, masalan: *Cats and dogs are animals.*

### 3) Otlarning qaratqich kelishigi (Possessive case)

Otlarning qaratqich kelishigi (-'s) ko'pincha odam va hayvonni anglatuvchi otlarning oxiriga qo'shilib, egalikni, tegishlilikni bildiradi va o'zbek tilidagi "-ning" qo'shimchasiga to'g'ri keladi: *John's bike (Jonning velosipedi); the dog's tail (itning dumi).*

Otlarning qaratqich kelishigi (-'s) birlikdagi va ko'pligi -s/-es bilan yasalmaydigan otlarning ko'pligiga (masalan, *men, women, children, people*) qo'shiladi: *the boy's house, Chris's birthday, the children's park.*

Ko'pligi -s/-es bilan yasaladigan otlarning ko'pligidan keyin esa faqatgina " " tutuq belgisi qo'shiladi xolos: *my parents' bedroom, her friends' school.*

Taqqoslaymiz: the student's books (**talabaning** kitoblari)  
the students' books (**talabalarining** kitoblari)

### 4) Sifat (Adjective)

*Bad, big, boring, good, interesting, new, old, small* kabi so'zlar sifatlardir. Sifatlar shaxs yoki buyumning belgisini, xususiyatini bildirib, *qanday?, qanaqa?* degan savollarga javob bo'ladi. Ular otlardan keyin emas, balki ulardan oldin ishlatiladi: *a big <sup>sifat</sup> house*.

Sifatlar otlarning birlik yoki ko'pligiga qarab o'zgarmaydi: *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 ishlatalish 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 ishlatalishi mumkin, m-n.: *The water is cold. She looks happy. I feel hot/happy/angry/sad.*

Bu fe'llardan keyin bir necha sifatlar ishlatsa, bu sifatlarning oxirgi ikkitasi o'rtasida *and* bog'lovchisi ishlataladi: *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.*

### Sifat darajalari

Ingliz tilida sifatlarning uchta darajasi mavjud: *oddiy, qiyosiy va orttirma.*

Sifatlarning oddiy darajasi ularning hech qanday qo'shimchasiz birlamchi shaklalaridir: *nice, green, old, young, tall, strong, beautiful, fast, slow, hungry, sad* va h.k.

#### Sifatlarning qiyosiy darajasi: -er, more, than

Biror-bir narsa, shaxs va h.k.ni boshqa bir narsa, shaxs va h.k. bilan taqqoslash uchun sifatlarning qiyosiy darajasi ishlataladi. Bir yoki ikki bo'g'inli sifatlarning oddiy darajasiga "-er" qo'shimchasini qo'shish yoki ikki va undan ortiq bo'g'inli sifatlar oldidan "more" so'zini ishlatalish bilan sifatlarning qiyosiy darajasi yasaladi. Qiyosiy darajadagi sifatlardan keyin "than" bog'lovchisi qo'llanadi hamda boshqa narsa va h.k. taqqoslanadi.

Qiyosiy daraja o'zbek tiliga "-roq" deb tarjima qilinadi, masalan: *taller – balandroq, longer – uzunroq, more beautiful – chiroyliroq.*

<b>-er</b> quyidagilarga qo'shiladi:	<b>more</b> quyidagilar oldidan ishlataladi:
1. bir bo'g'inli sifatlarga: m-n. <i>tall – taller, old – older, long – longer</i> va h.k.;	ikki bo'g'inli yoki ko'p bo'g'inli sifatlar oldidan, m-n.: <i>interesting – more interesting</i> <i>beautiful – more beautiful</i> <i>boring – more boring</i> <i>difficult – more difficult</i>
2. <b>-y</b> bilan tugaydigan ikki bo'g'inli sifatlarga. -y bu yerda <b>-i</b> ga o'zgaradi, m-n.: <i>happy – happier, hungry – hungrier;</i>	
3. qisqa sifatlar <i>bir unli + bir undosh</i> bilan tugagan bo'lsa, oxirgi undosh <i>ikki undoshga</i> aylanadi, m-n.: <i>hot – hotter, big – bigger.</i> Ammo <i>bir unli + w</i> bilan tugaganda w ikkilanmaydi: m-n. <i>low – lower.</i>	

#### Sifatlarning orttirma darajasi

Biror narsani u taalluqli bo'lgan butun bir guruh bilan taqqoslash uchun sifatlarning orttirma darajasi ishlataladi. Odatda bir yoki ikki bo'g'inli sifatlarning oddiy darajasiga "-est" qo'shimchasini qo'shish yoki ikki va undan ortiq bo'g'inli sifatlar oldidan "most" so'zini ishlatalish bilan orttirma darajadagi sifatlar yasaladi. Orttirma darajadagi sifatlar oldidan aniq artikl "the" ishlataladi.

Orttirma daraja o'zbek tiliga "eng" deb tarjima qilinadi, masalan: *the tallest – eng baland; the longest – eng uzun* va h.k.

<b>-est</b> quyidagilarga qo'shiladi:	<b>most</b> quyidagilar oldidan ishlataladi:
1. bir bo'g'inli sifatlarga: m-n. <i>cold – the coldest, big – the biggest</i> va h.k.;	ikki bo'g'inli yoki ko'p bo'g'inli sifatlar oldidan, m-n.: <i>interesting – the most interesting</i> <i>beautiful – the most beautiful</i> <i>boring – the most boring</i> <i>difficult – the most difficult</i>
2. <b>-y</b> bilan tugaydigan ikki bo'g'inli sifatlarga. -y bu yerda <b>-i</b> ga o'zgaradi, m-n.: <i>easy – the easiest, early – the earliest;</i>	
3. qisqa sifatlar <i>bir unli + bir undosh</i> bilan tugagan bo'lsa, oxirgi undosh <i>ikki undoshga</i> aylanadi, m-n.: <i>hot – the hottest, big – the biggest.</i> Ammo <i>bir unli + w</i> bilan tugaganda w ikkilanmaydi: m-n. <i>low – the lowest.</i>	

## 5) Buyruq gaplar

Ingliz tilida fe'lning "to"siz shaklini gapning boshida qo'llash orqali buyruq mayli – buyruq ohangidagi gaplar yasaladi. Buyruq gaplarning inkor shaklini yasash uchun, quyidagi jadvaldagidek, "Don't" inkor yasovchi ko'makchisi birinchi o'ringa qo'yiladi.

Bo'lishli buyruq gap	Inkor buyruq gap
Go to his house. <i>Uning uyiga bor(ing).</i>	Don't go to his house. <i>Uning uyiga borma(ng).</i>
Touch it. <i>Unga teg(ing).</i>	Don't touch it. <i>Unga tegma(ng).</i>
Go straight. <i>To'g'riga yur(ing).</i>	Don't go straight. <i>To'g'riga yurma(ng).</i>
Turn right. <i>O'ngga buril(ing).</i>	Don't turn right. <i>O'ngga burilma(ng).</i>
Turn left. <i>Chapga buril(ing).</i>	Don't turn left. <i>Chapga burilma(ng).</i>
Stop. <i>To'xta(ng).</i>	Don't stop. <i>To'xtama(ng).</i>

## 6) 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'roq'iga javob bo'ladi, m-n.: *one*, *two*, *three* va h.k.

20 dan boshlab o'nliklar va birliklar o'rtasida chiziqcha “ - ” ishlataladi, 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 chiziqcha “-” ishlataladi.

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" ishlataladi: *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

## 7) Olmosh (Pronouns)

Ot o'rnda ishlatalish mumkin bo'lgan so'zlar olmoshlar deyiladi.

Shaxslar	Kishilik olmoshlari	Egalik olmoshlari	Obyekt kelishigidagi olmoshlar
Birlilik	I	I (men)	my (mening)
	II	you (sen)	your (sening)
		he (u)	his (uning)
	III	she (u)	her (uning)
		it (u)	its (uning)
Ko'plik	I	we (biz)	our (bizning)
	II	you (siz)	your (sizning)
	III	they (ular)	their (ularning)

### 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 ishlataladi. "These" o'zbek tiliga "(man) bu ...lar" deb, "those" esa "(ana) u ...lar" deb tarjima qilinadi, m-n.:

*these photos – (man) bu fotosuratlar; those pencils – (ana) u qalamlar*

## 8) 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 ishlataladi, 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 ishlataladi, m-n.: *I go to bed at night. We watch cartoons at five p.m.*

Bayramlar bilan ham "at" predlogi ishlataladi, m-n.: *We cook sumalak at Navruz. We have a lot of fun at New Year.*

**Yodda tuting!** Soat nechada, qaysi paytda ekanlikni 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 ishlataladi, 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 ishlataladi: *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 ishlataladi, 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 ishlataladi, 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 ekanlikni aytish uchun "in" predlogi ishlataladi, 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 ishlataladi, 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 ishlataladi, 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 orgali 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", "orgali" deb tarjima qilinadi. Biror joyga piyoda, yayov borishni aytishda esa "on" predlogi ishlataladi, m-n.: *on foot.*

### Yo'nalish predloglari

**"to" (...ga) predlogi** yo'nalishni aytish uchun ishlataladi: *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 ishlataladi: *I get to school at 8 o'clock.*

**Yodda tuting!** "get" va "home" o'rtasida "to" ishlatilmaydi: *I get home at 2 o'clock.*

## 9) Oddiy hozirgi zamon (Present Simple Tense)

Oddiy hozirgi zamon quyidagi hollarda ishlataladi:

- hamma vaqt uchun umumiyl bo'lgan ish-harakatlarni aytish uchun, m-n.: *My parents live near Samarkand* (Ota-onam Samarqand yaqinida yashaydilar).
- takror-takror, tez-tez sodir bo'lib turadigan ish-harakatlarni aytishda, m-n.: *We play football on Saturdays* (Biz shanba kunlari futbol o'yinaymiz).

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 yasalishi

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 gapining III shaxs birligi "to"siz fe'lga "-s" yoki "-es" qo'shimchalarini qo'shish orqali yasaladi (*quyidagi jadvalga qarang*).

### III shaxs birlikda fe'llar qachon "-s" yoki "-es" qo'shimchalarini oladi?

- Ko'pchilik fe'llarga "-s" qo'shimchasi qo'shiladi: *work* → *works*;
- s, -sh, -ch, -x bilan tugagan fe'llarga "-es" qo'shimchasi qo'shiladi: *wash* → *washes*; *teach* → *teaches*;
- O'qilmaydigan "-e" bilan tugovchi fe'llarga "-s" qo'shimchasi qo'shiladi: *write* → *writes*;
- "-o" bilan tugovchi fe'llarga "-es" qo'shimchasi qo'shiladi: *go* → *goes*; *do* → *does*;
- Qoidadan mustasno bo'lgan holat: *have* → *has*;
- "-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*;
- 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 foydalilanadi. Bunda III shaxs birlidan 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 (*quyidagi 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 foydalilanadi. Bunda III shaxs birlidan 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 (*quyidagi 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 She } likes ... . It	Does { he she } like ... ? it	He She } does not (doesn't) like ... . It
Ko'plik	I	We } like ... .	Do { we you } like ... ?	We } do not (don't) like ... .
	II	You } like ... .		
	III	They }		They

## 10) “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 }?	We } (we’re not)
	II	You } are (you’re)	Are { you }?	You } are not (you’re not)
	III	They } (they’re)	Are { they }?	They } (they’re not)

## 11) Hozirgi davomli zamon (Present Continuous Tense)

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 } working? She } it	He } She } is not ('s not) working. It }
Ko‘plik	I	We }	Are { we } working?	We }
	II	You } are ('re) working.	Are { you } working?	You } are not ('re not) working.
	III	They }	Are { they } working?	They }

**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’Ining “-ing” qo‘srimchasi qo‘silgan shaklidan foydalaniladi. (*Fe’Iga “-ing” qo‘srimchasini qo‘sish qoidalari haqidagi ma’lumotni “Gerundiy” mavzusidan topishingiz mumkin.*)

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.*

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’Ining “-ing” qo‘srimchasi qo‘silgan shaklini ishlatalish 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’Ining “-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 ishlataladi:

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).*

## 12) Oddiy o‘tgan zamon (Past Simple Tense)

**Ishlatilishi.** 1) Oddiy o‘tgan zamon o‘tgan zamondagi biror paytda sodir bo‘lgan ish-harakatni aytishda ishlataladi, 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?*

### O‘tgan zamon paytlari

O‘tgan yil	O‘tgan hafta	Kecha	Hozir
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2) Shuningdek, bu zamon hikoyalarda birin-ketin sodir bo'lgan ish-harakatlarni aytishda ham ishlataladi, m-n.: *He went into the cafe, had a cup of tea and ...*

### **Oddiy o'tgan zamon bo'lishli gapining yasalishi**

Oddiy o'tgan zamonning bo'lishli gapi egadan keyin fe'lning o'tgan zamon shaklini ishlatalish orqali yasaladi. Oddiy o'tgan zamon fe'li oddiy hozirgi zamon fe'lidan farqli o'laroq III shaxs birlikda tuslanmaydi, balki barcha birlik va ko'plik shaxslar uchun bir xil shaklga ega bo'ladi (*quyidagi jadvalga qarang*).

O'tgan zamon fe'llari ikki guruhgaga 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.

	<b>Bo'lishli gap</b>	<b>So'roq gap</b>	<b>Inkor gap</b>	
<b>Birlik</b>	I You He She It	cooked cakes. saw the cow.	I You He She It	did not (didn't) cook cakes.
<b>Ko'plik</b>	We You They	Did We You They	see the cow.	did not (didn't) see the cow.

### **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*;
- 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, m-n.: *be* – *was/were*; *become* – *became*; *begin* – *began*; *bite* – *bit*; *break* – *broke*; *bring* – *brought*; *build* – *built*; *buy* – *bought*; *come* – *came*; *do* – *did*; *draw* – *drew*; *drink* – *drank*; *drive* – *drove*; *eat* – *ate*; *fall* – *fell*; *feel* – *felt*; *fly* – *flew*; *get* – *got*; *give* – *gave*; *go* – *went*; *grow* – *grew*; *have* – *had*; *know* – *knew*; *leave* – *left*; *make* – *made*; *meet* – *met*; *read* [ri:d] – *read* [red]; *ride* – *rode*; *run* – *ran*; *say* – *said*; *see* – *saw*; *sing* – *sang*; *sit* – *sat*; *sleep* – *slept*; *speak* – *spoke*; *spend* – *spent*; *sweep* – *swept*; *swim* – *swam*; *take* – *took*; *tell* – *told*; *think* – *thought*; *throw* – *threw*; *understand* – *understood*; *wake* – *woke*; *win* – *won*; *write* – *wrote*.

### **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'l'i o'tgan zamonni anglatib turgan bir paytda, yana o'tgan zamonni anglatuvchi boshqa fe'lga ehtiyoj tug'ilmaydi (121-betdag'i jadvalga qarang).

### **Oddiy o'tgan zamonda inkor gapning yasalishi**

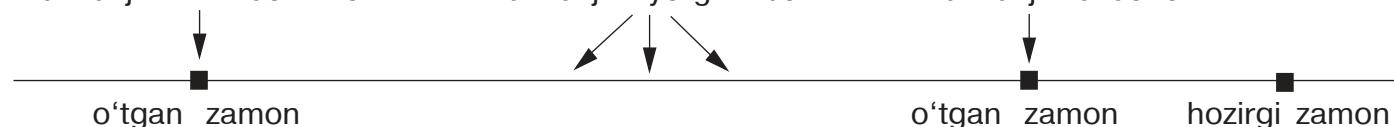
Hamma shaxslarda *did not* (*didn't*) ni egadan keyinga qo'yish bilan oddiy o'tgan zamon inkor shaklni yasash uchun *did not* (*didn't*) egadan keyinga qo'yilganda, undan keyin keladigan asosiy fe'l "to"siz infinitiv shaklda bo'ladi. Chunki *did not* (*didn't*) o'tgan zamonni anglatib turgan bir paytda, yana o'tgan zamonni anglatuvchi boshqa fe'lga ehtiyoj tug'ilmaydi (121-betdag'i jadvalga qarang).

### **13) O'tgan davomli zamon (Past Continuous Tense)**

<b>Shaxslar</b>		<b>Bo'lishli gap</b>	<b>So'roq gap</b>	<b>Inkor gap</b>
<b>Birlik</b>	I	I was working.	Was I working?	I was not (wasn't) working.
	II	You were working.	Were you working?	You were not (weren't) working.
	III	He She It was working.	Was { he she it } working?	He She It was not (wasn't) working.
<b>Ko'plik</b>	I	We	{ we }	We
	II	You	{ you }	You
	III	They	{ they }	They

O'tgan zamondagi aniq vaqtida (masalan, soat 3da) kimningdir biror narsa qilayotganini aytish uchun o'tgan davomli zamon ishlataladi. 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 ishlatalib turiladi. Masalan: *I was going home when I met him. I saw you when you were talking to your friend. What were you doing when I phoned you?*

### **14) There is (There are) iborasi**

Ingliz tilida "there is" biror joyda birlikdagi biror narsaning borligini aytishda, "there are" esa biror joyda ko'plikdagi narsalarning borligini aytishda ishlataladigan 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.

<b>Bo'lishli gap</b>	<b>So'roq gap</b>	<b>Inkor gap</b>
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?

### **15) Modal fe'llar: *can*, *must* va *should***

Modal fe'llar ko'makchi fe'llarning maxsus bir guruhidir. Ular boshqa asosiy fe'llardan oldin ishlatalib, 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'лади" degan ma'noni anglatib, maslahat, tavsiya berishda ishlatiladi. Masalan: *You should go to bed early.* Barvaqt uxlagni yotishingiz kerak.

*Can, must va should* modal fe'llarining so'roq va inkor shakllari *do, do not* ko'makchi fe'l 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 can must should } speak English.	Can Must Should I You He She It We You They } speak English?	I You He She It We You They cannot (can't) must not (mustn't) should not (shouldn't) } speak English.

**16) 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** kabilalar ingliz tilidagi gerundiya to'g'ri keladi: **working** – *ishlash*, **reading** – *o'qish*, **singing** – *kuylash*, **writing** – *yozish*.

**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 undoshdan** 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 undoshdan** iborat bir bo'g'inli so'zlarning oxirgi undoshi **-ing** qo'shilganda ikkilanmaydi: *wait* → *waiting*; **work** → *working*.

**17) 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 fe'l ishlatiladigan bo'lsa, u gerundiy shaklida bo'лади, m-n.: *He likes playing chess. He doesn't like going to the cinema. Do you like dancing?* (Gerundiy haqidagi ma'lumot uchun oldingi sahifadagi 16-mavzuga qarang.)

## 18) I would (I'd) like to be ...

Would like (+ to be/to do) xohish, istakni xushmuomalalik bilan aytish uchun ishlataladi. Masalan: *I'd like two kilos of tomatoes, please. Would you like some coffee?*

## 19) Some va any

a) *Some* (biroz, bir nechta) bo'lishli gaplarda sanalmaydigan va ko'plikdagi sanaladigan otlar oldida ishlataladi. Masalan: *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 ishlataladi. Masalan: *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 ishlataladi. Masalan: *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 ishlataladi. Masalan: *There isn't any fruit in the fridge. Do you have any pencils? Is there any juice?*

## 20) Bog'lovchi (Conjunctions): and, but, before, after, then, because, or.

Gaplar va gap bo'laklarini bir-biri bilan bog'lash uchun ishlataladigan so'zlar bog'lovchilar deyiladi. Bunday bog'lovchilarga *and, but, before, after, then, because, or* kabi-larni 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 ishlataladi 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 ishlataladi, 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 ishlataladi, 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 ishlataladi:

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.*

## 21) 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'lidan keyin ishlataladi, masalan:

*I play<sup>fe'l</sup> tennis **well** ravish.* (Men tennisni yaxshi o'ynayman.)

Ko'pchilik ravishlar sifatlarga "-ly" qo'shimchasini qo'shish orqali yasaladi, masalan:

**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, masalan: *well* (yaxshi), *fast* (tez), *late* (kech), *hard* (qattiq, tirishqoqlig bilan).

## 22) Ingliz tilida so'z tartibi

Ingliz va o'zbek tillarida gapdagagi 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'Idiruvchi	hol
	The children	are playing	football	now.
Uzbek	ega, to'Idiruvchi yoki hol			kesim
Bolalar Hozir Bolalar	hozir bolalar futbolni	futbol futbol hozir		o'ynashyapti.

### 23) 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'Idiruvchi	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.

## English-Uzbek Wordlist

*adj* – adjective – sifat  
*adv* – adverb – ravish  
*conj* – conjunction – bog'lovchi  
*det* – determiner – aniqlovchi  
*int* – interjection – undov so'z  
*n* – noun – ot

a [ə]  
 about *prep, adv* [ə'baut]  
 about your friend  
 at about 8 o'clock  
 accident *n* ['æksɪdənt]  
 act (out) *v* [ækt ('aut)]  
 active *adj* ['æktyv]  
 activity *n* [æk'tiviti]  
 address *n* [ə'dres]  
 adult *n* [ædʌlt, ə'dʌlt]  
 after *prep* ['a:ftə]  
 afternoon *n* [a:ftə'nu:n]  
 Good afternoon.  
 in the afternoon *adv*  
 again *adv* [ə'gen, ə'geɪn]  
 age *n* [eɪdʒ]  
 ago *adv* [ə'gəʊ]  
 air *n* [eə]  
 air the room *v+n* ['eə ðə 'ru:m]  
 airport *n* ['eəpɔ:t]  
 album *n* ['ælbəm]  
 all *pron* [ɔ:l]  
 all the things  
 alligator *n* ['ælɪgətə]

*num* – number – son  
*pl* – plural – ko'plik  
*prep* – preposition – predlog  
*pron* – pronoun – olmosh  
*v* – verb – fe'l

*noaniq artikl*  
 1) haqida; 2) taxminan  
 do'stingiz haqida  
 taxminan soat sakkizlarda  
 avariya, baxtsiz hodisa  
 ijro etmoq  
 faol  
 1) faoliyat; 2) mashq  
 manzil  
 yoshi katta, (katta yoshli) odam  
 ...dan keyin/so'ng  
 tush vaqtı  
 Assalomu alaykum./Xayrli kun. (*tush paytida*)  
 tushdan keyin  
 yana, tag'in  
 yosh  
 ilgari, muqaddam, burun, oldin, avval  
 havo  
 xonani shamollatmoq  
 aeroport, havo porti  
 albom  
 hamma  
 hamma narsalar  
 alligator (*timsoh*)

A

Wordlist

**A**

aloud *adv* [ə'lauð]  
 alphabet *n* ['ælfəbet]  
 also *adv* ['ɔ:lsəʊ]  
 always *adv* ['ɔ:lwɪz, 'ɔ:lweɪz]  
 a.m. [,er'em]

an [ən, æn]  
 and *conj* [ənd, ænd]  
 And you?  
 angry *adj* ['æŋgri]  
 animal *n* ['ænim(ə)l]  
 answer *n*, *v* ['a:nəsə]  
 ant *n* [ænt]  
 any *adv* ['eni]

any more ['enimɔ:]  
 Anything else?  
 apple *n* ['æp(ə)l]  
 apple juice *n+n* ['æpl dʒu:s]  
 apricot *n* ['eiprikot]  
 April *n* ['eipr(ə)l]  
 April Fool's Day ['eiprl 'folz dei]

architect *n* ['a:kitekt]  
 arctic fox *n* [.a:ktɪk'foks]

are *v* [a:]  
 Are you ...?

area *n* ['eəriə]  
 arm *n* [a:m]

armadillo *n pl (-s)* ['a:mədiləʊ]  
 armchair *n* ['a:mtʃeə]

art *n* [a:t]  
 Art Museum *n+n* ['a:t mju:zɪəm]

Asian *adj* ['eɪʃ(ə)n, 'eɪzən]  
 ask *v* [a:sk]

at *prep* [ət, æt]  
 at all

ate *v* [eɪt]

attack *v* [ə'tæk]  
 August *n* ['ɔ:gəst]  
 aunt *n* [a:nt]  
 autumn *n* ['ɔ:təm]  
 average *adj* ['ævrɪdʒ]  
 awful *adj* ['ɔ:f(ə)l]

baa *v* [ba:]  
 baby *n* ['beɪbi]  
 back *adv* [bæk]  
 back *n* [bæk]  
 bad *adj* [bæd]  
 bag *n* [bæg]  
 bakery *n pl (-ies)* ['beɪkəri]  
 ball *n* [bɔ:l]  
 balloon *n* [bə'lju:n]  
 banana *n pl (-s)* [bə'nɑ:nə]

ovoz chiqarib  
 alifbo  
 ham  
 har doim, doimo  
 tungi soat 12 dan kunduzgi 12 gacha  
 bo'lgan vaqt  
 noaniq artikl  
 va

Sizchi?  
 jahldor, jahli chiqqan  
 hayvon  
 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 sharbatı

o'rik  
 aprel

1-aprel hazil kuni  
 arxitektor, me'mor

arktika tulkisi  
 bo'Imoq (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

...da  
 umuman

"eat" fe'lining o'tgan zamon shakli:  
 ye(-dim, -ding, -di, -dik, -dingiz, -dilar)

hujum qilmoq, hamla qilmoq, tashlanmoq  
 avgust

xola, amma  
 kuz

o'rtacha  
 yomon, rasvo

baramoq  
 chaqaloq, go'dak  
 1) orqada, orqasida; 2) qayta, qaytarib  
 orqa, yelka  
 yomon  
 sumka, portfel  
 1) nowoyxona; non do'kon; 2) non mahsulotlari  
 to'p, koptok  
 havo shari, aerostat  
 banan

**B**

bank <i>n</i> [bæŋk]	bank
bar <i>n</i> [ba:]	plitka, taxtacha, bo'lak
a bar of	bir plitka/bo'lak ...
bark <i>v</i> [ba:k]	vovullamoq, hurmoq
basketball <i>n</i> ['ba:skɪtbɔ:l]	basketbol
bat <i>n</i> [bæt]	zool. ko'rshapalak
bath <i>n</i> [ba:θ]	vanna
bathroom <i>n</i> ['ba:θrʊm]	yuvinish xonasi ( <i>uydagi xona</i> )
be <i>v</i> (am, is, are) <i>v</i> [bi:] [əm, ɪz, ə, a:]	bo'imoq
be afraid of <i>v</i> [bi ə'freɪd əv]	...dan qo'rqmoq
be careful <i>v</i> [bi 'keəfʊl]	ehtiyot bo'imoq
be kind to <i>v</i> [bi 'kaɪnd tə]	...ga mehribonlik ko'rsatmoq
bean <i>n</i> [bi:n]	loviya
bear <i>n</i> [beə]	ayiq
beat <i>v</i> [bi:t]	( <i>tuxumni</i> ) ko'pchitmoq, ko'pirtirmoq
beautiful <i>adj</i> ['bju:tɪf(ə)l]	chiroyli
because <i>conj</i> [br'kɒz, brkəz]	chunki
bed <i>n</i> [bed]	1) karavot; 2) ( <i>yotish uchun</i> ) o'rin, joy
go to bed [gəʊ tə 'bed]	uxlagani yotmoq
bedroom <i>n</i> ['bedrʊm]	yotoqxona (uydagi xona)
bee <i>n</i> [bi:]	asalari
before <i>adv</i> [br'fə:]	...dan oldin
begin <i>v</i> [br'gɪn]	boshlamoq, boshlanmoq
behind <i>prep</i> [br'haind]	...ning orqasida
berry <i>n pl</i> (-ies) ['beri]	reza meva ( <i>qulupnay, maymunjon kabilar</i> )
best <i>adj</i> [best]	eng yaxshi
between <i>prep</i> [br'twi:n]	(ikki narsa) orasida
bicycle <i>n</i> ['baɪsɪkl]	velosiped
big <i>adj</i> [big]	katta
bike <i>n</i> [baɪk]	velosiped, mototsikl
biker <i>n</i> ['baɪkə]	velosipedchi
biking <i>n</i> ['baɪkɪŋ]	velosiped minish
bird <i>n</i> [bɜ:d]	qush
birdhouse <i>n</i> ['bɜ:dhaʊs]	qush uyasi
birthday <i>n</i> [bɜ:θdeɪ]	tug'ilgan kun
birthday cake <i>n+n</i> [bɜ:θdi keɪk]	tug'ilgan kun torti
birthday card <i>n+n</i> [bɜ:θdi 'ka:d]	tug'ilgan kun tabrik xati
birthday party <i>n+n</i> [bɜ:θdi 'pa:ti]	tug'ilgan kun bazmi
biscuit <i>n</i> ['bɪskɪt]	pishiriqlar
bite <i>v</i> ( <i>past</i> bit) [baɪt]	qopmoq, tishlamoq, tishlab olmoq
black <i>adj</i> [blæk]	qora
black panther <i>adj+n</i> ['blæk'pænθə]	qora qoplon
blackboard <i>n</i> ['blækbɔ:d]	sinf doskasi (qora)
blanket <i>n</i> ['blæŋkit]	jun adyol (ko'rpa)
blazer <i>n</i> ['bleɪzə]	yengil kurtka
bleat <i>v</i> [bli:t]	balamoq ( <i>qo'y-echkilar haqida</i> )
blew [blu:]	"blow" fe'lining o'tgan zamon shakli
block of flats ['blɒkəv 'flæts]	ko'p qavatli uy
blond <i>adj</i> [blɒnd]	oq-malla, sarg'ish
blood <i>n</i> [blʌd]	qon
blouse <i>n</i> [blaʊz]	bluzka ( <i>yengil matoli kofta</i> )
blow <i>v</i> [bləʊ]	esmoq ( <i>shamol haqida</i> )
blue <i>adj</i> [blu:]	ko'k, zangori, moviy
boar <i>n</i> [bo:]	to'ng'iz, yowwoyi cho'chqa
board <i>n</i> [bɔ:d]	sinf doskasi

**B**

**C**

boat *n* [bəʊt]  
 body *n pl* (-ies) ['bɒdi]  
 bone *n* [bəʊn]  
 book *n* [bʊk]  
 book case *n+n* ['bʊkkəɪs]  
 book shop *n+n* ['bʊkʃɒp]  
 boots *n* [bu:ts]  
 boring *adj* ['bɔ:rɪŋ]  
 botany *n* ['bɒtəni]  
 both *adj* [bəʊθ]  
 bottle *n* [bɒtl]  
 a bottle of  
 bought *v* [bɔ:t]  
  
 bowl *n* [bəʊl]  
 a bowl of ... [ə 'bəʊl əv ...]  
 a bowl of salad [ə 'bəʊl əv 'sæləd]  
 box *n* [bɒks]  
 a box of  
 boy *n pl* (boys) [bɔɪ]  
 branch *n* [brɑ:nɪʃ]  
 bray *v* [breɪ]  
 bread *n pl* (-) [bred]  
 break *n, v* [breɪk]  
 breakfast *n* ['brekfəst]  
 have breakfast *v+n*  
 bride *n* [braɪd]  
 bridegroom *n* ['braɪdgru:m]  
 bridesmaid *n* ['braɪdzmeɪd]  
 bright *adj* [brایٹ]  
 British *adj* ['brیٹɪʃ]  
 brother *n* ['brʌðə]  
 brown *adj* [braʊn]  
 brush *n, v* [brʌʃ]  
 brush teeth *n+v* ['brʌʃ tɪ:θ]  
 Bulgarian *n* [bʌl'geəriən]  
  
 bull *n* [bul]  
 bus *n* [bʌs]  
 go home by bus  
 businessman *n pl* (-men) ['bɪznɪsmen]  
 businesswoman *n* (-women) ['bɪznɪswomən]  
 busy *adj* ['bɪzi]  
 but *conj* [bʌt]  
 butter *n* ['bʌtə]  
 butterfly *n pl* (-ies) ['bʌtəflaɪ]  
 buy *v* [baɪ]  
 by *prep* [baɪ]  
 by metro [baɪ 'metrəʊ]  
 bye *int* [baɪ]  
  
 cabbage *n* ['kæbɪdʒ]  
 cafe *n* ['kæfeɪ]  
 cage *n* [keɪdʒ]  
 cake *n* [keɪk]

qayiq  
 gavda, tana  
 suyak  
 kitob  
 kitob javoni, kitob tokchasi  
 kitob do'kon  
 butsi (*futbol botinkasi*)  
 zerikarli  
 botanika  
 har ikkala  
 butilka, shisha  
 bir shisha ...  
 "buy" fe'lining o'tgan zamon shakli:  
 sotib ol(-dim, -ding, -di, -dik, -dingiz, -dilar)  
 kosa  
 bir kosa ...  
 bir kosa salat  
 cuti  
 bir cuti ...  
 o'g'il bola  
 novda, butoq, shox  
 hangramoq (*eshak haqida*)  
 non  
 1) tanaffus; 2) sindirmoq  
 nonushta  
 nonushta qilmoq  
 unashirib qo'yilgan qiz (ayol), kelin  
 unashirilgan yigit, kuyov  
 kelinning o'rtog'i (*qiz bola*)  
 yorqin; quyoshli  
 1) britaniyalik; 2) britaniyaga oid, Britaniya ...  
 aka; uka  
 jigarrang, malla  
 1) cho'tka; 2) cho'tkalamoq  
 tishlarni cho'tka bilan tozalamoq  
 bolgariyalik, bolgar, bolgar kishisi;  
 bolgar ayoli  
 ho'kiz, buqa  
 avtobus  
 uyga avtobus bilan bormoq  
 (erkak) biznesmen, tadbirkor  
 (ayol) biznesmen, tadbirkor  
 ish bilan band  
 lekin, ammo  
 sariyog'  
 kapalak  
 sotib olmoq  
 bilan, orqali, tomonidan  
 metro bilan  
 xayr  
  
 karam  
 kafe; qahvaxona  
 qafas  
 tort, pirojniy

## C

## Wordlist

calendar <i>n</i>	[kælində]	taqvim
calf <i>n</i>	pl ( <i>calves</i> ) [ka:f]	buzoqcha, buzoq
call <i>v</i>	[kɔ:l]	chaqirmoq; telefon qilmoq
came <i>v</i>	[keim]	“come” fe’lining o’tgan zamon shakli: kel(-dim, -ding, -di, -dik, -dingiz, -dilar)
camel <i>n</i>	[kæm(ə)l]	tuya
camera <i>n</i>	[kæmərə]	fotoapparat
can <i>modal verb</i> ( <i>past could</i> )	[kæn, kən]	qila olmoq, qo’lidan kelmoq
Can I have ...?		...ni olsam bo’ladimi?
Can I help you?	[kən aɪ ‘help ju:]	Yordamim kerakmi?
canary <i>n</i>	pl (-ies) [kə’neəri]	kanareyka
cannot <i>v</i>	[kænətət]	qila olmaslik, qo’lidan kelmaslik
canteen <i>n</i>	[kænti:n]	oshxona
at the canteen	[ət ðə kænti:n]	oshxonada
cap <i>n</i>	[kæp]	kepka, shapka
capital <i>n</i>	[kæpitl]	poytaxt
car <i>n</i>	[ka:]	avtomobil
caravan <i>n</i>	[kærəvæn]	karvon
card <i>n</i>	[ka:d]	otkritka, tabrik xati
cardboard <i>n</i>	[’ka:dbɔ:d]	karton
careful <i>adj</i>	[keəf(ə)l]	ehtiyotkor
carrot <i>n</i>	[kærət]	sabzi
carry <i>v</i>	[kæri]	ko’tarib yurmoq
cartoon <i>n</i>	[ka:tū:n]	multfilm
cat <i>n</i>	[kæt]	mushuk
caterpillar <i>n</i>	[’kætəpɪlə]	kapalakqurt
cave <i>n</i>	[keiv]	g’or
CD (compact disk)	[,si:di:]	CD (kompakt-disk)
celebrate <i>v</i>	[’selibreit]	bayram qilmoq, nishonlamoq
celebration <i>n</i>	[,selr’breɪʃ(ə)n]	bayram
central <i>adj</i>	[sentrəl]	markaziy
centre <i>n</i>	[’sentə]	markaz
century <i>n</i>	pl (-ies) [’sentʃəri]	asr, yuz yillik vaqt
cereal <i>n</i>	[sɪəriəl]	1) donli mahsulotlardan tayyorlangan taom; 2) boshqoli g’alla o’simligi
chain <i>n</i>	[tʃeim]	zanjir
chair <i>n</i>	[tʃeə]	stul
chalk <i>n</i>	[tʃɔ:k]	bo’r
champion <i>n</i>	[tʃæmpiən]	champion
change <i>v</i>	[tʃeindʒ]	o’zgartirmoq
Changing of the Guard		qorovul almashinuvi (televizion) kanal
channel <i>n</i>	[tʃænl]	chant (kichik she’r)
chant <i>n</i>	[tʃa:nt]	arzon
cheap <i>adj</i>	[tʃi:p]	tekshirmoq
check <i>v</i>	[tʃek]	pishloq
cheese ( <i>mass n</i> )	[tʃi:z]	chizburger
cheeseburger <i>n</i>	[tʃi:zbɔ:gə]	gepard
cheetah <i>n</i>	[tʃi:tə]	oshpaz
chef <i>n</i>	[ʃef]	olcha
cherry <i>n</i>	pl (-ies) [tʃeri]	shaxmat
chess <i>n</i>	[tʃes]	jo’ja
chick <i>n</i>	[tʃik]	tovuq
chicken <i>n</i>	[tʃikin]	boshliq, rahbar
chief <i>n</i>	[tʃi:f]	bola
child <i>n</i>	pl ( <i>children</i> ) [tʃaɪld]	

children *n* [tʃɪldrən]  
 Chinese New Year *n* [tʃaɪni:s ˌnju: ˈjɪə]  
 chips *n* [tʃɪps]  
 chocolate *n* [tʃɒklɪt]  
 choose *v* [tʃu:z]  
 cinema *n* [sɪnɪmə]  
 circle *n*, *v* [ˈsɜ:k(ə)l]  
 circus *n* [ˈsɜ:kəs]  
 city *n* *pl* (-ies) ['sɪti]  
 clap *v* [klæp]  
 clasp *v* [kla:sp]  
 class *n* [kla:s]  
 classbook *n* ['kla:sbʊk]  
 classical music *adj+n* [klæsɪk(ə)l ,mju:zɪk]  
 classmate *n* ['kla:smeɪt]  
 classroom *n* ['kla:srəm]  
 classroom things *n+n* ['kla:srəmθɪŋz]  
 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* [klɪə]  
 clever *adj* ['klevə]  
 climate *n* ['klaɪmɪt]  
 climb *v* [klaɪm]  
 climbing *n* [klamɪŋ]  
 clock *n* [klɒk]  
 cloud *n* [klaʊd]  
 cloudy *adj* ['klaudi]  
 clown *n* [klaʊn]  
 club *n* [klʌb]  
 cluck *v* [klʌk]  
 coal (*mass n*) [kəʊl]  
 coat *n* [kəʊt]  
 coffee *n* *pl* (-) [kəfɪ]  
 coin *n* [kɔɪn]  
 cold *adj*, *n* [kəʊld]  
 I have a cold. [aɪ ˈhæv ə ˈkəʊld]  
 collect *v* [kə'lekt]  
 collection *n* [kə'lekʃn]  
 college *n* [kə'lɪdʒ]  
 colour *n* [kʌlə]  
 colour pencils  
 coloured *adj* ['kʌləd]  
 comb *n*, *v* [kəʊm]  
 come *v* [kʌm]  
 come from  
 come home *v+n* [kʌm ˈhəʊm]  
 comedy *n* *pl* (-ies) [kɒmɪdi]  
 comfortable *adj* ['kʌmftəbl]  
 complete *v* [kəm'pli:t]  
 computer *n* [kəm'pjutə]  
 computer game *n+n* [kəm'pjutə ,geɪm]  
 computer programmer *n+n* [kəm'pjutə 'prəʊgræmə]  
 confetti *n* *pl* (*confetti*) [kənfeti]

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  
 1) toza; 2) tozalamoq  
 xonani tozalamoq  
 toza suv  
 farrosh  
 1) aniq; 2) toza; 3) tozalamoq  
 aqlli, zukko  
 iqlim  
 tirmashib chiqmoq  
 alpinizm  
 soat  
 bulut  
 bulutli  
 masxaraboz, qiziqchi  
 klub, to'garak  
 qaqillamoq (tovuq haqida)  
 ko'mir  
 palto  
 qahva  
 tanga  
 1) sovuq; 2) shamollah  
 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  
 tamomlamoq, tugallamoq  
 kompyuter  
 kompyuter o'yini  
 kompyuter dasturchisi  
 mayda rangli qog'oz

**C****D****Wordlist**

Constitution Day *n* [kɒnstrʊtʃuːʃn ˈdeɪ]  
 continent *n* [kɒntɪnənt]  
 cook *v*, *n* [kʊk]  
 cooker *n* ['ku:kə]  
 cool *adj* [ku:l]  
 copy *v* ['kɒpi]  
 copybook *n* [kɒpibʊk]  
 corn *n pl* (-) [kɔ:n]  
 corner *n* [kɔ:nə]  
 correct *adj*, *v* [kə'rekt]  
 cost *n, v* (*past cost*) [kɒst]  
 count *v* [kaʊnt]  
 country *n pl* (-ies) ['kʌntri]  
 cousin *n* [kʌzn]

cow *n* [kaʊ]  
 crayon *n* ['kreɪən]  
 crocodile *n* ['krɒkədail]  
 cross *n, v* [krɒs]  
 crossword *n* ['krɒswɜ:d]  
 do crosswords ['du: 'krɒswɜ:dz]  
 crow *v* [krəʊ]  
 crown *n* [kraʊn]  
 cucumber *n* [kju:kʌmbə]  
 cup *n* [kʌp]  
 a cup of tea [ə 'kʌp əv 'ti:]  
 cupboard *n* ['kʌpbəd]  
 curly *adj* [kɜ:li]  
 curtain *n* [kɜ:tən]  
 customer *n* ['kʌstəmə]  
 cut *v* [kʌt]  
 cut down *v* [kʌt 'daʊn]  
 cycle *v* ['saɪk(ə)l]

dad *n* [dæd]  
 dairy *adj* ['deəri]  
 dance *n, v* [da:ns]  
 dancer *n* ['da:nsə]  
 dangerous *adj* ['deindʒrəs]  
 dark *adj* [da:k]  
 date *n* [deɪt]  
 daughter *n* [də:tə]  
 day *n* [deɪ]  
 dear *adj* [dɪə]  
 December *n* [dr'sembə]  
 decoration *n* [dekə'reiʃn]  
 deer *n pl* (-) [drə]  
 degree *n* [dr'gri:]  
 delicious *adj* [dr'lɪʃəs]  
 desert *n* ['dezət]  
 desk *n* [desk]  
 destroy *v* [dr'strɔɪ]  
 dialogue *n* [daɪəlɒg]  
 diary *n pl* (-ies) ['daɪəri]  
 dictation *n* [dɪk'teɪʃ(ə)n]

Konstitutsiya kuni  
 qit'a, mintaqa  
 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'rيلamoq  
 narx; turmoq (*narx haqida*)  
 sanamoq  
 mamlakat  
 ammavachcha, xolavachcha,  
 amakivachcha, tog'avachcha  
 sigir  
 rangli bo'r  
 timsoh  
 1) X belgisi; 2) X (eks) qilib chizmoq  
 krossvord  
 krossvord yechmoq  
 qichqirmoq (*xo'roz haqida*)  
 toj  
 bodring  
 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, o'yinchi  
 xavfli  
 1) qora, qoramfir; 2) qorong'i  
 sana  
 qiz  
 kun  
 qadrli, aziz  
 dekabr  
 bezak  
 bug'u  
 daraja  
 shirin, mazali  
 cho'l, sahro  
 yozuv stoli, parta  
 buzmoq, yo'q qilmoq  
 dialog  
 kundalik daftar  
 diktant

**D****E**

did [dɪd]  
difference *n* ['dif(ə)rəns]  
different *adj* [dif(ə)rənt]  
difficult *adj* ['difik(ə)lt]  
Dilong *n* [drlu:n]  
dinner *n* ['dɪnə]  
have dinner  
dinosaur *n* ['dæməsɔ:]  
director *n* [drɪkətə]  
dirty *adj* ['dɜ:ti]  
dish *n* [dɪʃ]  
dishwasher *n* ['dɪʃwɔʃə]  
do *v* [du:]  
do homework ['du: 'həʊmwɜ:k]  
do morning exercises ['du: 'mɔ:nɪŋ 'eksəsaɪzs]  
do sums *v* ['du: 'sʌmz]  
doctor *n* ['dɒktə]  
dog *n* [dɒg]  
doira *n* [dɔɪrə:  
doll *n* [dɒl]  
dolphin *n* ['dɒlfɪn]  
domestic animal *adj+n* [də'mestɪk 'æniml]  
donkey *n pl (-s)* ['dɒŋki]  
Don't ...! ['dəʊnt ...]  
Don't play with my dog!  
door *n* [dɔ:]  
dove *n* [dʌv]  
down *adv* [daʊn]  
downstairs *adv* [daʊn'steəz]  
dragon *n* ['drægn]  
dragon dance *n+n* ['drægn da:nz]  
draughts *n* ['dra:fts]  
draw *v (past drew)* [drɔ:]  
drawing *n* ['drɔ:ɪŋ]  
dress *n* [dres]  
dresser *n* ['dresə]  
drill *n* [drɪl]  
drink *n, v (past drank)* [drɪŋk]  
drive *v (past drove)* [draɪv]

driver *n* ['draɪvə]  
dry *adj* [draɪ]  
duck *n* [dʌk]  
duckling *n* ['dʌklɪŋ]  
dust *n pl (-s), v* [dʌst]  
duststorm *n* [dʌst'stɔ:m]  
dutor *n* [dʊtɔ:r]  
each *adj* [i:tʃ]  
each other *adv* [i:tʃ 'ʌðə]  
eagle *n* [i:gł]  
ear *n* [ɪə]  
earache *n* ['ɪəreɪk]

"do" fe'lining o'tgan zamon shakli  
farq  
turli, farqli, o'zgacha, boshqacha  
qiyin  
dilun (*yirtqich dinozavr turi*)  
kechki ovqat  
kechki ovqatni yemoq  
zool. dinozavr  
direktor  
iflos, kir, irkit, isqirt, jirkanch  
1) idish-tovoq; 2) taom  
idish-tovoq yuvish mashinasi  
1) qilmoq, bajarmoq; 2) *yordamchi fe'*  
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!  
Itim bilan o'ynama!  
eshik  
kabutar, kaptar  
past tomonga  
pastki qavat(da)ga  
ajdar  
ajdar raqsi  
shashka  
chizmoq, rasm solmoq  
1) chizish, rasm solish, chizmachilik;  
2) rasm, chizma  
ko'ylik  
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  
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  
qulinq  
qulinq og'rig'i

early <i>adv</i> [ˈɜːli]	erta, erta bilan, barvaqt
Earth Day <i>n+n</i> [ˈɜːθ ˈdeɪ]	Yer kuni
earthquake <i>n</i> [ˈɜːθkweɪk]	zilzila
east <i>n</i> [iːst]	sharq
eat (up) <i>v</i> ( <i>past ate</i> ) [iːt (əp)]	yemoq; yeb qo'ymoq
egg <i>n</i> [eg]	tuxum
eggplant <i>n</i> ['egpla:nt]	baqlajon
eight <i>num</i> [eɪt]	sakkiz
eighteen <i>num</i> [eɪti:n]	o'n sakkiz
eighth <i>num</i> [eɪtθ]	sakkizinchi
eight hundred <i>num</i> [eɪt ˈhʌndrəd]	sakkiz yuz
eighty <i>num</i> [eɪti]	sakson
eighty-one <i>num</i> [eɪti ˈwʌn]	sakson bir
elder <i>adj</i> ['eldə]	to'ng'ich, katta
electricity <i>n pl (-)</i> [ɪlek'trisiti]	tok, elektr toki
electronic engineer [ɪlek'tronik ˌendʒɪ'nɪə]	muhandis elektronchi
elephant <i>n</i> ['elɪfənt]	fil
eleven <i>num</i> [ɪ'lev(ə)n]	o'n bir
eleventh <i>num</i> [ɪ'levənθ]	o'n birinchi
emperor <i>n</i> ['empərə]	imperator, xoqon
emu <i>n</i> [i:mju:]	zool. emu
end <i>v</i> [end]	tuga(lла)moq, tamomlamoq
energy <i>n pl (-)</i> [enədʒi]	energiya, quvvat
engineer [endʒɪ'nɪə]	muhandis
English <i>adj, n</i> ['ɪŋglɪʃ]	1) inglizcha; ingliz; 2) ingliz tili
enjoy <i>v</i> [ɪn'dʒɔɪ]	maza (huzur) qilmoq, zavqlanmoq, rohatlanmoq
equator <i>n</i> [ɪk'weɪtə]	ekvator
eraser <i>n</i> [ɪ'reɪzə]	o'chirg'ich
Eskimo <i>n</i> ['eskɪməʊ]	eskimos ( <i>millat</i> )
eucalyptus <i>n</i> [ju:kə'lɪptəs]	bot. evkalipt
evening <i>n</i> [i:vniŋ]	kechqurun, oqshom
Good evening.	Xayrli oqshom.
in the evening <i>adv</i>	kechqurun, oqshomda
every <i>det</i> [evri]	har bir, har...
every day <i>adv</i> [evrɪdeɪ]	har kuni
everybody <i>pron</i> [evrɪbodi]	hamma
everything <i>pron</i> [evrɪθiŋ]	hamma narsa
everywhere <i>pron</i> [evrīweə]	hamma yerda
Excuse me, who's this?	Uzr, siz kimsiz (bu kim)?
exciting <i>adj</i> [ɪk'saɪtɪŋ]	hayajonli, qiziqarli, maroqli
expensive <i>adj</i> [ɪk'spensɪv]	qimmat
eye <i>n</i> [aɪ]	ko'z
face <i>n</i> [feɪs]	yuz, bet
fact <i>n</i> [fækt]	fakt, dalil, isbot
fairy tale <i>adj+n</i> [feəri 'teɪl]	ertak
fall <i>v</i> [fɔ:l]	1) tushmoq, pasaymoq; 2) yog'moq (qor)
fall asleep <i>v+adj</i> [fɔ:l ə'sli:p]	uxlab qolmoq
false <i>adj</i> [fɔ:ls]	yolg'on, noto'g'ri
family <i>n pl (-ies)</i> [fæməli]	oila
family tree <i>n+n</i> [fæməli 'tri:]	shajara
famous <i>adj</i> [feɪməs]	mashhur
fantastic <i>adj</i> [fæn'tæstɪk]	ajoyib, g'aroyib
fantasy <i>n</i> ['fæntəsi]	tasavvur

E

F

Wordlist

**F**

far <i>adv</i> [fa:]	uzoq
far from <i>adv</i> ['fa:frəm]	...dan uzoq
farm <i>n</i> [fa:m]	ferma
farmer <i>n</i> ['fa:mə]	fermer, dehqon
fast <i>adv</i> [fa:st]	tez
fast food <i>adj+n</i> ['fa:stfu:d]	tez tayyor bo'ladigan taom
father <i>n</i> [fa:ðə]	ota
Father's Day <i>n+n</i> [.fa:ðəz 'deɪ]	Otalar kuni
favourite <i>adj</i> , <i>n</i> [feiv(ə)rit]	1) sevimli; 2) yoqtirgan narsasi
February <i>n</i> ['februəri]	fevral
feed <i>v</i> [fi:d]	ovqatlantirmoq, boqmoq
feed the animals <i>v+n</i> [fi:d ðɪ 'æniməlz]	hayvonlarga yemish bermoq
feel <i>v</i> [fi:l]	his qilmoq, sezmoq
feel happy <i>v+adj</i> [fi:l 'hæpi]	xursand bo'lmoq
feel angry <i>v+adj</i> [fi:l 'æŋgri]	achchiqlanmoq
feel sad <i>v+adj</i> [fi:l 'sæd]	xafa (g'amgin) bo'lmoq
feel bored <i>v+adj</i> [fi:l 'bo:d]	zerikmoq
fell [fel]	"fall" fe'lining o'tgan zamon shakli
Ferris wheel <i>n+n</i> [feris,wi:l]	charxpalak (o'yin-kulgi qurilmasi)
fifteen <i>num</i> [.fifti:n]	o'n besh
fifth <i>num</i> [fifθ, fiftθ]	beshinchi
fifty <i>num</i> [fifti]	ellik
fifty-one <i>num</i> [fifti 'wʌn]	ellik bir
fig <i>n</i> [fig]	bot. anjir
fight <i>v</i> [faɪt]	urishmoq, kurashmoq, janjallahshmoq
fill <i>v</i> [fil]	to'ldirmoq, to'lg'izmoq
film star <i>n+n</i> ['filmsta:]	kino yulduzi
finally <i>adv</i> [fainəli]	nihoyat, oxiri; pirovardida, oqibatida
find <i>v</i> [faɪnd]	topmoq
fine <i>adj</i> [fain]	yaxshi
I'm fine (OK).	Men yaxshiman.
finger <i>n</i> ['fɪŋgə]	barmoq
finish <i>n</i> , <i>v</i> [finiʃ]	1) tugatmoq, tugallamoq; 2) oxir
fir tree <i>n+n</i> [fɜ:tri:]	qoraqarag'ay, archa
fire <i>n</i> [faɪə]	olov
fireman <i>n</i> ['faɪəmən]	o't o'chiruvchi
fireworks <i>n</i> [faɪəwɜ:ks]	mushakbozlik
first <i>num</i> [fɜ:st]	birinchi
fish <i>n pl (-)</i> [fiʃ]	baliq
fish and chips [fiʃəntʃips]	baliq va qovurilgan kartoshka
five <i>num</i> [faɪv]	besh
five hundred <i>num</i> [faɪv ˈhʌndrəd]	besh yuz
five hundred soums a kilo	bir kilogrammi 500 so'm
flag <i>n</i> [flæg]	bayroq
flat <i>n</i> [flæt]	kvartira
floor <i>n</i> [flɔ:]:	1) qavat; 2) pol
on the ground floor	birinchi qavatda
on the first floor	ikkinci qavatda
flour <i>n pl (-)</i> ['flaʊə]	un
flower <i>n</i> ['flaʊə]	gul
fly <i>v</i> [flai]	parvoz qilmoq
fly a kite <i>v+n</i> ['flai ə 'kaɪt]	varrak uchirmoq
foal <i>n</i> [fəʊl]	1) toycha, toy, ot bolasi; 2) xo'tik, eshak bolasi
fog <i>n</i> [fɒg]	tuman
foggy <i>adj</i> ['fɒgi]	tumanli

**F****G**

food <i>n</i> [fu:d]	oziq, ovqat, yemish
foot <i>n</i> [fot]	oyoq
go on foot	piyoda bormoq
football <i>n</i> [fʊtbɔ:l]	futbol
play football <i>v+n</i>	futbol o'ynamoq
football player <i>n+n</i> ['fʊtbɔ:l plərɪ]	futbol o'yinchisi
footprint <i>n</i> [fʊtprɪnt]	iz, oyoq izi
for <i>prep</i> [fə, fɔ:]	uchun
for example = e.g. [fɔ:rɪg'zɑ:mp(ə)]	masalan
forecast <i>n</i> ['fɔ:ka:st]	ob-havo ma'lumoti
forest <i>n</i> [fɔ:rɪst]	o'rmon
forget <i>v</i> [fə'get]	unutmoq
fork <i>n</i> [fɔ:k]	sanchqi, vilka
forty <i>num</i> [fɔ:ti]	qirq
forty-one <i>num</i> [fɔ:ti 'wʌn]	qirq bir
four <i>num</i> [fɔ:]	to'rt
four hundred <i>num</i> [fɔ: 'hʌndrəd]	to'rt yuz
fourteen <i>num</i> [fɔ:ti:n]	o'n to'rt
fourth <i>num</i> [fɔ:θ]	to'rtinchi
fox <i>n</i> [fɔks]	tulki
French <i>adj</i> , <i>n</i> [frentʃ]	1) fransuzcha; fransuz; 2) fransuz tili
free <i>adv</i> [fri:]	1) bo'sh; 2) erkin
freezing <i>adj</i> ['fri:zin]	muzdek, sovuq
fresh <i>adj</i> [fres]	1) sof, musaffo; 2) yangi uzilgan
fresh air <i>adj+n</i> [fres 'eə]	toza havo
fresh fruit <i>adj+n</i> [fres 'fru:t]	yangi uzilgan mevalar
Friday <i>n</i> [fraidi]	juma
fridge <i>n</i> [fridʒ]	muzlatkich, sovutkich
friend <i>n</i> [frend]	do'st, o'rtoq
friendly <i>adj</i> ['frendli]	do'stona, xavfsiz
frog <i>n</i> [frɒg]	qurbaqa
from <i>prep</i> [frəm, frəm]	...dan
front <i>n</i> [frʌnt]	old, old qism
fruit <i>n</i> [fru:t]	meva
fry <i>v</i> [fraɪ]	qovurmoq
fun <i>n</i> , <i>adj</i> [fʌn]	1) xursandchilik; 2) zavqlanarli
funny <i>adj</i> ['fʌni]	qiziq, kulgili
furry <i>adj</i> [fɜ:ri]	yungli
game <i>n</i> [geim]	o'yin
garden <i>n</i> ['ga:dn]	bog'
gardener <i>n</i> ['ga:dnə]	bog'bon
gas <i>n</i> <i>pl</i> (-) [gæs]	gaz
gave <i>v</i> [gəv]	"give" fe'lining o'tgan zamon shakli
gazelle <i>n</i> [gə'zel]	g'izol, ohu
gel <i>n</i> [dʒel]	gel
geography <i>n</i> [dʒi'ɒgrəfi]	geografiya
German <i>adj</i> , <i>n</i> ['dʒɜ:mən]	1) nemischa; nemis; 2) nemis tili
get <i>v</i> [get]	olmoq
get dressed <i>v+adj</i> [get 'drest]	kiyinmoq
get marks <i>v+n</i> [get 'ma:ks]	baho olmoq
get married <i>v</i> [get 'mærid]	ulyanmoq, turmushga chiqmoq
get off <i>v</i> [get 'ɒf]	chiqmoq, tushmoq
get on <i>v</i> [get 'ɒn]	minmoq
get ready <i>v+adj</i> [get 'redi]	tayyor bo'lmoq

get up [getʌp]  
 get washed *v+adj* [get 'wɔʃt]  
 get home *v+n* [get 'həʊm]  
 get to school [get tə 'sku:l]  
 giraffe *n* [dʒɪ'rɑ:f]  
 girl *n* [gɜ:l]  
 give *v* (*past* gave) [gɪv]  
 glass *n* [gla:s]  
 a glass of juice [ə 'bla:s əv 'dʒu:s]  
 global warming *adj+n* ['gləubəl 'wə:mɪŋ]  
 go *v* [gəʊ]  
 go away [gəʊ ə'weɪ]  
 go fishing *v+n* [gəʊ 'fɪʃɪŋ]  
 go shopping *v+n* [gəʊ 'ʃɒpɪŋ]  
 go straight [gəʊ 'streɪt]  
 go to bed [gəʊtə'bed]  
 go to school  
 goat *n* [gəʊt]  
 gobble *v* ['gəbl]  
 goldfish *n pl* (-) ['gəuldfiʃ]  
 Goldilocks ['gəuldɪlɒks]  
 good *adj* [gʊd]  
 I'm good at ... [aɪm 'gʊd ət]  
 Goodbye. [gʊd'bai]  
 Good morning! ['gʊd 'mɔ:nɪŋ]  
 goose *n pl* (*geese*) [gu:s gi:s]  
 gosling *n pl* ['gəʊslɪŋ]  
 got [gɒt]

I got here by metro.

grandad *n* ['grænddæd]  
 grandfather *n* ['grænd,fɑ:ðə]  
 grandmother *n* ['grænd,mʌðə]  
 grandparents *n* ['grænd,peərənts]  
 granny *n pl* (-ies) ['græni]  
 grape *n* [greɪp]  
 graph *n* [græf, gra:f]  
 grass *n* [gra:s]  
 grasshopper *n* ['gra:s,hɒpə]  
 grassland *n* ['gra:slænd]  
 great *adj* [greɪt]  
 It's great!  
 Greek *adj, n* [gri:k]  
 green *adj* [gri:n]  
 greet *v* [gri:t]  
 greeting *n* ['gri:tɪŋ]  
 grey *adj* [greɪ]  
 group *n* [gru:p]  
 ground *n* ['graund]  
 grow *v* (*past* grew) [grəʊ]  
 grown-up *n* ['grəʊnʌp]  
 guess *v* [ges]  
 guitar *n* [grɪ'ta:]  
 gym *n* [dʒɪm]

o'rnidan turmoq  
 yuvinmoq  
 uyga yetib kelmoq  
 maktabga yetib olmoq/bormoq  
 jirafa  
 qız bola  
 bermoq  
 stakan  
 bir stakan sharbat  
 iqlimning dunyoviy ilishi  
 yurmoq, bormoq  
 ketmoq (nariga)  
 baliq ovlamоq  
 bozorlik qilmoq, xarid qilmoq  
 to'g'riga yurmoq  
 uxlagani yotmoq  
 mактабга bormoq  
 echki  
 qulqullamoq (*kurka haqida*)  
 oltin (tila) baliq  
 Tillasoch qiz (*ertakda*)  
 yaxshi  
 Men ...da yaxshiman.  
 Xayr.  
 Xayrli tong!  
 g'oz  
 g'oz bolasi, jo'ja g'oz  
 "get" fe'lining o'tgan zamon shakli: yetib  
 kel(-dim, -ding, -di, -dik, -dingiz, -dilar)  
 Bu yerga metro bilan yetib keldim.  
 bobo  
 bobo  
 momo, buvi  
 bobo va buvi  
 buvi, momo  
 uzum  
 grafik  
 o't, maysa  
 chigirtka  
 yaylov  
 1) buyuk, ulug'; 2) Zo'r! (Yaxshi! Ajoyib!)  
 Zo'r!  
 grek; grek tili  
 yashil  
 salomlashmoq  
 salomlashish  
 kulrang  
 guruh  
 yer  
 o's(tir)moq  
 yoshi katta  
 o'ylab topmoq, fahmlamoq  
 gitara  
 gimnastika (sport) zali

## H

habitat <i>n</i>	[hæbitæt]	vatan, makon, yashash joyi
had <i>[hæd, həd]</i>	"have" <i>fe'lining o'tgan zamon shakli</i>	
hail <i>n, v</i>	[heɪl]	1) do'l; 2) do'l yog'moq
hailstone <i>n</i>	['heɪlstəʊn]	do'l
hailstorm <i>n</i>	['heɪlstɔ:m]	do'lli bo'ron
hair <i>n pl (-)</i>	[heə]	soch
do hair <i>v+n</i>		sochni taramoq
half <i>adj</i>	[ha:f]	yarim
half a kilo	[ha:fəkɪləʊ]	yarim kilogramm
half-term <i>adj+n</i>	[ha:ftɜ:m]	yarim choraklik
hamburger <i>n</i>	['hæmbɜ:gə]	gamburger
hand <i>n</i>	[hænd]	1) qo'l; 2) tomon
handball <i>n</i>	['hændbɔ:l]	qo'l to'pi
handicrafts <i>n</i>	['hændikra:fts]	mehnat darsi
happen <i>v</i>	[hæpən]	sodir bo'lmoq
happily <i>adv</i>	[hæpɪlɪ]	xursandlik bilan
happy <i>adj</i>	[hæpi]	xursand, baxtli
Happy birthday! <i>int</i>	[hæpi 'bɜ:θdi]	Tug'ilgan kuningiz bilan!
hard <i>adv</i>	[ha:d]	qattiq; tirishqoqlik bilan
work hard <i>v+adv</i>	[wɜ:kha:d]	qattiq ishlamoq
hare <i>n</i>	[heə]	quyon
hat <i>n</i>	[hæt]	shlapa
hate <i>v</i>	[heit]	yomon ko'rmoq
have <i>v</i>	[həv, hæv]	1) ega bo'lmoq; bor bo'lmoq; 2) yemoq, ichmoq
I have [aɪ 'hæv]		menda bor, men egaman
have a break <i>v+n</i>	[həvə 'breɪk]	tanaffusga chiqmoq
have a good time	[həvə 'gud 'taɪm]	vaqt ni yaxshi o'tkazmoq
have breakfast <i>v+n</i>	[həv 'brekfəst]	nonushta qilmoq
have dinner <i>v+n</i>	[həv 'dɪnə]	kechki ovqatni yemoq
have fun <i>v+n</i>	[həv 'fʌn]	xursandchilik qilmoq
have lessons <i>v+n</i>		darsi bo'lmoq; o'qimoq
have lunch <i>v+n</i>	[həv 'lʌntʃ]	tushlik qilmoq
he <i>pron</i>	[hi:]	u ( <i>erkaklar uchun</i> )
head <i>n</i>	[hed]	bosh, kalla
headache <i>n</i>	[hedeɪk]	bosh og'rig'i
healthy <i>n</i>	['helθi]	sog'lom, foydali
hear <i>v (past heard)</i>	[hɪə]	eshitmoq
hedgehog <i>n</i>	[hedʒhɒg]	tipratikan
helicopter <i>n</i>	['helɪkɒptə]	vertolyot
Hello. [hə'ləʊ]		Salom!
helmet <i>n</i>	['helmit]	shlem, kaska
help <i>v</i>	[help]	yordam bermoq
Help yourself. [- jə'self]		Olib o'tiring.
hen <i>n</i>	[hen]	tovuq
her <i>adj, pron</i>	[hə, həz:]	(ayollar uchun) 1) uning; 2) uni, unga
Her name is ...		Uning ismi ...
here <i>adv</i>	[hɪə]	shu (bu) yerda
Here you are.		Mana, marhamat.
hero <i>n</i>	['hɪərəʊ]	qahramon
Hi! [hai]		Salom!
hide <i>v</i>	[haɪd]	bekitmoq, yashirmoq
hide and seek	['haɪdən,si:k]	bekinmachoq o'yini
high <i>adj</i>	[hai]	baland, yuqori
high-jump <i>n+n</i>	['haɪdʒʌmp]	balandlikka sakrash
do the high-jump <i>v+n</i>	[du: ðə 'haɪdʒʌmp]	balandlikka sakramoq

**H**

high temperature *adj+n* [haɪ 'temprətʃə]  
 hiking *n* [haɪkɪŋ]  
 him *pron* [him]  
 hippo *n* ['hipəʊ]  
 his *adj, pron* [hɪz]  
 His name is ...  
 historical place *adj+n* [hɪ'stɔːrɪkl ˈpleɪs]  
 history *n* ['hist(ə)ri]  
 hobby *n pl (-ies)* [hɒbi]  
 hockey *n* [hɔki]  
 play hockey *v+n*  
 holiday *n* ['holɪdeɪ]  
 home *n* [həʊm]  
 homework *n* [həʊmwɜ:k]  
 do homework *v+n*  
 honk *v* [hɒŋk]  
 hop *v* [hɒp]  
 hope *v* [həʊp]  
 hopscotch *n* [hɒpskɒtʃ]  
 horror film *n+n* [hɔrə'film]  
 horse *n* [hɔ:s]  
 horse riding *n* [hɔ:s ˈraɪdɪŋ]  
 hospital *n* ['hospɪtl]  
 at the hospital [ət ðə 'hospɪtl]  
 hot *adj* [hɒt]  
 hot dog *adj+n* ['hɒtdɒg]  
 hotel *n* [həʊ'tel]  
 house *n* [haus]  
 housewife *n* ['hauswaɪf]

**I**

how *adv* [hau]  
 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* ['hʌŋgrɪ]  
 husband *n* [hʌzbənd]  
 hyena *n* [haɪə'nə]  
 hygiene *n* [haɪdʒɪ:n]

I *pron* [aɪ]  
 ice [aɪs]  
 ice cream *n+n* ['aɪskri:m]  
 icy *adj* ['aɪsɪ]  
 I'd like...  
 I'm full.  
 important *adj* [ɪm'pɔ:tənt]  
 in *prep* [ɪn]  
 in front of *prep* [ɪn 'frəntəv]

baland harorat  
 yayov ekskursiya, piyoda sayr  
 uni, unga (*erkaklar uchun*)  
 gippopotam, begemot  
 (*erkaklar uchun*) uning  
 Uning ismi ...  
 tarixiy joy  
 tarix  
 xobbi, sevimli mashg'ulot  
 xokkey  
 xokkey o'ynamoq  
 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  
 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  
 er  
 sirtlon, yoldor bo'ri  
 gigiyena

men  
 muz  
 muzqaymoq  
 muzli  
 ...istayman, ...xohlayman  
 To'ydym.  
 muhim, ahamiyatl  
 1) ichida (*joyga nisbatan*);  
 2) ...da (*paytg'a nisbatan*)  
 ...ning oldida

in the morning <i>adv</i>	ertalab, ertalabki paytda
Independence Day <i>n+n</i> [ɪndɪ'pendəns 'deɪ]	Mustaqillik kuni
indigo <i>adj</i> [ɪndɪgəʊ]	to'q ko'k
information <i>n pl</i> (-) [ɪnfə'meɪʃ(ə)n]	ma'lumot, axborot
insect <i>n</i> [ɪnsekt]	hasharot
interest <i>v</i> [ɪn'trɪst]	qiziqtirmoq
interesting <i>adj</i> ['ɪntrɪstɪŋ]	qiziqarli, qiziq
interpreter <i>n</i> [ɪn'tɜ:pɪtə]	tarjimon
interview <i>n, v</i> [ɪntvju:]	1) intervju; 2) intervju olmoq
invitation <i>n</i> [ɪnvɪ'teɪʃ(ə)n]	taklifnama
invitation card <i>adj+n</i> [ɪnvɪ'teɪʃn 'ka:d]	taklifnama
invite <i>v</i> [ɪn'veɪt]	taklif qilmoq
Irish <i>adj, n</i> [ɪrərɪʃ]	irlandcha; irland; irland tili
iron <i>n</i> [aɪrən]	dazmol
do the ironing <i>v+n</i> [du: ðə 'aɪrənɪŋ]	kiyim-kechakni dazmol qilmoq
is <i>v</i> [ɪz]	bo'imoq (3-shaxs birlik uchun)
island <i>n</i> [aɪlənd]	orol
it <i>pron</i> [ɪt]	(3-shaxs birlik uchun) 1) u; 2) uni, unga (biror narsa qilish) vaqtı bo'ldi.
It's time to ...	Saat ikki bo'ldi.
It's two o'clock. [ɪts 'tu: ə'klɒk]	Saat ikkidan besh daqqa o'tdi.
It's 2.05. [ɪts 'tu: əʊ 'faɪv]	Saat ikki yarim bo'ldi.
It's two thirty. [ɪts 'tu: 'θɜ:ti]	Saat ikkidan o'ttiz besh daqqa o'tdi.
It's two thirty-five. [ɪts 'tu: 'θɜ:ti'fɪv]	uning
its <i>det, adj</i> [ɪts]	
jacket <i>n</i> ['dʒækɪt]	kurtka, kalta kamzul
jaguar <i>n</i> ['dʒægjuə]	zool. yaguar
jam <i>n</i> [dʒæm]	murabbo
January <i>n</i> ['dʒænjuəri]	yanvar
jar <i>n</i> [dʒɑ:]	ko'za, banka
a jar of	bir banka ...
jazz <i>n</i> [dʒæz]	jaz (musiqa)
jeans <i>n</i> [dʒi:nz]	jinsi
job <i>n</i> [jɒb]	ish
joey <i>n</i> [dʒəʊɪ]	kenguru bolasi
joke <i>n</i> [dʒəʊk]	hazil
July <i>n</i> [dʒu'laɪ]	iyul
jump <i>v</i> [dʒʌmp]	sakramoq
jump a rope <i>v+n</i> [dʒʌmp ə'rəʊp]	arqon (arg'amchi) sakramoq
jumper <i>n</i> [dʒʌmpə]	sakrovchi
jumping <i>n</i> [dʒʌmpɪŋ]	sakrash
June <i>n</i> [dʒu:n]	iyun
jungle <i>n</i> ['dʒʌŋgl]	chakalakzor, changalzor, qalin o'rmon
kangaroo <i>n</i> [.kæŋgəru:]	kenguru
keep <i>v</i> [ki:p]	saqlamoq, asramoq
keep clean [ki:p ,kli:n]	toza tutmoq
keeper <i>n</i> [ki:pə]	qorovul
kettle <i>n</i> [ketl]	qumg'on, chovgun
kid <i>n</i> [kɪd]	1) uloq, echki bolasi; 2) bola, kichkintoy
kill <i>v</i> [kɪl]	o'ldirmoq
kilo <i>n</i> [ki:ləʊ]	kilogramm
a kilo of	bir kilogramm ...
a kilo of tomatoes [ə 'ki:ləʊ əv tə'ma:təʊz]	bir kilogramm pomidor
kilometre <i>n</i> [kr'lɒmɪtə]	kilometr (= 1000 metr)

I

J

K

**K****L**

kind *n, adj* [kaɪnd]  
 a kind of  
 all kinds of  
 kindergarten *n* ['kɪndəgə:tɪn]  
 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]  
 know *v* [nəʊ]  
 koala *n* [kəʊ'a:lə]

ladybird *n* ['leɪdɪbɜ:d]  
 lake *n* [leɪk]  
 lamb *n* [læm]  
 language *n* ['læŋgwɪdʒ]  
 last *adj* [la:st]  
 late *adv* [leɪt]  
 be late  
 laugh *v* [la:f]  
 lay the table *v+n* [lei ðə 'teɪbl]  
 lazy *adj* ['leizi]  
 leaf *n pl (leaves)* [li:f]  
 learn *v* [lɜ:n]  
 learn by heart [lɜ:n bər 'ha:t]  
 leave home/school [li:v 'həʊm / 'sku:l]  
 left *adv* [left]  
 on the left *prep* [ɒn ðə 'left]  
 leg *n* [leg]  
 lemon *n* ['lemən]  
 lemonade *n* ['lemə'neɪd]  
 leopard *n* ['lepəd]  
 lesson *n* ['les(ə)n]  
 Let's ... [lets]  
 Let's go. [lets'gəʊ]  
 letter *n* ['letə]  
 lettuce *n* ['letɪs]  
 librarian *n* [la'briəriən]  
 library *n pl (-ies)* ['laɪbrəri]  
 light *adj* [laɪt]  
 like *v* [laɪk]  
 I'd like ... [aɪd 'laɪk ...]  
 I like doing ...  
 life *n* [laɪf]  
 line *n* [laɪn]  
 lion *n* ['laɪən]  
 list *n* [list]  
 listen *v* [lisn]  
 literature *n* ['lit(ə)rətʃə]  
 litre *n* ['li:tə]  
 little *adj* [lɪtl]  
 a little

1) tur, xil; 2) mehribon, rahmdil  
 ...ning bir turi  
 har xil ... / turli ...  
 bolalar bog'chasi  
 qiroq  
 1) bo'sa, o'pich; 2) o'pmoq  
 oshxona (*uydagı xona*)  
 varrak  
 mushukcha  
 kivi (*quash, meva*)  
 tizza  
 pichoq  
 bilmoq  
 zool. koala  
 xonqizi  
 ko'l  
 qo'zichoq  
 til  
 o'tgan  
 kech, kech qolgan  
 kechikmoq, kech qolmoq  
 kulmoq  
 dasturxon yozmoq  
 yalqov, dangasa, ishyoqmas  
 barg  
 o'rganmoq  
 yodlamoq, yod olmoq  
 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) yorug'; 2) yengil  
 yoqtirmoq, yaxshi ko'rmoq  
 ... xohlayman/istayman  
 Men ... qilishni yoqtiraman.  
 hayot  
 1) chiziq; 2) yo'nalish, yo'l (*metro yo'lli haqida*)  
 sher, arslon  
 ro'yxat  
 tinglamoq, eshitmoq  
 adabiyot  
 litr  
 kichkina  
 biroz ...

live <i>v</i> [lɪv]	yashamoq
living room <i>n+n</i> [lɪvɪŋrʊm]	mehmonxona ( <i>uydagi xona</i> )
lizard <i>n</i> [lɪzəd]	kaltakesak
long <i>adj</i> [lɒŋ]	uzoq, uzun
long-jump <i>n+n</i> [lɒŋdʒʌmp]	uzunlikka sakrash
do the long-jump [du: ðə lɒŋdʒʌmp]	uzunlikka sakramoq
look <i>v</i> [lʊk]	1) qaramoq; 2) ...ko'rinadi
The beans look good. [ðə bi:nz lʊk ɡʊd]	Loviyaning ko'rinishi yaxshi.
look after [lʊk ə:ftə]	g'amxo'rlik qilmoq
look at [lʊkət]	biror narsaga qaramoq
look like [lʊkləlk]	o'xshamoq, ko'rinmoq
a lot of [ə'lɒtəv]	ko'p
loud <i>adj</i> [laʊd]	baland ovozli
loudly <i>adv</i> [laʊdli]	baland ovoz bilan
love <i>n, v</i> [lʌv]	1) sevgi; 2) sevmoq, yaxshi ko'rmoq
lovely <i>adj</i> [lʌvli]	sevimli
low <i>adj</i> [ləʊ]	1) past; 2) kam, oz
lucky <i>adj</i> [lʌki]	baxtli, omadli
lunch <i>n</i> [lʌntʃ]	tushlik
have lunch <i>v+n</i>	tushlik qilmoq
lunchbox <i>n</i> [lʌntʃbɒks]	(o'quvchi, ishchi uchun) ovqat qutisi
magazine <i>n</i> [mægə'zi:n]	jurnal
main <i>adj</i> [meɪn]	asosiy
make <i>v</i> [meɪk]	yasamoq, tuzmoq, qilmoq
make bed <i>v+n</i>	o'rin (joy) solmoq
make a video <i>v+n</i> [-ə'vediəʊ]	video tasvirga olmoq
make palov <i>v+n</i> [-pə'ləʊ]	palov pishirmoq
man <i>n pl (men)</i> [mæn, men]	(erkak) kishi
mandrill <i>n</i> [mændrɪl]	mandril ( <i>maymun turi</i> )
manner <i>n</i> [mænə]	odob, axloq
many <i>det</i> ['meni]	ko'p
map <i>n</i> [mæp]	xarita
Maori <i>n, adj</i> ['maʊri]	maori ( <i>millat</i> )
March <i>n</i> [ma:tʃ]	mart
mark <i>n, v</i> [ma:k]	1) baho; 2) baholamoq
marker <i>n</i> [ma:kə]	marker ( <i>chizish uchun katta flomaster</i> )
market <i>n</i> [ma:kit]	bozor
match <i>n v</i> [mætʃ]	1) gugurt; 2) mos keltirmoq, mos keladiganini tanlamoq
mathematics <i>n</i> [mæθə'mætiks]	matematika
maths <i>n</i> [mæθs]	matematika
maths teacher <i>n+n</i> ['mæθs 'ti:tʃə]	matematika o'qituvchisi
mausoleum <i>n</i> [mɔ:sə'li:əm]	maqbara
May <i>n</i> [meɪ]	may
May Day <i>n+n</i> ['meɪ 'deɪ]	May Kuni bayrami ( <i>Angliyada</i> )
May king <i>n+n</i> ['meɪ 'kɪŋ]	May qiroli
May queen <i>n+n</i> ['meɪ 'kwi:n]	May qirolichasi
maybe <i>adv</i> ['meɪbi]	balki
maypole <i>n</i> ['meɪpəʊl]	may bayrami ustuni
me <i>pron</i> [mi, mi:]	meni, menga
meal <i>n</i> [mi:l]	taom, ovqat
mean <i>v (past meant)</i> [mi:n]	anglatmoq
meaning <i>n</i> ['mi:nɪŋ]	ma'no
meat <i>n</i> [mi:t]	go'sht

mechanic *n* [mr'kænɪk]  
 meet *v* (*past* met) [mi:t]  
 melon *n* ['melən]  
 melt *v* [melt]  
 meow *v* [mi'aʊ]  
 met *v* [met]  
 metre *n* ['mi:tə]  
 metro *n* ['metrəʊ]  
 mice *n* [maɪs] *pl of* mouse  
 midday *n* ['mɪd'deɪ]  
 midnight *n* ['mɪdnایت]  
 mile *n* [maɪl]  
 milk *n* [mɪlk]  
 million *num* ['mیلیون]  
 mime *v* [maɪm]  
 mineral *n* ['mینرال]  
 minivan *n* ['mینیویان]  
 minus *n* ['maɪnəs]  
 minute *n* ['mینیٹ]  
 mirror *n* ['mیرۆ]  
 mix *v* [mɪks]  
 mobile phone *n+n* ['mوبائلفون]  
 model car *n+n* ['modل کا:]  
 modern *adj* ['مودرن]  
 Monday *n* ['منڈے]  
 money *n* ['منی]  
 monkey *n* ['منکی]  
 monster *n* ['منسٹر]  
 month *n* [ماہ]  
 moo *v* [mu:]  
 mop the floor *v+n* ['مپ ڈا فل:]  
 more *adv* [mo:]  
 more beautiful ['mɔ: 'بیو:ٹیفل]  
 more interesting ['mɔ: 'intrیستنگ]  
 morning *n* ['مornنگ]  
 Good morning.  
 in the morning *adv*  
 mosque *n* [مسکو]  
 mosquito *n* *pl (-es)* [مسکو:تاؤ]  
 most [most]  
 the most beautiful [ڈا 'most 'بیو:ٹیفل]  
 the most interesting [ڈا 'most 'intrیستنگ]  
 mother *n* [مادر]  
 mother tongue *n+n* [مادر 'تلنگ]  
 motorbike *n* ['موتوربائیک]  
 mountain *n* ['ماؤنٹن]  
 mouse *n* [maʊs] *pl (mice)* [ماوس]  
 mouth *n* [maʊθ]  
 move *v* [mu:v]  
 Mr *n* ['mیسٹر]  
 Mrs *n* ['میسیز]  
 much *det* [میٹ]  
 mulberry *n* [مالبری]

mexanik  
 uchrashmoq, uchratmoq  
 qovun  
 erimoq  
 miyovlamoq  
 "meet" fe'lining o'tgan zamon shakli  
 metr  
 metro  
 sichqonlar  
 tushki payt, choshgoh  
 tun (yarim tun)  
 milya  
 sut  
 million  
 imo-ishora bilan ifodalamoq, pantomima qilmoq  
 ma'dan, mineral  
 marshrutli taksi  
 minus  
 daqqaq  
 ko'zgu, oyna  
 aralashtirmoq  
 uyali telefon  
 mashina modeli  
 zamonaviy  
 dushanba  
 pul  
 maymun  
 maxluq  
 oy  
 ma'ramoq (sigir haqida)  
 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 dara-jasini yasashda ishlatiladi)  
 eng chiroyli  
 eng qiziq  
 ona  
 ona tili  
 moped  
 tog'  
 sichqon  
 og'iz  
 silji(t)moq, ko'ch(ir)moq  
 janob  
 xonim  
 ko'p  
 tut

mum	n	[mʌm]	oyi
museum	n	[mju:zɪəm]	muzey
mushroom	n	[mʌʃru:m]	qo'ziqorin
music	n	['mju:zɪk]	musiqa
musical parade	adj+n	['mju:zɪk(ə)l pə'reɪd]	musiqiy parad
must	v	[məst, mʌst]	kerak, lozim
my	adj	[maɪ]	mening
My name is ...			Mening ismim ...
name	n	[neɪm]	ism, nom
napkin	n	['næpkɪn]	qo'l sochiq; salvetka
nationality	n	pl (-ies)	millat
nature	n	['neɪtʃə]	tabiat
Navruz	n	[nʌv'rʊ:z]	Navro'z bayrami
near	adv	[nɪə]	yaqinida
need	v	[ni:d]	muhtoj (kerak) bo'lmoq
neigh	v	[ner]	kishnamoq
nephew	n	['nefju:]	(o'g'il) jiyan
nest	n	[nest]	uya, in
never	adv	['nevə]	hech qachon
new	adj	[nju:]	yangi
New Year	adj+n	[nju: 'jɪə]	Yangi yil
news	n	[nju:z]	yangilik
newspaper	n	['nju:speɪpə]	gazeta
next to	prep	[nekst tə]	...ning yonida
nice	adj	[naɪs]	1) yaxshi; 2) chiroyli, yoqimli
niece	n	[ni:s]	(qiz) jiyan
night	n	[naɪt]	tun
at night	adv		kechqurun, kechasi
nine	num	[nain]	to'qqiz
nine hundred	num	[nain 'hʌndrəd]	to'qqiz yuz
nineteen	num	[nain'ti:n]	o'n to'qqiz
ninety	num	[nainti]	to'qson
ninety-one	num	[nainti 'wʌn]	to'qson bir
ninth	num	[namθ]	to'qqizinchi
no	adv	[nəʊ]	yo'q
No, I don't.			Yo'q.
No, sorry.			Kechirasiz, yo'q.
nod	v	[nɒd]	bosh qimirlatmoq
noise	n	[nɔɪz]	shovqin
noisily	adv	[nɔɪzɪlɪ]	shovqin solib
noisy	adj	[nɔɪzɪ]	shovqinli
north	n	[nɔ:θ]	shimol
north-east		[,nɔ:θ'i:st]	shimoli-sharg
north-west		[,nɔ:θ'west]	shimoli-g'arb
nose	n	[nəʊz]	burun
notice	n	['nəʊtɪs]	eslatma, belgi
November	n	[nəʊ'vembə]	noyabr
now	adj	[naʊ]	hozir, endi
number	n	[nʌmbə]	nomer, raqam
nurse	n	[nɜ:s]	hamshira
ocean	n	['əʊʃən]	okean, ummon
o'clock	adv	[ə'klɒk]	soat (vaqt haqida)
October	n	[ɒktəʊbə]	oktabr

**O**

of <i>prep</i> [əv, ɒv]	...ning
of course [əv 'kɔ:s]	albatta
office <i>n</i> ['ɒfɪs]	idora
often <i>adv</i> ['ɒf(ə)n, 'ɒft(ə)n]	tez-tez
oh [əʊ]	nol
oil <i>n pl</i> (-) [ɔɪl]	yog'
oink [ɔɪŋk]	xurullamoq ( <i>cho'chqa haqida</i> )
old <i>adj</i> [əʊld]	1) eski; 2) yoshi katta, qari
omelette <i>n</i> ['ɒmlɪt]	quymoq
on <i>prep</i> [ɒn]	1) ustida ( <i>joyga nisbatan</i> ); 2) ...da ( <i>paytga nisbatan</i> )
on foot <i>adv</i> [ɒn 'fʊt]	piyoda, yayov
one <i>num</i> [wʌn]	bir
onion <i>n</i> ['ʌnjən]	piyoz
only <i>adv</i> ['əʊnlɪ]	faqatgina, bor-yo'g'i
open <i>v</i> ['əʊpən]	ochmoq
opposite <i>prep</i> ['ɒpəzɪt]	qarshisida, ro'parasida
or <i>conj</i> [ɔ:]	yoki
orange <i>n, adj</i> ['brɪndʒ]	1) apelsin; 2) olovrang, to'q sariq
orange juice <i>n+n</i> ['brɪndʒ 'dʒu:s]	apelsin sharbati
order <i>n</i> ['ɔ:də]	tartib
ostrich <i>n</i> ['ɒstrɪtʃ]	tuyaqush
other <i>det</i> ['ʌðə]	boshqa
our <i>adj</i> [aʊə]	bizning
ox <i>n</i> [ɒks]	buqa, ho'kiz
oxygen <i>pl</i> (-) ['ɒksɪdʒən]	kislород

**P**

packet <i>n</i> [pækɪt]	paket, qog'ozxalta
a packet of	bir paket ...
page <i>n</i> [peɪdʒ]	sahifa, bet
pageboy <i>n</i> [peɪdʒboɪ]	kelinning o'rtog'i ( <i>o'g'il bola</i> )
paid <i>v</i> [peɪd]	"pay" fe'lining o'tgan zamon shakli
pair <i>n</i> [peə]	juft
palace <i>n</i> ['pælis]	saroy
pancake <i>n</i> [pænkeɪk]	blin, quymoq
pancake race <i>n+n</i>	quymoq poygasi
paper <i>n</i> [peɪpə]	1) qog'oz; 2) hujjat
parade <i>n</i> [pə'reɪd]	parad, namoyish
parents <i>n</i> [peərənts]	ota-ona
park <i>n</i> [pa:k]	istirohat bog'i
parrot <i>n</i> [pærət]	to'tiqush
partner <i>n</i> [pa:tner]	sherik, hamkor
party <i>n pl</i> (-ies) [pa:ti]	bazm
past <i>prep</i> [pa:st]	o'tgan
half past [ha:f 'pa:st]	...dan yarim soat o'tgan
It's half past nine.	Soat to'qqiz yarim bo'ldi.
quarter past [kwɔ:tə 'pa:st]	...dan chorak (15) daqiqa o'tgan
pasta <i>n</i> [pæstə]	makaron mahsulotlari
pay <i>v</i> [pei] ( <i>past paid</i> )	to'lamoq
PE <i>n</i> ['pi: 'i:]	jismoniy tarbiya ( <i>dars</i> )
pea <i>n</i> [pi:]	no'xat
peach <i>n</i> [pi:tʃ]	shaftoli
peach juice <i>n+n</i> [pi:tʃ 'dʒu:s]	shaftoli sharbati
peacock <i>n</i> [pi:kɒk]	tovus
pear <i>n</i> [peə]	nok

pear juice <i>n+n</i>	[peər dʒu:s]	nok sharbati
pen <i>n</i>	[pen]	ruchka
pencil <i>n</i>	[pensl]	qalam
pencil case <i>n+n</i>	['penslkeɪs]	qalamdon
penguin <i>n</i>	[pengwɪn]	pingvin
people <i>n</i>	[pi:pł]	odamlar
pepper <i>n</i>	['pepə]	qalampir, garmdori
perfume <i>n</i>	[pɜ:fju:m]	duxi, atir
period of time	[priəriədəv taim]	vaqt davri
person <i>n</i>	[pɜ:sn]	shaxs
pet <i>n</i>	[pet]	uy hayvoni ( <i>sevimli hayvon</i> )
phew <i>int</i>	[fju:]	uf
phone <i>v</i>	[fəʊn]	telefon qilmoq, qo'ng'iroq qilmoq
photo <i>n</i>	[fəʊtəʊ]	fotosurat
photographer <i>n</i>	[fə'tɔgrəfə]	fotograf, suratkash
piano <i>n</i>	[pi'ænəʊ]	pianino
pick <i>v</i>	[pɪk]	termoq
picnic <i>n</i>	[pɪknɪk]	sayr
picture <i>n</i>	[pɪktʃə]	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>	[pɪg]	cho'chqa
piglet <i>n</i>	[pɪglɪt]	cho'chqa bolasi, cho'chqacha
pillow <i>n</i>	[pɪləʊ]	yostiq(cha), bolish(cha)
pilot <i>n</i>	[paɪlət]	uchuvchi
pinch punch <i>v</i>	[pɪntʃpʌntʃ]	chimchilamoq
pink <i>adj</i>	[pɪŋk]	pushti rang
pizza <i>n</i>	[pi:tsə]	pitsa
place <i>n</i>	[pleɪs]	joy
plane <i>n</i>	[pleɪn]	samolyot
plant <i>n, v</i>	[pla:nt]	1) o'simlik; 2) ekmoq
plastic <i>adj</i>	['plæstɪk]	plastmassa
plate <i>n</i>	[pleɪt]	likopcha
platypus <i>n</i>	[plætəpʊs]	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/games	<i>v+n</i> [pleɪ hɔpskɒtʃ/geomz]	sopolak/o'yinlar o'ynamoq
play tag <i>v+n</i>	['pleɪ tæg]	quvlashmachoq o'ynamoq
play the guitar <i>v+n</i>	['pleɪ ðə ɡɪ'tə:]	gitara chalmoq
play the piano <i>v+n</i>	['pleɪ ðə prænəʊ]	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>	['pluərəl]	ko'plik
plus <i>prep</i>	[plas]	qo'shuv, plus
p.m.	[pi:'em]	kunduzgi soat 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>	[pɔ:lə]	qutbga oid, qutb ...

**P**

police officer <i>n+n</i> [pə'li:s ɒfɪsə]	politsiyachi
police station <i>n+n</i> [pə'li:s ˈsteɪʃn]	politsiya mahkamasi
policeman <i>n pl</i> (-men) [pə'li:smən]	politsiya xodimi, politsiyachi
polite <i>adj</i> [pə'lait]	odobli, xushmuomala
pomegranate <i>n</i> ['pomigrænit]	anor
pop <i>n</i> [pɒp]	pop ( <i>musiqa</i> )
popular <i>adj</i> [pɒpjʊlə]	mashhur
population <i>n pl</i> (-) [pɒpjʊ'leɪʃən]	aholi
porridge <i>n</i> ['pɔːrdʒ]	bo'tqa, kasha
portfolio <i>n pl</i> (-s) [pɔ:tfeʊliəʊ]	muhim hujatlar jildi (papkasi)
postcard <i>n</i> ['pəʊstka:d]	ochiq xat, otkritka
poster <i>n</i> ['pəʊstə]	poster, plakat
pouch <i>n</i> [paʊtʃ]	xalta ( <i>kenguru haqida</i> )
poult <i>n</i> [pəʊlt]	kurka jo'jası
pour <i>v</i> [po:z]	quymoq, yog'moq ( <i>yomg'ir haqida</i> )
present <i>n</i> ['prez(ə)nt]	sovga
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 <i>n</i> [pʌmpkɪn]	oshqovoq
Pumpkin Museum <i>n+n</i> [pʌmpkɪn mju:zɪəm]	Qovoqlar muzeyi
pupil <i>n</i> [pjju:p(ə)l]	o'quvchi
puppy <i>n pl</i> (-ies) [pʌpi]	kuchukcha
purple <i>adj</i> [pɜ:pl]	to'q qizil, qirmizi
put <i>v</i> [put]	qo'ymoq
put in	(...ning ichiga) qo'ymoq
put on	kiymoq
<b>Q</b>	topishmoq, boshqotirma
puzzle <i>n</i> [pʌzl]	boshqotirma yechmoq
do puzzles <i>v+n</i> ['du: ˈpʌz(ə)l]	

**R**

quack <i>v</i> [kwæk]	g'ag'alamoq ( <i>o'rdak haqida</i> )
quail <i>n</i> [kweɪl]	bedana
quarter <i>adj</i> ['kwɔ:tə]	chorak
It is a quarter past nine.	Soat to'qqizdan o'n besh daqiqa o'tdi.
quarter to ... [kwɔ:tə tə]	...dan chorak daqiqa o'tdi
queen <i>n</i> [kwi:n]	qirolichcha
question <i>n</i> [kwestʃ(ə)n]	savol
queue <i>v</i> [kjue:]	navbatda turmoq
quiet <i>adj</i> [kwaɪət]	tinch, sokin
quietly <i>adv</i> [kwaɪətlɪ]	tinchgina
quince <i>n</i> [kwɪns]	behi
quiz <i>n</i> [kwɪz]	topqirlilik, viktorina
rabbit <i>n</i> [ræbɪt]	uy quyoni
race <i>n</i> [reis]	poyga
racing bicycle <i>n+n</i> [reisɪŋ ˈbaɪsɪkl]	poyga velosipedi
radio <i>n pl</i> (-s) ['reɪdɪəʊ]	radio
radish <i>n</i> ['rædɪʃ]	rediska
rain <i>n, v</i> [reɪn]	1) yomg'ir; 2) yomg'ir yog'moq
rainbow <i>n</i> [reɪnbəʊ]	kamalak
rainfall <i>n</i> [reɪnfɔ:l]	yog'ingarchilik
rain forest <i>n+n</i> [reɪnforɪst]	sernam tropik o'rmon
rainy <i>adj</i> [reini]	yomg'irli, seryomg'ir
raisin <i>n</i> [reɪzn]	mayiz

rat <i>n</i>	[ræt]	kalamush
raw <i>adj</i>	[rɔ:]	xom, pishmagan
read <i>v</i>	[ri:d]	o'qimoq
reading <i>n</i>	[ri:dɪŋ]	o'qish
record <i>v</i>	[rekɔ:d]	yozib olmoq, qayd qilmoq
recycle <i>v</i>	[ri:saikl]	qayta ishlamoq
red <i>adj</i>	[red]	qizil
reduce <i>v</i>	[rr'dju:s]	qisqartirmoq, kamaytirmoq
region <i>n</i>	[ri:dʒ(ə)n]	viloyat
relative <i>n</i>	[relətiv]	qarindosh
remember <i>v</i>	[rr'membə]	yodda tutmoq, eslamoq
repeat <i>v</i>	[rr'pi:t]	qaytarmoq, takrorlamoq
report <i>n, v</i>	[rr'pɔ:t]	1) hisobot; 2) axborot (hisobot) bermoq
reporter <i>n</i>	[rr'pɔ:tə]	muxbir
rest <i>n</i>	[rest]	dam
have a rest <i>v+n</i>		dam olmoq
restaurant <i>n</i>	[restront]	restoran
return <i>v</i>	[rr'tɜ:n]	qaytmoq
no returns		qaytarish yo'q
reuse <i>v</i>	[rr'ju:z]	qayta ishlatmoq
revision <i>n</i>	[rɪ'vezən]	takrorlash, qaytarish
ribbon <i>n</i>	[ribən]	lenta, tasma
rice <i>n</i>	[raɪs]	guruch
rich <i>adj</i>	[ritʃ]	boy
ride <i>v</i>	[raɪd]	minmoq
ride a bike <i>v+n</i>	[raɪd ə 'baɪk]	velosiped minmoq
ride a horse <i>v+n</i>	[raɪd ə 'hɔ:s]	ot minmoq
ride a skateboard <i>v+n</i>	[raɪd ə 'sketbɔ:d]	skeytbord uchmoq
rider <i>n</i>	[raɪdə]	chavandoz, haydovchi
right <i>adj</i>	[raɪt]	1) to'g'ri; 2) o'ng
on the right <i>prep</i>	[ɒnθə'raɪt]	o'ng tomonda
rise <i>v</i>	[raɪz]	ko'tarilmoq, ko'tarmoq
river <i>n</i>	[rɪvə]	daryo
road <i>n</i>	[rəʊd]	yo'I
robot <i>n</i>	[rəʊbɒt]	robot
rock <i>n</i>	[rɒk]	rok ( <i>musiqa</i> )
roller-skate <i>v</i>	[rəʊləskeɪt]	rolikda uchmoq
room <i>n</i>	[ru:m]	xona
rooster <i>n</i>	[ru:stə]	xo'roz
rose <i>n</i>	[rəʊz]	atirkul
round <i>adj, adv</i>	[raʊnd]	1) dumaloq; 2) atrofida
rubob <i>n</i>	[ru'bɒb]	rubob ( <i>musiqa asbobi</i> )
rucksack <i>n</i>	[rʌksæk]	rukzak, sayohat xaltasi
rug <i>n</i>	[rʌg]	gilam(cha)
rule <i>n</i>	[ru:l]	qoida
ruler <i>n</i>	[ru:lə]	chizg'ich
run <i>v</i> ( <i>past ran</i> )	[rʌn]	1) oqmoq (suv); 2) yugurmoq
run away <i>v+adv</i>	[,rʌnə'wei]	qochib ketmoq
runner <i>n</i>	[rʌnə]	chopuvchi, yugurvuvchi
runny nose <i>adj+n</i>	[rʌni ,nəuz]	tumov
Russian <i>adj, n</i>	[rʌʃn]	1) ruscha; rus; 2) rus tili
sad <i>adj</i>	[sæd]	g'amgin, xafa
said <i>v</i>	[sed]	"say" fe'lining o'tgan zamon shakli: de(-dim, -ding, -di, -dik, -dingiz, -dilar)

**S**

sailor	<i>n</i>	[ˈseɪlə]	dengizchi
safari	<i>n</i>	[səˈfa:ri]	“safari” hayvonot bog‘i ( <i>qafaslarsiz</i> )
salad	<i>n</i>	[sæləd]	salat
sales assistant	<i>n+n</i>	[ˈseɪlz ə'sɪstənt]	sotuvchi
salt	( <i>mass n</i> )	[sɔ:lt]	tuz
salty	<i>adj</i>	[sɔ:lti]	tuzli, sho‘r
(the) same	<i>adj</i>	[seim]	bir xil, o‘shanning o‘zi
sandwich	<i>n</i>	[ˈsænwɪtʃ]	buterbrod
sat	<i>v</i>	[sæt]	“sit” fe’lining o’tgan zamon shakli
Saturday	<i>n</i>	[ˈsætədi]	shanba
sausage	<i>n</i>	[ˈsɒsɪdʒ]	sosiska/kolbasa
save	<i>v</i>	[seiv]	1) saqlamoq, asramoq; 2) qutqarmoq
saxaphone	<i>n</i>	[ˈsæksəfəʊn]	saksafon
saw		[sɔ:]	“see” fe’lining o’tgan zamon shakli: ko‘r(-dim, -ding, -di, -dik, -dingiz, -dilar) aytmoq, demoq
say	<i>v</i>	[sei]	xayrlashmoq
say goodbye	<i>v+n</i>	[sei ˈgudbaɪ]	qattiq qo‘rqan, cho‘chigan
scared	<i>adj</i>	[ˈskeəd]	maktab
school	<i>n</i>	[sku:l]	maktabda
at the school		[ət ðə 'sku:l]	sumka
schoolbag	<i>n</i>	[sku:lbaɪg]	maktab o‘quvchisi ( <i>o‘g‘il bola</i> )
schoolboy	<i>n</i>	[sku:lboɪ]	o‘quvchilar
schoolchildren	<i>n</i>	[sku:ltʃɪldrən]	o‘quv qurollari
school things	<i>n+n</i>	[sku:l ˈθɪŋz]	ochko
score	<i>n</i>	[skɔ:]	shotlandiyalik(lar)...; Shotlandiya...
Scottish	<i>adj</i>	[skɔtɪʃ]	dengiz
sea	<i>n</i>	[si:]	zool. suvburgut
sea eagle	<i>n+n</i>	[si: i:gɪ]	fasl
season	<i>n</i>	[si:z(ə)n]	1) soniya; 2) ikkinchi
second	<i>n, num</i>	[sekənd]	kotib, kotiba
secretary	<i>n pl (-ies)</i>	[sekritəri]	bo‘lim
section	<i>n</i>	[sekʃən]	ko‘rmoq, ko‘rishmoq
see	<i>v</i>	[si:]	urug‘, urug‘lik, don
seed	<i>n</i>	[si:d]	innana
see-saw	<i>n</i>	[si:sɔ:]	innanada uchmoq
play see-saw	<i>n+n</i>		jo‘natmoq, yubormoq, yo‘llamoq
send	<i>v (past sent)</i>	[send]	gap
sentence	<i>n</i>	[sent(ə)ns]	sentabr
September	<i>n</i>	[sep'tembə]	yetti
seven	<i>num</i>	[sevn]	yetti yuz
seven hundred	<i>num</i>	[sevn ˈhʌndrəd]	o‘n yetti
seventeen	<i>num</i>	[sevn'ti:n]	yettinchi
seventh	<i>num</i>	[sevnθ]	yetmish
seventy	<i>num</i>	[sevnti]	yetmish bir
seventy-one	<i>num</i>	[sevnti ˈwʌn]	bir qancha, bir qator, bir talay
several	<i>adj</i>	[sevrəl]	tikmoq
sew	<i>v</i>	[səʊ]	silkitmoq
shake	<i>v</i>	[ʃeɪk]	shampun
shampoo	<i>n</i>	[ʃæm'pu:]	akula
shark	<i>n</i>	[ʃa:k]	qalam ochqich
sharpener	<i>n</i>	[ʃa:pni]	u ( <i>ayollar uchun</i> )
she	<i>pron</i>	[ʃi, ſi:]	qo‘y
sheep	<i>n pl (-)</i>	[fi:p]	tokcha ( <i>taxtadan yasalgan</i> )
shelf	<i>n pl (shelves)</i>	[ſelf]	yarqiramoq, charaqlamoq ( <i>quyosh haqida</i> )
shine	<i>v</i>	[ſam]	

**S**

shirt <i>n</i> [ʃɜ:t]	ko'ylak
shop <i>n</i> [ʃɒp]	do'kon
do the shopping <i>v+n</i> [du: ðə 'ʃɒpɪŋ]	xarid qilmoq
at the shop	do'konda
shop assistant <i>n</i> ['ʃɒp ə'sɪstənt]	sotuvchi
short <i>adj</i> [ʃɔ:t]	kalta, qisqa
shorts <i>n</i> [ʃɔ:ts]	shortik, kalta shim
should <i>modal verb</i> [ʃəd, ʃʊd]	kerak, lozim, zarur
shoulder <i>n</i> ['ʃəuldə]	yelka
show <i>v</i> [ʃəʊ]	ko'rsatmoq
shower <i>n</i> ['ʃaʊə]	dush
have/take a shower <i>v+n</i>	dushga tushmoq, dush qabul qilmoq
sick <i>n</i> [sɪk]	kasal
side <i>n</i> [saɪd]	tomon, taraf
sign <i>n</i> [saɪn]	bildirish, e'lon
sing <i>v</i> [sɪŋ]	kuylamoq, qo'shiq aytmoq
singer <i>n</i> ['sɪŋə]	qo'shiqchi, xonanda
sister <i>n</i> ['sistə]	opa, singil
sit <i>v</i> [sɪt]	o'tirmoq
Sit down. ['sɪtdaʊn]	O'tiring.
sit-up <i>n</i> ['sɪtʌp]	o'tirib-turish mashqi
six <i>num</i> [sɪks]	olti
six hundred <i>num</i> [sɪks 'hʌndrəd]	olti yuz
sixteen <i>num</i> [sɪks'ti:n]	o'n olti
sixth <i>num</i> [sɪksθ]	oltinchi
sixty <i>num</i> ['sɪksti]	oltmish
sixty-one <i>num</i> [sɪksti 'wʌn]	oltmish bir
skate <i>n, v</i> [skeɪt]	1) konki; 2) konki uchmoq
skateboard <i>n</i> ['skeɪtbɔ:d]	skeytbord ( <i>asfaltda uchish uchun rolikli taxta</i> )
ski <i>n, v</i> [ski:]	1) chang'i; 2) chang'i uchmoq
skip <i>v</i> [skɪp]	sakramoq
skirt <i>n</i> [skɜ:t]	yubka
sky <i>n</i> [skai]	osmon
sledge <i>n, v</i> [sledʒ]	1) chana; 2) chanada uchmoq
sleep <i>v</i> [sli:p]	uxlamoq
slept <i>v</i> [slept]	"sleep" fe'lining o'tgan zamon shakli
slow <i>adj</i> [sləʊ]	sekin, asta
slowly <i>adv</i> ['sləʊli]	ohista
small <i>adj</i> [smɔ:l]	kichik, kichkina
smile <i>n, v</i> [smail]	1) kulgi; 2) kulmoq
snake <i>n</i> [sneɪk]	ilon
snow <i>n</i> [snəʊ]	qor
snowball <i>n</i> ['snəʊbɔ:l]	qor to'pi
snowboarding <i>n</i> ['snəʊbɔ:dɪŋ]	snoubording ( <i>sport turi</i> )
snowman <i>n</i> [snəʊmæn]	qor odam
snowstorm <i>n</i> ['snəʊstɔ:m]	qorbo'ron, izg'irin
snowy <i>adj</i> ['snəʊi]	qorli
so <i>conj, adv</i> [səʊ]	1) shunday qilib, shuning uchun; 2) shunchalik
soap <i>n</i> [səʊp]	sovun
sofa <i>n</i> ['səʊfə]	divan
soft <i>adj</i> [soft]	yumshoq
softly <i>adv</i> ['softli]	yumshoq ovoz bilan
soldier <i>n</i> ['səʊldʒə]	askar
some <i>det, adj</i> [səm]	ba'zi, ayrim
sometimes <i>pron</i> ['sʌmtaɪmz]	ba'zida, ba'zan

**S**

something *pron* [sʌmθɪŋ]  
 son *n* [sən]  
 song *n* [sɔŋ]  
 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* [spri]  
 Sorry, you have the wrong number.  
 sound *n* [saund]  
 soup *n* [su:p]  
 south *n* [saʊθ]  
 south-east [saʊθi:st]  
 south-west [saʊθwest]  
 sparrow *n* ['spærəʊ]  
 space *n pl (-)* [speis]  
 speak *v* [spi:k]  
 speak to *v+prep* ['spi:k tə]  
 special *adj* ['speʃl]  
 spell *v* [spel]  
 spend *v* [spend]  
 spider *n* ['spaɪdə]  
 spider monkey *n+n* [spaɪdə 'mʌŋki]  
 spoon *n* [spu:n]  
 spot *n* [spot]  
 sport *n* [spɔ:t]  
 sportsman *n pl (-men)* [spɔ:tsmən]  
 sports centre *n+n* [spɔ:ts 'sentə]  
 sports uniform *n+n* [spɔ:ts 'ju:nifɔ:m]  
 spring *n* [sprɪŋ]  
 spy *n, v* [spaɪ]  
 square *adj, n* [skweə]  
 square kilometre (sq.km) *n* [- 'kɪlə,mi:tə]  
 staff room *n+n* [sta:fru:m]  
 stand *v* [stænd]  
 Stand up. ['stændʌp]  
 start *n, v* [sta:t]  
 station *n* [steɪʃn]  
 stay (at) *v* [steɪ]  
 stay at school ['steɪ ət 'sku:l]  
 stay with *v+prep* ['steɪ wið]  
 stone *n* ['stəʊn]  
 stop *v* [stɒp]  
 stork *n* [stɔ:k]  
 story *n pl (-ies)* ['stɔ:ri]  
 straight *adj* [streit]  
 strawberry *n* ['strɔ:bəri]  
 street *n* [stri:t]  
 stripe *n* [straɪp]  
 strong *adj* [strɒŋ]  
 student *n* [stju:d(ə)nt]  
 study *v* [stʌdi]  
 subject *n* ['sʌbdʒɪkt]  
 suddenly *adv* [sʌdnli]

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  
 fazo  
 gapirmoq  
 ... bilan gaplashmoq  
 maxsus  
 harflab aytmoq yoki yozmoq  
 o'tkazmoq  
 o'rgimchak  
 o'rgimchaksimon maymun  
 qoshiq  
 dog', xol, qashqa  
 sport  
 sportchi  
 sport markazi  
 sport formasi  
 bahor  
 1) josus; 2) izlamoq  
 to'rtburchak, kvadrat  
 kvadrat kilometr  
 xodimlar (o'qituvchilar) xonasi  
 turmoq  
 O'rningizdan turing.  
 1) boshlanish; start; 2) boshlamоq  
 1) bekat; 2) vokzal  
 qolmoq, (vaqtinchalik) turmoq, yashamoq  
 mактабда qolmoq  
 1) ... bilan qolmoq; 2) ... bilan yashamoq  
 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  
 kuchli  
 talaba  
 o'qimoq, o'rganmoq  
 o'quv fani  
 to'satdan, bexosdan

sugar <i>n</i>	<i>pl (-)</i>	[ʃʊgə]	shakar, qand
sum <i>n</i>		[sʌm]	yig‘indi
do sums <i>v+n</i>			masala yechmoq
summer <i>n</i>		['sʌmə]	yoz
sun <i>n</i>		[sʌn]	quyosh
sunbathe <i>v</i>		['sʌnbɛθ]	quyoshda toblanmoq
Sunday <i>n</i>		['sʌndɪ]	yakshanba
sunflower <i>n</i>		['sʌnflaʊə]	kungaboqar
sunglasses <i>n</i>		['sʌŋglə:sɪs]	quyoshdan himoyalovchi ko‘zoynak, qora ko‘zoynak
 			quyoshli, serquyosh
sunny <i>adj</i>		['sʌni]	supermarket
supermarket <i>n</i>		['su:pəma:kɪt]	ishonchli
sure <i>adj</i>		[ʃəʊə, ʃɔ:]	Ishonchingiz komilmi?
Are you sure?			familiya
surname <i>n</i>		['sɜ:nneɪm]	kutilmagan sovg‘a, surpriz
surprise <i>n</i>		[sə'praɪz]	qaldırıg‘och
swallow <i>n</i>		['swɒləʊ]	supurmoq
sweep <i>v</i>		[swi:p]	polni supurmoq
sweep the floor <i>v+n</i>		['swi:p ðə 'flɔ:]	1) shirin; 2) shirinlik
sweet <i>adj, n</i>		[swi:t]	“sweep” fe’lining o’tgan zamon shakli
swept <i>v</i>		[swept]	cho‘milmoq, suzmoq
swim <i>v</i>		[swim]	cho‘milish, suzish
swimming <i>n</i>		['swɪmɪŋ]	 
 			1) stol; 2) jadval
table <i>n</i>		['teɪbl]	taekvondo ( <i>sport turi</i> )
taekwondo <i>n</i>		['taɪkwɒndəʊ]	dum
tail <i>n</i>		[teɪl]	olmoq
take <i>v</i> ( <i>past took</i> )		[teɪk]	sayrga olib chiqmoq
take for a walk <i>v+n</i>			fotosuratga olmoq
take a photo <i>v+n</i>		['teɪk ə 'fəutəʊ]	axlatni/supurindini tashlab kelmoq
take the rubbish out		['teɪk ðə 'rʌbɪʃ 'aut]	1) suhbatlashmoq; 2) suhbat
talk <i>v, n</i>		[tɔ:k]	telefonda gaplashmoq
talk on the phone <i>v+n</i>			novcha, bo‘yi uzun, baland
tall <i>adj</i>		[tɔ:l]	mazali, lazzatli
tasty <i>adj</i>		['teɪsti]	taksi
taxi <i>n</i>		['tæksi]	taksi haydovchi
taxi-driver <i>n</i>		['tæksi 'draɪvə]	choy
tea <i>n</i>		[ti:]	o‘qitmoq
teach <i>v</i>		[ti:tʃ]	o‘qituvchi
teacher <i>n</i>		[ti:tʃə]	O‘qituvchilar kuni
Teachers’ Day <i>n+n</i>		['ti:tʃəz 'deɪ]	komanda, jamoa
team <i>n</i>		[ti:m]	o‘yinchoq ayiq
teddy bear <i>n</i>		['tedi 'beə]	tishlar
teeth <i>n</i>		[ti:θ]	telefon
telephone <i>n</i>		['telɪfəʊn]	aytmoq
tell <i>v</i> ( <i>past told</i> )		[tel]	harorat
temperature <i>n</i>		['temp(ə)rətʃə]	o‘n
ten <i>num</i>		[ten]	tennis
tennis <i>n</i>		['tenɪs]	o‘ninchi
tenth <i>num</i>		[tenθ]	matn
text <i>n</i>		[tekst]	Rahmat.
Thank you. [θæŋkju:]			1) ana u; 2) o’sha
that <i>adj</i>		[ðæt, ðæt]	aniq artikl
the [ðə, ði]			teatr
theatre <i>n</i>		['θɪətə]	

## T

their <i>adj</i> [ðə, ðeə]	ularning
them <i>pron</i> [ðəm, ðem]	ularni, ularga
then <i>conj</i> [ðen]	keyin, so'ng
there <i>adv</i> [ðeə, ðə]	u yerda
there is/are [ðeriz / ðera:]	(biror joyda) ... bor
thermometer <i>n</i> [θə'məmətə]	termometr
these <i>pron</i> [ði:z]	bular ( <i>yaqindagi narsalarga nisbatan</i> )
they <i>pron</i> [ðei]	ular
thin <i>adj</i> [θɪn]	ozg'in, ingichka
thing <i>n</i> [θɪŋ]	narsa, buyum
think <i>v</i> [θɪŋk]	o'ylamoq
third <i>num</i> [θɜ:d]	uchinchı
thirteen <i>num</i> [θɜ:tɪ:n]	o'n uch
thirty <i>num</i> [θɜ:ti]	o'ttiz
thirty-one <i>num</i> [θɜ:ti 'wʌn]	o'ttiz bir
this <i>pron adj</i> [ðɪs]	bu, shu
those <i>pron</i> [ðəʊz]	ana ular ( <i>uzoqdagi narsalarga nisbatan</i> )
thousand <i>num</i> ['θauzənd]	ming
three <i>num</i> [θri:]	uch
three hundred <i>num</i> [θri: 'hʌndrəd]	uch yuz
throw <i>v (past threw)</i> [θrəʊ]	tashlamоq, otmoq, otib yubormоq
throw in the air [-m ðə eə]	yuqoriga/osmonga otmoq, irg'itmоq
thunderstorm <i>n</i> ['θʌndəstɔ:m]	momaqaldiroq
Thursday <i>n</i> [θɜ:zdi]	payshanba
tick <i>v</i> [tɪk]	belgi bilan belgilamoq
ticket <i>n</i> ['tɪkɪt]	chipta, bilet
tidy up <i>v</i> ['taidiʌp]	tartibga solmoq, yig'ishtirmоq
tiger <i>n</i> ['taɪgə]	yo'lbars
tights <i>n</i> ['taɪts]	kolgotka
time <i>n</i> [taɪm]	1) payt; 2) marta
on time	o'z vaqtida
timeline <i>n</i> ['taɪmlɪm]	vaqt shkalasi, xronologiya ( <i>voqealar tarixi, vaqtı ketma-ket yozilgan ro'yxat</i> )
timetable <i>n</i> ['taɪmteɪbl]	dars jadvali
tired <i>adj</i> [taɪəd]	charchagan
title <i>n</i> ['taɪtl]	mavzu, sarlavha
to <i>prep</i> [tu, tə, tu:]	1) ...ga ( <i>yo'nalish predlogi</i> ); 2) ...kam ( <i>payt predlogi</i> )
go to school	maktabga bormоq
ten minutes to eleven	o'ntakam o'n bir
toaster <i>n</i> ['təʊstə]	toster
today <i>adv</i> [tə'deɪ]	bugun
toe <i>n</i> [təʊ]	oyoq barmog'i
toilet <i>n</i> ['tɔɪlət]	1) hojatxona; 2) unitaz
tomato <i>n</i> [tə'mɑ:təʊ]	pomidor
tomato salad <i>n+n</i> [tə'mɑ:təʊ 'sæləd]	pomidor salat
tomorrow <i>adv</i> [tə'mɒrəʊ]	ertaga
tongue twister <i>n+n</i> [tʌŋ'twɪstə]	tez aytish
too <i>adv</i> [tu:]	ham
took <i>v</i> [tuk]	"take" fe'lining o'tgan zamon shakli
tooth <i>n pl (teeth)</i> [tu:θ]	tish
toothache <i>n</i> [tu:θeɪk]	tish og'rig'i
toothbrush <i>n</i> [tu:θbrʌʃ]	tish cho'tkasi
toothpaste <i>n</i> [tu:θpeɪst]	tish pastasi
tortoise <i>n</i> [tɔ:təs]	toshbaqa

total <i>n</i>	[təʊtl]	jami
touch <i>v</i>	[tʌtʃ]	tegmoq, turtmoq
tourist <i>n</i>	[tuərist]	sayyoh, turist
town <i>n</i>	[taʊn]	(kichik) shahar
toy <i>n</i>	[tɔɪ]	o'yinchoq
toy shop <i>n+n</i>	[tɔɪʃɒp]	o'yinchoq do'koni
tractor <i>n</i>	[træktrə]	traktor
tradition <i>n</i>	[trə'dɪʃ(ə)n]	an'ana
traditional <i>adj</i>	[trə'dɪʃnl]	an'anaviy
traffic <i>n</i>	[træfɪk]	yo'l harakati
train <i>v, n</i>	[treɪn]	1) shug'ullan(tir)moq; 2) poyezd
trainers <i>n</i>	[treɪnəz]	krossovka
translate <i>v</i>	[træns'leɪt]	tarjima qilmoq
transport <i>n</i>	[trænspo:t]	transport
travel <i>v</i>	[trævəl]	sayohatga chiqmoq
tree <i>n</i>	[tri:]	daraxt
T. Rex <i>n</i>	[ti: 'reks]	tiranozavr ( <i>yirtqich dinozavr</i> )
triangle <i>n</i>	[traɪæŋgəl]	uchburchak
trousers <i>n</i>	[traʊzəz]	shim
true <i>adj</i>	[tru:]	to'g'ri, haqiqat
try <i>v</i>	[trai]	urinib ko'rmoq; harakat qilmoq
T-shirt <i>n</i>	[ti: 'ʃɔ:t]	futbolka
tube <i>n</i>	[tju:b]	metropoliten
Tuesday <i>n</i>	[tju:zdi]	seshanba
tugai <i>n</i>	[tʊgai]	to'qay
tulip <i>n</i>	[tju:lip]	lola
tummy ache <i>n+n</i>	[tʌmi 'eɪk]	qorin og'rig'i
tundra <i>n</i>	[tʌndrə]	tundra
turkey <i>n pl (-s)</i>	[tɜ:ki]	kurka
turn <i>n, v</i>	[tɜ:n]	1) navbat; 2) burilmoq
turn left <i>v+n</i>	[tɜ:n ˈleft]	chapga burilmoq
turn off <i>v</i>	[tɜ:nɒf]	(jo'mrakni) yopmoq; ( <i>chiroq, radio va h.k.ni</i> ) o'ch(ir)moq
turn right <i>v+n</i>	[tɜ:n ˈraɪt]	o'ngga burilmoq
turnip <i>n</i>	[tɜ:nɪp]	sholg'om
turtle <i>n</i>	[tɜ:tł]	dengiz toshbaqasi
TV star <i>n</i>	[ti:v'i:sta:]	teleyulduz
twelfth <i>num</i>	[twelfθ]	o'n ikkinchi
twelve <i>num</i>	[twelv]	o'n ikki
twenty <i>num</i>	[twenti]	yigirma
twenty-one <i>num</i>	[twenti ˈwʌn]	yigirma bir
twin <i>n</i>	[twɪn]	egizak
two <i>num</i>	[tu:]	ikki
two hundred <i>num</i>	[tu: ˈhʌndrəd]	ikki yuz
two-storey house <i>n</i>	[tu:'stɔ:ri ˈhaʊs]	ikki qavatli uy
ugly <i>adj</i>	[ʌgli]	xunuk, badbashara
umbrella <i>n</i>	[ʌmb'relə]	soyabon
uncle <i>n</i>	[ʌŋkl]	tog'a, amaki
under <i>prep</i>	[ʌndə]	tagida, ostida
underground <i>n</i>	[ʌndəgraund]	metropoliten
understand <i>v</i>	[ʌndə'stænd]	tushunmoq
unhealthy <i>n</i>	[ʌn'helθi]	nosog'lom, zararli
uniform <i>n</i>	[ju:nɪfɔ:m]	forma
unit <i>n</i>	[ju:nit]	bo'lim

**U**

**V**

**W**

university *n pl (-ies)* [ju:nɪ've:siti]  
untidy *adj* [ʌnt'aɪdi]  
unusual *adj* [ʌn'ju:ʒuəl]  
up *adv* [ʌp]  
upstairs *adv* [ʌp'steəz]  
us *pron* [əs, ʌs]  
use *v* [ju:z]  
usually *adv* [ju:ʒuəli]  
Uzbek *adj, n* ['uzbek]

vacuum cleaner *n+n* ['vækjuəm 'kli:nə]  
vampire bat *n+n* ['væmpaɪə'bæt]  
varan *n* [va'ra:n]  
vase *n* [va:z]  
vegetable *n* ['vedʒtəbl]  
very *adv* ['veri]  
video *adj* ['vɪdɪəʊ]  
village *n* ['vilidʒ]  
violet *adj* ['vaɪəlɪt]  
visit *v* ['vɪzɪt]  
vitamin *n* ['vɪtəmin]  
volleyball *n* ['volibɔ:l]

wait (for) *v* [weɪtfɔ:]  
wake up *v* ['weɪkʌp]  
walk *v* [wɔ:k]  
wall *n* [wɔ:l]  
want *v* [wɒnt]  
warm *adj* [wɔ:m]  
was [wəz, wɒz]

was born [wəz 'bɔ:n]  
wash *v* [wɒʃ]  
do the washing *v+n* ['du: ðə 'wɒʃɪŋ]  
wash the dishes *v+n* ['wɒʃ ðə 'dɪʃɪz]  
washing machine *n+n* ['wɒʃɪŋməʃi:n]  
washing-up *n* [wɒʃɪŋ'ʌp]  
waste *n pl (-), v* [weɪst]  
watch *v* [wɒtʃ]  
watch TV *v+n* ['wɒtʃ ,ti:vɪ:]  
water *n pl (-)* [wɔ:tə]  
watermelon *n* ['wɔ:təmelən]  
water skiing *n+n* ['wɔ:tə,ski:ɪŋ]  
we *pron* [wi, wi:]  
wear *v* [weə]  
weather *n* ['weðə]  
Wednesday *n* ['wenzdi]  
wedding *n* ['wedɪŋ]  
week *n* [wi:k]  
weekend *n* [,wi:k'end]  
well *adv* [wel]  
Welsh *adj, n* [welʃ]  
went [went]  
were [wɜ:z]

universitet, oliygoh  
besaranjom, besarishta  
noodatiy  
yuqori tomonga  
yuqorigi qavatda  
bizni, bizga  
foydalamoq, ishlatmoq  
odatda  
1) o'zbek, o'zbekcha; 2) o'zbek tili

changyutkich  
qonxo'r ko'rshapalak  
echkemar  
vaza, guldon  
sabzavot  
juda  
video  
qishloq  
binafsharang, siyohrang  
tashrif buyurmoq  
vitamin  
voleybol

kutmoq  
uyg'onmoq  
sayr qilmoq, piyoda yurmoq  
devor  
xohlamoq, istamoq  
iliq  
edim, edi, bo'lganman, bo'lgan (*o'tgan zamonda birlikdagi shaxs uchun ishlataladi*)  
tug'ilgan  
yuvmoq  
kir yuvmoq  
idish-tovoqlarni yuvmoq  
kir yuvish mashinasi  
idish-tovoqni yuvish  
1) axlat; 2) bekorga sarflamoq  
1) ko'rmoq; 2) kuzatmoq  
televizor ko'rmoq  
suv  
tarvuz  
suv chang'isi sporti  
biz  
kiymoq  
ob-havo  
chorshanba  
nikoh to'yi  
hafta  
hafta oxiri  
yaxshi  
uelscha; uelslik; uels tili  
"go" fe'lining *o'tgan zamona shakli:*  
eding, edik, edingiz, edilar (*o'tgan zamonda ko'plikdagi shaxs uchun ishlataladi*)

**W****Y****Z****Wordlist**

west <i>n</i> [west]	g'arb
western <i>adj</i> ['westən]	g'arbiy
wet <i>adj</i> [wet]	nam, ho'l
whale <i>n</i> [weɪl]	kit
what <i>pron, adv</i> [wɒt]	1) nima; 2) qanday
What about you?	Siz(da)chi?
wheel <i>n</i> [wi:l]	g'ildirak
when <i>adv</i> [wen]	qachon
When's he/she at home?	U qachon uyda bo'ladi?
where <i>adv</i> [weə]	qayerda, qayerga
Where are you going? ['weəra: ju: 'gəʊɪŋ]	Qayerga boryapsan/boryapsiz?
Where can I buy ...? ['weə kən aɪ 'baɪ]	...ni qayerda sotib olsam bo'ladi?
which <i>pron</i> [wɪtʃ]	qaysi
white <i>adj</i> [wait]	oq
whiteboard <i>n</i> ['waɪtbɔ:d]	sinf doskasi ( <i>oq rangli</i> )
who <i>pron</i> [hu:]	kim
whose <i>pron</i> [hu:z]	kimning
why <i>pron</i> [wai]	nima uchun
wife <i>n pl</i> ( <i>wives</i> ) [waɪf]	xotin
wild <i>adj</i> [waɪld]	yovvoyi
wildlife <i>n</i> ['waɪldlaɪf]	yovvoyi tabiat; yovvoyi hayvonlar
willow <i>n</i> ['wləʊ]	tol
wind <i>n</i> [wind]	shamol
window <i>n</i> ['wɪndəʊ]	deraza
windstorm <i>n</i> ['wɪndstɔ:m]	kuchli shamol, bo'ron
windy <i>adj</i> [wɪndi]	shamolli
winter <i>n</i> ['wɪntə]	qish
wise <i>adj</i> [waɪz]	dono, oqil
wish <i>n, v</i> [wɪʃ]	1) tilak, istak; 2) tilamoq
with <i>prep</i> [wið, wiθ]	bilan
wolf <i>n pl</i> ( <i>wolves</i> ) [wʊlf] ['wolvz]	bo'ri
woman <i>n pl</i> ( <i>women</i> ) ['wʊmən] ['wɪmɪn]	ayol
wonderful <i>adj</i> ['wʌndəf(ə)l]	ajoyib
word <i>n</i> [wɜ:d]	so'z
wordlist <i>n</i> ['wɜ:dlɪst]	lug'at
work <i>n, v pl</i> (-) [wɜ:k]	1) ish; 2) ishlamoq
workbook <i>n</i> ['wɜ:kbʊk]	mashq daftari
world <i>n</i> [wɜ:ld]	dunyo, jahon
Would you like... ? [wədʒə laɪk]	...xohlaysizmi?
write <i>v</i> [raɪt]	yozmoq
wrong <i>adj</i> [rɒŋ]	noto'g'ri
yard <i>n</i> [ja:d]	hovli
year <i>n</i> [jɜ:]	yil
years old [jɪəz 'əʊld]	... yoshda
yellow <i>adj</i> ['jeləʊ]	sariq
yes <i>adv</i> [jes]	ha
yesterday <i>adv</i> [jestədi]	kecha
you <i>pron</i> [jə, ju, ju:]	1) sen, siz; 2) sizni, sizga
young <i>adj</i> [jʌŋ]	yosh
your <i>adj</i> [jə, jo:]	sening, sizning
yucky <i>adj</i> ['jʌkki]	yoqimsiz, bemaza
yummy <i>adj</i> ['jʌmi]	ishtahani qo'zg'atadigan, yeishili
zebra <i>n</i> ['zi:brə]	zebra
zoo <i>n</i> [zu:]	hayvonot bog'i

## Geographical names

Afghanistan <i>n</i>	[æf'gænistə:n]	Afg'oniston
Africa <i>n</i>	['æfrɪkə]	Afrika
Amazon <i>n</i>	['æməzən]	Amazonka
America <i>n</i>	['ə'merɪkə]	Amerika
Amu Darya <i>n</i>	[a:'mu: də:'rja:]	Amudaryo
Antarctic Circle <i>n</i>	['æn'ta:ktrɪk 'sɜ:kəl]	Antarktida qutb doirasi
Antarctica <i>n</i>	['æn'ta:ktrɪkə]	Antarktida
Aral Sea <i>n</i>	['ærəl 'si:]	Orol dengizi
Arctic <i>n</i>	['ɑ:ktɪk]	Arktika
Arctic Circle <i>n</i>	['ɑ:ktɪk 'sɜ:kəl]	Shimoliy qutb doirasi
Arctic Ocean <i>n</i>	['ɑ:ktɪk 'əʊʃən]	Shimoliy muz okeani
Asia <i>n</i>	['eɪʃə]	Osiyo
Atlantic Ocean <i>n</i>	['ətlæntɪk 'əʊʃən]	Atlantika okeani
Auckland <i>n</i>	['ɔ:klənd]	Oklend
Australia <i>n</i>	[ɒ'streɪliə]	Avstraliya
Australian Alps <i>n</i>	[ɒ'streɪliən 'ælps]	Avstraliya Alplari
Belfast <i>n</i>	[belfa:st]	Belfast
Ben Nevis <i>n</i>	['ben 'nevis]	Ben-Nevis
Berlin <i>n</i>	[bɜ:lɪn]	Berlin
Black Sea <i>n</i>	['blæk 'si:]	Qora dengiz
Brazil <i>n</i>	[brə'zil]	Braziliya
Brisbane <i>n</i>	['brɪzbən]	Brisben
Cairo <i>n</i>	['kai(ə)rəʊ]	Qohira
California <i>n</i>	[kæli'fɔ:nɪə]	Kaliforniya
Canada <i>n</i>	[kænədə]	Kanada
Canberra <i>n</i>	['kænbərə]	Kanberra
Cardiff <i>n</i>	['ka:dif]	Kardiff
Central Africa <i>n</i>	[sentrəl 'æfrɪkə]	Markaziy Afrika
Central America <i>n</i>	[sentrəl ə'merɪkə]	Markaziy Amerika
Central Asia <i>n</i>	[sentrəl 'eɪʃə]	Markaziy Osiyo
Chimgan <i>n</i>	[tʃim'ga:n]	Chimyon
China <i>n</i>	[tʃaɪnə]	Xitoy
Colorado <i>n</i>	[kələ'rə:dəʊ]	Kolorado
Edinburgh <i>n</i>	['edɪnbərə]	Edinburg
Egypt <i>n</i>	[i:dʒɪpt]	Misr
The Eiffel Tower <i>n</i>	[ði:'aɪfəl 'taʊə]	Eyfel minorasi
England <i>n</i>	['enɡlənd]	Angliya
Equator <i>n</i>	[ɪ'kweɪtə]	Ekvator
Europe <i>n</i>	['juərəp]	Yevropa
Fergana Valley <i>n</i>	[fer'ga:na: 'væli]	Farg'ona vodiysi
Florida <i>n</i>	[florɪdə]	Florida
France <i>n</i>	[fra:ns]	Fransiya
Germany <i>n</i>	['dʒɜ:məni]	Germaniya
Gissar <i>n</i>	[gi'sa:]	Hisor
Great Britain <i>n</i>	['greɪt 'brɪtn]	Buyuk Britaniya
Great Lakes <i>n</i>	['greɪt 'leɪks]	Buyuk ko'llar
Hazret Sultan <i>n</i>	[hʌz'ret sultə:n]	Hazrat Sulton

## Geographical names

India <i>n</i> [ˈindiə]	Hindiston
Indian Ocean <i>n</i> [ˈindiən ˈəʊʃən]	Hind okeani
Indonesia <i>n</i> [ɪndəˈni:zɪə]	Indoneziya
Irish Republic <i>n</i> [aɪrərɪʃ ˌre:pʌblɪk]	Irlandiya Respublikasi
Italy <i>n</i> [ˈɪtəli]	Italiya
Japan <i>n</i> [dʒə'pæn]	Yaponiya
Karakum Desert <i>n</i> [ka:ˈra:kum ˈdezət]	Qoraqum cho'li
Kazakhstan <i>n</i> [kæzæk'sta:n]	Qozog'iston
Kitab <i>n</i> [ki'ta:b]	Kitob
Kyzylkum Desert <i>n</i> [kɪ'zɪl'ku:m ˈdezət]	Qizilqum cho'li
Korea <i>n</i> [kə'rɪə]	Koreya
Kyrgyzstan <i>n</i> [kɜ:gɪz'sta:n]	Qırqıziston
Lake Taupo <i>n</i> [leɪk ˈtɔ:pəʊ]	Topo ko'li
Lake Windermere <i>n</i> [leɪk ˈwɪndəmɪə]	Vindermer ko'li
Loch Ness <i>n</i> [lɒk ˈnes]	Lox Nes
London <i>n</i> [ləndən]	London
Lough Neagh <i>n</i> [lɒk ˈneɪ]	Lox Ney
Mackenzie <i>n</i> [mæk'zenzi]	Makkenzi
Malaysia <i>n</i> [mæ'lajziə]	Malayziya
Manas <i>n</i> [mæ'næ:s]	Manas
Melbourne <i>n</i> [melbən]	Melburn
Mexico <i>n</i> [meksikəʊ]	Meksika
Mississippi <i>n</i> [mɪsɪ'sɪpi]	Missisipi
Montreal <i>n</i> [mɔ:ntrɪ'ɔ:l]	Monreal
Moscow <i>n</i> [mɒskəʊ]	Moskva
Mount Cook <i>n</i> [maʊnt ˈkuk]	Kuk tog'i
Mount Everest <i>n</i> [maʊnt ˈevərest]	Everest cho'qqisi
Mount Ruapehu <i>n</i> [maʊnt ˌru:ə'peihu:]	Ruapehu tog'i
Mount Taranaki <i>n</i> [maʊnt ˌta:rə'na:kɪ]	Taranaki tog'i
Murray <i>n</i> [mʌrɪ]	Murrey daryosi
New Zealand <i>n</i> [nju: ˈzi: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 ˈaɪlənd]	Shimoliy Islandiya
North Sea <i>n</i> [nɔ:θ ˈsi:]	Shimoliy dengiz
Northern Ireland <i>n</i> [nɔ:ðən ˈaɪlənd]	Shimoliy Irlandiya
Nurata <i>n</i> [nʊrə'ta:]	Nurota
Ottawa <i>n</i> [ɒtəwə]	Ottava
Oxford <i>n</i> [ɒksfəd]	Oksford
Pacific Ocean <i>n</i> [pə'sifik ˈəʊʃən]	Tinch okean
Pakistan <i>n</i> [pɑ:kɪ'sta:n]	Pokiston
Pamir Mountains <i>n</i> [pə'mɪə ˈmaʊntɪnz]	Pomir tog'lari
Paris <i>n</i> [pærɪs]	Parij
Perth <i>n</i> [pɜ:θ]	Pert
Picton <i>n</i> [pɪktən]	Pikton
Poland <i>n</i> [pəʊlənd]	Polsha
Rocky Mountains <i>n</i> [rɒki ˈmaʊntɪnz]	Qoyali tog'lar
Rome <i>n</i> [rəʊm]	Rim
Rotorua <i>n</i> [rɒtərʊə]	Rotorua

Russia <i>n</i>	[rʌʃə]	Rossiya
Saint Lawrence <i>n</i>	[sænt ˈlɔ:rəns]	Avliyo Lavrentiy daryosi
Scotland <i>n</i>	[skɒtlənd]	Shotlandiya
Severn <i>n</i>	[sevən]	Severn
Snowdon <i>n</i>	[snəudən]	Snovdon
South Africa <i>n</i>	[sauθ ˈæfrɪkə]	Janubiy Afrika
Southern Alps <i>n</i>	[sʌðən ˈælps]	Janubiy Alp tog'lari
South America <i>n</i>	[sauθ ə'merɪkə]	Janubiy Amerika
Sydney <i>n</i>	[sɪdnɪ]	Sidney
Syr Darya <i>n</i>	[sɪrəda:tja:]	Sirdaryo
Tajikistan <i>n</i>	[tɑ:dʒi:kɪsta:n]	Tojikiston
Tasman Sea <i>n</i>	[tæzmən ˈsi:]	Tasmaniya dengizi
Thames <i>n</i>	[temz]	Temza
Tianshan Mountains <i>n</i>	[tɪənʃən ˈmaʊntɪnz]	Tyanshan tog'lari
Tokyo <i>n</i>	[təʊkɪəʊ]	Tokio
Toronto <i>n</i>	[tə'rɒntəʊ]	Toronto
Tower of London <i>n</i>	[taʊər əv ˈlʌndən]	London minorası
Trafalgar Square <i>n</i>	[trə'fælgər ˈskweə]	Trafalgar maydoni
Turkey <i>n</i>	[tɜ:ki]	Turkiya
Turkmenistan <i>n</i>	[tɜ:kmenɪsta:n]	Turkmaniston
Ugam Chatkal <i>n</i>	[ʊgəm tʃʌtka:l]	Ugom-Chatqol
Ullswater <i>n</i>	[ʌlzwə:tə]	Alsuoter ko'li
United Kingdom (the UK) <i>n</i>	[ju:naitid ˈkɪndəm]	Birlashgan Qirollik
Urgench <i>n</i>	[ʊr'gentʃ]	Urganch
USA <i>n</i>	[ju:es'eɪ]	AQSH
Ust Urt <i>n</i>	[ʌst ˈjurt]	Ustyurt
Uzbekistan <i>n</i>	[ʊzbekɪsta:n]	O'zbekiston
Vancouver <i>n</i>	[vænku:və]	Vankuver
Wales <i>n</i>	[weɪlz]	Uels
Warsaw <i>n</i>	[wɔ:sɔ:]	Varshava
Washington <i>n</i>	[wɔʃɪŋtən]	Vashington
Wellington <i>n</i>	[welɪŋtən]	Vellington
Zarafshan <i>n</i>	[zəra:fʃə:n]	Zarafshon
Zaamin <i>n</i>	[za:min]	Zomin

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## **Teens' English 6**

Ta'lif o'zbek va qardosh tillarda olib boriladigan umumiy o'rta ta'lif muktabalarining 6-sinfi uchun darslik

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Toshkent – 2018*

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### **Ijaraga berilgan darslik holatini ko'rsatuvchi jadval**

T/r	O'quvchining ismi va familiyasi	O'quv yili	Darslikning olingan-dagi holati	Sinf rahbarining imzosi	Darslikning topshirilganda-gi holati	Sinf rahbarining imzosi
1						
2						
3						
4						
5						

**Darslik ijara berilib, o'quv yili yakunida qaytarib olinganda yuqoridagi jadval sinf rahbarlari tomonidan quyidagi baholash mezonlariga asosan to'ldiriladi:**

Yangi	Darslikning birinchi marotaba foydalanishga berilgandagi holati.
Yaxshi	Muqova butun, darslikning asosiy qismidan ajralmagan. Barcha varaqlari mavjud, yirtilmagan, ko'chmagan, betlarida yozuv va chiziqlar yo'q.
Qoniqarli	Muqova ezilgan, birmuncha chizilib, chetlari yedirilgan, darslikning asosiy qismidan ajralish holati bor, foydalanuvchi tomonidan qoniqarli ta'mirlangan. Ko'chgan varaqlari qayta ta'mirlangan, ayrim betlariga chizilgan.
Qoniqarsiz	Muqova chizilgan, yirtilgan, asosiy qismidan ajralgan yoki butunlay yo'q, qoniqarsiz ta'mirlangan. Betlari yirtilgan, varaqlari yetishmaydi, chizib, bo'yab tashlangan. Darslikni tiklab bo'lmaydi.