

Fly High

ENGLISH

Classbook

O‘zbekiston Respublikasi
Xalq ta’limi vazirligi ta’lim barcha
tillarda olib boriladigan maktablar
uchun darslik sifatida
tasdiqlagan

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Dear Pupils

Welcome to *Fly High 7*

This classbook is full of interesting 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.

There is also a cassette 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 you will enjoy using this course and that your own English will continue to fly even higher!

Have fun.

The Authors

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1 • CITY AND VILLAGE

Lesson 1 Toshqo'rg'on

1 Answer the questions.

- 1 When did dinosaurs live?
- 2 How large were they?
- 3 How tall were they?
- 4 What did they eat?
- 5 Do you know why dinosaurs died many years ago?
- 6 Where can we see dinosaurs today?
- 7 Do you like dinosaurs?



2a Listen to the dialogue and answer the questions.

- 1 Who are these children?
- 2 Where do they live?
- 3 What are their villages famous for?



2b Work in pairs.

A: Write about Toshqo'rg'on. B: Write about Oltinsoy.

Toshqo'rg'on is a big village in the mountains and it is very beautiful. Oltinsoy is a beautiful, small village in a valley. Toshqo'rg'on means a castle of stone. The houses there are made of stone. In spring all the trees are in blossom. They are big and strong. The village is called Oltinsoy because it is near the river Oltinsoy. The village is very famous because there is a dinosaur path in the mountains near the village. The water in the river is clean but very cold. The village is an interesting place because there is a big, old tree there. There are 23 dinosaur footprints on the path. The tree is very, very big and many years ago people had a school in it. In summer, if you go to the village, you can see the tree school. A lot of tourists and scientists come to see them every summer.

3 Work in groups of 4/5. Describe the place where you live.

e.g. My village is ...(name). It is in the mountains. There are many apple trees near the village and in spring they are in blossom. They are very beautiful. And in autumn the apples in our village are delicious!

Remember:

There is a big, old tree. **It is very, very big ...**
There are many apple trees. **They are ...**

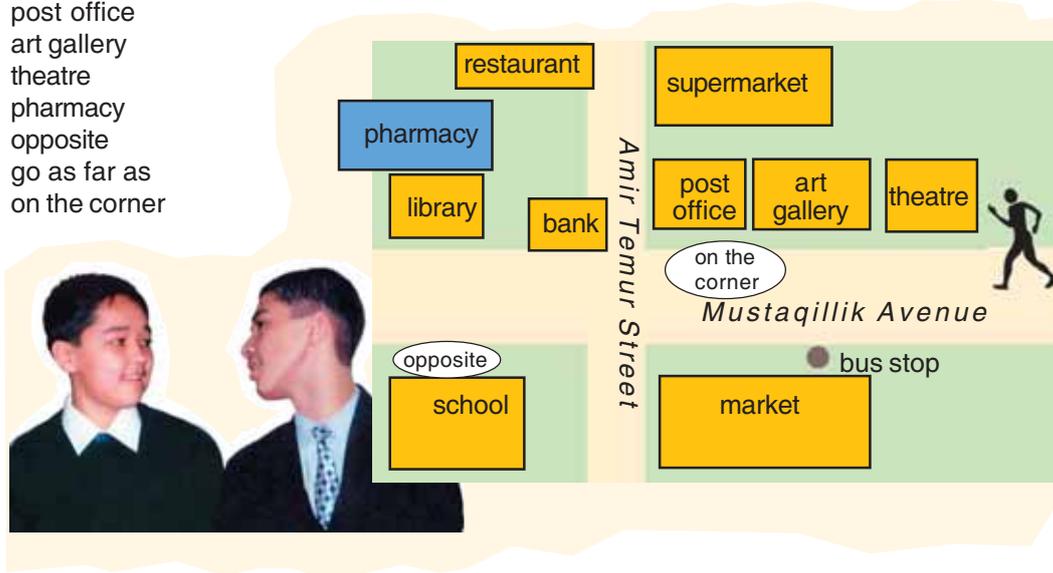
Lesson 2 How do I get to ...?

1a Look, listen and repeat.

post office
art gallery
theatre
pharmacy
opposite
go as far as
on the corner



1b Point and say.



2a Chain Drill.

- e.g. A: Where's the art gallery?
B: It's next to the theatre.
C: Where's the bus stop?
D: It's in front of the market.

2b Work in pairs. Ask and answer as in 2a.

3a Listen and say the place.

- 1 A: Excuse me. How do I get to ...?
B: **Go along this street** as far as Amir Temur Street. It's on the corner.
2 A: Excuse me. How do I get to ...?
B: Go along this street and **turn right**. It's next to the post office.
3 A: Excuse me. How do I get to ...?
B: Go along this street **as far as** the bank. It's opposite the library.

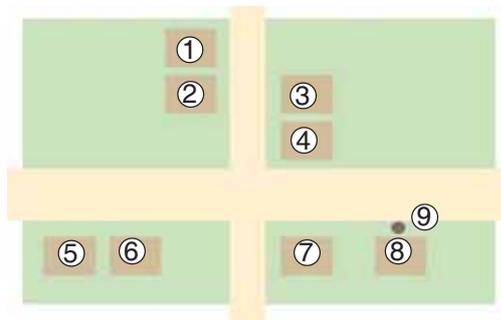
3b Listen and repeat.

4 Work in pairs. Ask and answer about the places on the map as in 3a.

How do I get to ...?
near opposite next to on the corner
in front of in ... Street/Square

5a Copy the map and draw these

places: bank library post office
bus stop art gallery supermarket
market school theatre



5b Work in pairs. Picture dictation.

- A: Excuse me. Is there an art gallery near here? How do I get to the art gallery?
B: Go along this street as far as It's ...

Remember:

How do I get to the bus stop?
Go along this street **as far as** the bank.
Turn right.
It's **opposite** the market.
It's **on the corner**.

Lesson 3 Language Centre

1a Answer the questions.

- 1 Is there a Language Centre in your city/village?
- 2 If so, is it popular?
- 3 What do people do in a Language Centre?
- 4 Why do children go there?

1b Listen and find the Language Centre.

1c Read a leaflet about the Language Centre and say what information you can get from it.

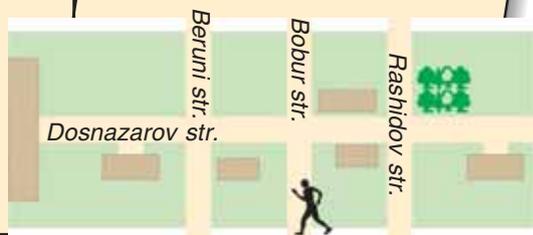
Through education to the prosperity of Karakalpakstan

Welcome to Progress!
Every day from 9am to 6pm
The Progress Centre Nukus

8, Dosnazarov Street, 742015
Nukus, Republic of Karakalpakstan
UZBEKISTAN
More information:
e-mail: progress@freenet.uz
www.progress-center.freenet.uz

**Business School
Language Learning Centre:**

- English and German
- Pre-school Programme
- Teen Club 'Shigis' – 'Sunrise'
- Sport Programmes



2a Listen to a student at the Language Centre and answer.

- 1 Does the Language Centre teach only English?
- 2 Does the Language Centre have classes for all ages?

2b Listen again and say True or False.

- 1 Pupils have language classes six times a week.
- 2 Language classes are very popular in Nukus.
- 3 The Business School has teachers from other countries.
- 4 Only school children can go to the Language Centre.
- 5 Students at the Centre do different activities during their lessons: watch videos, sing, dance, etc.
- 6 There are no sports activities in the Language Centre so they want to start some sports classes.

Remember:

www.progress-center.freenet.uz
progress@freenet.uz

2c Answer the questions.

- 1 Would you like to go to the Language Centre?
- 2 What other clubs would you like to go to?
- 3 What would you like to do at the club?

3 Work in pairs.

Pupil A: Look at this page.

Pupil B: Look at the Homework page.

Pupil A: You are a pupil. Meet the Head Teacher of the Language Centre to join. Look at the list of activities and choose the things you want to do.

LANGUAGE CENTRE

Choose from the following fantastic activities:

- computer games
- video films
- dancing lessons
- drama lessons
- music lessons
- chess club
- book corner with easy reading books
- making newspapers

Lesson 4 Cambridge

1a Look at the map and answer the questions.

- What country is it in?
- What part of the country is it in?
- What do you know about Cambridge?

1b Read and check your answers to 1a.

Cambridge is a very old city in the east of England about 80 kms from London. It is famous for its university.



2a Read quickly and say which of these places are in a town or city near you.

2b Read quickly again and say which things are free.

DISCOVER CAMBRIDGE

②

Martin's Internet Cafe

Enjoy a cup of tea with your friends. Then play your favourite computer games or talk on-line on the computer to your friends overseas. Or find information for the school project on the Internet.

Open 7 days a week
11.00am – 11.00pm
1 per hour



Puppet Theatre ①

A small friendly theatre with puppet shows for adults and children. On Saturdays and during the school holidays you can learn how to make a puppet put on a show!
Tel. 01223 533333 (tickets)
Open Tues-Sat



④

Boating ③

Sit back and relax. See the University from a boat. Enjoy a sunny day in a punt on the River Cam. Punting looks easy – and it is easy, if you know the secret! See the University from a boat. Scudamore's Boat Hire Open
10.00am – 7.00pm



④ Cambridge University

The students at Cambridge University live and study in colleges. Some of the most famous colleges are King's College and Peterhouse. King's is famous for its choir who sing all kinds of music and make a lot of recordings.
Open all year round except
23 Dec - 3 Jan and 24 April –
25 June (exam time)
Free admission



2c Read, guess the meaning and check in the Wordlist.

admission puppet except

3 Work in groups. Ask and answer.

2d Work in pairs. Ask and answer.

e.g. What three places would you like to visit most? I'd like to visit ...

Lesson 5 Apple Day

1 a Read the leaflet and answer the questions.

- 1 When is the National Apple Festival?
- 2 What can you do there?
- 3 Which country is the Festival in?
- 4 How much does it cost for you to go there?
- 5 What time is it open?
- 6 Where can you get more information about it?

1 b Read the words, guess the meaning and write.

harvest heart crafts
entertainment equipment

2 Listen and answer the questions.

- 1 What countries have special days for apples?
- 2 Are Apple Days and Apple Festivals a new tradition or an old one?
- 3 Why do people celebrate Apple Day?

3 a Copy your teacher's table. Read and complete.

Our festival is popular with all ages – so why not come and join in?
There is entertainment, delicious food, a market, live folk music, a petting zoo for children, and much more – you have to see it to believe it – and it's all to celebrate apples.

Be sure to bring all the family for an unforgettable day full of fun!

You can:

- take part in the Longest of the Longest Peel competition and win a prize. (The last winner peeled 36 cms in one piece!)
- see the latest farming equipment – and drive it!
- learn how to make tasty new apple dishes
- drink fresh apple juice and eat delicious apple pies!

3 b Read the words, guess the meaning and write.

popular petting zoo celebrate peel

4 a Answer the questions.

- 1 Do you have any local festivals or special days in your area?
- 2 What festival is it?
- 3 When do you have it?

4 b Work in groups. Choose a festival or special day and complete the table about it.

A is for Apples, Adams County, Pennsylvania, apples!

Visit the 37th National Apple Harvest Festival
*October 6-7 & 13-14, 2002
in the Heart of Apple Country,
Arendtsville, Pennsylvania
8am-6pm Daily, Rain or Shine*

**Fresh Adams Apples
Arts and Crafts
Free Entertainment
Food, Food and More Food
Fun for Everyone!**

Admission:
Adults \$6; Children Under 12 Free
Parking included. No Pets

Information: 717-677-9413 or 717-334-6274
www.appleharvest.com
E-mail: appleharvest@cvn.net



3 c Answer the questions.

- 1 Do you like this holiday?
- 2 What events would you like to visit or take part in?
- 4 What do children/adults wear?
- 5 What activities do you have?
- 6 What food do you have?
- 7 Do you like the festival?

Lesson 6 Project

 1 Make a poster about your town/village. Write about:

- 1 Location
- 2 How to get there
- 3 Interesting and famous places, sights, people, etc.
- 4 What events you have, when, what people can do, what they can eat there, etc.



Pronunciation 1

1a Find letter/letter combinations with the sound [s].

sentence, seaside, scenario, recipe, once, space, miss, cycle, decide, across

1b Read aloud the words in 1a.

2 Read aloud.

consist, concert, circle, cassette, castle, accept

3 Find five more words with the same sound [s].

Pronunciation 2

1a Find letter/letter combinations with the sound [z].

music, desert, eraser, squeeze, suppose, busy, Uzbek, snooze, leaves

1b Read aloud the words in 1a.

2 Read aloud.

pleasant, physics, size, cheeseburger, close, cosy

3 Find five more words with the same sound [z].

Grammar Exercise 1

Complete with: there, they, it, we, he, she.

e.g. There are ten boys in our class. They are Sulton, Bahodir, etc.

- 1 ... are ten boys in our class. ... are Sulton, Bahodir, etc.
- 2 ... is a castle on the hill. ... is very old.
- 3 ... is a supermarket in my village. ... is new and beautiful.
- 4 ... is a new director at our school. ... is very kind.
- 5 In summer our town is very beautiful. ... are lots of fountains. ... are cool and nice.
- 6 ... are several choyhonas in our town. ... are friendly and comfortable.
- 7 ... are 34 pupils in our class. ... are all good pupils.
- 8 ... is a bus from our village to the town. ... is not expensive.

Grammar Exercise 2

Find and correct the mistakes. There is one mistake in each sentence.

e.g. There are many beautiful places in our village.

- 1 There are many beautiful place in our village.
- 2 There is a castle on the hill. It very old.
- 3 It is a supermarket opposite the bank.
- 4 Excuse me. Is it an art gallery near here?
- 5 How do I get the art gallery?
- 6 They are many beautiful places in our village.

Grammar Exercise 3

1 Read and translate. What is the word for 'very' in your language?

Toshqo'rg'on is a **very** beautiful village. There is a **very, very** big tree in Oltinsoy.

2 Look at the words we can use to say 'how much' in front of an adjective. Then read and translate the sentences.

not very a bit a little quite
very very, very

- 1 I'm not very interested in coins. Are you?
- 2 I'm a bit hot. Let's open the window.
- 3 I'm a little worried because I couldn't find my tortoise this morning.
- 4 I'm quite hungry because I didn't eat my breakfast.

3 Write three sentences using three different words from the cloud.

Word Building Exercise

1 Read and say what the prefix 're-' means.

You can help protect nature if you reuse plastic bottles, glass bottles and paper.

2 Guess what the words with 're' mean.

- 1 If a text is difficult, we can reread it to make sure we have understood.
- 2 If you don't hear something, ask your teacher to repeat it.

3 Find the words in the Wordlist. Write sentences with the words.

revise recycle replace rewrite

Homework

Lesson 1 Toshqo'rg'on

- ① Write eight sentences about your town/village/city. Use activity 2b to help you.

Lesson 2 How do I get to ...?

- ① Find and write the words.

- 1 gyalerlrta
- 2 pstieoop
- 3 charmpay
- 4 reetath
- 5 stopcieffo
- 6 arkmetersu

- ② Write the dialogue in order.

- 1 Go along this street as far as the school.
- 2 Excuse me.
- 3 It's opposite the school.
- 4 Yes.
- 5 How do I get to it?
- 6 You're welcome.
- 7 Is there a supermarket near here?
- 8 Thank you.

Lesson 3 Language Centre

- ① Find five more e-mail or Internet addresses. Copy them carefully and bring them to class. If possible, send a message to one of them.

Places to look for them:

At home: on packets of biscuits, ice-cream, washing powder, etc.
and on the radio and TV.

At school in the library: in newspapers, magazines, etc.

In the street: on advertisements.

In the supermarket: on products.

Lesson 4 Cambridge

- ① Write about your next summer holidays. Copy and complete.

- 1 In the next summer holidays I'd like to go to ... (the place)
- 2 It is (describe the place)
- 3 It is (say why the place is interesting)
- 4 In (name of the place) I'd like to (say what you would like to do)
- 5 At lunch time (say where and what you would like to eat)
- 6 In the afternoon (say what you would like to do)

Lesson 5 Apple Day

- ① Write about your favourite holiday or festival. Use the questions in activity 4a to help you.

Lesson 6 Project

Prepare for the Progress Check.

Lesson 3 Language Centre

- ③ Work in pairs.

Pupil B: You are the Head Teacher of the Language Centre. Interview the pupil who wants to join the Language Centre and complete the form.

LANGUAGE CENTRE

Name:
Address:
Tel:
School no:
Class:
Parents' job and place of work:
Mark in English at school:

The activities s/he wants to do:

- computer games
- video films
- dancing lessons
- drama lessons
- music lessons
- chess club
- book corner with easy reading books
- making newspapers

2 • YOUR HEALTH

Lesson 1 I've got a pain in my ...

1 Play Simon Says.

2a Look, listen and repeat.



2b Work in pairs. Ask and show.
e.g. Show me your right wrist.

3 Look, read and translate into your mother tongue.



4 Play Snowball.

e.g. A: This is my wrist.
B: This is my wrist and this is my head.

Remember:

wrist	r	thumb	m
knee	n	tongue	ng
stomach	[k]		

5a Listen to the conversations and answer the question.

What are the problems?

e.g. Alisher has got a pain in his ear.
Alisher: Mum, I've got a pain in my ear. I can't hear you.
Mum: Oh, poor you.

5b Listen and complete.

Doniyor: I've got a pain in my ①.
I can't ②.
Bahrom: Oh, poor you.

Kate: I've got a pain in my ③.
I can't ④.

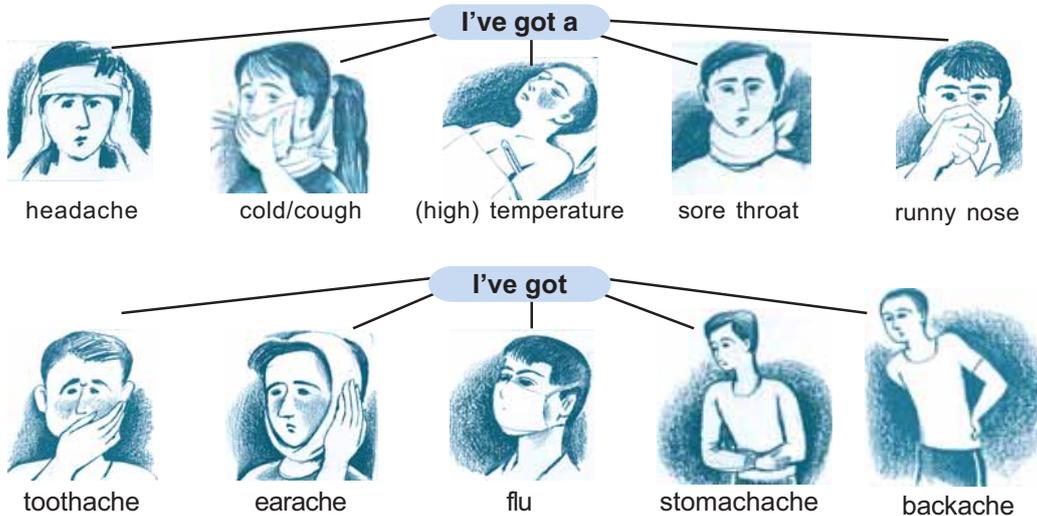
Marina: Yes, you can. You've got a pain in your ⑤⑥.

6 Work in pairs. Make your own conversations.

e.g. A: Mum, I've got a pain in my back.
I can't sweep the yard.
B: Oh, poor you.

Lesson 2 What's the matter?

1 Look, listen and repeat.



2 Play Miming.

e.g. P: (mimes)
Class: Have you got a headache?
P: Yes, I have. / No, I haven't.

3 Work in pairs.

Play What's The Matter?

e.g. A: (mimes a cough)
B: What's the matter with you?
A: I've got a cough.
B: Oh, poor you. Get well soon.

4a Read the texts about British home remedies. Copy the table and complete.

e.g. When I've got a cold my mother gives me hot lemon tea with honey. It helps a lot.

1
"Sometimes I get a headache. When this happens my mum makes tea from flowers for me. And she massages my head. Usually my headache goes very quickly."

2
"In winter my little brother Michael often gets sore throats. My elder sister looks after him. She gives him ice-cream and jelly. She says they are easy to eat. Michael really likes this medicine."

4b Write what your mother gives you.

e.g. When I've got a cold my mother gives me hot lemon tea with honey. It helps a lot.

Problem	Home remedy
cold	hot lemon tea with honey

3
"If I get a stomachache my mum tells me to lie down. She brings me herbal tea and a hot water bottle."

4
"Last winter my family got flu. My granny looked after us. She gave us hot chicken soup. It made us strong."

Remember:

What's the matter?
I've got toothache/earache.
I've got a cough/cold.
Ache [k]

Lesson 3 I've brushed my teeth

1 a Look, listen and repeat.

Mum, can I play with my friends, now?

- I have
- finished my homework.
 - tidied my room.
 - washed the clothes.
 - watered the vegetables in the garden.
 - cleaned the shoes.
 - ironed the clothes.
 - cooked the dinner and washed up.
 - helped my father with the animals.



1 b Read and answer.

- When did she do these things?
- Do we know exactly when she did them?
- Is it important to know?

2 a Listen and repeat.

wash	—	washed	—	washed
look	—	looked	—	looked
finish	—	finished	—	finished
visit	—	visited	—	visited
tidy	—	tidied	—	tidied
translate	—	translated	—	translated
clean	—	cleaned	—	cleaned
iron	—	ironed	—	ironed
watch	—	watched	—	watched
answer	—	answered	—	answered

2 b Listen and write in the correct column.

[t] [d] [ɪd]

e.g. looked ironed visited

2 c Play Snowball.

- e.g. A: I've washed the clothes.
 B: I've washed the clothes and I've cooked the dinner.

Remember:

I've (haven't) cleaned my shoes.
 Have you washed your hands?
 No, I haven't. / No, I have not.
 (Yes, I have.)
 Well, go and wash then.

3 a Listen and say why Botir cannot go to bed.

3 b Chain Drill. Use activity 1a.

- e.g. A: Have you finished your homework?
 B: Yes, I have. / No, I haven't.

3 c Play Parents and Children.

- e.g. A: Have you washed your face and hands?
 B: Yes, I have.
 A: Good girl/boy.

A: Have you brushed your hair?

B: No, I haven't.

A: Why not?

4 Look and say: cut or hurt.

- e.g. She's cut her finger.



Lesson 4 He's broken his leg

1 Listen and repeat.

break	broke	broken	put	put	put	do	did	done
speak	spoke	spoken	cut	cut	cut	go	went	gone
write	wrote	written	hurt	hurt	hurt	come	came	come
take	took	taken	be	was/were	been	have	had	had
						see	saw	seen

2a Look at the pictures and answer the question.

What's the matter?



2b Look. Match the pictures and sentences.

- Quick! Pass me the ball! Out of my way!
- Ow! Aaaaagh!
- Teacher: What's the matter?
George: It's my leg. I've broken my leg.
Teacher: Oh, poor you. Let's take him to hospital.
- Children: Hello! Hello! Hello! This is for you.
George: It's great to see you. Look. I've broken my leg and I can't go to school for one month.

2c Look and answer the questions.

- What is this card?
 - Do we send cards like this?
- ### 2d Work in pairs. Look at the third picture again. Answer the questions.
- Where are the boys?
 - Where is George now?
 - Who has come to see George?
 - How long must he stay in hospital?

3 Write Botir's sentences in the correct order. Read the dialogue.

Ring, ring, ring
Anvar

- Hello, Anvar speaking.
- Hi, Botir. I don't feel well.
- I've got a cold, a cough, a headache and a temperature.
- Yes, I have. The doctor says I must stay in bed for a few days.
- All day.
- Thanks. See you soon.

Botir

- What's the matter?
- Have you seen the doctor?
- Hello, Anvar. It's me, Botir. Why didn't you come to the gym?
- Poor you. Don't worry about the lessons. I can help you.
- How long have you had a temperature?
- Well. Bye then and I hope you feel better tomorrow.

Remember:

I don't feel well.
I hope you feel better soon.

Lesson 5 Have you taken a tablet?

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



take (an) one aspirin/one tablet three times a day



use this cream/these eye/nose drops



drink hot tea/milk/herbal (medicine)



have an operation/an injection

1b Look, listen and repeat.

1c Chain Drill.

e.g. A: (Mimes)

B: Have you taken a tablet?

A: Yes, I have.

2a Listen and answer the questions.

- 1 What is the matter with Rahim?
- 2 What did the doctor tell him?

2b Read and write the missing words.

Listen and check.

Rahim: Good morning.

Doctor: Morning.

Rahim: I've got ① and ② .

Doctor: Mmm. You must take ③ ④ and you should ⑤ and ⑥ .

Rahim: Thanks, doctor.

Doctor: Bye.

2c Work in pairs. Make your own conversations.

Use the following words.

a headache, a stomachache,
a cold, a sore throat,
a pain in my leg/arm,
hurt my eye/knee

3a Read and translate.

- 1 Use this cream for sore eyes at bedtime.
- 2 Take one tablet two times a day for a sore throat.
- 3 Drink a cup of herbal medicine in the morning and at night.
- 4 Use three drops in your ear four times a day.
- 5 Take an aspirin three times a day after meals.
- 6 You must have injections in the morning and in the evening.

3b Read this famous saying. Translate it into your language.

An apple a day keeps the doctor away.

3c Do you know any more sayings like this?

Lesson 6 Dear Abby ... please help me

 1 Write any problems you have.

e.g. I am very short.

2a Read the letters and answer the questions.

- 1 Who are the letters for?
- 2 Why do people write to her?
- 3 What is her job?
- 4 What problems do children have?

e.g. Natalie is unhappy because a girl in her class is unkind to her.



 2b Copy and complete the table.

3a Read Abby's reply and say her advice to Natalie.

Dear Natalie
I'm sorry to hear you have got problems. You must tell your teacher and mother about this girl. Tell them what she does. Ask your teacher to talk to the girl with you. Ask the girl to be kind to you. When you go home, get together with some of your friends. Good luck!
Love
Abby

 3b Work in groups of 3. Choose a letter from activity 2a. Write Abby's reply.

3c Exchange your reply with other groups. Read their replies. Say which you like best.

Remember:
unhappy
unkind

Pronunciation 1

1a Find letter/letter combinations with the sound [m].

meeting, million, money, morning, temperature, comb, column, plum, soun

1b Read aloud the words in activity 1a.

2 Read aloud.

melon, thumb, map, team, lamb, symbol, swim, summer, climb, small, tram

3 Find 8 words with the sound [m].

Pronunciation 2

1a Find letter/letter combinations with the sound [n].

noise, nice, niece, know, sneeze, snore, knee, snow, knew, pine, pin

1b Read aloud the words in activity 1a.

2 Read aloud.

napkin, known, nose, snake, now, thin, stand

3 Find 8 words with the sound [n].

Grammar Exercise 1

Put the verbs into the present perfect.

e.g. I've broken my pencil.

- 1 I (break) my pencil.
- 2 She (hurt) her thumb.
- 3 They (do) their homework.
- 4 They (go) home.
- 5 We (have) our breakfast.
- 6 Our relatives (come) to see us.
- 7 I (write) a letter to my penfriend.
- 8 My mother (take) my brother to the doctor.

Grammar Exercise 2

Put the verbs into the present perfect.

e.g. They haven't gone home.

- 1 They (not go) home.
- 2 I (not do) my homework.
- 3 We (not have) dinner.
- 4 My parents (not come) back from work.
- 5 I (not see) my friend today.
- 6 My elder sister (not put) the Fanta in the fridge.
- 7 I (not write) a letter to my penfriend this month.
- 8 The doctor says my brother (not break) his ankle.

Grammar Exercise 3

Make the sentences in Grammar Exercise

1 into questions.

e.g. Have you broken your pencil?

Word Building Exercise

Complete the sentences with the correct word.

e.g. She has a friendly face. I think she's kind.

- 1 She has a friendly face. I think she's kind/unkind.
- 2 He looks sad. I think he's happy/unhappy.
- 3 I like the story. It has a(n) usual/unusual ending.
- 4 Please pick up your things. This room is very tidy/untidy.
- 5 I don't like stories with a(n) happy/unhappy ending. They make me cry.
- 6 Please listen carefully. I have some important/unimportant news.
- 7 When the weather is good it is pleasant/unpleasant to walk by the lake.

Homework

Lesson 1 I've got a pain in my ...

- 1 Write three conversations like activity 6.
- 2 Find similar words:
knee e.g. knife, ...
wrist stomach thumb

Lesson 2 What's the matter?

- 1 Put the words in order and write sentences.
 - 1 a headache/friend/got/has/my.
 - 2 a high/Nodir/has/got/temperature.
 - 3 a pain/my knee/in/got/I've.
 - 4 broken/leg/my/I've.
 - 5 feel/well/don't/I/can't/I/go/PI/to/lesson/the/because.

Lesson 3 I've brushed my teeth

- 1 Write five questions.

Mum, I've tidied up my room. Can I watch TV now?
e.g. Have you finished your homework?

Lesson 4 He's broken his leg

- 1 Read the short conversations. Write the problem.

e.g. Katya's broken her wrist.

 - 1 Teacher: Why aren't you writing?
Katya: I've broken my wrist.
 - 2 Mother: Why aren't you doing your lessons?
Aziza and Faina: We've done them.
 - 3 Bobir: Why aren't you playing football?
Sergey: I've hurt my ankle.
 - 4 Brother: Why aren't you watching the film?
Tom and Jerry: We've seen it.
 - 5 Teacher: Why have you got your hand in cold water?
Dilorom: Because I've cut it.

Lesson 5 Have you taken a tablet?

- 1 Read the dialogues and complete the forms.

Komila: Good morning, doctor.
Doctor: Good morning. What's your name?
Komila: Komila.
Doctor: What's the matter with you, Komila?
Komila: I've got a stomachache.
Doctor: Mmm. You must take these tablets early in the morning and late in the evening before you go to bed. You mustn't eat any fruit today.
Komila: Thanks, doctor. Bye.
Doctor: Bye. I hope you feel better soon.

Boris: Good morning, doctor.
Doctor: Good morning. Come in, please.
Boris: Doctor, I have a headache, I'm coughing and my nose is runny.
Doctor: Mmm. You've got flu. You must stay in hospital and have some injections.

Name	Problem	Advice
e.g. Komila		

Lesson 6 Dear Abby ... please help me

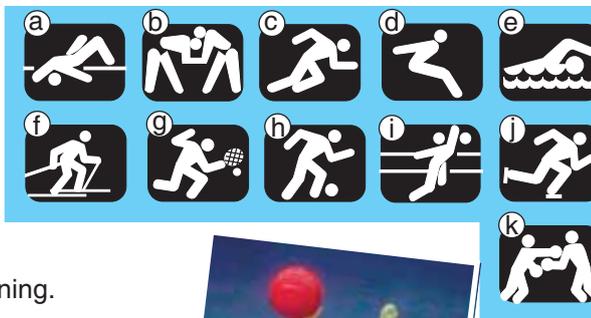
- 1 Prepare for the Progress Check.

3 • SPORT

Lesson 1 Sports at school

1 a Look and match.

- | | |
|--------------|-------------|
| 1 football | 7 high jump |
| 2 swimming | 8 long jump |
| 3 tennis | 9 skating |
| 4 volleyball | 10 skiing |
| 5 kurash | 11 boxing |
| 6 running | |



1 b Chain Drill.

e.g. I like volleyball but I don't like running.

2 a Match, listen and repeat.

- 1 badminton
- 2 karate
- 3 basketball
- 4 gymnastics



2 b Work in pairs. Point and say.

2 c Work in pairs. Say what you like/don't like.

e.g. A: What sports do you like?
B: I like gymnastics but I don't like karate.

3 a Translate and answer the questions.

I play football.	I do swimming.
I play tennis.	I do karate.
I play chess.	I do gymnastics.

- 1 What do you notice?
- 2 What does 'play' go with? What does 'do' go with?

Remember:

'Play' with games. I play football.
'Do' with sports. I do karate.

3 b Find three friends who do/play the same sports as you.

e.g. A: What sports do you play/do?
B: I play... I do...

4 a Copy and complete the table for Uzbekistan.

4 b Listen and complete the table for the UK.

5 Work in groups of 4. Compare PE lessons in Uzbekistan and the UK.

e.g. Usually we have one PE lesson a day but in the UK some schools have a double lesson.

Lesson 2 I like kurash. So do I.

1 Play Guess My Favourite Sport.

e.g. A: (Mimes)

B: Your favourite sport is karate.

2a Talk about sports you like and don't like.



I	like	football basketball volleyball karate swimming	because	it takes a lot of time. it's interesting. it's fun. it makes me healthy. it's dangerous. it's expensive. it makes me strong. it trains my body. I play with my friends. I may break my arm or leg.
	don't like	running skating		



2b Write sentences about yourself.

e.g. I like karate because it's fun.

3a Listen and repeat.

I like gymnastics,
because it's a
beautiful sport.

So do I.

I do too.



3b Work in groups of 3. Chain Drill.

4a Listen and repeat the conversation.

A: I don't like volleyball because it's difficult.

B: I don't either.

C: Nor do I.

4b Work in groups of 3. Chain Drill.

5 Listen and say what sports the children like/don't like and why.

6 Work in groups. Discuss different sports.

e.g. We like/don't like ... because ...

The English children like/don't like So/Nor do we.

Remember:

I like So do I. I do too.

I don't like I don't either./Nor do I.

Lesson 3 Girls in sport

1 Read and say if this sport is for boys or girls, or for both.

basketball	boxing	karate	high jump
football	swimming	chess	long jump
volleyball	skating	tennis	boxing
kurash	running	gymnastics	skiing

e.g. A: Basketball is for boys.

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

2a Answer the questions.

- 1 Do you like to watch sports programmes on TV?
- 2 What sports do you like to watch?



2b Read and answer the questions.

- 1 Why are they writing?
- 2 Who are they writing to?



Dear TV Director
There are no TV programmes where women do sport. Men are always on television playing football, basketball or volleyball. I know men's football teams are popular. But women play football too. Our National Uzbek women's team is strong but I have never seen them on TV. Why?
Girls in our class are stronger and faster than boys. Sometimes we play football with boys and win. So we want to know about women playing football, volleyball and other sports. We think it is interesting for many people.
Yours
Rano Latipova, 12, Fergana

Dear TV Director
I like sports very much and sports programmes are my favourite.

Yesterday I saw a programme about women boxing. I don't know why women do boxing. I think this sport is only for men. It was awful to see women beating each other. They were so aggressive. I do not want my mother, or sister, or my future wife to do this sport. I do not know why you showed this competition on TV. Women should do beautiful sports such as gymnastics or figure skating. Boxing and karate are for men.

Yours

Temur Qosimov, 14, Karshi

The Director 'Sport Channel',
TV4,
Tashkent, 700129

Remember:

sport (n)
sports (adj)
sports programme
sports centre

2c Read and say who you agree with and why.

e.g. I agree/I don't agree with ... because ...

3 Group work. Say what sport you like to do and why.

e.g. I like gymnastics because it's a very beautiful sport.

Lesson 4 The President's Cup

 **1a Find the words in the Wordlist.**

Write the words and translation.

- | | |
|-----------------|--------------|
| 1 international | 6 medal |
| 2 result | 7 racket |
| 3 court | 8 trainer |
| 4 tournament | 9 sports kit |
| 5 ceremony | |



 **1b Listen and repeat.**

2a Say what you know/want to know about the President's Cup.

e.g. A: The President's Cup is a tennis tournament in Uzbekistan.
B: I want to know who was the first winner of the Cup.

2b Read the text and answer the questions.

- 1 Who speaks at the opening and closing ceremonies?
- 2 What countries take part in the Cup?
- 3 Can people in Great Britain watch the President's Cup on TV?



The President's Cup of Uzbekistan

Tennis is one of the great international sports. But until a few years ago, tennis was not popular in Uzbekistan. Now it is one of the most popular sports in the country. Many towns and villages in Uzbekistan have beautiful new tennis courts and thousands of people enjoy playing tennis. The game became popular because of the President's Cup.

The President's Cup Tennis Tournament is the biggest tennis tournament in Uzbekistan, and one of the most famous tournaments in the World. It takes place every year in Tashkent at the Yunusobod Tennis Complex. This complex has one of the most modern tennis courts in the World. The best international tennis

players take part in the President's Cup. Tennis fans can watch stars such as Oleg Ogorodov from Uzbekistan, Nicolas Escude from France, Marat Safin and Evgeny Kafelnikov from Russia, Stefano Pescosolido from Italy, Karsten Brasch from Germany, Evan Ran from Israel, Tim Henman from Great Britain and many other famous tennis players.

You can watch the President's Cup on TV in Uzbekistan and in more than 100 countries around the World. The President of Uzbekistan welcomes the players at the opening ceremony of the tournament and wishes them good luck. At the end, in the closing ceremony, he congratulates the players and presents prizes to the winners.

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

Pupil A: Look at this table. Pupil B: Look at the Project page.

Name: Oleg Ogorodov	Sports club: Dinamo
Date of birth: July 16, 1972	Began to play: at 7
City: Tashkent	

Results:

- winner of the World Junior Team Cup, Florida, USA, 1990; silver medal, European Junior Championship, Zagreb, Yugoslavia, 1990;
- bronze medal in the team competition, Asian Games, Bangkok, Thailand, 1998.



Lesson 5 Sport: for and against

1 a Write five sports you like/don't like and why.

e.g. I like football because I can play with my friends.
I don't like swimming because I am afraid of water.

1 b Work in pairs. Find sports you both like/don't like and say why.

e.g. We both like football because we can play with our friends.
We don't like swimming because we are afraid of water and there is no pool near our house.

2 Translate the sentences. Find the difference in the meaning of the words 'sport' and 'sports'.

I think *sport* is very important in my life it makes me healthy. I like different *sports* but football is my favourite.

3 a Work in groups. Say why sport is good.

e.g. I think that sport is good for me because it makes me healthy.

3 b Change groups. Share your ideas.

e.g. A: I think that sport is good for our health.
B: I agree with you that sport is good for our health and it makes us strong.
C: Yes, I know that sport makes us strong and ...

4 a Work in groups. Say why/when sport is bad.

e.g. I don't think sport is good for me because it takes a lot of time.

4 b Change groups. Share your ideas.

e.g. A: I think that sport is bad because it takes a lot of time.
B: I agree with you that sport is bad because it takes a lot of time and because of this children don't do their homework on time.
C: I agree with you that sport ... because ...



Remember:

I think/don't think that ...
I know that ...
I agree/disagree that ...

Lesson 6 Project

1 Answer the questions.

- 1 What is a debate?
- 2 Where do we have debates?
- 3 Have you ever taken part in a debate?
What was the debate about?
- 4 Who takes part in debates?
- 5 What happens in a debate?
- 6 Where do we sit in a debate?

3 Work in groups. Give your reason for and against the motion.

'Sport is always a good thing. We should have sports lessons every day at school.'

2 Read and use these phrases in the debate.

I agree.	I don't agree.
So do I/I do too.	I don't either.
I like ... because.	Nor do I.
I think that ...	I don't like ...
	because... .
	I don't think so.
	I don't think
	that

4 Answer the question.

Did you enjoy the debate? Why?/Why not?

Lesson 4 The President's Cup

3 Work in pairs. Ask and answer.

Pupil B: Look at this table.

Name: Iroda Tulaganova	Sports club: Dinamo
Date of birth: January 7, 1982	Began to play: at 9
City: Tashkent	



Results: winner of the under-18 at Wimbledon, UK, 1998;

- third place in Moscow in 1998 at the junior tournament;
- champion of Asia, 1998;
- most promising tennis player of 2000 award, American Tennis Academy;
- first prize in the Tashkent Open and in the Japanese Open.



Pronunciation 1

1a Find letter/letter combinations with the sound [ɑ:].

art, arm, sharp, cartoon, faster, castle, flask, ask, pass, guard, bathroom, father, Uzbekistan, branch, draughts, laugh, tomato, karate

1b Read aloud the words in 1a.

2 Read aloud.

parcel, France, forecast, large, plant, postcard, grandfather, basketball, after, March

3 Find five more words with the same sound [ɑ:].

Pronunciation 2

1a Find letter/letter combinations with the sound [ɔ:].

or, for, more, score, four, pour, autumn, August, awful, saw, paw, ball, fall, talk, walk, warm, brought, bought, taught, caught, water

1b Read aloud the words in 1a.

2 Read aloud.

tortoise, boring, walnut, short, autograph, story, horse, your, snore, sport, always

3 Find five more words with the same sound [ɔ:].

Grammar Exercise 1

Join the sentences with 'that'.

e.g. I agree that girls can play football.

- 1 I agree. Girls can play football as well as boys.
- 2 I agree with you. Most boys like kurash.
- 3 I disagree. Girls should play football.
- 4 I know. Sport makes us healthy.
- 5 I know. We should do some exercise three times a week.
- 6 Sorry, I disagree. Some sports are dangerous.
- 7 Kurash is exciting, I think.
- 8 The President's Cup is very famous, I think.
- 9 Many girls like playing badminton, I know.
- 10 Iroda Tulaganova is a wonderful tennis player. I agree.

Grammar Exercise 2

Agree/disagree with the opinions.

e.g. 1 I like hockey. So do I./I do too.

- 2 I like football. So do I./I don't.
- 1 I like hockey.
- 2 I like football.
- 3 I think that sport is healthy.
- 4 I think that sport is good for us.
- 5 I agree with you that sport is very important.
- 6 I think that sport is bad for us because it is dangerous.
- 7 I don't like sport.
- 8 I don't think that sport is a good thing.
- 9 I don't think that girls should do sport.

Word Building Exercise

Make as many words as you can with 'sports'.

e.g. sports car

- 1 A car for motor racing.
- 2 A TV programme about football, etc.
- 3 A centre where you can do sports.
- 4 A news programme about hockey, basketball, etc.
- 5 A team of footballers or tennis players, etc.
- 6 A bag for all the things you need for your PE classes.
- 7 In Britain every school has one day a year for a school competition to find the best runner, tennis player, etc. The name of this day.

Homework

Lesson 1 Sports at school

- 1 Write sports you have at school.
- 2 Write sports you do/play at school.

Lesson 2 I like kurash. So do I.

- 1 Write about 5 sports you like and 5 sports you do not like. Explain why.

e.g. I like football because I like team games.
I don't like basketball because I'm not very tall.

- 2 Write if you agree or not.

e.g. I like watching kurash on TV. So do I.
I don't like boxing. It's dangerous.
Nor do I.

- 1 I like playing volleyball. It's interesting.
- 2 I like doing karate. It makes me strong.
- 3 I don't like skating. It's dangerous.
- 4 I don't like tennis. It's very expensive.
- 5 I like playing basketball. It's fun to play with your friends.
- 6 I don't like swimming. I'm afraid of water.

Lesson 3 Girls in sport

- 1 Give three reasons for and three against women in sport.

e.g. I agree. Girls can do everything better than boys.
I do not agree. Girls cannot do some sports.

Lesson 4 The President's Cup

- 1 Prepare eight questions to interview an athlete.

e.g. Who is your trainer?

- 2 Write about your favourite athlete.

e.g. My favourite athlete is S/he is famous ... etc.

Lesson 5 Sport: for and against

- 1 Complete the sentences with the correct word 'sport' or 'sports'.

'sport' (n)

'sports' (n pl)

'sports' (adj)

- 1 I like different ...
- 2 Mike likes to watch ... programmes on TV.
- 3 Swimming, karate and kurash are my favourite
- 4 Most people think ... is good for you. I think so too.
- 5 I want to be a ... reporter.
- 6 There were different ... events at the competition.
- 7 I like reading about ... in the newspaper.
- 8 Do you like playing football and handball? The ... club is looking for new members. Join us, keep fit and have fun!

- 2 Give three reasons for and three against sport.

e.g. Sport is good for us because it makes us healthy.

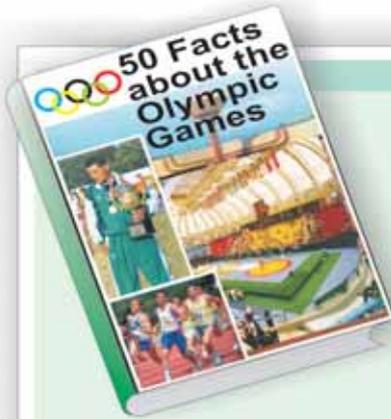
Lesson 6 Project

Prepare for the Progress Check.

4 • OLYMPIC GAMES

Lesson 1 The Origin of the Olympic Games

- 1 a** Find the words in the Wordlist.
Write the words and translation.
origin festival honour record
- 1 b** Listen and repeat.
- 2 a** Say what you know and what you want to know about the Olympic Games.
- 2 b** Read and check your answers to 2a.



The Origin of the Olympic Games

The origin of the Olympic Games was in Greece. The first Games took place in a valley called 'Olympia' and the Games got their name from this place. In those days the Games took place every four years and they lasted for five days. During the five days there were athletics competitions and competitions in music and poetry.

The original Olympic Games were only for men. The Modern Olympic Games began in 1896 when a Frenchman, Baron Pierre de Coubertin, decided to organise international Olympic Games. He thought that athletics were important for forming a person's

character. He also thought the Games could help world peace. The first modern Olympic Games took place in 1897 in Athens, the capital of Greece. Women began to compete in 1900. Most competitors in the Games are amateurs. They take part for fun and for a love of sport – not for money. There are no prizes, only medals.

- 2 c** Read and answer the questions.
- Where do the modern Olympic Games take place?
 - Who can take part in the modern Olympics?
 - What prize do Olympic champions get?
- 3** Read the text again and find words.
- Find a phrase which means 'participate'
 - Guess the meaning of the words:
athletics, last, during, prize
- 4 a** Look and answer.
- Where are the football players?
 - Are they playing football now?
 - Do they want to do this sport?
 - When do they want to do it?
- 
- 4 b** Read and translate.
- A: What are they going to do?
B: They are going to play football.
C: They are going to win the game.
- 4 c** Chain Drill.
- e.g. A: What are you going to watch at the next Olympics?
B: I'm going to watch the athletics.
- 5** Work in pairs. Ask and answer about what you want to watch at the next Olympic Games.
- e.g. A: I'm going to watch the kurash and the gymnastics.
B: I'm going to watch the kurash too. And I'm going to watch the running.

Remember:

I'm going to watch the gymnastics.
S/he's going to watch the running.
We're going to watch the kurash.

Lesson 2 Olympic Symbols

1a Find the words in the Wordlist.

Write the words and translation.

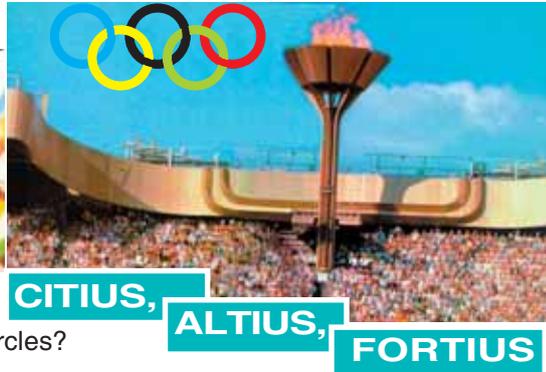
- 1 judge
- 2 represent
- 3 journey
- 4 committee

1b Listen and repeat.

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

- 1 Why does the Olympic flag have five circles?
- 2 What do these colours mean?
- 3 Do you know what the words of the motto mean?
- 4 Who is/was the president of the International Olympic Committee?
- 5 What does the Committee do?

2b Read and check your answers.



CITIUS,
ALTIUS,
FORTIUS

Olympic Symbols

The Olympic Games have their own flag and motto. The flag is white with five circles. The circles represent the five continents of Africa, Asia, Australia, Europe and North and South America. The circles are black, blue, green, red and yellow. The flag of every country in the games has at least one of these colours. The motto of the Olympics is 'Faster, higher, stronger'. The most exciting moment of the opening ceremony is the lighting of the Olympic Flame, another symbol of the Olympic Games. Runners bring a torch from the

valley of Olympia in Greece. Thousands of runners take part in the journey. The journey starts four weeks before the opening of the Games. At the opening ceremony, the final runner carries the torch to the stadium, and lights the new Olympic Flame. Then there is a very big song, dance and music show. The Olympic Flame burns until the end of the Games. The International Olympic Committee works hard between the Games. They choose the place for the next Olympics and new sports for them too.

2c Read again and guess the meaning of the words:

motto, flame, torch and ceremony.

3 Answer the questions.

- 1 Do you know anything about the National Olympic Committee of Uzbekistan?
- 2 Where does it meet?
- 3 Who is the president of the National Olympic Committee?

4a Work in pairs/threes. You want to organise Olympic Games for teenagers in Uzbekistan. Design a symbol and motto for the Uzbekistan Teenage Olympics.

4b Present your symbol and motto.

e.g. The sun is a good symbol for the Uzbekistan Teenage Olympics because our country is very sunny. Our motto is 'Fit today, champion tomorrow!'

Lesson 3 Teenage Champions

1 a Look at the pictures and answer the questions.

- 1 What sport are these boys doing?
- 2 Do you know the boys' names?

1 b Read the newspaper article and choose a title for it.

- 1 Young heroes
- 2 Young champions of Uzbekistan
- 3 Zafar boys are world champions
- 4 (your own title)

They go to school number six in Bekobod. They are ordinary pupils. But they are not ordinary. They have more than seventy medals – about fifty of them gold medals!

A'zam, Farrux and Parviz Abdumavlonov were born in a small village near Bekobod called Zafar. The brothers are teenage champions. They are the karate champions of Uzbekistan and Asia and Europe – in fact they are the world champions! They should thank their father – he was their first trainer. Their success began in 1998 when they won the National Youth Championship, the Asian Tournament and the European Cup. They won eight gold medals altogether – and they were just ten, eight and six years old!

Since that early success, the brothers have won more and more medals. President I. Karimov has congratulated the young champions.



Date	Competition	Result
1999	World Youth Karate Championship	Gold, silver and bronze
2000	World Youth Karate Championship	Winners
	Santa Claus International Tournament	Nine medals
2001	World Youth Karate Championship	Two gold, one silver, one bronze

1 c Find the words in the text and guess the meaning.

ordinary called gold silver bronze

1 d Ask and answer about the brothers' activities.

e.g. A: What competitions did the brothers participate in 1999? How did they do?

B: They participated in the World Youth Karate Championship. They won gold, silver and bronze medals.



1 e Answer the questions.

- 1 Do you know someone who is good at sport?
- 2 What sport does s/he do?
- 3 Has s/he won any prizes?

Remember:

The brothers have won 13 medals **since 2000**.

Lesson 4 Uzbekistan and the Olympics

1a Look at the pictures and answer the questions.

- 1 Do you know these sports?
diving water polo
synchronised swimming
- 2 Do you like them?
- 3 Do you want to do any of them?



1b Listen to the radio programme 'Sportsweek' and complete the table.

Monday	e.g. Diving	Friday	
Tuesday		Saturday	
Wednesday		Sunday	
Thursday			

1c Work in pairs. Ask and answer about sports events you want to watch.

- e.g. A: What sports event are you going to watch?
And when?
B: I'm going to watch the diving on Monday.

2a Look at the picture and answer the questions.

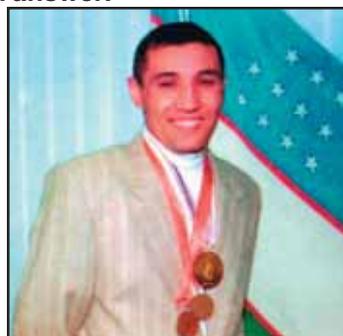
- 1 Do you know the athlete in the picture?
- 2 What is he famous for?

2b Read the interview and write Wh-questions for each answer.

e.g. What's your name?

- 1 Muhammadqodir Abdullayev.
- 2 I was born on the fifteenth of November 1973 in Andijan.
- 3 I began to do boxing when I was 13.
- 4 My trainer now is Mars Kuchkarov.
- 5 My first big victory was in 1995 at the Central Asian Games in Tashkent. I won a gold medal.
- 6 In 1997 I was the Asian Champion.

2c Work in groups. Ask and answer about athletes and choose one to talk about.



Lesson 5 The Millennium Games

1 Play Who Knows The Most?

2a Work in pairs. Read and choose the right answer.

- 1 Greece/Australia made the Olympic torch.
- 2 The Sydney Olympic Games began in May/March.
- 3 One famous athlete/many athletes brought the torch from Greece to Australia.

2b Listen and check your answers in 2a.

3 Look and say how the torch can come to Uzbekistan.

e.g. The torch can go from Greece to Turkey by boat.



4a Look at the pictures. Read and answer the questions.

- 1 What kinds of animal are they?
- 2 What are their names?
- 3 What is a mascot?



Dear Dilbar

I'm having a great time here in Sydney. The different sports are exciting, and there are lots of other exciting things too. For example the mascots are really great! They are called Olly, Syd and Millie. They are Australian animals and they are the symbols of the Sydney Games. The kookaburra is an Australian bird. She got her name, Olly, from the word 'Olympics'. She's a symbol of friendship and honesty. Then there's Syd (from Sydney). He's a platypus with a duck's nose. He's the symbol of the city of Sydney and its people. The third mascot is Millie. She's an Australian animal - an echidna. She's the symbol of the new millennium. So now I've got a mascot too. He's called Ozzie (from Australia) and he's a cute, cuddly koala.

Love

Gemma

4b Read and answer the questions.

- 1 Do you like the Sydney mascots?
- 2 Have you/your friend got a mascot?
If yes, what is it like?



5a Work in pairs/threes. Design a mascot for the Uzbekistan Teenage Olympics.

5b Present your mascot.

- e.g. Our mascot is a cheetah because there are cheetahs in Uzbekistan. We think a cheetah is a good mascot because it can run very fast and it is beautiful. We are going to call it 'Uz' from Uzbekistan.

Lesson 6 Project



Project 1



Some people think the Olympic Games are a good thing because competitions make us work harder and do new things. Other people think that they are a bad thing because people sometimes do bad things in order to win.

1 Write three good things and three bad things about the Olympic Games. Use the words to help you.

e.g. I think the Olympic Games are a good/bad thing because ...

- sport is fun
- the athletes are amateurs
- we can develop international contacts
- competition makes people nervous
- the Olympics are interesting
- sport is good for our bodies and our minds
- towns and cities build new sports centres
- sports competitions form a person's mind
- they make young people want to do sport
- we can develop international understanding
- they are more about selling souvenirs and clothes with logos than about sport
- countries like to win medals
- athletes do not play for money
- the Olympics are exciting
- competition makes people do bad things
- it is just a way to make money
- people like to compete
- it is more about travel than sport

2 Work in pairs. Tell your partner your ideas.

3 Report to the class. Take a class vote: 'The Olympic Games are a good/bad thing'.



Project 2



1 Make a leaflet for the Uzbekistan Teenage Olympics.

Include the following:

- motto
- logo
- mascot(s)
- flag
- uniform for all the people who work in the sports centre where the games are going to be
- a programme of the sports for the Olympics. Say which days and in which sports halls the events are going to be
- draw a plan of the sports centre and show the restaurants, sports halls, car park, medical centre, toilets, etc.
- say what hours the sports centre is open and how much it costs to for a day

2 Display your leaflet.

3 Walk round the display and find:

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



Pronunciation 1

❶a Find letter/letter combinations with the sound [aʊ].

out, sound, pound, thousand, mouth, house, owl, clown, shower, powerful, how

❶b Read aloud the words in activity 1a.

❷ Read aloud.

counter, proud, cow, shout, bow, South, about, house, loud, our, mouse

❸ Find 8 words with the sound [aʊ].

Pronunciation 2

❶a Find letter/letter combinations with the sound [ɔɪ].

coin, noisy, point, boil, boy, toy

❶b Read aloud the words in activity 1a.

❷ Read aloud.

poisonous, oil, toilet

❸ Find 8 words with the sound [ɔɪ].

Grammar Exercise 1

Read and complete the sentences with the correct form of 'be going to'.

e.g. I'm going to go to the next Olympics.

- 1 I (go) to the next Olympic Games.
- 2 When I'm there, I (watch) the kurash and the boxing.
- 3 They (go) to the World Cup. They love football.
- 4 My brother and I can't go so we (watch) it on TV.
- 5 My sister (take part) in the regional football championship.
- 6 She (play) football for her school.
- 7 My brother and I are good at karate. We (teach) our sister to do karate too.
- 8 My father (help) us.

Grammar Exercise 2

Read and complete the questions with the correct form of 'be going to'.

e.g. What sports are you going to learn next year?

- 1 What sports (you learn) next year?
- 2 What sports (you watch) on TV at the weekend?
- 3 Where (your brother play) football next weekend?
- 4 Who (you visit) at the weekend?
- 5 Which club (you join) next year?
- 6 Where (you go swimming) on Saturday?
- 7 What film (your family watch) on TV tomorrow?
- 8 What food (your mother cook) tonight?

Grammar Exercise 3

Read and complete the sentences. Use the words in the cloud to help you.

since last week a month ago 2001
yesterday Tuesday I was a child
for an hour/a week

e.g. I've had it since yesterday.

- 1 I've had a headache ...
- 2 I've written six letters ...
- 3 I've eaten two apples and two peaches ...
- 4 I've known him ...
- 5 I've had my cat ...
- 6 I've had two showers ...
- 7 I've bought two new pens ...
- 8 This is my mascot. I've had him ...

Grammar Exercise 4

Read and say: ability, request or ask for permission.

Say what clues helped you to know.

e.g. I can speak English well. (ability)

e.g. Can you open the window, please. (request)

e.g. Can I go to Anvar's house tonight? (ask for permission)

- 1 Can you show me your arm, please.
- 2 Can I watch a video, please?
- 3 I can swim 100 metres.
- 4 Can we make pancakes tomorrow?
- 5 They can play badminton.
- 6 Can you open your books at page 65, please.
- 7 You can go home now. You have worked well.
- 8 Can you write that on the blackboard, please.
- 9 We can count to 100 in English.
- 10 Can we have a rest now, please?

Homework

Lesson 1 The Origin of the Olympic Games

Write six sentences about what you are going to do before your next English lesson.

e.g. I'm going to do my English homework.

Lesson 2 Olympic Symbols

① Write six facts about the Olympic Games.

e.g. The Olympic Games have a flag and a motto.

② Check the verbs in your sentences. Make sure they are correct.

Remember:

Present Simple for true facts.

Going to for plans, decisions and intentions.

Lesson 3 Teenage Champions

Write three sentences about yourself and three about your friend.

You can use the Grammar Reference to help you.

e.g. I have been a pupil at this school since 1994.

Lesson 4 Uzbekistan and the Olympics

Write Yes/no/Wh-questions for answers.

e.g. What's your name?

- 1 Masha Bugakova.
- 2 I come from Tashkent.
- 3 I'm a swimmer.
- 4 My parents are my trainers.
- 5 I've taken part in competitions in many countries: Kyrgyzstan, Kazakhstan, Russia, Malaysia, Japan and France.

6 My first medal was in 1997 in Almaty. I won one silver and one bronze medal.

7 My first gold medal was two years later in France. I won three gold medals there.

8 Yes, I went to the Sydney Olympic Games.

9 No, I didn't win any medals there.

10 Yes, I'm going to the next Olympics and I'm going to try to win there.

Lesson 5 The Millennium Games

① Find and write 16 words.

c	o	l	y	m	p	i	c	s	g
o	r	t	z	o	r	i	g	i	n
m	e	r	b	r	o	n	z	e	y
m	c	a	d	x	f	l	a	m	e
i	o	i	f	m	e	d	a	i	m
t	r	n	r	t	s	t	a	p	o
t	d	e	a	x	s	v	o	i	t
e	p	r	e	s	i	d	e	n	t
e	a	o	m	t	o	p	o	l	o
k	i	l	s	s	n	r	f	q	r
a	i	e	u	e	a	w	v	a	c
j	f	o	s	i	l	v	e	r	h

② Write five things you can do.

e.g. I can count to 100 in English.

③ Write five sentences asking for permission.

e.g. Can I go home now, please?

Lesson 6 Project

Prepare for the Test.

5 • CLOTHES

Lesson 1 National costumes

1 Look, listen and repeat.

- 1 duppi 4 chopon 7 mahsi
- 2 shawl 5 kalish 8 embroidered
- 3 atlas 6 kavush 9 to wear

2 Say and write what clothes your family wear every day and on special days.

e.g. My father wears a duppi every day.
My father often wears Uzbek national costume.



3 a Read the letter and identify the people in the picture.

Dear Lucy
How are you? I hope you and your family are well.
Yesterday I went to my cousin Bahodir's wedding party with my grandmother. We wore national costume. My grandmother wore mahsi and kavush (sometimes she wears kalish), a grey dress and a big shawl on her head. I wore my atlas dress, and an embroidered duppi. There were many guests from all parts of Uzbekistan. Bahodir's uncle came from Karshi. He wore kalish and maxsi, and a brightly coloured embroidered duppi. But men in the Fergana valley don't wear a brightly coloured embroidered duppi. Theirs are only embroidered in white, and our Tashkent style duppi is dark green or blue. I love our national costume. Do you have a national costume in Britain?
I'm looking forward to hearing from you.
Love
Dilbar

3 b Compare your national costume with the ones in the letter. Say which you like best.

e.g. In Tashkent they have a dark green or blue duppi but we have a brightly coloured duppi. The Tashkent duppi is nice, but I like our duppi best.

4 Find the words in the Wordlist. Write the words and translation.

kilt apron skirt lace cap

5 Look at the picture and complete the table.

Country	Men	Women
e.g. Uzbekistan	maxsi, kalish, ...	
Scotland		



Lesson 2 What size do you take?

1a Look, listen and repeat.



1b Point and say.

1c Chain Drill.

e.g. A: (Points to his sweater.) A yellow sweater.

B: White socks.

2 Play Line Up.

e.g. A: What size shoes do you take?

B: I take a size 36.

3 Read and answer the questions.

Anvar: Mum I'm going to wear my **jeans** tonight. Where are they?

Mum: No, you aren't. You're going to wear trousers not **jeans**.

- 1 Is 'jeans' singular or plural? How do you know?
- 2 How many jeans does Anvar want?
- 3 Look in activity 1a. Find more words like 'jeans'.

4a Look and answer the questions.

- 1 Where is it?
- 2 Who do you see in the picture?
- 3 What season is it?
- 4 What kind of clothes can you see?
- 5 What are they talking about?
- 6 What do you think they are going to do?

12 to try ... on



13 size



4b Listen and check.

4c Listen and answer the questions.

- 1 What did Malika and her mother want to buy?
- 2 What did they ask about first?
- 3 Was a size 40 Malika's size?
- 4 Why didn't they buy a size 38?

Remember:

to **try something on** Can I try it on?
jeans
I take a size 36.

Lesson 3 School uniform

1 Look and say whose uniform it is and who wears uniform in Uzbekistan.

e.g. It's a nurse's uniform. Nurses wear uniform in Uzbekistan.

2a Listen and answer the questions.

- 1 Which countries are the pupils from?
- 2 Do they wear uniform?



2b Copy, listen and complete the table.

Country	Boys	Girls
UK	e.g. White shirt and dark blue trousers	

2c Answer the questions.

- 1 Do you like to wear a school uniform?
- 2 Which country's uniform do you like best?
- 3 Did your parents wear school uniform?

3a Look and say why the speaker uses a question.

A: You wear a uniform in your school, **don't you?** Yes, we **do**.

B: Michael, you don't wear a uniform in your school, **do you?** No, we **don't**.

3b Listen and repeat.

Remember:

You **wear** a school uniform in your school, **don't you?** Yes, we **do**.

You **don't wear** a school uniform in your school, **do you?** No, we **don't**.

3c Ask and answer. Use the verbs in the cloud.

wear speak like (sport/games)
play (a musical instrument/games)
get up/go to bed eat

e.g. A: You get up at seven o'clock, **don't you?**

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

3d Write five things you think you know about your partner, but you aren't sure.

e.g. You don't like winter sports, do you?

3e Swap books and answer your partner's questions.

Lesson 4 What's it made of?

- 1a Find the words in the Wordlist.**
Write the words and translation.
 cotton silk polyester leather fur

2a Look and answer the questions.

- A: What's the skirt made of?
 B: It's made of ...
 A: What are the shirts made of?
 B: They're made of ...
 A: Where's the skirt made?
 B: It's made in ...
 A: Where are the shirts made?
 B: They're made in ...

2b Chain Drill.

My skirt's made of cotton. It's made in Uzbekistan.

3a Look at the picture and answer the questions.

- Who can you see in the picture?
- Where is he?
- Who is he thinking about?
- What does he want to do?

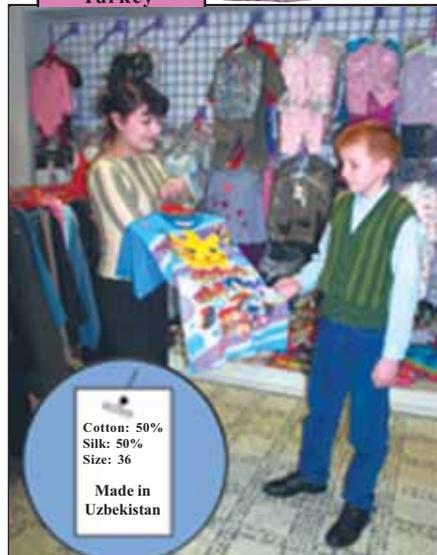
3b Listen and check.

- 3c Copy, listen again and complete the notes.**

name of the present:	*****
made of:	*****
made in:	*****
size:	*****
colour:	*****

1b Chain Drill.

- e.g. A: I've got a cotton skirt.
 B: I've got polyester trousers.



- 4 Write about the national costume you wear on special days.**

Write about: name, colour, what it is made of, where it is made and size.

- e.g. For weddings I wear a kilt. It is very beautiful and very warm. It is red and black. It is made of wool. It is made in Scotland. I take a size 36.

Remember:

What is it made of?
 It is made of cotton.
 Where is it made?
 It is made in Uzbekistan.

Lesson 5 We think that ...

1a Write about the clothes you are wearing today.

e.g. I'm wearing ...

1b Play Find Someone Who's Wearing ...

e.g. Malika's wearing ...

2a Look at the pictures and compare.

e.g. Dilshod's wearing a school uniform.

2b Read the letters and answer the question.

Do you agree with Bahodir Alievich's or Ibrohim Asadovich's pupils?

Dear Bahodir Alievich

We pupils of your school decided to write this letter because we want school uniforms. The pupils of the next school are against it. But **we think that** pupils should wear school uniform when they go to school. It is nice if pupils wear the same uniform. **We know that** many families have little money. For this reason school uniforms must be made of cheap but nice materials. Boys should wear suits, white shirts and ties. Girls should wear skirts (not very short and not very long) and a white blouse or some other colour blouse. In Great Britain many schools have their own school uniform. We want a uniform too. **We believe that** you can help us.

Thank you

Your pupils

2c Work in groups. Read and answer the pupils' letters.

e.g. Group A: You are Bahodir Alievich.

Group B: You are Ibrohim Asadovich.

2d Play We Believe That.

Remember:

School uniforms are good.

We think school uniforms are good.

We think that school uniforms are good.



Dear Ibrohim Asadovich

We do not want school uniforms. We are against it because:

1 Some uniforms are very expensive.

Some pupils can't buy them.

2 If we have a uniform some pupils are not going to wear it. It is sad for us to wear uniform when other pupils are not wearing it.

3 A uniform is not going to make us better pupils. A pupil can be the best learner in the class without a uniform.

4 At the moment everybody wears what he/she can find. Is it bad if we wear what we want to?

Please do not introduce school uniform in our school.

Thank you

Your pupils

Lesson 6 Project

Project 1

-  **1 Design your own school uniform. Draw it on a poster. Use the questions to help you design your uniform.**

Is it for teachers/pupils?
Is it a school/sports/club uniform?
Is it for summer/winter?
Is it for girls/boys/men/women?
What does it include: clothes/shoes/school bags/hats?
What is each part of it made of?
What colour is each part?



- 2 Decide how to describe your uniform. Use the words in the cloud to help you.**

e.g. Our skirts are made of blue polyester. We like them because they are cheap and beautiful, and blue is the national colour. We can wash them easily.

cheap expensive wash easily cool
warm light dark modern comfortable
attractive plastic wool badge motto

- 4 Present your uniform to the class.**

- 3 Plan your presentation.**

Make sure each group member has something to say.
Decide who is going to speak first, second, third.
Decide who can answer questions at the end of the presentation.

Project 2

You are going to take part in a debate. The motion is 'School uniform is an expensive way to make all pupils the same. This school does not want a school uniform.'

-  **1 Work in groups.**

Group A: You agree with the motion. Write reasons why school uniform is bad.

Group B: You are against the motion. Write reasons why school uniform is good.

- 2 Have a debate. Remember to use the phrases in Unit 3 Lesson 6.**

Pronunciation 1

1a Find letter/letter combinations with the sound [θ].

think, three, thunderstorm, thank, nothing, mathematics, month, south

1b Read aloud the words in activity 1a.

2 Read aloud.

thick, Thursday, thing, thermometer, north

3 Find 8 words with the sound [θ].

Pronunciation 2

1a Find letter/letter combinations with the sound [ð].

that, there, their, the, weather, father, mother

1b Read aloud the words in activity 1a.

2 Read aloud.

brother, them, these, together, then, those

3 Find 8 words with the sound [ð].

Grammar Exercise 1

You are not sure. Write question tags.

e.g. Dilbar likes films, doesn't she?

- 1 Dilbar likes films ...
- 2 They play tennis ...
- 3 He doesn't speak French ...
- 4 She works very hard ...
- 5 You don't like swimming ...

Grammar Exercise 2

1 Read. We use 'who', 'which', 'that', 'where' and 'when' to say exactly who or what we are talking about.

- a Design a uniform for *the people*.
(Which people?)
The people *who* work at the Olympic Games.
- b I want to read *the book*. (Which book?)
The book *that/which* you gave me yesterday.
- c There are no *TV programmes*.
(What kind of programmes?)
TV programmes *where* women do sport.
- d There is no *time*. (What time?)
The time *when* I am free.

2 Translate the examples.

3 Join the sentences with 'who'.

- e.g.** Design a uniform for the people who work at the Olympic Games.
- 1 Design a uniform for the people. The people work at the Olympic Games.
 - 2 I'd like to thank the people. The people came to our kurash games.
 - 3 The people live in Karakalpakstan. They speak Karakalpak.
 - 4 I like people. The people are friendly and kind.
 - 5 Amateurs are people. They do sports for fun, not for money.

4 Tell the class who you are looking for.

e.g. I'm looking for someone who is interested in playing badminton.

Grammar Exercise 3

1 Join the sentences with 'which' or 'that'.

- e.g.** This is the gold medal that/which Muhammadqodir won in 1995.
- 1 This is the gold medal. Muhammadqodir won it in 1995.
 - 2 I want to see the cup. You won it on Saturday.
 - 3 I like the uniform. They wear it in Japan.
 - 4 This is the prize. I got the prize for my soft toys.

2 Tell the class about your things.

e.g. These are the photos that/which I took.

3 When the 'that/which' clause is the object, 'that/which' are often omitted. Do ex. 2 again omitting 'which/that' this time.

e.g. These are the photos I took.

Grammar Exercise 4

Join the sentences with 'where'.

- e.g.** This is the village where there are dinosaur footprints.
- 1 This is the village. There are dinosaur footprints.
 - 2 Show me the place. It hurts.
 - 3 This is the sports centre. The Teenage Olympics are going to be here.
 - 4 This is the car park. You can leave your car here.

Grammar Exercise 5

1 Join the sentences with 'when'.

e.g. Autumn is the time when we pick cotton.

- 1 Autumn is the time. We pick cotton.
- 2 Monday is the day. We do the washing.

2 Talk about when you do things.

e.g. Friday is the day when I go swimming.

Homework

Lesson 1 National costumes

1 Write the words.

1 pnoar 2 tkirs 3 kahuvs
4 ochopn 5 wlahs

2 Write a letter to Lucy about the national costumes in your place.

e.g. Dear Lucy

I want to tell you about national costumes in my place. For Hayt I wear ...

Lesson 2 What size do you take?

1 Read and fill in the gaps with the words from the cloud.

dress is the size money take
embroidered you do that pink goodbye

Assistant: Good morning. Can I help you?

Malika: Good morning. How much (5 words)? We'd like to see it and try it on.

Assistant: What size (3 words)?

Malika: Medium.

Assistant: Here you are.

Malika: It's too small. Have you got a bigger (1 word)?

Assistant: Here you are. Size 40. Is it OK?

Malika: Yes. It's very nice. We are going to take it. Here's (2 words).

Assistant: Thank you. Goodbye.

Malika: (1 word).

2 Write your own dialogue like the one above.

Lesson 3 School uniform

1 Copy and complete the sentences with the correct tag questions. Use:

do they, don't you, don't they, do they, don't they, don't you.

e.g. Karakalpak people don't wear Uzbek national costume, do they?

- 1 You wear a school uniform,?
- 2 American pupils don't wear a school uniform,?
- 3 Your family wear national costume on special days,?
- 4 In Japan all pupils wear the same school uniform,?
- 5 You like to wear a school uniform,?

2 Write two things you think are true about your teacher. Use verbs from the cloud.

e.g. You speak French, don't you?

like (hobby) play (game, sport)
like (food) live at (address)

Lesson 4 What's it made of?

1 Finish Activity 4 in the Class Book.

2 Write questions to ask your friend. You are not sure, so you must write a question tag.

e.g. You like Uzbek classical music, don't you?

- 1 You like (music)
- 2 You play (game)
- 3 You like (food)
- 4 You don't like (food)
- 5 You live at (address)
- 6 At the weekend you (visit/help)

Lesson 5 We think that ...

1 Find 14 words and write them.

e.g. 1 polyester

p	o	l	y	e	s	t	e	r
s	j	e	f	j	e	a	n	s
w	a	a	u	q	w	a	s	h
e	c	t	r	x	g	e	i	o
a	k	h	z	i	s	v	l	r
t	e	e	d	o	q	z	k	t
e	t	r	o	u	s	e	r	s
r	a	l	s	k	i	r	t	x
c	b	c	o	t	t	o	n	y

2 Write the sentences.

e.g. I think that her dress is pretty.

- 1 I/pretty/dress/that/think/is/her.
- 2 thing/good/he/believes/are/uniforms/that/a
- 3 think/trousers/those/you/expensive/do/are?
- 4 pupils/know/in/UK/I/uniform/the/wear/a.
- 5 cheap/agrees/the/she/trousers/are.
- 6 schoolbag/agree/my parents/I/new/can/buy/a.

Lesson 6 Project

Prepare for the Progress Check.

6 • SHOPPING AND CUSTOMERS' RIGHTS

Lesson 1 Shopping centres

1a Make new words with the word 'shop'.

book	furniture
shoe	flower
corner	clothes
electrical	chemist's
toy	food
sports	shop

1b Say which shops you can see in the picture.

e.g. I can see an electrical shop.



1c Chain Drill.

A: Where can I buy an iron?

B: In the electrical shop.

biscuits, an iron, shoes, pens, cassettes, a coat, a dress, a doll

2a Look and answer.

1 Where is the text from?

corner shop /.../ BrE / convenience food store AmE - n a small shop. Usually but not always on a corner, which may sell almost any small items, such as food, cigarettes, alcohol, and other things needed every day. Corner shops are usually open for longer hours than other shops.

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

2b Read and say how a corner shop is different from other shops.

Remember:

n + n = new n
 shoe + shop = shoe shop
 but
 electrical (adj) shop

2c Answer the questions.

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

3 Work in pairs. Read the conversation and answer the question.

What did she buy?

Assistant: Hello. What can I do for you?

Gulnora: I need a school bag. That one is cheap. Can I see it?

Natasha: Mm. Yes, it's very nice.

Assistant: I think it's very nice too.

Gulnora: Oh, yes. I'm going to buy it. I'd like this, please.

Assistant: Here you are ... Thank you.

4a Work in groups of 3. Make your corner shop.

- Choose a name.
- Write 20 things you sell.
- Decide when you open and close.
- Decide who is the sales assistant.

4b Play Customer and Sales Assistant.

What can I do for you? Can I help you?
 Sorry, we don't sell/we haven't got any.
 Yes, we've got some.

Lesson 2 Bargain for the best price

 1a Look at the Homework in Lesson 1. Listen and repeat.

1b Look and guess the meaning.

- 1 This dress is too big. It doesn't fit me.
- 2 This dress fits you.
- 3 These trousers are too small. They don't fit me.
- 4 These trousers fit me.

1c Chain Drill.

e.g. This shirt fits me.

 2a Listen to the conversation and answer the questions.

- 1 What does he buy?
- 2 Does he try them on?

 2b Read and complete the conversation between the sales assistant and the customer.

Assistant: Can I help you?

Customer: Yes, I like this shirt, but it's expensive. Can you make it cheaper?

Assistant: How much do you want to pay?

Customer: I don't want to spend all my money. What's your best price?

Assistant: ...

3 Work in pairs. Play At the Market.

e.g. Assistant: Can I help you?

Customer: I'm going to buy some shoes.
Have you got these shoes in a size 36, please?

4a Answer the questions.

- 1 How often do you go shopping?
- 2 Do you enjoy shopping?
- 3 Do you go window shopping?

 4b Listen and answer.

- 1 What shops do they go to?
- 2 What do they buy?
- 3 How many people are there?

4c Work in pairs. Answer the questions.

- 1 Do boys and girls go shopping together in Uzbekistan?
- 2 Who likes to go shopping most in Uzbekistan?
- 3 What was the last thing you bought?
- 4 Where and when did you buy it/them?
- 5 How much did it/they cost?



Remember:

It fits me. It looks nice. I'm going to buy it.
It's too big. It doesn't fit me. I'm not going to buy it.

Lesson 3 Customers' rights

1a Say True or False.

You buy a cassette recorder. If it doesn't work:

- 1 you can take it back to the shop
- 2 you can get your money back
- 3 the shop can repair it
- 4 the shop can give you some other things for the same money
- 5 you can get 50% of the money back
- 6 you cannot get money back.

1c Listen and answer the questions.

- 1 How long ago did Mr Whitfield buy the cassette recorder?
- 2 Has he got the receipt?
- 3 What is the problem with the cassette recorder?

1d Read the statements in Activity 1a, listen and write True, False or Don't Know.

1b Listen and answer the questions.

- 1 Who makes the phone call?
- 2 Who is he talking to?
- 3 Why does he phone?

2 Answer the questions.

- 1 Have you/your family ever bought a thing that didn't work/was bad?
- 2 If you did, what was it?
- 3 Did you take it back to the shop?
- 4 If you did, what did the shop do?
- 5 If you didn't, why didn't you take it back?

3a Read and answer the questions.

14 Leypark Street
Cambridge CB5 7PK

Mr Smith
Customer Rights Officer
Cambridge City Council

Dear Mr Smith

I am writing to you about a problem I have with a TV. I bought the TV at Comet in the High Street last week on 24 November. In the shop I asked the shop assistant for a TV with a remote control. My mother is old and she cannot walk very well so a remote control is useful for her. The shop assistant told me this Sony TV had a remote control. But that is not true. There is no remote control. Yesterday I went to Comet and complained but they say it is not their problem.

Please advise me. What can I do?

I look forward to hearing from you.

Yours sincerely
John Priddy

- 1 Who is the letter from?
- 2 Who is the letter to?
- 3 What is the problem?
- 4 What does the writer want?

Remember:

It's broken.
It doesn't work.

3b Work in pairs/groups. Give advice. e.g. You should go to the shop again.

Lesson 4 Buy mine. It's the best.

- 1 Look, listen and repeat.
ad advert advertisement advertiser
advertising product consumer

2a Look and answer the questions.

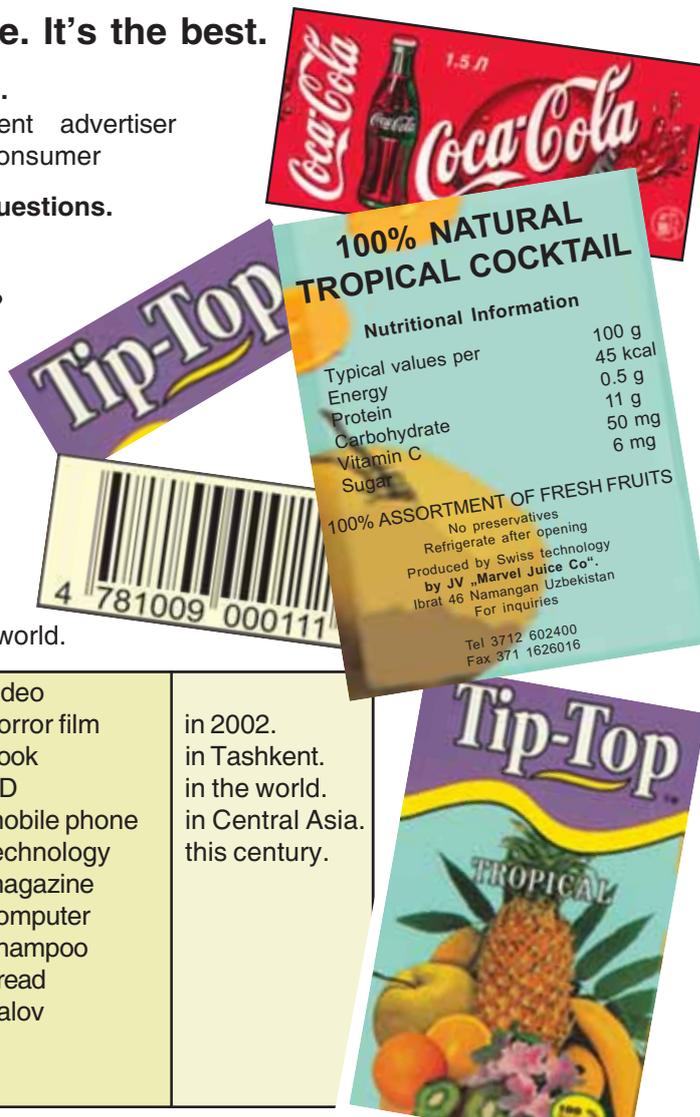
- 1 What kind of text is it?
- 2 Where do we find it?
- 3 Do you know any adverts?

2b Read and match.

- 1 logo
- 2 name
- 3 picture of product
- 4 information about product
- 5 where/how to get product
- 6 slogan

3 Make sentences.

e.g. The tastiest juice in the world.

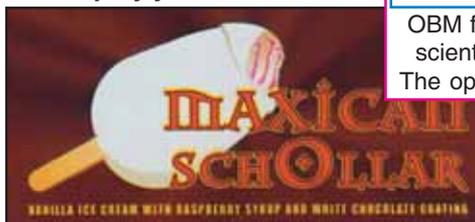


The	best	video	in 2002.
	cheapest	horror film	in Tashkent.
	biggest	book	in the world.
	first	CD	in Central Asia.
	smallest	mobile phone	this century.
	newest	technology	
	latest	magazine	
	funniest	computer	
	strangest	shampoo	
	most frightening	bread	
	tastiest	palov	
	most exciting		
most interesting			

4a Work in groups. Make an advert.

- 1 Choose a product.
- 2 Design a logo for it.
- 3 Draw a picture of it.
- 4 Write the words of the advert.
- 5 Write a slogan.

4b Display your advert.



Ingredients of minerals (mg/l):

Calcium 15,0	Sulphate 62,5
Magnesium 10,0	Bicarbonate 26,3
Natrium 10,0	Chloride 8,9

OBM formula, created in Nestle scientific experimental centre.
The optimal balance of minerals.



Remember:

superlative + object +
The best English book

Lesson 5 Advertising

1a Look at the advert and say what you think it is about.

1b Read and check.

Were you right?

1c Answer the questions.

- 1 Do you use shampoo? Why?/Why not?
- 2 Do you use this shampoo?
- 3 Did you know this shampoo before?
- 4 Do you want to use it now? Why?

2a Look at the parts of the text and match.

- 1 Introduction
- 2 Good things about advertising
- 3 Bad things about advertising
- 4 Conclusion



Buy PANTENE PRO – V.
Makes your hair straight and shiny. Remember only PANTENE PRO – V has ‘a secret ingredient’ to make your hair really straight.

Advertising: Good or bad?

(a)

Advertising companies say advertising is necessary and important. It informs people about new products. Advertising hoardings in the street make our environment colourful. And adverts on TV are often funny. Sometimes they are mini-dramas and we wait for the next programme in the mini-drama. Advertising can educate, too. Adverts tell us about new, healthy products. And adverts in magazines give us ideas for how to look prettier, be fashionable and be successful. Without advertising life is boring and colourless.

(b)

Advertising is very powerful. The question is: is it a power for good?

(c)

So there you are – good or bad? I don’t know what you think, but I’m going to watch TV ... until the adverts start. Then I’m going to make a cup of tea!

(d)

But some consumers argue that advertising is a bad thing. They say that advertising is bad for children. Adverts make children ‘pester’ their parents to buy things for them. Advertisers know we love our children and want to give them everything. So they use children’s ‘pester power’ to sell their products. Finally, consumers say, if there is advertising there must be rules. Some adverts advertise unhealthy things like cigarettes and make people waste their money.

2b Find these words in the text. Guess what they mean. Say how you know.

powerful hoardings pester

 **2c** Copy and complete with the information from the text.

Advertising

Advantages	Disadvantages
e.g. informs us about new products	makes products more expensive

2d Read and answer the questions.

- 1 Which sentences contain the main ideas?
- 2 Which sentences contain supporting information?
- 3 Which sentences do we need for a summary?

2e Say True or False or Don’t know.

- 1 The writer is for advertising.
- 2 The writer is against advertising.
- 3 Say why you think so.

Lesson 6 Project

1a Read and answer the questions.

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

The Leader of the Mahalla Committee 'Istiqlol'
25 Istiqlol Street
Andijon City

February 21

Dear Leader

We have seen the plan for a new advertising hoarding outside the bank on Navbahor Street. We are writing to tell you we are against this plan. We already have some advertising hoardings in our mahalla. They advertise things like biscuits, mobile phones and cassettes. Children see the hoardings and ask their parents to buy the things. The things are very expensive. Parents cannot buy the things and they feel sorry. Children learn bad habits. Please do not put up any new advertising hoardings.

Yours sincerely

Senior citizens of the mahalla

address of the person you write to

date

greeting

reason for letter

arguments

request

closing

name/signature

1b Work in groups. Answer the questions.

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

Group 1 For

e.g. We are for advertisements because they ...

Group 2 Against

e.g. We are against advertisements because they ...

1c You are the leader of the mahalla committee. Write your letter to senior citizens of the mahalla.

Pronunciation 1

1a Find letter/letter combinations with the sound [ʃ].

shark, mushroom, brush, dictation, information, musician, special, delicious, ocean, Asian, possession, profession, sure

1b Read aloud the words in activity 1a.

2 Read aloud.

British, invitation, cushion, goldfish, Spanish, nation, station, flash, radish, dish, pollution, mathematician

3 Find 8 words with the sound [ʃ].

Pronunciation 2

1a Find letter/letter combinations with the sound [tʃ].

chain, kitchen, match, chalk, lunch, literature, temperature, picture

1b Read aloud the words in activity 1a.

2 Read aloud.

chess, peach, culture, catch, creature, children, pinch-punch, vulture, chicken, channel

3 Find 8 words with the sound [tʃ].

Grammar Exercise 1

Complete the sentences.

e.g. It's too big to carry. I can't carry it.

- 1 It's/big/carry.
- 2 It's/difficult/read.
- 3 It's/much/eat.
- 4 This homework/is difficult/do.
- 5 This book/is long/finish.
- 6 It's/windy/play badminton.
- 7 I'm/tired/work.
- 8 This ice-cream/is cold/eat.

Grammar Exercise 2

You think you know, but you want to check. Write question tags for your questions.

Use 'isn't it/he' and 'aren't they?'

e.g. It's the best orange juice in Uzbekistan, isn't it?

- 1 They're the best mobile phones in Uzbekistan, ...
- 2 It's the most exciting film ever, ...
- 3 It's the tastiest palov in Samarkand, ...
- 4 Oleg Ogorodov is a very famous tennis star, ...
- 5 The Abdumavlonov brothers are karate champions, ...
- 6 Tashkent is the biggest city in Central Asia, ...
- 7 These chocolates are delicious, ...

Grammar Exercise 3a

Read and say what word you can put in place of 'one' and 'ones'.

A: Can I help you?

C: Yes, I want a new shirt.

A: We have cotton ones and polyester ones.

C: Can I see a polyester one, please?

Grammar Exercise 3b

Complete the conversation with 'one' and 'ones'.

A: Can I help you?

C: Yes, I want some new shoes. I want black¹.

A: What size are you?

C: A 36.

A: OK. We have these² or these³.

C: Can I try those⁴ on, please?

A: How are they?

C: They're too big. Have you got any smaller⁵?

A: What about these⁶?

C: Oh yes, they fit me.

Grammar Exercise 3c

Write your own dialogue like the one in 3b.

Word Building Exercise

Use a noun from each column to make a new word. Make eight new words.

e.g. I like chocolate cake.

chocolate vanilla

orange cake

fruit ice-cream

lemon drink

Homework

Lesson 1 Shopping centres

- ❶ Look at Activity 1a and write where we can buy these things.

dress, biscuits, chocolate, tablets, flowers, cameras, bags, a doll for your sister, 'Fly High 8', a cassette player
e.g. We can buy a dress in the clothes shop.

- ❷ Find in the Wordlist and write the translation.

- 1 It fits you.
- 2 What's your best price?
- 3 How much do you want to pay?
- 4 Can you make it cheaper?
- 5 No, that's too much.
- 6 to spend
- 7 to change

Lesson 2 Bargain for the best price

- ❶ Write the dialogue in order.

- 1 Can I help you ?
- 2 Yes, I like it. I'll take it. How much is it?
- 3 Here you are.
- 4 Goodbye.
- 5 That's 8000 soums.
- 6 Thanks. Goodbye.
- 7 Would you like this sweater?
- 8 I'm going to buy a sweater.

- ❷ Look at the pictures and write sentences. Use the words in the cloud.

e.g. It fits her/him. It looks nice. S/he's going to buy it.
 It's too big. It doesn't fit her/him.
 S/he's not going to buy it.



Lesson 3 Customers' rights

- ❶ Write the dialogue in order.

- A: Good morning. Can I help you?
 A: Oh dear. What's the matter?
 A: Let me try Oh yes, you're right.
 A: Well, I can give you a new one ... or give you your money back.
 C: I'd like a new one, please.
 C: The sound doesn't work.
 C: Yes. I have a problem with this cassette recorder.
 C: Good morning.
 C: What are you going to do?
 A: OK. Here you are. I'm sorry about the problem. Here's a free cassette to go with the cassette recorder.
 C: Thank you. Goodbye.
 A: Goodbye, Sir.

Lesson 4 Buy mine. It's the best.

- ❶ Write the words in the right column.

apples, an iron, peaches, a sofa, envelopes, apricots, a chair, a table, a teddy bear, a television, a tape recorder, a doll, a plastic ball, writing paper, glue

Fruit	Furniture	Toys	Electrical things
			e.g. iron

Lesson 5 Advertising

- ❶ Find three adverts and bring them to class.

Lesson 6 Project

- ❶ Prepare for the Progress Check.

7 • LEISURE

Lesson 1 My favourite hobby is ...

1 Work in groups. Ask and answer.

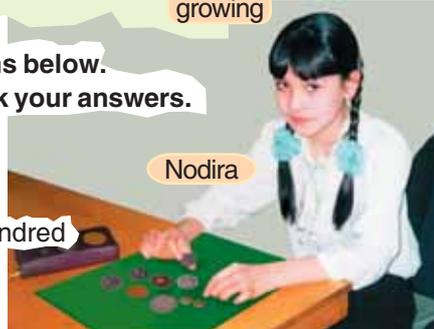
e.g. I like growing flowers. What about you?

- playing
- cartoons
- the dutar
- museums
- going to
- watching
- stamps
- music
- photos
- taking
- listening to
- coins
- discos
- embroidery
- making
- collecting
- badges
- poems
- drawing
- reading
- comics
- computer games
- models
- flowers
- doing
- writing
- growing

2 Look at the photo of Nodira and the questions below.

Guess the correct answers. Listen and check your answers.

- 1 What does Nodira collect?
a badges b coins c pictures
- 2 How many coins has she got?
a one hundred b two hundred c twenty two hundred
- 3 Which are her favourite coins?
a Russian b Spanish c English



3 Read the table and complete the sentences.

The most popular leisure activities for English boys and girls.

	Boys 13-19	Girls 13-19		Boys 13-19	Girls 13-19
Indoor activities			Outdoor activities		
Watching TV	98%	98%	Going to the cinema	42%	56%
Playing computer games	66%	36%	Going to concerts	12%	15%
Reading books	68%	86%	Going to sports matches	32%	16%
Listening to music	91%	96%	Meeting friends	85%	85%
Playing a musical instrument	19%	24%	Going shopping	68%	90%
Sewing	2%	40%	Going to amusement parks	21%	9%
Making models	59%	49%			
Drawing	50%	40%			

- e.g. 1 The most popular activity for boys is watching TV.
 2 The most popular activity for girls is
 3 The most popular indoor activity for girls is
 4 The most popular outdoor activity for girls is
 5 The most popular indoor activity for boys is
 6 The most popular outdoor activity for boys is
 7 The least popular activity for girls is
 8 The least popular activity for boys is
 9 The least popular indoor activity for boys is
 10 The least popular outdoor activity for boys is
 11 The least popular indoor activity for girls is
 12 The least popular outdoor activity for girls is

4 Work in groups. Ask and answer about your favourite activities. Report.

Lesson 2 He likes carving

1 Look, listen and repeat.

bead ring bracelet model ornament
decoration wood exhibition carving

2 Read and write who does these hobbies.

① makes different things from paper. It's origami - 'folded paper'. She has many figures in her collection. She makes animals, birds, flowers, cars, boats and so on. She uses scissors, paper and a pencil and usually does origami at the weekend.

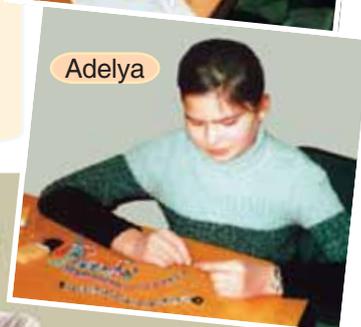
② makes bracelets, rings and other decorations from beads of different colours. It's great! She doesn't do 'fenichka' every day, only once or twice a week. She gives her decorations to her relatives and friends.

③ usually practises every day for half an hour. He takes lessons once a week from a teacher. He makes jugs, bowls for washing and smoking, trays and other things. When he finishes school he wants to be a metal worker.

④ makes animals and people in national costume. She is a member of the school sewing club and goes there three times a week. She has made a lot of animals: dogs, bears, rabbits, snakes. They are often in the school exhibition. Her friends enjoy looking at them.

⑤ makes toys from wood. There are twenty toys in his collection. Sometimes he helps his father to make ornaments on tables, vases and doors. He does carving once a week. He wants carving to be his future job.

⑥ spends many happy hours fishing in lakes, ponds and rivers. He is very proud when he catches a lot of fish. He gives them to his family and friends.



3 Work in pairs. Ask and answer.

e.g. A: Who does carving?
B: Do you agree?

A: Yes/No, I think it's ...



4 Copy, listen and complete.

5 Chain Drill.

e.g. A: When I'm older I'm going to do carving.
What about you?

B: When I'm older I'm going to join the origami club. What about you?

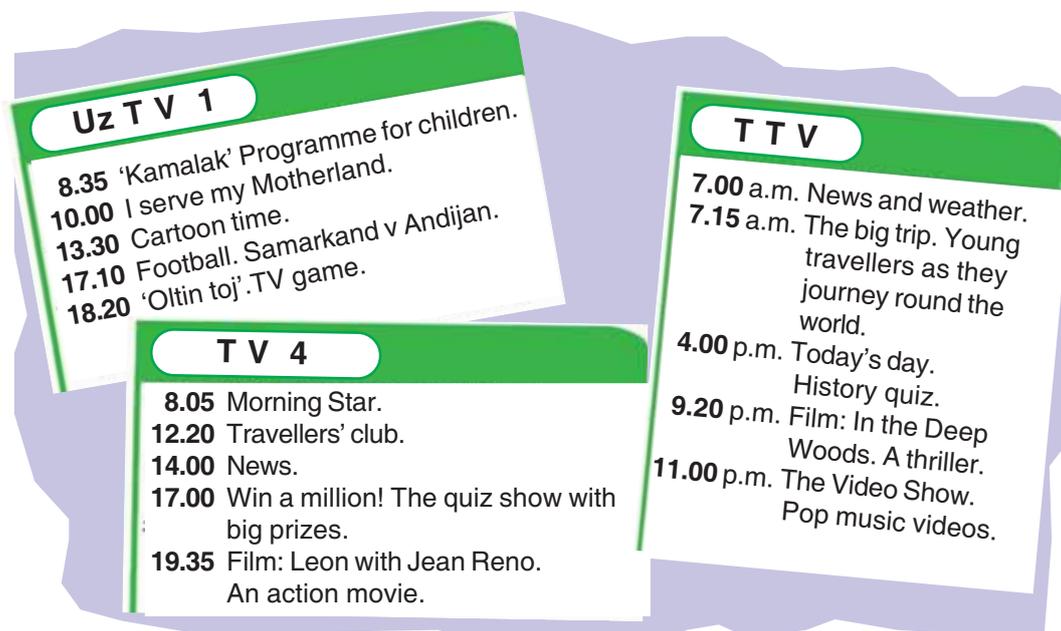
Lesson 3 Popular TV programmes

1 Work in pairs. Interview your partner about his/her television habits.

- 1 Do you like watching TV?
- 2 What programmes do you like best?
- 3 Does TV help you at school?
- 4 For how long do you watch TV each day?
- 5 What do you think about adverts?
- 6 What do you like most - watching TV or doing another hobby?

2 Work in groups. Read and tell the class which programmes are popular in your group.

e.g. Rustam likes cartoons, Oksana and Shahnoza like Morning Star, and Alisher likes thrillers.



3 Chain Drill.

Mother: Aziz, there's something wrong with the TV. So you can't watch cartoon time. What will you do?

e.g. I'll play chess. And what will you do?

4 Work in groups. Say what you will do.

It's Saturday. You want to go for a walk, but it's raining. What will you do?

e.g. I'll listen to music and I'll read Fly High 7. What about you?

5 Some famous American basketball players are coming to visit your school and talk to the pupils. You must help your teacher prepare for the visit. Say what you will do.

e.g. We'll sweep the yard.

Remember:

I'll/I will play chess.
What will you do?

Lesson 4 Watching TV – is it good?

 **1 Copy your teacher's table, listen to the conversation and complete.**

Interviewer: Aziz, do you like watching TV?
 Aziz: Well, I watch TV or video when the weather's bad and I have nothing else to do.
 Interviewer: What programmes do you like best?
 Aziz: Nature programmes, cartoons, thrillers - they are exciting - and sports programmes. They're fun.
 Interviewer: What about education programmes?
 Aziz: No, they're boring.
 Interviewer: Okay. Thank you.



Interviewer: Go'zal, do you like watching TV?
 Go'zal: Yes, of course. It's great. I enjoy it and there are lots of interesting things. I learn a lot of things from TV.
 Interviewer: Can you give an example?
 Go'zal: Sure. The education programmes and the news help me a lot with my lessons.
 Interviewer: What about programmes for pleasure?
 Go'zal: Er... music and quizzes. They're wonderful.
 Interviewer: Cartoons?
 Go'zal: They are funny but I don't like them.
 Interviewer: I see. Okay.



Interviewer: Masha, are you for or against TV?
 Masha: I think it's a waste of time. And if you watch TV for many hours it's dangerous for your eyes.
 Interviewer: So, you think watching TV is unhealthy, do you?
 Masha: Yes, I do. And there's a lot of rubbish on TV especially when



they show ads. I like reading in my free time best. But sometimes I watch quizzes like 'The field of wonders' or a comedy.
 Interviewer: Thank you.

2 Read the dialogues and answer the questions.  **3 Read and complete.**

- 1 Why does Aziz like watching TV?
- 2 What programmes does he like best?
- 3 Does Go'zal learn from TV?
- 4 What programmes help her at school?
- 5 What programmes does she watch for pleasure?
- 6 Is Masha for or against TV?
- 7 Why does Masha like reading most?
- 8 What does she think about ads?

Television

Advantages	Disadvantages
e.g. We can learn from TV.	

4 Debate. 'TV is waste of time. Teenagers should not watch TV'.

Lesson 5 I won't stay in town

- 1a** Read and say where Oleg and Shahnoza will go in the summer and why they will go there.

Dear Boris
I am very happy because I saw Rustam yesterday and he told me about a wonderful sports camp. So I've decided to go there in July. I won't go to the mountains, I'll go to this camp because I can do football training there and do lots of other sports too. Fantastic! And I'll improve my English too. All the training will be in English because the trainers are American, so I won't forget my English during the summer. At weekends there will be competitions, games and songs. Great! I hope you can come too.
Yours
Oleg

Dear Granny
Sorry you are not well. You know I like it in the village so I won't go to a summer camp this year, I'll come and stay with you. Then I can help you. I'll do the washing and the cleaning so you won't have to work. You'll have a rest. I'll do the cooking and the washing up, you won't have to do anything. But in the evenings I hope you won't be too tired to help me. I want to make some soft toys for my friends. I'll write again soon.
Lots of love
Shahnoza

- 1b** Read and say what Oleg and Shahnoza will do at the sports camp and in the village.

- 1c** Work in pairs. Pupil A will go to a sports camp. Pupil B will go to a village. Ask and answer what you will do in these places.

-  **1d** Read the letters again and correct the sentences.

e.g. No, Oleg won't go to the mountains, he'll go to a sports camp.

- | | |
|---|--|
| <p>1 Oleg will go to the mountains this summer.</p> <p>2 Oleg will go to the sports camp in August.</p> <p>3 Oleg will go to the sports camp because he can do kurash training there.</p> <p>4 Oleg will forget his English in the summer holidays.</p> <p>5 At weekends there won't be any competitions, games or songs.</p> | <p>6 Shahnoza will go to a summer camp this year.</p> <p>7 Shahnoza's granny will work hard this summer.</p> <p>8 Shahnoza will have a rest in the summer.</p> <p>9 Shahnoza won't make soft toys for her friends.</p> <p>10 Shahnoza won't write to her granny again.</p> |
|---|--|

- 2a** Look at the poster on the next page.

Read and choose the camp you want to go to.

e.g. I'll go to the sports camp, because I want to learn new games and sports.

- 2b** Find other pupils who want to go to the same camp. Ask and answer.

e.g. Where will you go in the summer?

- 2c** Work in groups. Say why you want to go to the camp.

e.g. I want to go to the 'Land of Fantasy' camp because I want to improve my English.

-  **2d** Write a letter to your friend about the camp you will go to. Use the letters in 1a as an example.

Remember:

I/you/he/she/we/they
will go to the camp.
will not = won't

Lesson 5

I won't stay in town

Do you want to have exciting summer holidays?
If you come to the 'Land of Fantasy' you will!
In our camp you will make

- soft toys for your relatives and friends ①
- small carpets
- animals from natural materials

You will take care of animals and birds in our Pet Corner.
You will make new friends.
You won't want to leave them!
You won't do homework. You will have fun!



In our sports camp you will

- train every day
- learn new exciting sports ②
- use special equipment
- take part in competitions and get prizes

You won't miss your family because they can come and stay with you at weekends.
You will never forget the happy days in our camp.

Welcome to our language camp! You will improve your knowledge of foreign languages.
You won't write dictations or do boring grammar exercises.
You will

- play games, sing songs and do drama ④
- learn new games from around the world
- play computer games in different foreign languages

Some of your teachers will come from Germany, Spain, Great Britain and Canada.

Are you computer crazy? If you are, come to our camp.
You will ③

- have your own machine
- learn to use new programmes and the Internet

You will have the best teachers. You won't pay for the lessons.
You will have time for games and fun!

Lesson 6 Project

 **1a Work in groups. Design a summer camp.**

Write an advert for your camp. Draw a plan of the camp. Say:

- what kind of camp it will be
- when you will go there
- where it will be
- what will be there and where
- where you will live
- where you will go
- what hobbies you will do
- what games you will play
- who you will meet
- what animals and birds will live there
- what you will organise
- what you can recycle in the camp
- how long you will be there

1b Present your camp to the class.

Pronunciation 1

1a Find letter/letter combinations with the sound [ju:].

university, usually, use, pupil, new, computer, irregular, human

1b Read aloud the words in activity 1a.

2 Read aloud.

music, student, continue, few, cucumber, interview, popular

3 Find 8 words with the sound [ju:].

Pronunciation 2

1a Find letter/letter combinations with the sound [ʌ].

up, understand, umbrella, unkind, unusual, fun, duck, jungle, cup, hundred, butter, instruction, mushroom, one, onion, above, worry, money, comfortable, love, another, blood, country, son

1b Read aloud the words in activity 1a.

2 Read aloud.

duststorm, upstairs, hungry, us, study, puzzle, jump, under, lunch, number, must, uncle, some, wonderful, honey, other, cousin

3 Find 8 words with the sound [ʌ].

Grammar Exercise 1

Complete the weather forecasts and say what you will wear.

e.g. Tomorrow will be hot and sunny.

I'll wear shorts and a T-shirt.

- 1 hot, sunny
- 2 rainy
- 3 warm
- 4 cool
- 5 windy, very cold
- 6 sunny, warm
- 7 sunny, cold
- 8 there will be thunderstorms
- 9 there will be duststorms
- 10 there will be ice and snow

Grammar Exercise 2

Make 10 promises for yourself.

e.g. I'll work harder next year.

I won't eat sweets.

- 1 work harder next year
- 2 not eat sweets
- 3 do all my homework
- 4 not stay up late
- 5 not watch too much TV
- 6 not forget my brother's birthday
- 7 not fight with my sister
- 8 not pester my parents to buy me things
- 9 help my mother with the housework
- 10 brush my teeth every day

Grammar Exercise 3

Write questions for the answers.

e.g. Where will you go in the summer?

- 1 I'll go to a language camp in the summer.
- 2 I'll play computer games in French and English.
- 3 I'll be there for two weeks.
- 4 I'll go there with two of my friends.
- 5 In the evenings we will sing songs and play games.
- 6 We'll do drama.
- 7 Some of our teachers will come from Canada.
- 8 We won't do dictation or homework!

Homework

Lesson 1 My favourite hobby is ...

- ① Write six sentences about your class.
Use information from Activity 4.

e.g. In our class the most popular indoor activity for boys is ...

Lesson 2 He likes carving

- ① Write your hobby in 5 sentences.

e.g. I like making models. I

- ② Write eight things you are going to do next week.

e.g. I'm going to show my collection of toys at the school exhibition.

Lesson 4 Watching TV – is it good?

- ① Today you had a debate about TV. What will you do tonight? Watch TV – or something else. Write six sentences about what you will do tonight. Use first, then, next, after that, then and finally.

e.g. First I'll do my homework.

Lesson 5 I won't stay in town

- ① Add ten sentences to the Mother's Day card.

Mum I love you very much
and I want to tell you so
and give to you my special words
for today and every day.
I'll help you all I can today
I'll sweep the floors and make the beds
I won't eat your chocolates ...

Lesson 6 Project

Prepare for the Test.

Lesson 3 Popular TV programmes

- ① Do this quiz. Find out how active you are.

1 You want to see a good film, but the nearest cinema is far from your house.

Do you:

- a wait for a bus?
- b watch a film on TV?
- c walk to the cinema?

2 At the weekend which of these things do you like doing?

- a watching TV?
- b going to the swimming pool?
- c playing tennis or football?

3 Your class at school wants to organise an outing. Do you want to:

- a climb a mountain?
- b visit a museum?
- c visit a local farm?

4 In the summer do you:

- a sleep with your bedroom window closed?
- b sleep with your bedroom window open?
- c sleep in the yard or on the balcony?

Your score:

- 1 a5 b0 c10
- 2 a5 b10 c10
- 3 a10 b0 c5
- 4 a0 b5 c10

0 – 15 You can't stand fresh air. You only go outside when you have to. In your free time try to go out more often. You'll see it is more pleasant to spend your free time like this.

15 – 30 You like to spend your free time in the fresh air but not too much. You are pretty normal.

30 – 50 You are very active! You hate to spend your free time at home. You prefer fresh air. You are even a fresh air fanatic!

8 • GEOGRAPHY

Lesson 1 We're going to Britain

1 Read and answer.

- 1 Is Anvar happy or sad?
- 2 Why?

2 Do the quiz. True or False?

- 1 The official name of Great Britain is the UK.
- 2 Great Britain has three parts: Wales, England and Scotland.
- 3 The capital of Great Britain is Edinburgh.
- 4 Great Britain is an island.

3 Read and complete the map.

Right. Now, before we go you need to learn about the places we're going to visit.

Britain is divided into more than 90 counties. The counties around the capital are called the Home Counties. There's a 'county' town (or administrative centre) in each county. Many counties are named after a city. Cambridge is the county town of Cambridgeshire, to the north of London. Oxford is in Oxfordshire, to the north-west of London and York is in North Yorkshire, to the north of Cambridge. But Manchester is in Greater Manchester, to the south-west of York and London is in Greater London!

4 a Translate the sentences.

- A: Britain **is divided** into three parts.
 B: Someone **divided** Britain into three parts.

4 b Answer the questions.

- 1 What is the difference between the two sentences?
- 2 How many parts does the verb have? What are they?

4 c Find other examples in the text. Translate them.

- 5 a Find in the Wordlist and translate.
 Commonwealth Parliament power colony to rule

Remember:

Great Britain **is divided** into three parts.
 Many counties **are named** after a city.

Wow. We've won the English competition! We're going to visit the UK and the USA on a school exchange. Hurray!

OK, OK. Now calm down, Anvar. You need to prepare. What do you know about the UK?



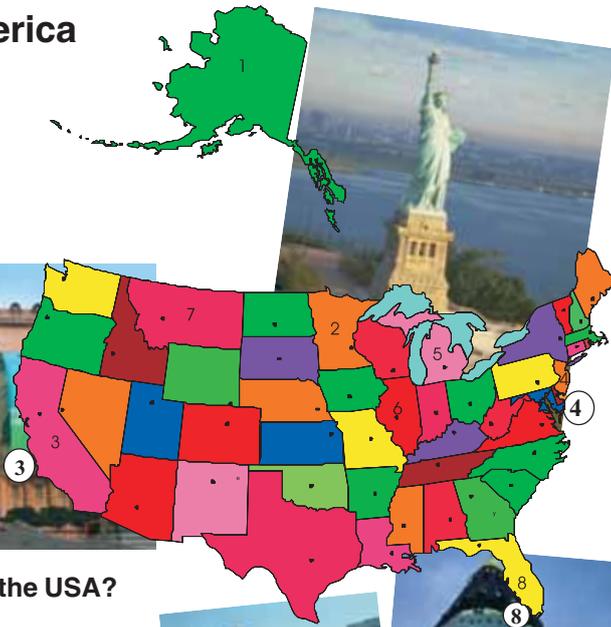
5 b Listen to the cassette letter from the English pupils and answer the questions.

- 1 Who is the Head of State in Britain?
- 2 Does the Queen rule the country?
- 3 What does the Queen do?
- 4 What happened in 1949?
- 5 Who does the real power in Britain belong to?
- 6 What questions do the English pupils ask?

Lesson 2 We're in America

1 Look, listen and repeat.

- | | |
|--------------|------------|
| 1 Alaska | 5 Michigan |
| 2 Minnesota | 6 Illinois |
| 3 California | 7 Montana |
| 4 New Jersey | 8 Florida |



2a How much do you know about the USA? Read and say True or False.

- 1 New York is the capital of the USA.
- 2 There are cowboys in America today.
- 3 You can meet Mickey Mouse in Florida.
- 4 If you want to be a filmstar, you should go to California.

2b Read about the places the pupils are going to visit in America. Check your answers to 2a.



The USA is divided into 50 states and the District of Columbia. Some states are famous for their noisy cities. Others are famous for their trees and mountains. Some states have kilometres and kilometres of farmland. The largest state is Alaska. You can see big bears there. Michigan is situated in the valley of the Great Lakes. New Jersey, on the Atlantic coast, is famous for its gardens, and Minnesota, for its wonderful wheat fields. Abraham Lincoln, the sixteenth president, began his political activity in Illinois and this state is called the Land of Lincoln. California is situated on the west coast and is famous for Hollywood and films. Montana is full of sheep and cows. It's also the land of cowboys, Indians and rodeo. Do you know what Florida is famous for?

3a Work in pairs. Point and say which state is in the north/south/west/east of the USA.

e.g. Montana is in the north-west.

3b Work in pairs. Ask and answer.

e.g. A: What is Montana famous for?
B: It's famous for its cowboys, rodeo and Indians.



4 Listen to the pupils' trip round New York and number the places in order.

- a The Empire State Building
- b The Metropolitan Museum
- c The Hudson River
- d Central Park

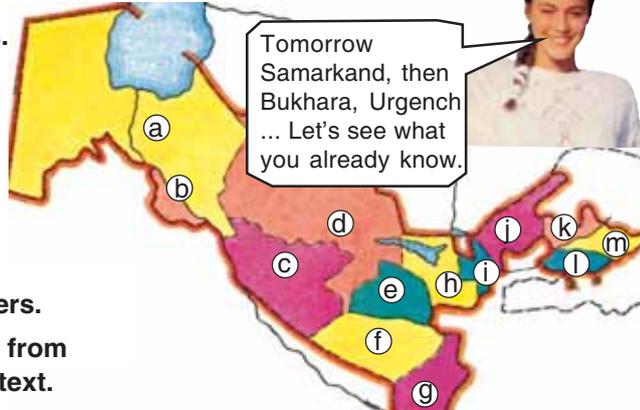
5 Ask and answer.

e.g. A: Where would you like to go and why?
B: I'd like to go to the Statue of Liberty, because I want to see it and walk inside it.

Lesson 3 East or west, home is best!

1a Match the names and places.

- | | |
|------------|-------------|
| 1 Nukus | 7 Karshi |
| 2 Urgench | 8 Samarkand |
| 3 Namangan | 9 Bukhara |
| 4 Andijan | 10 Navoi |
| 5 Fergana | 11 Djizzak |
| 6 Termez | 12 Gulistan |
| | 13 Tashkent |



1b Listen and check your answers.

2a Listen and say which towns from 1a are not mentioned in the text.

Katya: Uzbekistan is in Central Asia between the Amu Darya and the Syr Darya Rivers. It is divided into the Republic of Karakalpakstan, 12 regions and the capital of the Republic, Tashkent. Samarkand is the centre of Samarkand region. It is more than 2,500 years old. It is famous all over the world for its historical monuments, such as the Registan and Bibi-Khonum.

Tom: Are we going to see these places tomorrow?

Katya: Sure we are. Termez is in the centre of Surkhandarya region. It is a port and railway centre. Urgench is the administrative, economic and cultural centre of Khorezm region. Some of our most famous scientists and philosophers, Beruni and al Khorezmi, lived there. Now Namangan. It is one of the oldest towns in Uzbekistan. Today it is an important industrial centre. It is famous for khon atlas. Damien! Are you

listening or are you asleep?

Damien: What? Oh, sorry.

Katya: Navoi is named after the Uzbek poet and thinker Alisher Navoi. You can ride camels there.

Damien: Wow! Can we go there and ride camels?

Katya: Sure. Now Kashkadarya region. Amir Temur was from Kashkadarya. You know him as Tamerlane. Fergana is a big industrial and cultural centre in the east. It is famous for fruit. The Great Silk Road went through Fergana and connected it with China, India and other countries. Djizzak is the centre of a big cotton-growing region. Bukhara is famous for its scientists and poets such as Rudaki and Avicenna. Andijan, home of the poet Mukhammad Bobur, is another ancient city. Like Djizzak and Bukhara, Andijan is on the Silk Road. Nukus is the capital of the Republic of Karakalpakstan. It is a centre for silk worms and ...

Victoria: Can we go there? I'd like to see silk worms ...

2b Read and complete Victoria's notes.

Region	Famous for
---------------	-------------------

e.g. Samarkand 2,500 years old, Registan and Bibi Khonum.

2c Work in pairs. Imagine you are Victoria. Choose the three places you most want to visit and say why.

e.g. I've chosen ... because I want to see/I'm interested in ...

Lesson 4 Tashkent – capital city

1 a Look and answer the questions.

- 1 Have you ever been to Tashkent?
- 2 Which buildings do you know?



- | | |
|----------------------------|----------------------|
| a Intercontinental Hotel | e Navoi Theatre |
| b Aquapark | f Mustaqillik Square |
| c Tashkent Business Centre | g Oliy Majlis |
| d Uzbek National Theatre | h Amir Temur Museum |
| | i TV Tower |
| | j Metro |

1 b Listen and number the buildings in the order of the bus tour. Which building is not on the tour?

- 1 c Look and say which places you would like to visit/have visited.
- e.g. I'd like to visit the TV Tower because I can see all of Tashkent from the top.
- 2 Say True or False. Correct the false sentences.
- e.g. Tashkent isn't situated on the Syr Darya River. It's situated on the Chirchik River.

- 1 Tashkent is situated on the Syr Darya River.
- 2 Tashkent is called 'stone city'.
- 3 Tashkent is called a city of lakes.
- 4 Films are shown in the Navoi theatre.
- 5 The Music Conservatoire is named after Alisher Navoi.
- 6 A lot of important meetings are held in Tashkent.
- 7 The capital of Uzbekistan is called Toshqo'rg'on.
- 8 Operas are performed in the Navoi theatre.

3 b Write five questions for your partner.

e.g. Is Great Britain divided into four parts?

3 c Work in pairs. Answer your partner's questions.

e.g. No, it isn't. It's divided into three parts.

Remember:

Tashkent **is not/isn't situated** on the Tashkent River.
Is Great Britain divided into three parts?
How many parts is Great Britain divided into?

Lesson 5 What do the flags say?

1 a Look at the flags and say the country.



1 b Listen and repeat.

Country	Nationality	Language
New Zealand	a New Zealander	English
Great Britain	English	English
The USA	American	American English
Uzbekistan	Uzbek	Uzbek
Australia	Australian	English
Canada	Canadian	English, French

1 c Work in pairs. Look at the picture in 1a. Introduce people and countries.

e.g. Hello. I'm Carol. I'm from Canada. I'm Canadian. I speak English and French. This is Tom...

2 a Listen, read and say which flags are not described.

Anvar: It says here 'A national flag represents a nation, its history. It expresses ideas. It makes people proud of their country'.

Tom: Yeah. I think that's fine. So tell me about your flag, then.

Anvar: Well, you can see our flag has three stripes, blue, white and green. Blue represents sky and water. White represents peace and good luck and green represents nature and new life.

Tom: I see. What about the two thin red lines?

Anvar: They represent the power of life.

Tom: That's interesting. And 12 stars... I know it means perfection. Am I right?

Anvar: Yes, you are. And the last thing is the crescent moon. It represents the new Republic. Now what about the Stars and Stripes?

Tom: Easy. We have 13 red and white stripes on a dark blue background. They represent the 13 colonies of the first independent America. The 50 white stars represent the 50 states. Red represents valour, white purity and blue justice. Now Damien, tell us about the Union Jack.

Damien: Our flag is made from three flags. The red cross of St. George on a white background for England, the white cross of St. Andrew on a blue background for Scotland and the red cross of St. Patrick on a white background for Ireland. It represents the union of these countries.

2 b Work in pairs. Ask and answer.

e.g. A: What do the stripes on the American flag represent?
B: They represent the 13 colonies of the first independent America.

2 c Work in pairs. Guess what the symbols on the other flags represent.

e.g. A: What do the stars on the Australian flag represent?
B: I think that they represent the territories of Australia.

Lesson 6 Project

You are going to prepare a quiz for your classmates. Use the verbs in the cloud to help you. Write all the questions and statements on a piece of paper. Write all the answers on another piece of paper. **WRITE CLEARLY!**

collect sort deliver take divide into situate on made of
made in made from call name after interested in show

-  **1a** Work in groups. Write five Wh- questions and the answers to them. Number your questions and your answers.
-  **1b** Write five Yes/No questions.
-  **1c** Write 10 True and False statements.

QUESTIONS

e.g. 1 How many parts is Uzbekistan divided into?

ANSWERS

e.g. 1 It is divided into 12 regions and ...

QUESTIONS

e.g. 1 Is Britain divided into two parts?

ANSWERS

e.g. 1 No, it is divided into four parts.

STATEMENTS

e.g. 1 Tashkent is situated on the River Chirchik.
2 The opera theatre in Tashkent is named after Avicenna.

ANSWERS

e.g. 1 Yes, it is.
2 No, it isn't. It's named after Alisher Navoi.

- 2** Check your work **VERY** carefully. Then give your papers to your teacher to check.

You lose a point if you have made a mistake with the verbs (spelling, word order, singular/plural, tense)!

- 3** Do the quiz. Good luck!

Pronunciation 1

1a Find letter/letter combinations with the sound [f].

fly, famous, fifty, breakfast, butterfly, staff, leaf, photo, physics, sulphur, nephew, autograph, draughts

1b Read aloud the words in 1a.

2 Read aloud.

feather, fireman, café, coffee, leaflet, traffic, photograph, chef, cough

3 Find five more words with the same sound [f].

Pronunciation 2

1a Find letter/letter combinations with the sound [dʒ].

jaguar, jelly, energy, germ, geography, giraffe, imagine, large, sledge, gym

1b Read aloud the words in 1a.

2 Read aloud.

language, jungle, just, German, vegetarian

3 Find five more words with the same sound [dʒ].

Grammar Exercise 1

Answer the questions.

e.g. They are made of polyester.

- 1 What are your trousers/skirt made of?
- 2 Where are they made?
- 3 What is your shirt/blouse made of?
- 4 Where is it made?
- 5 What are your shoes made of?
- 6 What is your book made of?

Grammar Exercise 2

Make correct sentences.

e.g. Karakalpak is spoken in Karakalpakstan.

Turkmen	(speak) in	Karakalpakstan.
Karakalpak		India.
English		Turkmenistan.
Tajik		Australia.
Kazakh		Kazakhstan.
Uzbek		South Africa.
Russian		Malaysia.
Kyrgyz		Tajikistan.
		Canada.
	the UK.	
	the USA.	
	New Zealand.	
	Russia.	
	Kyrgyzstan.	
	Uzbekistan.	

Grammar Exercise 3

1a Write three sentences about yourself. Use the words in the cloud.

e.g. I am interested/not interested in tennis.



1b Write three sentences about yourself. Use the words in the cloud.

e.g. I am frightened/not frightened of the dark.



Grammar Exercise 4

Correct the sentences.

e.g. Sumalak is not made in winter. It is made in spring.

- 1 Sumalak is made in winter.
- 2 Navruz is celebrated in autumn.
- 3 Cotton is picked in June.
- 4 Apples are harvested in spring.
- 5 Mother's Day is celebrated in September.
- 6 Milk tea is usually drunk in the evening.
- 7 National independence is celebrated on 10th September.
- 8 The city of Navoi is named after Amir Temur.

Homework

Lesson 1 We're going to Britain

1 Write the verbs in the correct form.

Australia (1 is divided/divides) into territories. The capital of Australia (2 calls/is called) Canberra. It (3 situated/is situated) in New South Wales. The other main cities (4 are called/call) Sydney, Adelaide, Brisbane, Perth and Darwin. Darwin (5 named/is named) after the famous biologist, Charles Darwin. One of the territories (6 is called/calls) Victoria. It (7 named/is named) after Queen Victoria.

Lesson 2 We're in America

1 Write the verbs in the correct form.

divide call call know grow find

New Zealand (1) into territories. The capital of New Zealand (2) Wellington. The other main cities (3) Dunedin, Christchurch and Hamilton. New Zealand (4) for fishing, skiing and whale watching. It is rich in fruit. The popular kiwi fruit (5) there. The kiwi bird is the national emblem of New Zealand. It (6) only in New Zealand.

2 Find the words in the Wordlist. Write the words and translation.

port, region, monument, administrative, economic, railway, ancient

Lesson 3 East or west, home is best!

1 Complete the sentences.

- 1 Uzbekistan is divided into ...
- 2 The Great Silk Road went through ... and ...
- 3 Nukus is the centre for ...
- 4 In ancient times ... joined together such thinkers as Beruni, Avicenna and others.
- 5 ... is a port and railway centre.
- 6 Samarkand is famous for its ...
- 7 The great statesman ... was from Kashkadarya.
- 8 ... is famous for its scientists and poets.

Lesson 4 Tashkent – capital city

1a Say if the verbs are regular or irregular. Say the past participle.

- 1 collect 2 deliver 3 sort 4 read 5 take

1b Fill in the correct form of the verb.

e.g. First, letters are collected from post boxes.

- 1 First, letters (collect) from post boxes.
- 2 Then they (take) to the post office.
- 3 Then the addresses (read) and the letters are sorted. In many countries the postcodes (read) by machines and the letters (sort) by machines.
- 4 Then the letters for other places and countries (take) to the railway station and airport.
- 5 They (take) off the train during the night, the next day (take) to a local post office.
- 6 There they (sort) again.
- 7 In the morning the letters (collect) by postmen and women and (deliver) to our homes and offices.

2 Find these words in the Wordlist. Write their meaning.

sky, represent, peace, valour, background, purity, justice

Lesson 5 What do the flags say?

1 Design a flag for your school/village/town and write what it represents.

2 Write questions for the answers.

e.g. Where is football played?

- 1 Football is played on a field.
- 2 Cotton is harvested in autumn.
- 3 Mother's Day is celebrated on March 8th.
- 4 Sumalak is eaten at Navruz.
- 5 Khon atlas is made in Namangan.
- 6 Silk is used to make khon atlas.
- 7 Tennis is played on a court.
- 8 Palov, chuchvara and novvot are all eaten in Uzbekistan.
- 9 This book is printed in Uzbekistan.
- 10 Independence Day is celebrated on 1st September.

Lesson 6 Project

Prepare for the Progress Check.

9 • TRAVELLING

Lesson 1 From Italy to China

1 a Work in pairs. Look at the picture.

Ask and answer.

1 b Chain Drill.

e.g. A: What country do you want to visit?

How do you want to go there?

B: I want to visit India. I want to go there on a horse.

Where do you want to go? ... How do you want to go there?

I want to visit South Africa... I want to go there by car.

2 Say which is the slowest.

e.g. I think going on foot is the slowest way. I walk slowly.

the slowest, the cheapest, the fastest, the most dangerous, the most interesting, the healthiest, the most comfortable, the best for nature, the most expensive, the most romantic

3 a Answer the questions.

- 1 How do you think people travelled in the thirteenth century?
- 2 What transport did they use?
- 3 Did it take a long time to travel to other countries?
- 4 Why did they go to other countries?
- 5 Do you know any famous travellers from the past?

3 b Read the text and follow Marco Polo's journey from Italy to China on the map.

Marco Polo

Marco Polo is famous for his journeys across Asia. He was one of the first Europeans to travel in Mongolia and China. He wrote a famous book called 'The Travels'.

He was born in Venice, Italy in 1254. In 1272, when he was only 17 years old, he travelled to Asia with his father and uncle. The journey was very long. They visited a lot of places and saw wonderful things: eye glasses, ice-cream, spaghetti and the riches of Asia.

After three years they entered China through the Great Wall. In 1275 Kublai Khon, the Emperor of China, met the visitors at his Summer Palace in the capital of China at Xanadu. The palace was very beautiful. There were a lot of gold things and silk curtains.

The Emperor gave a big banquet. There were more than a thousand people in the palace. On the emperor's birthday 5,000 soldiers rode through the city to the palace on elephants. Marco Polo visited some huge markets, where merchants from all over the world bought and sold all kinds of things. He was happy to see one of the greatest cities of the thirteenth century and spent 18 years in China.

When he returned to Italy in 1295, he became a popular storyteller. People came to his home to hear stories about his journeys in the East. Many of them did not believe him. When he died, he said: 'I haven't told half of what I saw, because no one can believe it.'

3 c Read the text again and answer the questions.

- 1 How long did Marco Polo spend travelling?
- 2 What products do you think Marco Polo brought from Asia to Europe?
- 3 What does 'huge' mean?

3 d Look at the map and say what transport Marco Polo used on his trip.

e.g. From Italy to Cyprus he travelled by ship.

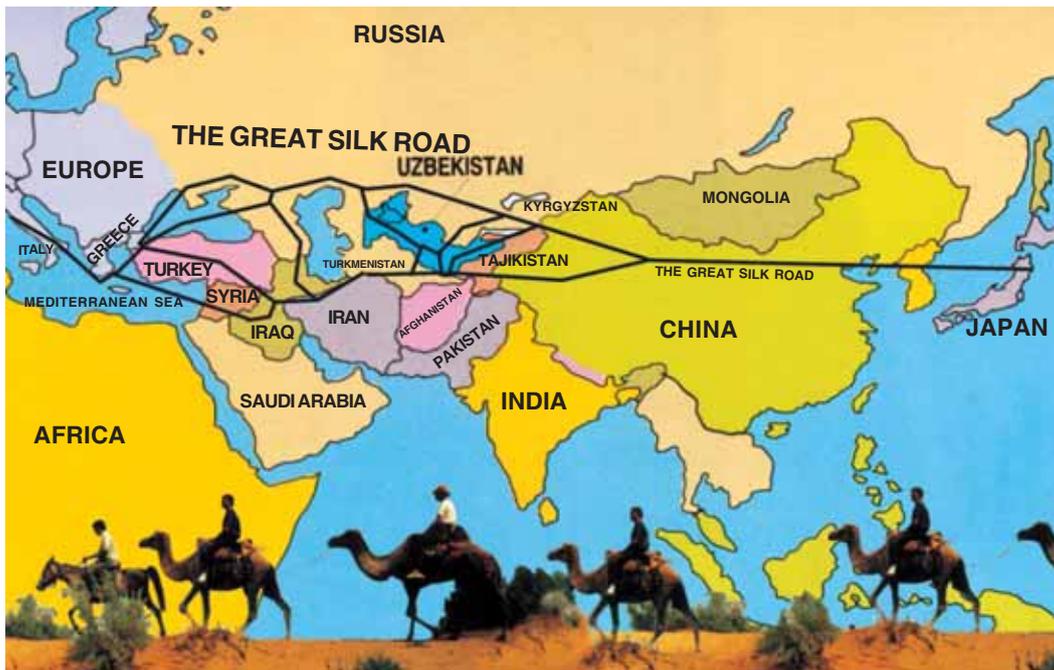
4 Work in pairs. Talk about what transport you want to use now to repeat Marco Polo's trip.

e.g. From Italy to Cyprus we want to go by plane.

Lesson 2 The Silk Road

1a Answer the questions.

- 1 Do you know what the Silk Road is?
- 2 Why was it called the Silk Road?
- 3 Where does the Silk Road begin? Where does it end?
- 4 Who travelled on the Silk Road?



1b Look at the map of the Silk Road. What countries does the Silk Road cross?

1c Listen to the tourists and write them with the places they describe.
e.g. Frederic Stone. Bukhara.

1d Listen again and say what the tourists liked in each place.
e.g. Frederic Stone. Carpets.

1e Look at what the tourists said. What kind of sentences are these?

It's more beautiful than I hoped.
It's more interesting than I expected.
Khiva's older than I thought.

2a Choose the place on the Silk Road you want to visit. Write what place you want to visit and why.

e.g. I want to visit Urumchi in China, because I want to taste real Uyгур lagmon.

2b Work in groups. Tell your partner where you want to go.

2c Play The Silk Road.

Remember:

It's bigger than I hoped.
It's not as big as I thought.

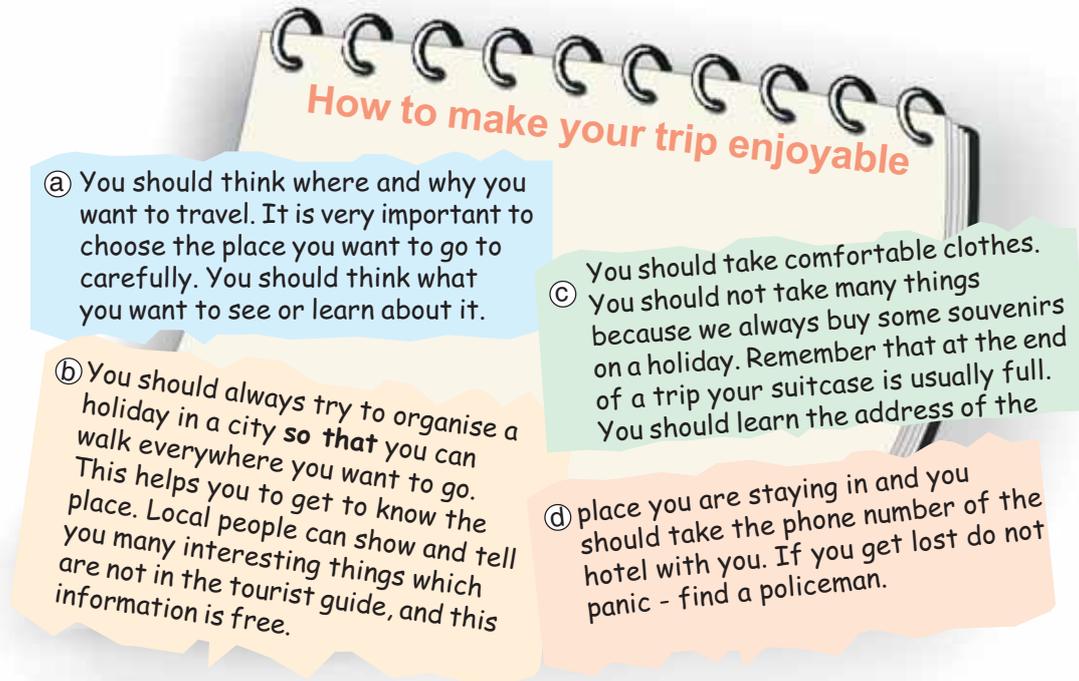
Lesson 3 Planning a trip

 1 Find the words in the Wordlist. Write the meaning and part of speech.

pack free local suitcase panic trip journey travel

2a Match the texts and the topics.

- | | |
|------------------------|--------------------------------------|
| 1 you pack your things | 3 you are planning your trip |
| 2 you are lost | 4 you want to find something special |



2b Read the texts again. Say what advice the travel writer gives for the situation in 2a.

 3a Write three suggestions for your penfriend when he/she visits you in Uzbekistan in the summer.

e.g. You should...

4a Say what places and things you want your penfriend to see and experience in Uzbekistan.

e.g. I want him/her to see the Oliy Majlis in Tashkent.

3b Work in pairs. Tell your partner your suggestions.

4b Write the words in the right column:
Places Buildings People Food
e.g. palov

4c Choose three things from the columns and say why you want to show them to your penfriend.

e.g. I want to show my friend Samarkand because it's something very famous from Uzbekistan.

Remember:

trip (n) journey (n & v) travel (v)
Organise your holiday **so that** you can walk everywhere.

Lesson 4 Xush Kelibsiz! Welcome!

 **1 a Find the words in the Wordlist.**

Write the meaning and part of speech.

caring amazing respect

1 b Listen and repeat.

2 a Answer the questions.

1 Why do many people come to Uzbekistan?

2 What places do they usually visit?

3 Have you met any tourists in your place?

4 If yes, why do they come to your town/village?

5 If no, find reasons why they should come to your place.

2 b Read the interview and match the questions and answers.

1 What was your favourite day?

2 What advice can you give?

3 Why do you like this place?

4 What's the best thing?



(a) We like the beauty of the country, the food is cheap and the sun's always shining. The grass is green and the trees are in blossom. Oh, and we like the colourful national costumes. I'm going to buy a duppi and a chopon to take home. People in America will love them.

(b) The culture and the people, who are friendly, kind and **caring**. You really notice that people are open. The other **amazing** thing is the respect they have for older people and their love of children.

(c) We started the day with a tour of Samarkand, visited an old mosque, and went shopping in the bazaar. We had dinner in one of the hundreds of small restaurants in the side streets.



(d) Respect the Uzbek rules, their way of life, and the country's natural beauty. To understand the country the best thing to do is to visit a choyhona. In the choyhona you can meet a lot of interesting people, get advice, eat, drink and even sleep.

2 c Answer the questions.

1 Where were the tourists?

2 What season was it?

3 Where did they like to eat?

3 Read the text again and find the phrases from the Remember box. Say what part of speech 'amazing' and 'caring' are.

 **4 a Think about one of your trips and answer the questions in 2b.**

4 b Work in pairs. Interview your partner.

5 Work in pairs. Help the tourists find the right place. Use the map in Lesson 6.

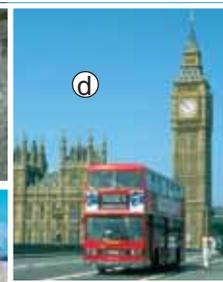
Remember:

an amazing thing
a caring person

Lesson 5 World Spots

1 a Look and match pictures and names.

- 1 the Statue of Liberty
- 2 Big Ben
- 3 the Tower of London
- 4 the New York skyline
- 5 Rushmore
- 6 the Golden Bridge
- 7 Trafalgar Square



1 b Listen and repeat.

1 c Point and say.

2 a Say which places are in the USA and which are in the UK.

2 b Work in pairs. Say what places you want to visit and why.

e.g. I want to visit the Statue of Liberty because it's very famous in the world.

3 b Read the text and check your answers in 3a.

3 a Look at the picture and answer the questions.

- 1 What do you see in the picture?
- 2 Where is it?
- 3 What does the statue have in its hand?

The Statue of Liberty

One of the most famous statues in the world stands on an island in New York. This statue is the Statue of Liberty – a woman holding a torch. Visitors can go inside the statue. The statue is so large that as many as twelve people can stand inside the torch. Many people can stand in other parts of the statue. The statue weighs 225 tons and is about 100 metres high.

The statue of Liberty was put up in 1886. It was a gift to the United States from the people of France for America's 100th birthday.

French people gave money for the statue. Americans designed and built the pedestal. The French engineer Alexander Eiffel, who was famous for his Eiffel Tower in Paris, found out how to make the heavy statue stand.

People who come to the United States see the Statue of Liberty holding her torch. She symbolises a welcome to a land of freedom.



3 c Read the text again and say True or False.

- 1 The Statue of Liberty is a special gift from the French people to the USA.
- 2 Americans designed the statue.
- 3 The Statue of Liberty was a gift for the 100th birthday of the USA.
- 4 The Statue of Liberty symbolises a woman with a torch.
- 5 Visitors can see the inside part of the statue.

3 d Say what you know about the other places in the pictures.

4 a Think of five other buildings, places and statues in other countries.

4 b Work in groups. Play Where is it?

- 5 Choose a place in the pictures from 1a or any place in your country. Write a postcard to your penfriend about it. Use the homework in Lesson 4 to help you.

Lesson 6 Project

You are going on a trip. You plan your trip and then you tell your friends about it and ask their advice about your plan.

1 Work in groups. Decide:

- the countries, cities and places you want to visit
- when you want to go (season, dates)
- how long you are going to go for
- how you are going to go there (types of transport)
- what you need to take (clothes, books, etc.)
- what your purpose is (relaxing, sport, see famous things, visit friends, shopping)
- what souvenirs you want to buy
- where you are going to stay
- what you want to see and do

2 Draw a map of your route and complete the diary with your plan (write dates, activities, places, etc.).

3 Plan your presentation.

- 1 Make sure each group member has something to say.
- 2 Decide who is going to speak first, second, third.
- 3 Decide who will ask for suggestions and answer questions at the end of the presentation.

4 Present your presentation to the class.

Lesson 4 Xush Kelibsiz! Welcome!

5 Work in pairs. Help the tourists find the right place. Use this map.

e.g. Excuse me, how do I get to ...



Pronunciation 1

1a Find letter/letter combinations with the sound [aɪ].

Irish, ice cream, Hi, library, polite, dialogue, night, right, kind, sign, wild, July, sky

1b Read aloud the words in activity 1a.

2 Read aloud.

tidy, fight, blind, butterfly, kite, high, find, bye, light, eye, smile, dinosaur, nine, dining

3 Find 8 words with the sound [aɪ].

Pronunciation 2

1a Find letter/letter combinations with sound [eɪ].

eight, neigh, hail, rain, tail, straight, great, May, day, play, take, snake, volcano, grey

1b Read aloud the words in activity 1a.

2 Read aloud.

again, neighbour, break, always, state, nail, say, potato, paint, today, cage, mail, late

3 Find 8 words with the sound [eɪ].

Grammar Exercise 1

Make comparative sentences with 'hoped', 'expected' and 'thought'.

e.g. Tashkent is bigger than I thought.

Edinburgh is not as big as I thought.

- 1 These biscuits/delicious expected
- 2 My homework/not difficult thought
- 3 My father/strong thought
- 4 I /tall thought
- 5 My mother/younger thought
- 6 The weather/not good hoped
- 7 This book/not interesting hoped
- 8 My uncle arrive/early expected
- 9 These shoes/not comfortable hoped
- 10 This TV/cheap expected

Grammar Exercise 2

1 Match the two halves of the sentences.

- 1 We should leave at 7.00pm so that ...
- 2 I have bought rice, carrots, onions and meat so that ...
- 3 Please write neatly so that ...
- 4 We are going to buy a new sofa so that ...
 - a I can read your work.
 - b we will be comfortable when we watch TV.
 - c we are on time for the party.
 - d you can make palov today.

2 Translate the sentences.

3 Write three more sentences with 'so that'.

Word Building Exercise

Write adjectives from the verbs.

e.g. It's an exciting book.

- 1 It's an (excite) book.
- 2 I was at the (open) ceremony.
- 3 The President made the (close) speech.
- 4 The Chairperson has the (decide) vote.
- 5 The (start) gun went and the race started.
- 6 She fell off the (move) bus.
- 7 She switched on the (read) light.
- 8 She bought six (lay) hens from her neighbour. The next day she found 12 eggs!
- 9 They went on a (train) course to learn to be teachers.
- 10 A (talk) book is a story in a book which is also on cassette. You can listen and read.

Translation

Translate the sentences in the Word Building Exercise.

Homework

Lesson 1 From Italy to China

- ① Write about three places you want to go to and how.

e.g. I want to go to London. I want to go there by ship.

Lesson 2 The Silk Road

- ① Write what country you want to visit and why.

e.g. I want to visit China because I want to see the Great Wall.

Lesson 3 Planning a trip

- ① Write questions for your friend asking for his suggestions

e.g. What should I take ...?

- ② Read the text from the dictionary. Complete the sentences with a suitable word.

travel /'trævəl/ v [I / T] - I - or - II - to go from one place to another, esp. over a long distance in an aircraft, car, train, bus, etc.
• *The train was travelling (at) about 100 miles an hour.*
journey /'dʒɜːni/ n [C] a trip, esp. over a long period or a great distance • *He was planning a six-week journey to China.*
journey /'dʒɜːni/ v [always + adv/prep] • *As we journeyed north, the weather improved.*
trip **travel** /trɪp/ n [C] an occasion on which someone goes to a place and returns from it, or the act of travelling from one place to another
• *a camping / shopping trip. We plan to take a trip out west later this year. They went on a three-week trip to Europe. Alejandro had to make a number of business trips to New York.*

e.g. I've travelled to many countries.

- 1 I've ... to many countries.
- 2 I'm always nervous before a
- 3 I'm tired. It was a long
- 4 We went on a school ... to the mountains. It was great.
- 5 How long will the ... take?
- 6 How are we ... there?
- 7 Pack your suitcase. We're going on a long
- 8 I like going on

Lesson 4 Xush Kelibsiz!

Welcome!

- ① Read the letter and answer the questions.

- 1 Who is the letter from?
- 2 Who is the letter to?
- 3 Where is she?
- 4 What has she seen?
- 5 What has she enjoyed?
- 6 Where is she going to go next?

New York
14 June
Hello Mum and Dad
I'm very happy in New York. We're at the Beacon hotel in Manhattan. It's near Central Park. The Park's great. It's very green with lots of flowers and there are hundreds of birds and squirrels. The first thing I did here was to visit the Statue of Liberty. It's much bigger than I expected. I was inside the torch - with ten other people. That shows you how big the statue is! It's interesting. The statue was a gift from the people of France for America's 100th birthday. Tomorrow I am going to visit the Metropolitan museum. There's a lot to see here in New York but I've got a week so I'm very busy.
Love you
Muhabbat

Lesson 5 World Spots

- ① Write about your trip using the questions from 2b Lesson 4
- ② Write two sentences of your own. Use the words in the cloud.

e.g. She jumped into the moving bus.

move/bus surprise/thing meet/place
organise/committee record/studio
sleep/child

Lesson 6 Project

Prepare for the Progress Check.

Lesson 2 Exotic America

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

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

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

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

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

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

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

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



d The Canyon is over 349 km long and more than 1.5km deep, and 20km wide in places.

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



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



2 Read and answer the question.

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

Mr. Green likes travelling very much. He has visited a lot of different countries. Every year he chooses a new country to visit. This year he would like to go to a warm place and try some new food, for example, some seafood. He would like to learn more about people's traditions, and take photos.

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

Lesson 3 Welcome to Dreamworld!

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

 **2a** Find the words in the Wordlist. Write the words and translation.

eucalyptus roller-coaster entertainment cuddle

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

Do you know that ...

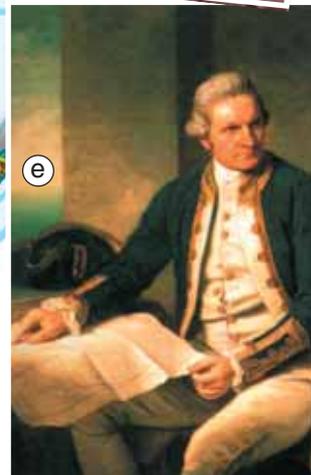
... kangaroos can jump more than four metres and travel at seventy kilometres an hour?

... koalas eat one kilo of eucalyptus leaves each day and drink almost nothing?

... the emu is two metres tall and is the second largest bird in the world? It cannot fly, but it can run at fifty kilometres an hour.

... in the seas and rivers of northern Australia you can find crocodiles that are five or six metres long? They eat fish, animals, kangaroos and, sometimes, people.

  **3a** Listen and number the pictures.



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

3c Answer the questions.

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

4 Work in pairs. Talk about Australia.

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

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

Lesson 4 What makes a good companion?

1 a Find the words in the Wordlist.

Write the words and translation.

travelling companion hike go hiking
go camping lively belong to

1 b Listen to the interview and answer the questions.

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

2 a Read and answer the question.

Andrew said, "I'd rather ride a bike."

Does he like riding a bike more or less than other things?

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

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



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



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



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



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



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



Remember:

I would rather ... (I'd rather ...)

Lesson 5 Are you a good companion?

1 Answer the questions.

Do you like hiking?

What is your favourite season for hiking?

2 Work in pairs. Say which of the children in Lesson 4 Activity 3 you would rather go camping/hiking with. Explain why.

e.g. I'd rather go camping/hiking with ... because ...

3 Write about your ideal companion. Begin like this:

I would like to travel with a boy/girl who ...

4 Do the quiz.

ARE YOU A GOOD COMPANION?

1 How would you rather spend your holiday?
a Travelling with my parents.
b I'd rather go hiking with a group of boys and girls and a teacher.

2 When you go hiking,
a you get tired very quickly.
b you can walk and do more than others.

3 When you get tired or don't like something,
a you complain to your parents or friends.
b you think that you mustn't show it to your parents/friends.

4 You like
a telling your companions what you know or have read.
b listening to your companions' stories.

5 You enjoy
a noisy games and sports.
b quiet games and walks.

6 When you pack, you
a always take everything you need.
b sometimes forget to take something you need.

Count your score.

1	a - 1	b - 2
2	a - 1	b - 2
3	a - 1	b - 2
4	a - 2	b - 1
5	a - 2	b - 1
6	a - 2	b - 1

Read about yourself. Do you agree?

6 - 7 points. Be more active and more organised and you will be a good companion.

8 - 10 points. You are a good companion. Everyone wants to travel with you.

11-12 points. You are certainly a perfect companion. But did you answer all the questions honestly?



Lesson 6 Project

-  **1** Work in pairs. Read, copy and punctuate.
do you know that one of the best zoos in Britain is Paignton Zoo You can see plants and animals from different habitats lions zebras gorillas pelicans penguins and a lot of snakes at the zoo It is open every day from 10 a m Have a great day out



-  **2a** Work in groups. Think about a good place for a holiday in Uzbekistan or in an imaginary place. Make a poster. Write about
- where this place is
 - what it is famous for
 - what people can do there
 - what things people need to take with them
- 2b** Read other groups' posters. Say what you like about the holiday advertised by them.



Lesson 1 Holiday in Plymouth

-  **2** Work in pairs. Ask questions and write answers. Pupil B: Read this page.

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

Questions for B

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

Pronunciation 1

1a Find letter/letter combinations with the sound [ɜ:].

her, servant, circle, earthquake, world, hurt, turn, turnip

1b Read aloud the words in 1a.

2 Read aloud.

interpreter, nurse, learn, hurt, service, servant

3 Find five more words with the same sound [ɜ:].

Pronunciation 2

1a Find letter/letter combinations with the sound [ʊ].

put, wool, foot, cook, Uzbek

1b Read aloud the words in 1a.

2 Find three more words with the same sound [ʊ].

Grammar Exercise 1

Answer the questions.

e.g. I'd rather go swimming.

- Which would you rather do?
 - go to the aquarium
 - go swimming
- Which would you rather do?
 - feed the sharks
 - go for a walk
- Which would you rather do?
 - visit New York
 - go to the Grand Canyon
- Which would you rather do?
 - go to Hawaii
 - go to America
- Which would you rather do?
 - go on holiday with Amy/Robert
 - go on holiday with Fiona/Frank
- Which would you rather do?
 - play with your friends
 - do your homework
- Which would you rather have?
 - a box of chocolates
 - an apple
- Which would you rather do?
 - watch TV
 - read a book

Look at your answers. If you have mostly:

'a' answers you are a fun-loving, friendly kind of person who likes having a good time and doesn't worry too much about school.

'b' answers you are a sensible person. You know what you want and you are ready to work to get it. You like a healthy life.

Grammar Exercise 2

Read and write sentences. Use I'd rather.

- There's an interesting programme on TV, but you are tired and feel sleepy. You say to your mum, "..."
- Your friend invites you for a walk, but it's very cold outside. You say, "..."
- Your father wants to buy a bottle of 'Sprite' for you, but you don't like this drink. You say, "..."
- Your mum asks you to tidy up your flat. You have no time to do it in the morning, so you say, "..."
- Your teacher asked you to read a fairy tale, but you like poems more. You say, "..."
- In the shop there are bags of two colours: brown and green. You would like to have a brown bag. You say, "..."

Grammar Exercise 3a

Write three questions for your friend.

e.g. Which would you rather do after school – go swimming or watch a video?

Grammar Exercise 3b

Work in pairs. Ask and answer. Use the questions you wrote in Grammar Exercise 3a.

Exercise 3a.

Use 'because' in your answers.

e.g. I'd rather go swimming because it's healthy.

Homework

Lesson 1 Holiday in Plymouth

1a Read and answer the question.

Is it easy to understand this text?
Punctuation marks are part of your language system. They help you manage the words and ideas you write. They help you communicate.

1b Read again. Answer the questions.

Is it easy to understand this text? Why?
Punctuation marks are part of your language system. They help you manage the words and ideas you write. They help you communicate.

2 Read and write in order.

Thank you for the wonderful time I had in Plymouth. I've told all my friends about what we did together.

Love

Can I come and stay with you again next summer?

Dear Granny and Grandpa

Mum and Dad send their love to you.

Anne

How are you?

The photos we took are great! I'll send you some of them.

Lesson 2 Exotic America

1 Read and write the sentences correctly.

Sentences begin with capital letters. They end with full stops, question marks or exclamation marks.

- 1 the boy wrote a letter
- 2 he wanted to know a lot of things
- 3 did his friend answer all the questions

2 Write what things you need if:

- you are going to the mountains on a warm spring day
- your friends and you go to Samarkand in summer to see (and take pictures of them) the monuments
- your parents and you go to Russia for winter holidays
- you go to a village in early autumn

Lesson 6 Project

Prepare for the Test.

Lesson 3 Welcome to Dreamworld!

Read and write the sentences correctly.

Commas separate things in a list, e.g.

Tourists have fish, shellfish, coconut pudding, pineapple and music and hula dancing.

Commas also separate parts of a sentence. The parts may be a word or groups of words. e.g. Millions of years ago, in the times of dinosaurs, the Colorado River was much bigger.

- 1 We bought oranges apples tomatoes and carrots.
- 2 The leaves in autumn are yellow red and brown.
- 3 If you go to the USA you should visit Arizona.

Lesson 4 What makes a good companion?

1 Read and write the sentences correctly.

Colons do two jobs.

a) *They can introduce a list,*

e.g. Visitors can see some typical Australian animals: koalas, kangaroos, emus and wombats.

b) *They can introduce a quotation (what somebody says or writes).*

e.g. The first line of the poem says: "Trees are the kindest things I know."

- 1 Our house has everything people need gas electricity hot and cold water.
- 2 Pack these things shirts jeans socks and a pair of shoes.
- 3 The story began like this School for me was the best place in the world.

2 Find and write seven words.

→ ↓ ↘

b	e	a	c	h	z	i
b	e	l	o	n	g	c
e	w	c	o	m	m	a
f	l	d	o	y	s	n
g	v	a	l	l	e	y
p	r	b	r	j	o	o
c	a	p	t	a	i	n

PROGRESS CHECK

Unit 1 City and village

LISTENING

1 Listen and find the right answer. (30 marks; 5 for each)

- | | | |
|--|-------------------------|-------------------------------------|
| 1 Rosemary Moser lives | a in a big town | b in a village |
| 2 Her home is | a near the sea | b in the mountains |
| 3 Rosemary Moser | a is 33 years old | b came to the village 33 years ago |
| 4 Her studio is open | a in June and September | b from June to the end of September |
| 5 Visitors are welcome to see her work | a in the afternoon | b in the morning |
| 6 Rosemary's studio is | a next to the bakery | b opposite the bus stop |

READING

2 Read and write True or False. (30 marks; 5 for each)

- | | |
|---|---|
| 1 You can go to Prickly Ball Farm to see hedgehogs. | 4 You can visit a shop to buy presents and souvenirs. |
| 2 There are no white hedgehogs on the Farm. | 5 You can visit Prickly Ball Farm only at weekends. |
| 3 There are other animals on the farm. | 6 Your mother must pay 2 to visit the Farm. |

Feed a hedgehog

Have a great day out somewhere really different.

Prickly Ball Farm at Newton Abbot is a special place for hedgehogs. There is a Hedgehog Village and a hedgehog friendly garden. You can see hedgehogs and learn about them.

Why not feed or hold a hedgehog?

Meet the TV stars, Tinky Winky who eats from your hand, and Sandy the albino hedgehog.

Do you know that albino means colourless or white?

On the farm there are free horse and donkey rides, lots of animals to touch and to feed, eggs to collect, lambs to bottle-feed. There is a caf  and a shop full of hedgehog presents.

Hope to see you soon! We're open 10am to 5pm every day.

Admission 1 for children, 2 for grown ups.



READING/Writing

3 Read the leaflets, choose one place you would like to visit and write why. (5 sentences; 10 marks)

e.g. I would like to visit ... because there's/it's/I ...

- Dinosaur Park
Great fun for all ages
The Dinosaur Museum
Dinosaur Classes
Open daily from 10am
- Zoo plus aquarium
Horse rides
Take trains round the park
Fast food restaurants and picnic areas
Every day from 10am to 10pm

WRITING

4 Write a card to your friend.

(20 marks; minus one for each mistake)

Dear ...

I'm having a great time here in ... It's a ... place. The weather is ... Yesterday I visited ... I liked ... and ... Next Sunday I am going to ...

Wish you were here.

Love ...

GRAMMAR

5 Write five sentences about places near your school. Use *There is/There are*. (10 marks)

- e.g. There is a bank opposite our school.
There are a lot of trees in front of our school.

Unit 2 Your health

LISTENING

1 Copy the table. Listen and complete the table. You can listen two times. (20 marks)

Name	Problem	Advice
Katy		
Michael		

2 Copy the table. Listen and write the words in the correct column. (5 marks)

[t]	[d]	[id]
e.g. washed		

GRAMMAR

3 Complete the sentences with the correct form of the verbs in brackets. (25 marks)

John: Oh, Mum, I feel terrible. Where am I?

Mum: You're in hospital, dear. You are very ill.

e.g. You have had an accident.

1 You (have/accident)

2 You (break/leg)

3 You (cut/head and arm)

4 You (hurt/back)

5 But don't worry. The doctor (see/you)

6 The doctor (give/medicine) and you can't go to school for two weeks!

VOCABULARY

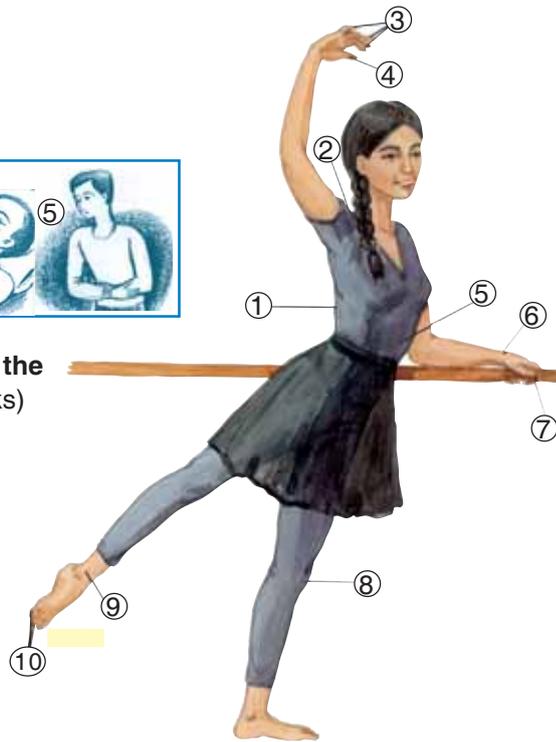
4 Look at the pictures and for each one write the problem. (5 marks)

e.g. He's got earache.



5 Look at the picture of a girl and label the following parts of her body. (10 marks)

e.g. 1 her back her fingers
 her left wrist her toes
 her right thumb a nail
 her right shoulder her left knee
 her stomach
 her right ankle



READING/WRITING (25 marks)

6 Read the letter and write a reply. Use the words in the cloud.

Dear Abby
 I am unhappy. I often have toothache.
 My teeth are very bad. I hate going to
 the dentist. What can I do?
 Love
 Amy

sweets sugar novvot
 brush teeth

PRONUNCIATION (10 marks)

7 Read aloud the list of words your teacher gives you.

Unit 3 Sport Progress Check

LISTENING

1 Listen to the dialogue and find the right answer. (30 marks; 5 for each)

- A man is calling the A1 Sports Centre to
a learn where this centre is b to get some information about it c visit a doctor
- There are... swimming pools in the Centre.
a 2 b 3 c 4
- The ... group is new.
a volleyball b karate c tennis
- The Centre's karate and taekwon-do trainers
a can offer the man something special b are good c are the best in the town
- Doctors see
a all visitors to the centre b only children c only those people with health problems
- The Centre works
a every day from 7am to 7pm b every day in the morning c every day from 7am to 9pm

GRAMMAR

2 Write your opinion. (25 marks; 5 for each)

e.g. I don't like playing chess.

I think boxing is a good sport for women.

I don't either. I think it's boring.

I don't agree with this. I think boxing is only for men.

- I like football.
- I think tennis players must be strong.
- My friends and I don't like PE lessons.
- I like swimming because I like water.
- My little brother doesn't like swimming.

VOCABULARY/WRITING

3 Read the letter and fill in the gaps. Use the following words: fit, swimming pool, short, court, morning, good, result, team, expensive. There are more words than you need. (25 marks; 5 for each)

Dear Abby
My friend Penny is not interested in sport. She doesn't want to learn to play basketball because she thinks she is too (a)... She doesn't want to be in our school volleyball (b)... She doesn't think volleyball is (c) ... for girls. She doesn't go to the tennis court with me. She says that tennis is an (d)... sport. She doesn't want to do gymnastics because the A1 sports centre is far from her home. I think she just doesn't want to be (e)... She even doesn't do exercises in the morning. What can I do to help her like sport?
Yours
Liza

4 Write a reply to Liza's letter. (20 marks)

Unit 5 Clothes Progress Check

LISTENING

- Listen to the text and find the boy in the picture. (5 marks)
- Listen again and write True, False or Don't Know

(20 marks; 4 for each)

- Bahodir lost his little brother because there were a lot of people in the street.
- Shavkat went to look at circus people who came to the market.
- The woman used the radio to tell people in the market about the lost boy.



- Shavkat was carrying a white plastic bag.
- A young man brought Shavkat to the main office.

READING

- Read the text. Give it a title. (2 marks)

Do you want to know the history of jeans? In 1850 a young man, Levi Strauss, came to California from Germany. California was famous for its gold. Many people were working there. They were looking for gold and needed strong clothes. First Levi Strauss sold canvas to workers. Canvas was strong and soon Levi used it to make jeans. All workers liked his jeans and bought them. His first jeans had no colour. Then Levi coloured his jeans. Today everyone in the world knows the famous blue jeans of Levi Strauss.

- Read the text again. Answer the questions. (18 marks; 3 for each)

- | | |
|---|--|
| 1 When did Levi Strauss come to California? | 4 Why did Levi Strauss make jeans from canvas? |
| 2 What was California famous for at that time? | 5 What colour were Strauss's first jeans? |
| 3 Why did California workers need strong clothes? | 6 You like jeans, don't you? |

GRAMMAR/TRANSLATION

- Translate into your mother tongue. (10 marks; 2 for each)

- | | |
|---|---|
| 1 You don't do any sport, do you? | 4 Pupils in your school wear a uniform, don't they? |
| 2 He often goes to the doctor, doesn't he? | 5 You usually buy school things before a new school year begins, don't you? |
| 3 Women in England don't have any national costumes, do they? | |

- Complete the tag questions. (10 marks; 2 for each)

- | | |
|--|---|
| 1 Helen usually wears skirts and blouses, ... | 4 Anna's parents don't buy her expensive clothes, ... |
| 2 His grandfather gets up very early, ... | 5 They don't like sweets, ... |
| 3 You don't take part in debates very often, ... | |

WRITING

(20 marks; 4 for each)

- Write five sentences about what kind of school uniform you would like to wear. You can write about

- colour
- material
- design
- price
- hats, schoolbags, shoes and other things that can go with the uniform

- Make one sentence out of two.

(15 marks; 5 for each)

e.g. Pupils all over the world wear uniforms.

I don't think so.

I don't think that pupils all over the world wear uniforms.

- My Mum wears an apron when she cooks. I know it.
- This skirt is made of polyester. We know it.
- My jeans are very good. I think so.

Unit 6 Shopping and customers' rights Progress Check

LISTENING

1 Listen and answer the questions. (15 marks; 5 for each)

- 1 What is the problem?
- 2 What must Anvar show the sales assistant?
- 3 What does Anvar get?

READING

2 Match. (20 marks; 2 for each)

- | | | | |
|----------------|---------------------|-------------------------|-----------------|
| 1 How much are | a you? | 6 Have you got anything | f to try it on? |
| 2 What a | b colour. | 7 Would you like | g looking. |
| 3 Can I help | c size do you take? | 8 What | h try them on? |
| 4 I like this | d these trousers? | 9 Can I | i them. |
| 5 I'm just | e nice colour! | 10 I'll take | j in blue? |

3 Read and match the problems and advice. There are two problems but three letters of advice! (20 points; 10 for each)

1 Dear Anna
I bought a schoolbag last week. It was quite cheap. Now I find it is broken. What should I do?
Love
Frank

2 Dear Anna
Yesterday my mother and I went shopping. We bought a new shirt for my little brother. We asked the sales assistant for a cotton shirt. When we got home we saw that it was a polyester shirt. What can we do?
Looking forward to hearing from you.
Charles

a Dear ...
You should go back to the shop. Find the sales assistant. Tell him/her about the problem. Because he/she sold you the wrong thing he/she must give you another one or give you your money back.
Love
Anna

b Dear ...
Your problem is a difficult one. Why not go back to the shop? Talk to the sales assistant politely and explain your problem. If you are lucky he/she may change it for something else. Good luck!
Love
Anna

c Dear ...
You should go back to the shop. Tell them about the problem. Because it is broken they can repair it, give you another one or, if you like, you can get your money back. It was cheap, but it should still work.
Love
Anna

WRITING

4 Write a reply to the letter. (20 marks)

Dear John
My family bought a fridge last week. It cost a lot of money. Now my mother says it is not cold inside. She's very unhappy with it. What can we do?
Love
Max

5 Write an advertisement for one of these products. (10 marks)



6 Spelling dictation. (15 marks; 3 for each correct word)

Unit 8 Geography Progress Check

GRAMMAR

① Write sentences. (10 marks; 2 for each)

e.g. This street is named after Navoi.

1 named, street, Navoi, is, this, after.

2 part, this, of, called, Great Britain, the Lake District, is.

3 are, languages, Canada, in, spoken, what?

4 Teacher's Day, celebrated, October, is, in?

5 made, leather, are, shoes, my, of.

6 to, letters, delivered, school, day, a lot of, every, are, our.

② These sentences with numbers have a mistake. Find and correct it. (20 marks; 4 for each)

You can improve your knowledge of the world by reading books, watching TV and travelling.

(1) Before you go somewhere you need to learn about the places you going to visit.

Interesting information can be found in encyclopedias, travel leaflets, magazines and guide books. (2) You can learn about different countries and the parts they divided into.

(3) You can learn what these places are famous from. (4) Some places is named after famous people. (5) It is good if you are known something about them.

READING/VOCABULARY/TRANSLATION

③ Read and translate the word 'literacy' into your mother tongue. (5 marks)

Do you know that September 8th is called International Literacy Day? Do you know what 'literacy' means? In an English-English dictionary it is defined as "an ability to read, write, speak in English, compute and solve problems". How is International Literacy Day celebrated in the USA? People visit libraries and bookshops and listen to lectures about the importance of reading. Rich people give money to sponsor a book award. In schools children are taught to design and make their own bookmarks and book covers. These things show how much pupils value books and reading, too.

④ Read and find the word which means (25 marks; 5 for each)

1 explained (line 2)

4 pay for (line 5)

2 calculate (line 3)

5 prize (line 5)

3 long talks given to people (line 4)

⑤ Match. Be careful - there is one extra half. (25 marks; 5 for each)

1 Are many writers

a are displayed in our English classroom.

2 The flags of different countries

b because it has his name on the cover.

3 It's a good idea to protect

c given 'Best Book' awards?

4 Is International Literacy Day

d invited to a lecture in the school library.

5 I know this book belongs to Jim

e celebrated in September?

6 Schoolchildren are

WRITING

⑥ Write three things you can do on International Literacy Day. (15 marks; 5 for each)

Unit 9 Travelling Progress Check

LISTENING

1 Listen and find the right answer. (15 marks; 5 for each)

- Where does the woman want to spend her holidays?
a in a big city b at the seaside c in the mountains
- How long does she want to stay there?
a a week b a month c a day
- How does she want to get there?
a by car b by plane c by train

READING

2 Read and answer the questions.

(15 marks; 3 for each)

- Who travelled on a train?
- Who is in London?
- Who visited a theatre?
- Who visited the seaside?
- Who has been to two other places?

Dear Tanya ②
I'm on holiday now so I'm visiting the capital. The weather's fine. It's sunny every day. So I'm enjoying it even more than I expected. I know my way round the city very well because I walk a lot. I go on foot from the Tower of London to Trafalgar Square. Today I've bought some souvenirs and postcards. Hope you like this postcard. I chose it specially for you! Next time I hope to visit this beautiful city with you.
Love
Sindy

Hi Hamid ①
I'm having a great time here in Florida. Florida's called the 'Sunshine State' because the weather's warm all year round. It's a beautiful place. The beaches are great. I go swimming every day. Yesterday I visited the EPCOT Centre in Disney World. It's an amazing place. You can see the life of the future there. They have everything - even food and transport of the future! Then I went on a train around Disney World. It's fantastic! I was in a fairy tale country. I miss you and want you to be here too.

Yours
Max
Hi Alex ③
Now I'm in Stratford-upon-Avon, Shakespeare's town. It's the third place on my trip. I visited the house where Shakespeare was born and watched a play in the local theatre. It was wonderful!
I want to visit this town again.
See you soon.
Rustam

VOCABULARY/GRAMMAR

3 Write a sentence for each form of transport. Use each adjective once.

(20 marks; 4 for each sentence)

e.g. The most expensive way of travelling is by plane.

- plane 4 ship
- horse 5 boat
- elephant 6 train

cheap interesting
fast expensive
slow comfortable

WRITING

4 You visit an interesting place. Write a postcard to your friend.

(20 marks; 2 for each correct sentence/greeting/closing)

SPEAKING

5 Say what country or place you want to visit that you have not been to yet. Talk about

- what you know about this country
 - what you would like to learn about it
- (15 marks)

6 Talk about your last trip. Say

- when you went on this trip
 - who you went with
 - what you saw and did during your trip
- (15 marks)

GRAMMAR REFERENCE

1 Excuse me, ...

We use *excuse me* before interrupting or disturbing somebody.

e.g. Excuse me. How do I get to the library?

2 Preposition: *opposite*

We use *opposite* to mean 'across a road/river/room/ etc from'.

e.g. There is a shop opposite my house.

3 Adverbial phrases of direction and distance

We use some words like *away, down, downstairs, here, in, indoors, left, right, outdoors, straight on, there, up, upstairs, as far as, etc.* for direction. They can be adverbs/adverbial phrases.

e.g. Go *straight on*, turn *left* and stop in front of the shop.

Go *upstairs* and bring me the book.

Some words like *across, along, back to, down, into, out of, past, round, through, to, towards, up, etc.* are similar to adverbs but they are prepositions. Prepositions usually have *noun groups as objects* after them.

e.g. Go **down** *the street*.

— Where are you at the moment? — I'm **in** *my house*.

This bus goes **past** *the metro station*.

I walked **across** *the room*.

4 Have got

In Fly High 5 we talked about 'have got' for possession. We also use 'have got' with illnesses, pains, etc.

e.g. I've got a cold. I've got a headache. She has got a stomachache, etc.

The names of illnesses are usually uncountable. We use '*the*' before the names of some common illnesses.

e.g. the measles, the flu, etc.

Other illnesses have no article.

e.g. He has got toothache, etc.

With some aches and pains we use '*a*'.

e.g. I've got *a cold, a headache, a stomachache*.

5 Present Perfect (I have/haven't done)

When we use the Present Perfect there is always a connection with *now*. The action in the *past* has a result *now*.

e.g. I can't find my money. I've lost it. (I lost it in the past and I haven't got it now.)

We often use the Present Perfect to say news or recent events for the first time.

e.g. I can't walk. I've broken my leg.

I've cut my finger. It's hurting me.

The Present Perfect has the following structure:

Affirmative form:Subject + **have/has** + **past participle** + object

I/we/you/they he/she/it	have (I've, we've, you've, they've) has (he's, she's, it's)	finished lost read	the book.
----------------------------	--	-----------------------------------	------------------

Negative form:Subject + **have/has not** + **past participle** + object

I/we/you/they he/she/it	have not (I haven't, we haven't, etc.) has not (he hasn't, she hasn't, etc.)	finished lost read	the book.
----------------------------	---	-----------------------------------	------------------

Question form:**Have/has** + subject + **past participle** + object

Have Has	I/we/you/they he/she/it	finished lost read	the book?
---------------------	----------------------------	-----------------------------------	------------------

The past participle is the third form of the verbs. **The past participle** can be regular or irregular. The past participle of regular verbs is the same as the Past Simple of regular verbs (**Past Simple regular verbs** -finished/opened/talked, etc.). The past participle of irregular verbs has different forms.

e.g. lost/been/gone/broken/had, etc..

(See **past participle irregular verbs** on page 123)**6 Present Perfect (How long have you had ...?)**

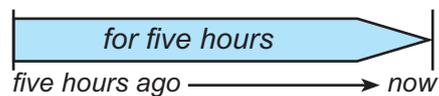
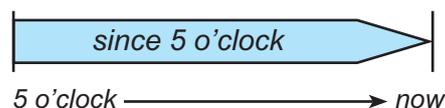
If we want to know about the duration of an action which started in the past and continues up to the present time we use the question:

How long have(has) you(s/he) had (known, etc.)...?

e.g. How long have you had a pain in your back?

The answer can be:

- a) I've had it *for five hours*. or
- b) I've had it *since 5 o'clock*.

The a) answer means *the period of time* of the pain.The b) answer means *the start of the period* of the pain.

e.g. I've known him *for ten years*.
I've known him *since 1992*.

So we use *for* with: 5 hours, ten days, two weeks, three months, a long time, etc.
We use *since* with: 5 o'clock, Monday, May, Navruz, 2001, etc.

7 So do I. I do too. I don't either. Nor do I. I do. I don't.

We use the structure: **So do I/we/you/they.** to agree with an affirmative statement (to show our attitude). In this case the word order is not the same as the usual affirmative sentence. The verb comes before the subject.

e.g. A: I like gymnastics, because it's a beautiful sport.
B: **So do I.**

We also use **I do too./I don't either./I do./I don't.**

We use I do too to say that an affirmative statement about one thing or person is also true about another person or thing.

e.g. A: I play chess.
B: **I do too.**

We use **I don't either/Nor do I** to agree with a negative statement.

A: I don't do kurash.
B: **I don't either./Nor do I.**

We use **I do** to disagree with a negative and **I don't** to disagree with an affirmative statement.

e.g. A: I don't do kurash.
B: **I do.**
A: I play chess.
B: **I don't.**

8 Complex sentences: *because*

Complex sentences usually consist of two clauses: main clause and subordinate clause. A subordinate clause gives information about a main clause. It usually comes with 'because', 'if', 'that', or a 'wh'-word. Subordinate clauses can come before or after the main clause. When subordinate clauses come after the main clause, we don't use comma between them.

e.g. **When** you came, everybody was reading.
Everybody was reading **when** you came. (*no comma*)

We use *because* when we put more emphasis on the reason, and *because* usually introduces new information which is not known to the listener/reader.

e.g. **Because** he was ill, he couldn't go to school.

When the reason is the most important part of the sentence, the '*because*'-clause usually comes at the end. It can also stand alone.

e.g. I didn't have my breakfast **because** I got up late. (*no comma*)
— Why are you angry? — **Because** you don't know anything.

9 Complex sentences: *I think/believe/know that ...*

Many verbs (**e.g.** *think, believe, know, etc.*) describe people's thoughts and feelings. In complex sentences a '*that*'-clause comes after these verbs.

e.g. I know that the task's difficult.
I think that it's already time to go.
I believe that he's a good man.

Sometimes *that* is left out.
I think it's already time to go.
I believe he's a good man.

10 Present Perfect: **ever**

If we want to say or ask about the things one has done in his/her life we can use *ever* in the Present Perfect.

e.g. Have you **ever** played tennis? (in your life)
It's the best play I've **ever** seen.

11 *I'm going to (do)*

We use this structure when we talk about plans, decisions or intentions that we have already made.

e.g. There is a good film tonight. ***I'm going to*** watch it.
We are going to buy a new car next week.

12 Nouns used only in the plural

Sometimes we use a *plural* noun for *one* thing that has *two* parts. Examples of plural nouns are: *trousers, shorts, glasses, pyjamas, etc.* These words are plural, so they take a plural verb. They have no singular forms. We say 'a pair of (jeans)' if we want to talk about one of them.

e.g. My trousers **are** old. (*not* 'is old')
Your jeans **are** nice. (*not* 'is nice')

13 Question tags

'Question tags' are the small questions that often come at the ends of sentences in spoken English and sometimes in writing. We use question tags to check that someone agrees with us, or to check that what we say is true.

In the following sentences the speaker uses question tags because he expects the listener to agree with him. He gives his idea while asking a question at the same time.

The speaker's idea	The speaker's question	Expected answer
a) I think that he is coming tomorrow.	He is coming tomorrow, isn't he?	Yes, he is.
b) I think that you are bored.	You are bored, aren't you?	Yes, I am.
c) I think that Malik can't speak German.	Malik can't speak German, can he?	No, he can't.
d) I think that he is not strong.	He isn't strong, is he?	No, he isn't.

We put negative tags after affirmative sentences, and affirmative tags after negative sentences. See below. In a), b), c): When the main verb is affirmative, the question tag is negative. In d), e), f): When the main verb is negative, the question tag is affirmative.

AFFIRMATIVE	NEGATIVE
a) You're the new secretary, b) You play football, c) You can come,	aren't you? don't you? can't you?
NEGATIVE	AFFIRMATIVE
d) He isn't happy, e) It doesn't rain, f) You can't drive,	is he? does it? can you?

If the main sentence has an auxiliary or modal verb (be, have, can, must, etc.), we repeat it in the question tag.

e.g. You can speak English, **can't** you?

If the main sentence has no auxiliary, the question tag has *do*.

e.g. You eat fish, **don't** you?

When we expect agreement, the voice in question tags goes down.

e.g. We've got English today, haven't we?

The answer to a question tag depends on the responder.

e.g. A: You know Bob Wilson, don't you? (The speaker believes that the listener knows Bob Wilson. The speaker wants to make sure that his/her idea is correct)

B: Yes, I do. (The speaker expects the listener to answer 'Yes'. The listener can, however, answer 'No, I don't' if s/he doesn't know Bob Wilson.)

14 Modal verb *can*: ability and permission

We use *can* to talk about ability:

e.g. I *can* speak three languages.
You *can't* lift that bag. It's heavy.

We also use *can* to ask for and give permission.

e.g. — *Can* I take your book? — Yes, you *can*. You *can* give it to me tomorrow.

15 Word building: *book+shop (n+n)*

We often use two nouns together (*noun + noun*) to mean one thing/person/idea, etc.

e.g. a book shop, a toy shop, village committee, school uniform, etc.

In these words the first noun works as an adjective. It tells us what kind of thing/person/idea, etc. the second noun is.

e.g. a school bag = a bag we use at school to put textbooks in.
an English textbook = a textbook which teaches English language.

16 Too

We use *too* for two purposes:

a) We use *too* when we mean *also*. Here *too* comes at the end of sentences.

e.g. Sobir knows Russian. He knows English *too*.

— I've got a headache.

— I have *too*.

b) We use *too* when we mean 'more than necessary', 'more than enough'. The meaning is negative. Here we use *too* before adjectives and adverbs, and before *many*, *much*, *few*, *little*.

e.g. This dress is *too big*.

We came *too late* to have dinner.

You put *too much* salt in the soup.

17 Present passive

There are two kinds of verbs: *active verbs* and *passive verbs*.

We use an *active* verb to say *what the subject does*:

e.g. **Somebody cleans** this room every day.

We use a *passive* verb to say *what happens to the subject*:

e.g. **This room is cleaned** every day.

Here: 'Somebody' is the subject of the *active* verb and the subject does something.

—————→
Somebody **cleans** this room every day.

'This room' is the subject of the *passive* verb and something happens to the subject.

←—————
This room **is cleaned** every day.

We make the present passive verb as follows:

subject + am/is/are + past participle

(See **past participle** on page 94. (5 Present perfect))

In a passive clause, we usually use a phrase beginning with *by* if we want to mention the *agent* -the person or thing that does the action, or that causes what happens.

e.g. In the morning the letters are collected *by postme*.

The letters are sorted *by machines*.

18 will ('ll)/won't: for future predictions

We use *will* ('ll)/*won't* to predict about the future.

e.g. The weather tomorrow **will be** warm and sunny.

Everybody **will have** computers at home in the future.

You **won't be** healthy if you smoke so much.

We often use *I think* (*I don't think*), *I'm sure*, *probably*, etc. with *will*.

e.g. **I think (don't think)** the maths test **will be** difficult.

I'm sure she **will be** late.

They'll **probably** come very soon.

19 will ('ll)/won't: for immediate/spontaneous decisions

We use *I'll* (= *I will*) when we decide to do something at the time of speaking.

e.g. It's cold in here. **I'll close** the window.

— You promised to give me a book. — OK, **I'll bring** it in a minute.

We often use will:

a) to offer to do something;

e.g. You look sick. **I'll call** a doctor for you.

b) to agree to do something;

e.g. — I must read something on this topic for homework.

— Right. **I'll give** you some books about it now.

c) to promise to do something;

e.g. — Can you give me some money. **I'll give** it back next week.

— OK, I don't have money with me now. **I'll give** you some tomorrow.

The negative of **will** is usually **won't (= will not)**:

e.g. Don't tell me to do it. I **won't** do it.

20 Word building: prefix re-

re- means 'again' and we use it to build verbs to mean 'do again'.

e.g. *reuse* = means 'use again'

reread = means 'read again'

rewrite = means 'write again'

21 I would (I'd) rather (do)

Would rather (do) means *would prefer (to do)*. After *would rather* we use the verb without *to*.

e.g. A: Let's go to the museum.

B: That's a good idea.

C: Oh, no. *I'd rather go* to the sports centre. = (I'd prefer to go to the sport centre)

The negative is *I'd rather not (do)*.

e.g. I'm feeling sick. *I'd rather not go* with you.

22 Should (should + do something)

We use *should + do something* to give advice.

e.g. You shouldn't eat much at night.

You should always do your homework, etc.

23 Prepositions: **by** (*air/bus*), **on** (*foot*), etc.

We use *by ...* to say how somebody travels:

e.g. *by car/by train/by plane/by bus/by air*, etc.

But we say '**on foot**'.

e.g. Do you come to school *by car* or *on foot*?

24 Superlatives

We use the superlative to compare one thing with the whole group it belongs to. We usually add *-est* or *most* to adjectives and form superlative adjectives. We use the definite article before superlatives.

We add -est to:	We use most before:
1. one-syllable adjectives. e.g. <i>cold</i> — <i>coldest</i> , <i>big</i> — <i>biggest</i> , <i>etc.</i>	two or more-syllable adjectives. e.g. <i>interesting</i> — <i>most interesting</i> <i>beautiful</i> — <i>most beautiful</i> <i>boring</i> — <i>most boring</i> <i>difficult</i> — <i>most difficult</i> <i>expensive</i> — <i>most expensive</i>
2. two-syllable adjectives which end in <i>-y</i> . Here <i>-y</i> changes to <i>-i</i> . e.g. <i>easy</i> — <i>easiest</i> , <i>early</i> — <i>earliest</i> , <i>etc.</i>	

There are some irregular adjectives which don't make their superlative forms with *-est* or *most*. They have special forms.

good — *best*, *bad* — *worst*, *far* — *farthest/furthest*

We can say the same sentence with superlatives in different ways. It can be:

e.g. Watching TV is the most popular activity for boys.

or

The most popular activity for boys is watching TV.

25 Comparison: *than*

We use comparatives to compare one thing, person, etc. with another thing, person, etc. We add *-er* or *more* to adjectives and form comparative adjectives. After comparative adjectives we can use *than* and compare with the other thing, etc.

We add -er to:	We use more before:
1. one-syllable adjectives. e.g. <i>tall</i> — <i>taller</i> , <i>old</i> — <i>older</i> , <i>cheap</i> — <i>cheaper</i> , <i>etc.</i>	two or more-syllable adjectives. e.g. <i>interesting</i> — <i>more interesting</i> <i>beautiful</i> — <i>more beautiful</i> <i>boring</i> — <i>more boring</i> <i>difficult</i> — <i>more difficult</i> <i>expensive</i> — <i>more expensive</i>
2. two-syllable adjectives which end in <i>-y</i> . Here <i>-y</i> changes to <i>-i</i> . e.g. <i>easy</i> — <i>easier</i> , <i>early</i> — <i>earlier</i> , <i>etc.</i>	
one vowel + one consonant: double consonant. e.g. <i>thin</i> — <i>thinner</i> , <i>big</i> — <i>bigger</i> , <i>etc.</i>	

There are some irregular adjectives which don't make their comparative forms with *-er* or *more*. They have special forms:

good — *better*, *bad* — *worse*, *far* — *farther/further*

We can also compare one thing, person, etc. with our own thoughts and ideas using *I expected/hoped/thought* after *than*.

e.g. It's bigger than I expected.

This book is more interesting than I expected.

26 Comparison: *as ... as*

If *than* helps to compare one thing, person, etc. with another thing, person, etc.

as ... as helps us to show that two things are similar in some way. We use adjectives between as ... as.

e.g. Their house is *as small as* ours.
I'm *as tired as* you are.

We can use *not as ... as* to show that two things are different in some way.

e.g. This tree is *not as tall as* that one.
Today is *not as cold as* yesterday.

We also use this structure to show that one thing is similar in some way with our thoughts and ideas of it using *I expected/hoped/thought*.

e.g. It's *not as big as* I expected.
This task is *as easy as* I expected.

27 Word building: verb +ing to make adjectives

We can form adjectives by adding *-ing* after verbs.

e.g. amaze + ing = amazing
interest + ing = interesting
bore + ing = boring, etc.

28 Prefix: un-

We use *un-* to mean 'not'. It usually comes together with adjectives.

e.g. unhappy, unusual, unreal, unpleasant, etc.

29 Qualifications: very fast, very helpful, etc.

Some adjectives and adverbs are modified by qualifications. We can have more or less of them. For example, books can be more or less interesting; homework can be more or less difficult, etc. To modify or to add the idea *-how much* to adjectives and adverbs we use words and expressions such as *too, very, quite, a little, a bit, not very, etc.*

e.g. This car runs *very fast*. It is *very helpful*.
He is *too young* to get married.
This task is *quite difficult, etc.*

30 So that

So that means *because*. It is used to talk about purpose. It is usually followed by modal verbs such as *can* or *will*.

e.g. She is learning a lot *so that* she can enter the institute. (=because she wants to enter the institute.)
I'm ringing him *so that* he'll come.

We can use the present tense after *so that* to mean future.

e.g. I'm buying this book *so that* I can read it tonight.
In the past tense sentences we use *could, would* or *should* after *so that*.
e.g. Why did you go there?
So that I *could* buy a new pen.

31 too tired to do something

This structure has a negative meaning and is used to say that a thing or a person is not very much suitable to do something.

e.g. I'm *too tired to work* tonight.

After *too* there can be adjective or adverb or determiner.

(too+adjective/adverb/determiner)

e.g. This car is *too old to use*.
You are *too late to speak* to him.
This work is *too much to do* for an hour.

32 Requests: Can/Could/Will/Would you ...?

We often use *can* or *could* to ask people to do things. *Could* is more polite way of requesting.

e.g. *Can you* open the door for me?
Could you phone to this number, please?

We also use *will* and *would* to ask people to do things. But they are not as usual as *can* and *could*. *Would* is a softer form of *will*.

e.g. *Will you* return my book, please?
Would you close the window, please?

33 Relative clauses (defining clauses): who/which/where/when

A *clause* is a part of a sentence. Clauses beginning with question words *who*, *which*, *etc.* are often used to identify people and things or say which person or thing (or what kind of person or thing) the speaker means. Clauses used like this are called '*relative clauses*'.

We use *who*, *which*, *etc.* to introduce relative clauses and we call them '*relative pronouns*'. They can be the subjects of verbs in relative clauses. We use *who* instead of *he*, *she*, *they* in a relative clause when we are talking about people.

The girl **-she** won the championship-is from our school.



e.g. The girl **who** won the championship is from our school.

When we are talking about things, we use *which* instead of *it* in a relative clause:

Where is the book? **It** was on my table



e.g. Where is the book **which** was on my table?

We can use *that* instead of *who* and *which*.

e.g. The girl *that* won the championship is from our school.
Where is the book *that* was on my table?

When we are talking about time, we use *when* in a relative clause.

e.g. I can't remember the day *when* we bought our car.

When we are talking about place, we use *where* in a relative clause.

e.g. The house *where* I live is near the metro.

GRAMMATIK MA'LUMOTLAR

1. Excuse me, ...

Excuse me, ... biror kishining gapini bo'lish yoki bezovta qilishdan oldin kechirim so'rash maqsadida qo'llaniladi.

m-n. Excuse me. How can I get to the library?

2. Opposite predlogi

Opposite predlogi yo'lning, daryoning, devorning va b.larning qarama-qarshi tomonini aytish uchun ishlatiladi.

m-n. There is a shop opposite my house.

3. Yo'nalish va masofani ifodalovchi ravishli iboralar

Away, down, downstairs, here, in, indoors, left, right, outdoors, straight on, there, up, upstairs, as far as, kabi so'zlar yo'nalishni bildirish uchun ishlatiladi. Ular ravish va ravish iboralari deb ataladi.

m-n. Go *straight on*, turn *left* and stop in front of the shop.

Go *upstairs* and bring me the book.

Across, along, back to, down, into, out of, past, round, through, to, towards, up, kabi ba'zi so'zlar ravishga o'xshash, lekin, ular predlog vazifasini bajaradi. Predloglardan keyin odatda to'ldiruvchi vazifasidagi ot guruhi keladi.

m-n. Go **down** the street.

— Where are you at the moment? — I'm **in** my house.

This bus goes **past** the metro station.

I walked **across** the room.

4. Have got

„Fly High 5“ darsligida „*have got*“ ning egalik ma'nosini anglatishi o'rganilgan edi. Bundan tashqari „*have got*“ kasallik va og'riqlar haqida gapirilganda ham ishlatiladi.

m-n. I've got a cold. I've got a headache. She has got a stomachache, va b.lar. Kasallik nomlari odatda sanalmaydi. Ba'zi keng tarqalgan kasalliklar nomi olidda „*the*“ aniq artikli ishlatilishi mumkin.

m-n. the measles, the flu, va b.lar.

Boshqa kasallik nomlari artiklsiz ishlatiladi.

m-n. He has got toothache.

Ayrim kasallik nomlari oldidan „*a*“ noaniq artikli ishlatiladi.

m-n. I've got a cold, a headache, a stomachache.

5. Hozirgi Tugallangan Zamon (I have/haven't done)

Hozirgi Tugallangan Zamon tugallangan ish-harakatni ifodalaydi va u har doim *hozir* bilan bog'langan bo'ladi. *O'tgan zamondagi* ish harakatning natijasi *hozir* ko'rinadi.

m-n. I can't find my money. I've lost it. (Men pulni o'tgan zamonda yo'qotdim va u hozir menda yo'q.)

Hozirgi Tugallangan Zamon ko'pincha yangiliklar yoki yaqinda yuz bergan hodisalarni birinchi marotaba aytishda ishlatiladi.

m-n. I can't walk. I've broken my leg.

I've cut my finger. It's hurting me.

Hozirgi Tugallangan Zamondagi gap quyidagi tartibda yasaladi:

Bo'lishli shakl:Ega + **have/has** + **o'tgan zamon sifatdoshi** + to'ldiruvchi

I/we/you/they he/she/it	have (I've/we've/you've/they've) has (he's/she's/it's)	finished lost read	the book.
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Bo'lishsiz shakl:Ega + **have/has not** + **o'tgan zamon sifatdoshi** + to'ldiruvchi

I/we/you/they he/she/it	have not (I haven't/we haven't/etc.) has not (he hasn't/she hasn't/etc.)	finished lost read	the book.
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So'roq shakl:**Have/has** + ega + **o'tgan zamon sifatdoshi** + to'ldiruvchi

Have Has	I/we/you/they he/she/it	finished lost read	the book?
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O'tgan zamon sifatdoshi fe'lining uchinchi shaklidir. **O'tgan zamon sifatdoshi** to'g'ri yoki noto'g'ri fe'l bo'lishi mumkin. O'tgan zamon sifatdoshining to'g'ri fe'llari Oddiy O'tgan Zamon to'g'ri fe'li bilan bir xil shaklga ega. (**Oddiy O'tgan Zamon to'g'ri fe'llari** – *finished/opened/talked*, va b.lar.)

O'tgan zamon sifatdoshining noto'g'ri fe'llari turli shakllarga ega.

m-n. *lost/been/gone/broken/had*, va b.lar.

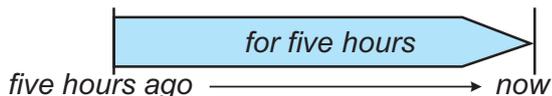
(O'tgan zamon sifatdoshining noto'g'ri fe'llari ro'yxati 123-betda berilgan)

6. Hozirgi Tugallangan Zamon (How long have you had ...?)

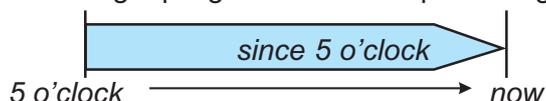
O'tgan zamonda boshlanib hozirgi paytgacha davom etadigan biror ish-harakatning qancha vaqt davom etganini bilish uchun quyidagi so'roq gapdan foydalaniladi: *How long have(has) you(s/he) had (known, va b.lar.)...?*

m-n. How long have you had a pain in your back?**Yuqoridagi savolga javob quyidagicha bo'lishi mumkin:**a) I've had it *for five hours*. yokib) I've had it *since 5 o'clock*.

a) javob og'riqning davom etgan vaqtini anglatadi.



b) javob esa og'riqning boshlanish nuqtasini anglatadi.



m-n. I've known him *for ten years*.
I've known him *since 1992*.

„For“ quyidagi kabi soʻz va soʻz birikmalari bilan qoʻllaniladi: *5 hours, ten days, two weeks, three months, a long time*, va b.lar.

„Since“ quyidagi kabi soʻz va soʻz birikmalari bilan qoʻllaniladi: *5 o'clock, Monday, May, Navruz, 2001*, va b.lar.

7. So do I. I do too. I don't either. Nor do I. I do. I don't.

So do I/we/you/they iborasi suhbatdosh tomonidan bildirilgan boʻlishli darak gapga qoʻshilganda (munosabatni bildirish uchun) ishlatiladi. Bunday iboralarda gap tartibi darak gap tartibi bilan bir xil boʻlmaydi. Fe'l egadan oldinga oʻtadi.

m-n. A: I like gymnastics, because it's a beautiful sport.

B: **So do I.**

Bundan tashqari **I do too./I don't either./Nor do I./I do./I don't.** kabi iboralar ham ishlatiladi.

I do too. biror narsa yoki kishi haqidagi boʻlishli ma'lumot boshqa narsa yoki kishida ham bir xil boʻlganda ishlatiladi.

m-n. A: I play chess.

B: **I do too.**

I don't either./Nor do I. suhbatdosh tomonidan bildirilgan boʻlishsiz ma'lumotga qoʻshilganda ishlatiladi.

m-n. A: I don't do kurash.

B: **I don't either./Nor do I.**

I do. boʻlishsiz, **I don't.** boʻlishli ma'lumotga qoʻshilmaganda ishlatiladi.

m-n. A: I don't do kurash.

B: **I do.**

A: I play chess.

B: **I don't.**

8. Qoʻshma gaplar: *because*

Qoʻshma gaplar ikki qismdan iborat boʻladi: bosh gap va ergash gap. Ergash gap bosh gapni toʻldirib keladi. U odatda „*because*“, „*if*“, „*that*“, yoki „*wh*“ – li bog'lovchi soʻzalardan keyin keladi. Ergash gap bosh gapdan oldin ham keyin ham kelishi mumkin. Agar ergash gap bosh gapdan keyin kelsa ular orasida vergul ishlatilmaydi. Agarda u bosh gapdan oldin kelsa vergul ishlatiladi.

m-n. **When** you came, everybody was reading. (vergul ishlatiladi).
Everybody was reading **when** you came. (vergul ishlatilmaydi).

„*Because*“ sababga ko‘proq urg‘u berilganda ishlatiladi. „*Because*“ suhbatdosh yoki o‘quvchiga noma‘lum bo‘lgan axborotni beradi.

m-n. **Because** he was ill, he couldn’t go to school.

Sabab gapning muhim qismi bo‘lganda, „*because*“ li ergash gap odatda gap oxirida keladi.

U yolg‘iz kelishi ham mumkin.

m-n. I didn’t have my breakfast **because** I got up late. (vergul ishlatilmaydi)
– Why are you angry? – **Because** you don’t know anything.

9. Qo‘shma gaplar: *I think/believe/know that ...*

Ko‘pgina fe‘llar (**m-n.** *think, know*, va b.lar) kishining o‘y fikrlari va his-tuyg‘ularini ifodalaydi. Qo‘shma gaplarda bunday fe‘llardan keyin „*that*“ li ergash gap keladi.

m-n. I know that the task’s difficult.
I think that it’s already time to go.
I believe that he’s a good man.

Ba‘zida „*that*“ tushib qoladi.

m-n. I think it’s already time to go.
I believe he’s a good man.

10. Hozirgi Tugallangan Zamon: *ever*

Biror kimsaning hayoti davomida qilgan narsalari haqida aytilganda yoki so‘ralganda „*ever*“ so‘zli Hozirgi Tugallangan Zamon ishlatiladi.

m-n. Have you **ever** played tennis? (umringizda)
It’s the best play I’ve **ever** seen.

11. *I’m going to (do)*

Bu ibora oldindan o‘ylab qo‘yilgan reja, qaror va niyatlar haqida gapirilganda qo‘llaniladi.

m-n. There is a good film tonight. ***I’m going to*** watch it.
We are going to buy a new car next week.

12. Faqat ko‘plikda qo‘llaniladigan otlar

Ba‘zida ikki qismdan iborat bo‘lgan bitta narsani aytishda ko‘plikdagi otdan foydalaniladi. Bunday otlar quyidagilardir: *trousers, shorts, glasses, pyjamas*, va b.lar. Bu so‘zlar ko‘plikdagi so‘zlardir, shuning uchun ular bilan ko‘plikdagi fe‘llar qo‘llaniladi. Ularning birlik shakli yo‘q.

Agar ularning bittasi haqida gap ketsa „*a pair of (jeans)*“ deb aytiladi.

m-n. My trousers **are** old. („*is old*“ emas)
Your jeans **are** nice. („*is nice*“ emas)

13. Tasdiq so‘roq gaplar

Tasdiq so‘roq gaplar kichik hajmdagi savollar bo‘lib, ular ko‘proq og‘zaki, ba‘zi hollardagina yozma ingliz tilidagi gaplarning oxirida keladi. Tasdiq so‘roq gaplar bildirilgan fikrga biror kishining qo‘shilish-qo‘shilmasligini yoki bildirilgan fikrning to‘g‘ri-noto‘g‘riligini tekshirib ko‘rish uchun ishlatiladi.

Quyida, so‘zlovchi tasdiq so‘roq gaplarni tinglovchidan o‘z fikriga qo‘shilishini maqsad qilib ishlatgan. U savol so‘rash bilan bir vaqtda o‘z fikrini ham bermoqda.

So'zlovchining fikri	So'zlovchining savoli	U kutayotgan javob
a) I think that he is coming tomorrow.	He is coming tomorrow, isn't he?	Yes, he is.
b) I think that you are bored.	You are bored, aren't you?	Yes, I am.
c) I think that Malik can't speak German.	Malik can't speak German, can he?	No, he can't.
d) I think that he is not strong.	He isn't strong, is he?	No, he isn't.

Bo'lishli gapdan keyin bo'lishsiz tasdiq so'roq gap, bo'lishsiz gapdan keyin bo'lishli tasdiq so'roq gap ishlatiladi. Quyidagi misollarga qarang. a), b), c) da asosiy fe'l bo'lishli bo'lganda tasdiq so'roq gap bo'lishsiz, d), e), f) da asosiy fe'l bo'lishsiz bo'lganda tasdiq so'roq gap bo'lishlidir.

Bo'lishli	Bo'lishsiz
a) You're the new secretary, b) You play football, c) You can come,	aren't you? don't you? can't you?
Bo'lishsiz	Bo'lishli
d) He isn't happy, e) It doesn't rain, f) You can't drive,	is he? does it? can you?

Agar asosiy gapda yordamchi yoki modal fe'l (*be, have, can, must, va b.lar.*) ishtirok etsa, u tasdiq so'roq gapda takrorlanadi.

m-n. You can speak English, **can't** you?

Agar asosiy gapda yordamchi fe'l yo'q bo'lsa, tasdiq so'roq gapda „do“ qo'llaniladi.

m-n. You eat fish, **don't** you?

Bildirilgan fikrga kimningdir qo'shilishi kutilganda, tasdiq so'roq gapdagi ohang pasayuvchan bo'ladi.

m-n. We've got English today, **haven't** we?
Savolga beriladigan javob suhbatdosh **haven't** we? bog'liq.

m-n. A: You know Bob Wilson, don't you?

(So'zlovchi suhbatdoshining Bob Wilsonni bilishiga ishonadi. So'zlovchi o'z fikrining to'g'riligiga ishonch hosil qilmoqchi.)

B: Yes, I do.

(So'zlovchi suhbatdoshidan „Yes“ degan javobni kutadi. Suhbatdosh agar Bob Wilsonni bilsa „Yes, I do.“, bilmasa „No, I don't.“ deb javob berishi mumkin.)

14. Modal fe'l **can**: jismoniy qobiliyat va ruxsat berish vazifasida

Can jismoniy qobiliyat haqida gapirilganda ishlatiladi:

m-n. I *can* speak three languages.

You *can't* lift that bag. It's heavy.

Can ruxsat so‘rash va berish ma’nosida ham ishlatiladi:

m-n. – *Can* I take that book? – Yes, you *can*. You *can* give it to me tomorrow.

15. So‘z yasash: **book+shop (n+n)**

Ko‘pincha bitta narsa, shaxs, fikrni aytish uchun ikkita ot (ot+ot) birga ishlatiladi.

m-n. a bookshop, a toyshop, village committee, school uniform, va b.lar

Bu so‘zlarda birinchi ot sifat vazifasini bajaradi. U ikkinchi otning qanday narsa, shaxs, fikr ekanligini anglatishga yordam beradi.

m-n. a school bag = maktabda darsliklar solish uchun foydalaniladigan sumka.

An English textbook = ingliz tilini o‘rgatadigan darslik.

16. Too

Too ikki maqsadda ishlatiladi:

a) *Too* – *also* (ham) ma’nosini anglatish uchun qo‘llaniladi. Bunda *too* gap oxirida keladi.

m-n. Sobir knows Russian. He knows English *too*.

– I’ve got a headache. – I have *too*.

b) *Too* – „keragidan ortiq“, „haddan tashqari“ ma’nolarini anglatish uchun qo‘llaniladi.

Bunda *too* sifat va ravishdan hamda, *many, much, few, little* so‘zlaridan oldin keladi.

Bu yerda uning ma’nosi bo‘lishsiz.

m-n. This dress is *too big*. We came *too late* to have dinner.

You put *too much* salt in the soup.

17. Hozirgi Zamon Majhul nisbati

Fe’llar ikki nisbatda bo‘ladi: Aniq nisbat „*active verb*“ va Majhul nisbat „*passive verb*“.

Ega bajargan ish-harakatni aytish uchun fe’lning aniq nisbati, *active verb* qo‘llaniladi:

m-n. **Somebody cleans** this room every day.

Egaga nisbatan sodir bo‘ladigan ish-harakatni ifodalash uchun fe’lning majhul nisbati, *passive verb* qo‘llaniladi:

m-n. **This room is cleaned** every day.

Bu yerda: „*Somebody*“ aniq nisbatning egasi va u ish-harakatni bajarayapti.

→
m-n. Somebody **cleans** this room every day.

‘*This room*’ majhul nisbatning egasi va egaga nisbatan biror ish-harakat sodir bo‘ladi.

←
m-n. This room **is cleaned** every day.

Hozirgi zamon majhul nisbati quyidagi tartibda yasaladi:

ega + am/is/are + o‘tgan zamon sifatdoshi

(O‘tgan zamon sifatdoshini 104- betdan qarang (5. Tugallangan hozirgi zamon)

Agar gapda ish-harakatni bajaruvchi yoki uning sodir bo‘lishiga sababchi kishi yoki narsa aytib o‘tilsa, majhul nisbatli ergash gapda **by** bilan boshlanuvchi jumla ishlatiladi.

m-n. In the morning the letters are collected **by postmen**.

The letters are sorted **by machines**.

18. *will* (‘ll)/*won’t*: kelgusida yuz beradigan ish-harakatni oldindan aytish uchun

Will (‘ll)/*won’t* kelgusida yuz beradigan ish-harakatni oldindan aytish uchun ishlatiladi.

m-n. The weather tomorrow **will be** warm and sunny.

Everybody **will have** computers at home in the future.

You **won’t be** healthy if you smoke so much.

Will bilan birga ko‘pincha *I think* (*I don’t think*), *I’m sure*, *probably* kabi iboralar ishlatiladi.

m-n. I think (**don't think**) the maths test **will be** difficult.
I'm sure she **will be** late.
They'll **probably** come very soon.

19. will ('ll)/won't: to'satdan, nutq paytida qabul qilinadigan qarorlar uchun
I'll (= I will) gapirilayotgan paytda qilingan qarorni ifodalash uchun qo'llaniladi.

m-n. It's cold here. **I'll close** the window.
– You promised to give me a book. – OK, **I'll bring** it in a minute.

Will tez-tez:

a) biror narsani qilish taklif etilganda;

m-n. You look sick. **I'll call** a doctor for you.

b) biror narsa qilishga xohish bildirilganda;

m-n. A: I must read something on this topic for homework.

B: Right. **I'll give** you some books about it now.

c) biror narsa qilishga va'da berilganda ishlatiladi.

m-n. A: Can you give me some money. **I'll give** it back next week.

B: OK, I don't have money with me now. **I'll give** you some tomorrow.

Will bo'lishsiz shaklda *won't (= will not)* tarzida qo'llaniladi.

m-n. Don't tell me to do it. I **won't** do it.

20. So'z yasash: re – old qo'shimchasi

re- „qaytadan“ degan ma'noni anglatadi va u bilan „qaytadan bajarish“ ma'nosini anglatadigan fe'llar yasaladi.

m-n. *reuse* = „*use again*“ ma'nosini anglatadi (qaytadan foydalanmoq).

reread = „*read again*“ ma'nosini anglatadi (qaytadan o'qimoq).

rewrite = „*write again*“ ma'nosini anglatadi (qaytadan yozmoq).

21. I would (I'd) rather (do)

Would rather (do) „bajarishni afzal ko'rgan bo'lardim“ ma'nosini anglatadi. *Would rather* dan keyin keladigan fe'l „*to*“ siz ishlatiladi.

m-n. A: Let's go to museum.

B: That's a good idea.

C: Oh, no. *I'd rather go* to the sports centre. = (I'd prefer to go to the sports centre.)

Bu iboraning bo'lishsiz shakli *I'd rather not (do)* dir.

m-n. I'm feeling sick. *I'd rather not go* with you.

22. Should (should + do something)

Should + do something maslahat berish uchun ishlatiladi.

m-n. You shouldn't eat much at night.

You should always do your homework.

23. Predlog: by (air/bus), on (foot), va b.lar.

by ... qay yo'l bilan sayohat qilishni aytishda ishlatiladi.

m-n. *by car/by train/by plane/by bus/by air, va b.lar.*

Lekin, „*on foot*“ deyiladi.

m-n. Do you come to school *by car* or *on foot*?

24. Superlatives – sifatlarning orttirma darajasi

Biror bir narsani u taalluqli bo'lgan butun bir guruh bilan taqqoslash uchun sifatlarning orttirma darajasi ishlatiladi. Odatda sifatlariga –*est* qo'shimchasi yoki *most* so'zi qo'shiladi

va orttirma darajadagi sifatlar yasaladi. Orttirma darajadagi sifatlar oldidan aniq artikl „*the*“ ishlatiladi.

–est quyidagilarga qo‘shiladi:	most quyidagilar oldidan ishlatiladi:
1. bir bo‘g‘inli sifatlar. m-n. <i>cold-coldest, big-biggest</i> va hakoza.	ikki bo‘g‘inli yoki ko‘p bo‘g‘inli sifatlar oldidan. m-n. <i>interesting – most interesting</i> <i>beautiful – most beautiful</i>
2. – y bilan tugaydigan ikki bo‘g‘inli sifatlar. – y bu yerda – i ga o‘zgaradi. m-n. <i>easy – easiest, early – earliest</i>	<i>boring – most boring</i> <i>difficult – most difficult</i>

O‘z orttirma darajasini –*est* yoki *most* bilan yasamaydigan ba‘zi noto‘g‘ri sifatlar ham mavjud. Ularning maxsus shakllari bor:

good – best, bad – worst, far – farthest/furthest

Sifatlarning orttirma darajasi ishtirok etgan bitta gapni ikki xil usulda aytish mumkin. U quyidagicha bo‘lishi mumkin:

m-n. *Watching TV is the most popular activity for boys yoki.*

The most popular activity for boys is watching TV.

25. Sifatlarning qiyosiy darajasi: *than*

Biror bir narsa, shaxs va hakoza boshqa bir narsa, shaxs va hakoza bilan taqqoslash uchun sifatlarning qiyosiy darajasi ishlatiladi.

Sifatlarga –*er* yoki *more* qo‘shiladi va qiyosiy sifat shakli yasaladi. Qiyosiy sifatlardan keyin *than* qo‘llaniladi hamda boshqa narsa va hakoza taqqoslanadi.

–er quyidagilarga qo‘shiladi:	more quyidagilar oldidan ishlatiladi:
1. bir bo‘g‘inli sifatlar. m-n. <i>tall – taller, old – older, cheap – cheaper</i> va hakoza.	ikki bo‘g‘inli yoki ko‘p bo‘g‘inli sifatlar oldidan. m-n. <i>interesting – more interesting</i> <i>beautiful – more beautiful</i>
2. – y bilan tugaydigan ikki bo‘g‘inli sifatlar. – y bu yerda – i ga o‘zgaradi. m-n. <i>easy – easier, early – earlier</i>	<i>boring – more boring</i> <i>difficult – more difficult</i>
3. bir unli + bir undosh: ikki undosh. m-n. <i>thin – thinner, big – bigger</i>	

O‘z qiyosiy shakllarini –*er* yoki *more* bilan yasamaydigan ba‘zi noto‘g‘ri sifatlar ham mavjud. Ularning maxsus shakllari bor:

good – better, bad – worse, far – farther/further

Shu bilan birga biror narsa, kishi va boshqalar haqidagi shaxsiy o‘ylar va fikrlar *I expected, thought, hoped* kabi jumlar orqali ham taqqoslanishi mumkin. Bu jumladan oldin albatta *than* ishlatiladi.

m-n. *It’s bigger than I expected.*

This book is more interesting than I expected.

26. Taqqoslash: *as ... as*

Agar *than* biror narsa, kishi va b.larni boshqa bir narsa, kishi va b.lar bilan taqqoslashga yordam bersa, *as ... as* ikki narsaning ma'lum darajada bir-biriga o'xshashligini ko'rsatishga ko'maklashadi. Sifat *as ... as* ning o'rtasida qo'yiladi.

m-n. Their house is as small as ours.

I'm as tired as you are.

not as ... as ikki narsaning ma'lum darajada bir-biridan farq qilishini ko'rsatishda ishlatiladi.

m-n. This tree is not as tall as that one.

Today is not as cold as yesterday.

Bu qurilma *I expected, hoped, thought* kabi jumlati gaplar bilan ham ishlatiladi.

m-n. It's not as big as I expected.

This task is as easy as I thought.

27. So'z yasash: sifat yasashda *verb +ing* ning ishlatilishi

Fe'llarga *-ing* qo'shimchasini qo'shish orqali sifatlar hosil qilinishi mumkin.

m-n. amaze + ing = amazing

interest + ing = interesting

bore + ing = boring, va b.lar.

28. Old qo'shimcha: *un-*

un - old qo'shimchasi „not“ ma'nosini berish uchun qo'llaniladi. U odatda sifatlar bilan birga keladi.

m-n. unhappy, unusual, unreal, unpleasant, va b.lar.

29. Sifatlovchilar: *very fast, very helpful, etc.*

Ba'zi sifat va ravishlarning holati sifatlovchilar tomonidan aniqlanib keladi. Ular ko'p yoki oz bo'lishi mumkin. *M-n.*: kitoblarning qiziqarliligi ko'proq yoki ozroq bo'lishi mumkin; uy vazifasining qiyinlik darajasi ko'proq yoki ozroq bo'lishi mumkin, va b.lar. Sifat va ravishning holatini aniqlash yoki unga *qancha* degan tushunchani kiritishda *too, very, quite, a little, a bit, not very*, va b.lar kabi iboralardan foydalaniladi.

m-n. This car runs *very fast*. It is *very helpful*.

He is *too young* to get married.

This task is *quite difficult*. va b.lar.

30. *So that* iborasi

So that, because degan ma'noni anglatib keladi. Undan maqsadni ifodalash uchun foydalaniladi. Undan keyin odatda *can* yoki *will* modal fe'llari uchraydi.

m-n. She is learning a lot **so that** she can enter the institute.

(=because she wants to enter the institute.)

I'm ringing him **so that** he'll come.

So that dan keyin kelasi zamoni anglatish uchun hozirgi zamon qo'llanishi mumkin.

m-n. I'm buying this book **so that** I can **read** it tonight.

O'tgan zamondagi gaplarda *so that* dan keyin *could, would* yoki *should* lar ishlatilishi mumkin.

m-n. Why did you go there?

So that I **could** buy a new pen.

31. *too tired to do something* iborasi

Bu qurilma bo'lishsiz ma'noga ega bo'lib, u biror narsa yoki kishining biror ish-harakatni bajarish holatida emasligini aytishda ishlatiladi.

m-n. I'm *too tired to work* tonight.

Too dan keyin sifat, ravish yoki aniqlovchi kelishi mumkin.

(**too+sifat/ravish/aniqlovchi**)

m-n. This car is *too old to use*.

You are *too late to speak* to him.

This work is *too much to do* for an hour.

32. Iltimos: **Can/Could/Will/Would you ... ?**

Can yoki *could* tez-tez odamlardan biror narsani qilish so'ralganda ishlatiladi.

Xushmuomalalik bilan iltimos qilishda *could* ko'proq ishlatiladi.

m-n. *Can you* open the door for me?

Could you phone to this number, please?

Odamlardan biror narsa qilishni so'rashda *will* va *would* dan ham foydalaniladi. Lekin, ular *can* va *could* dek ko'p ishlatilmaydi. *Will* ning yumshoqroq shakli *would* dir.

m-n. *Will you* return my book, please?

Would you close the window, please?

33. Bog'lovchili ergash gaplar (aniqlovchi ergash gaplar): **who/which/where/when**

Ergashgan gap bu qo'shma gapning bir qismidir. *Who*, *which* va boshqa so'roq so'zlar bilan boshlanadigan ergash gaplar ko'pincha odamlar va narsalarni yoki so'zlovchining qaysi (yoki qanday) kishi yoki narsani nazarda tutayotganligini aniqlashda ishlatiladi. Bunday maqsadda ishlatilgan ergash gaplar bog'lovchili ergash gaplar deyiladi. Bog'lovchili ergash gaplarni tanishtirishda *who*, *which* va b.lardan foydalaniladi va ular „*relative pronouns*“ - bog'lovchi olmoshlar deb ataladi.

Ular bog'lovchili ergash gaplarda fe'lning egasi bo'lib keladi. Odamlar haqida gapirilayotganda *he*, *she*, *they* ning o'rnida *who* ishlatiladi.

m-n. The girl-**she** won the championship-is from our school.

↓

The girl **who** won the championship is from our school.

Bog'lovchili ergash gaplarda narsalar haqida so'z yuritilayotgan paytda *it* ning o'rniga *which* ishlatiladi.

m-n. Where is the book? **It** was on my table.

↓

Where is the book **which** was on my table?

Who va *which* o'rniga *that* ishlatilishi mumkin.

m-n. The girl *that* won the championship is from our school.

Where is the book *that* was on my table?

Bog'lovchili ergash gaplarda payt xususida gapirilganda *when* ishlatiladi.

m-n. I can't remember the day *when* we bought our car.

Bog'lovchili ergash gaplarda o'rin-joy haqida so'z ketganda *where* ishlatiladi.

m-n. The house *where* I live is near the metro.

ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

1. Excuse me, ... Извините, ...

Выражение *Excuse me, ...* используется для того, чтобы выразить извинение перед тем как прервать или побеспокоить кого-либо.

e.g. *Excuse me, how can I get to the library?*

2. Предлог *opposite*

Предлог *opposite* обозначает “напротив” кого- или чего-либо.

e.g. *There is a shop opposite my house.*

3. Фразеологические наречия направления и расстояния

Такие слова как *away, down, downstairs, here, in, indoors, left, right, outdoors, straight on, there, up, upstairs, as far as* и т. д. используются для выражения направления. В английском языке их называют наречиями или обстоятельственными оборотами.

e.g. *Go straight on, turn left and stop in front of the shop.*

Go upstairs and bring me the book.

Некоторые слова, такие как *across, along, back to, down, into, out of, past, round, through, to, towards, up* и т. д., похожи на наречия, но они являются предлогами. Предлоги обычно имеют после себя существительное в роли дополнения.

e.g. *Go down the street.*

Where are you at the moment? I'm in my house.

This bus goes past the metro station. I walked across the room.

4. Have got

В учебнике “Fly High 5” мы говорили о глагольной форме *‘have got’* как о выражении принадлежности. *‘Have got’* также используется, когда говорят о болезнях и болях.

e.g. *I've got a cold. I've got a headache. She has got a stomachache* и т. д.

Названия болезней обычно являются неисчисляемыми. Перед названиями некоторых распространенных болезней используется определенный артикль **‘the’**.

e.g. *the measles, the flu* и т.д.

Названия других болезней не имеют артикля.

e.g. *He has got toothache.*

Неопределенный артикль **‘a’** используется только с некоторыми болезнями:

e.g. *I've got a cold, a headache, a stomachache.*

5. Настоящее совершенное время (I have/haven't done)

Настоящее совершенное время выражает законченное действие и связано с настоящим. Действие в прошлом имеет связь с настоящим.

e.g. *I can't find my money. I've lost it. (I lost it in the past and haven't got it now.)*

Настоящее совершенное время часто используется для того, чтобы впервые сообщить о чем-либо.

e.g. *I can't walk. I've broken my leg.*

I've cut my finger. It's hurting me.

Настоящее совершенное время имеет следующую структуру:

Утвердительная форма:

Подлежащее + **have/has** + **past participle** + дополнение

I/we/you/they he/she/it	have (I've/we've/you've/they've) has (he's/she's/it's)	finished lost read	the book.
----------------------------	---	---	-----------

Отрицательная форма:

Подлежащее + **have/has not** + **past participle** + дополнение

I/we/you/they he/she/it	have not (I haven't, we haven't, etc.) has not (he hasn't, she hasn't etc.)	finished lost read	the book.
----------------------------	---	---	-----------

Вопросительная форма:

Have/has + подлежащее + **past participle** + дополнение

Have Has	I/we/you/they he/she/it	finished lost read	the book?
---------------------------	----------------------------	---	-----------

Причастие прошедшего времени (the Past Participle) – это третья форма глаголов. Причастие прошедшего времени может быть выражено **правильным** или **неправильным** глаголом. Правильные глаголы совпадают по форме с простым прошедшим временем правильных глаголов. (Правильные глаголы простого прошедшего времени – *finished/opened/talked*.)

Неправильные глаголы причастий прошедшего времени имеют различные формы.

e.g. *lost/been/gone/broken/had*.

(Смотрите таблицу неправильных глаголов на стр. 123.)

6. Настоящее совершенное время (How long have you had ... ?)

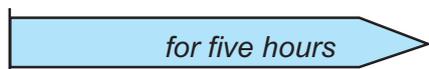
Чтобы узнать о продолжительности действия, которое началось в прошлом и продолжается до настоящего времени, используется вопрос: *How long have (has) you (s/he) had (known, etc.)... ?* (Как долго/как давно ... ?)

e.g. *How long have you had a pain in your back?*

Ответы могут быть следующими:

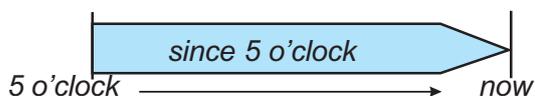
- а) *I've had it for five hours. Она болит пять часов.*
- б) *I've had it since 5 o'clock. Она болит с пяти часов.*

Ответ а) означает продолжительность боли.



five hours ago —————→ *now*

Ответ б) означает момент, с которого началась боль.



e.g. I've known *him* for ten years. Я знаю его десять лет.
I've known him since 1992. Я знаю его с 1992 года.

Таким образом, предлог *for* используется с: 5 hours, ten days, two weeks, three months, a long time. etc.

Предлог *since* используется с: 5 o'clock, Monday, May, Navruz, 2001, etc.

7. So do I. I do too. I don't either. Nor do I. I do. I don't.

Структура *So do I/we/you/they* используется в случае согласия с утвердительным высказыванием собеседника (т. е. при выражении своего положительного отношения). В этом случае порядок слов не такой, как в обычном повествовательном предложении. В данном случае глагол будет стоять перед подлежащим.

e.g. A: I like gymnastics, because it's a beautiful sport.
B: So do I.

Для подтверждения высказывания собеседника используются также структура: *I do too*.

e.g. A: I play chess.
B: I do too.

Структура *I don't either/Nor do I* используется, чтобы согласиться с отрицательным высказыванием собеседника.

e.g. A: I don't do kurash.
B: I don't either.

Выражение *I do* используется при несогласии с отрицательным высказыванием. А выражение *I don't* при несогласии с утвердительным.

e.g. A: I don't do kurash.
B: I do.
A: I play chess.
B: I don't.

8. Сложные предложения: *because*

Сложные предложения обычно состоят из двух простых предложений: главного и придаточного. Придаточное предложение дополняет главное и обычно употребляется с союзами *because, if, that* или с союзными словами, начинающимися с *wh-*. Придаточные предложения могут стоять до или после главного предложения. Если придаточное предложение стоит после главного, то запятая не ставится, а если перед главным, то запятая ставится.

e.g. Everybody was reading **when** you came. (нет запятой)
When you came, everybody was reading. (запятая)

Союз *because* употребляется для выражения причины и обычно дает новую информацию.

e.g. Because he was ill, he couldn't go to school.

Если причина несет в себе основной смысл предложения, то придаточное предложение с *because* обычно стоит в конце. Оно также может употребляться и без главного предложения.

e.g. I didn't have my breakfast **because** I got up late.

– Why are you angry? – **Because** you don't know anything.

9. Сложные предложения: I think/believe/know that

Многие глаголы (**e.g. think, believe, know, etc.**) описывают мысли и чувства людей. В сложных предложениях придаточное предложение со словом *that* стоит после этих глаголов.

e.g. I know **that** the task is difficult.

I think **that** it's already time to go.

I believe **that** he is a good man.

Иногда **that** в предложениях не употребляется.

e.g. I think it's time to go.

I believe he's a good man.

10. Настоящее совершенное: ever

Ever в настоящем совершенном времени употребляется для того, чтобы сказать или спросить о действиях когда-либо совершенных кем-либо в его/ее жизни.

e.g. Have you **ever** played tennis? (in your life)

It's the best play I've **ever** seen.

11. I'm going to (do)

Эта структура используется для запланированного действия, когда мы говорим о действии или решении, которое уже принято заранее.

e.g. There is a good film tonight. **I'm going to** watch it.

We are going to buy a new car next week.

12. Существительные, употребляющиеся только во множественном числе

К таким существительным относятся слова, обозначающие один предмет, состоящий из двух частей. Подобные слова не имеют формы единственного числа. Это такие существительные как *trousers* (брюки), *shorts* (шорты), *glasses* (очки) и т. д.

Так как эти существительные имеют форму множественного числа, глагол после них согласуется со множественным числом.

e.g. My trousers **are** old. (не *'is old'*)

Your jeans **are** nice. (не *'is nice'*)

13. Разделительные вопросы

Разделительные вопросы – это маленькие вопросы, которые часто стоят в конце предложений. Разделительные вопросы используются для того, чтобы удостовериться в правильности чего-либо.

Говорящий использует разделительный вопрос, чтобы убедиться, что слушающий согласен с ним. Он утверждает, и в тоже время спрашивает.

Разделительные вопросы используются после повествовательных и отрицательных предложений и не используются после вопросительных. Отрица-

Мысль говорящего	Вопрос говорящего	Ожидаемый ответ
a) I think that he is coming tomorrow.	He is coming tomorrow, isn't he?	Yes, he is.
b) I think that you are bored.	You are bored, aren't you?	Yes, I am.
c) I think that Malik can't speak German.	Malik can't speak German, can he?	No, he can't.
d) I think that he is not strong.	He isn't strong, is he?	No, he isn't.

тельный вопрос ставится после утвердительных предложений, и наоборот: утвердительный вопрос после отрицательных предложений.

В таблице ниже примеры а), б), в) иллюстрируют случаи, когда главное предложение утвердительное, а вопрос отрицательный; примеры г), д), е) – когда главное предложение отрицательное, а вопрос утвердительный.

Утвердительное	Отрицательное
а) You're the new secretary, б) You play football, в) You can come,	aren't you? don't you? can't you?
Отрицательное	Утвердительное
г) He isn't happy, д) It doesn't rain, е) You can't drive,	is he? does it? can you?

Если главное предложение имеет вспомогательный, или модальный глагол (*be, have, can, must, etc*), то он повторяется в разделительном вопросе. Если таких глаголов нет, то ставится глагол 'do' в соответствующем времени.

e.g. You *can* speak English, **can't** you?

You *eat* fish, **don't** you?

Если мы ожидаем утвердительного ответа, то интонация в разделительном вопросе понижается.

e.g. We've got English today, **haven't** we?

Ответ на разделительный вопрос зависит от мнения собеседника.

e.g. You know Bob Wilson, **don't** you?

Ответ 'Yes, I do.', если собеседник знает Боба и ответ 'No, I don't.', если собеседник не знает Боба Вилсона.

14. Модальный глагол **can**: способность или разрешение

Когда необходимо сказать, что что-то возможно или разрешено, используется модальный глагол **can**.

e.g. I *can* speak three languages.

You *can't* lift this bag. It's heavy.

Can употребляется также для выражения просьбы на разрешение чего-либо.
e.g. – **Can** I take your book? – Yes, you **can**. You **can** give it to me tomorrow.

15. Словообразование: book + shop (сущ. + сущ.)

Два существительных вместе (*noun + noun*) часто используются для обозначения одного понятия.

e.g. a book shop, a toy shop, village committee, school uniform, etc.

В этих словах первое существительное несет функцию прилагательного, т. е. дает определение второго существительного, показывает его признак.

e.g. a school bag, an English textbook

16. Too

Too используется с двойной целью:

а) при использовании его в значении “также”, “тоже”, *too* стоит в конце предложения.

e.g. Sobir knows Russian. He knows English **too**.

– I've got a headache. – I have **too**.

б) *too* также употребляется в значении “больше, чем нужно”, “более, чем достаточно”, “слишком” в отрицательном значении. Оно употребляется перед прилагательными и наречиями и перед словами *many, much, few, little*.

e.g. This dress is **too** big.

We came **too** late to have dinner.

You put **too** much salt in the soup.

17. Действительный и страдательный залоги настоящего времени

Действительный залог глаголов обозначает, что человек (предмет) сам выполняет действие.

В данном случае ‘**Somebody**’ — это подлежащее, выполняющее определенное действие, выраженное глаголом действительного залога.

e.g. Somebody **cleans** this room every day.

Страдательный залог обозначает, что над человеком (предметом) выполняется действие.

e.g. This room **is cleaned** every day.

В этом случае ‘*This room*’ является подлежащим, на которое направлено действие, выраженное глаголом страдательного залога.

Страдательный залог настоящего времени образуется следующим образом:

Подлежащее + am/is/are + причастие прошедшего времени (past participle)

(Смотрите *past participle* на стр. 114 (5. Настоящее совершенное время).

В предложениях с использованием страдательного залога при указании исполнителя действия употребляется предлог *by*.

e.g. In the morning the letters **are collected** *by postmen*.

The letters are sorted *by machines*.

18. Will ('ll)/won't: для обозначения будущего времени

Will ('ll)/won't используется для высказывания о предполагаемых событиях в будущем времени.

e.g. The weather tomorrow **will be** warm and sunny.
Everybody **will have** computers at home in the future.
You **won't be** healthy if you smoke so much.

С 'will' часто используются выражения *I think (I don't think), I'm sure, probably, etc.*

e.g. I think (don't think) the maths test **will be** difficult.
I'm sure she **will be** late.
They'll **probably** come very soon.

19. Will ('ll)/won't: для выражения принятия незапланированных решений

I will используется, когда возникает необходимость сделать что-либо в момент речи.

e.g. It's cold here. **I'll close** the window.
– You promised to give me a book – OK, **I'll bring** it in a minute.

Will часто используется:

а) для предложения сделать что-либо;

e.g. You look sick. **I'll call** a doctor for you.

б) для согласия сделать что-либо;

e.g. A: I must read something on this topic for homework.
B: Right. **I'll give** you some books about it now.

в) для обещания сделать что-либо;

e.g. A: Can you give me some money? **I'll give** it back next week.

B: OK, I don't have money with me now. **I'll give** you some tomorrow.

Отрицательная форма *will – won't (=will not)*

e.g. Don't tell me to do it. I **won't** do it.

20. Словообразование: приставка re-

Приставка **re-** означает "снова", и используется для образования глаголов со значением повторения действия – "делать заново".

e.g. reuse = use again (использовать снова)
reread = read again (перечитать)
rewrite = write again (переписать)

21. I would (I'd) rather (do)

Would rather (do) означает "предпочел бы (сделать что-то)". После *would rather* глагол используется без частицы *to*.

e.g. A: Let's go to the museum.

B: That's a good idea.

C: Oh, no. **I'd rather go** to the sports centre = (I'd prefer to go to the sports centre.)

Отрицательной формой является *I'd rather not (do)*.

e.g. I'm feeling sick **I'd rather not go** with you.

22. Should (should + do something)

'*should + do something*' используется для того, чтобы дать совет.

e.g. You shouldn't eat much at night.

You should always do homework.

23. Предлоги: **by** (air/bus), **on** (foot).

Предлог *by* используется, когда мы говорим о том, кто (как) на чем ездит.

e.g. by car/by train/by plane/by bus/by air, etc.

Но мы говорим *on foot* (пешком).

e.g. Do you come to school by car or on foot?

24. Превосходная степень прилагательных

Превосходная степень прилагательных используется для выделения одного человека (предмета) из целой группы подобных. Для образования превосходной степени прилагательных используется окончание **-est** или слово **most**. Превосходная степень всегда используется с определенным артиклем *'the'*.

-est используется в прилагательных	most используется перед прилагательными
1. с одним слогом e.g. cold – coldest	с двумя и более слогами. e.g. beautiful – most beautiful boring – most boring difficult – most difficult
2. с двумя слогами, оканчивающихся на -y . В этом случае -y меняется на -i e.g. easy – easiest early – earliest	

В английском языке существуют прилагательные исключения, которые не образуются по этим правилам:

e.g. good – best bad – worst far – farthest/furthest

Предложения с использованием превосходной степени прилагательных образуются двумя способами:

e.g. 1. Watching TV is the most popular activity for boys.

2. The most popular activity for boys is watching TV.

25. Сравнительная степень прилагательных

Сравнительная степень прилагательных используется для сравнения качества одного предмета/человека с качеством другого. Для образования сравнительной степени прилагательных используется окончание **-er** или слово **more**. В этих предложениях используется слово **'than'** – “чем”.

-er используется в прилагательных	more используется перед
1. с одним слогом e.g. tall – taller old – older cheap – cheaper	с двумя и более слогами. e.g. interesting – more interesting beautiful – more beautiful boring – more boring difficult – more difficult
2. с двумя слогами, заканчивающихся на -y . В этом случае -y меняется на -i e.g. easy – easier early – earlier.	
3. Если прилагательное заканчивается на гласную + согласную, то согласная удваивается. e.g. thin – thinner, big – bigger	

Исключения: good – better, bad – worse, far – farther/further

Также как можно сравнивать вещи, людей и т. д. с собственными идеями и предположениями используя *I expected/hoped* после *than*.

e.g. It's bigger than I expected.

26. Сравнительная степень с as ... as

Сравнение с выражением *as ... as* используется для определения одинакового качества – “такой же, как”. В этом случае прилагательное ставится между *as ... as*.

В отрицательных предложениях используется выражение *'not so ...as'*.

e.g. This tree is not so tall as that one.

Эта конструкция также используется в предложениях с выражениями *I expected/hoped/thought*.

e.g. It's not as big as I expected.

This task is as easy as I thought.

27. Образование прилагательных: глагол + ing

Прилагательные могут образовываться от глаголов путем прибавления окончания

-ing.

e.g. amaze + ing = amazing

interest + ing = interesting

bore + ing = boring

28. Приставка un-

Приставка *'un'* придает отрицательное значение. Она обычно используется с прилагательными.

e.g. unhappy, unusual, unpleasant, etc.

29. Наречия качества: very fast, very helpful, etc.

Некоторые прилагательные и наречия определяются качественными признаками большей или меньшей степени. Например, книга может быть более или менее интересной, домашнее задание – более или менее трудным и т. д. В этих случаях используются такие слова и выражения, как *too, very, quite, a little, a bit, not very, etc.*

e.g. This car runs *very fast*. It's *very helpful*.

He is *too young* to get married.

This task is *quite difficult*.

30. Выражение so that

Выражение **so that** означает “для того чтобы”. Оно используется для выражения цели и после него стоят глаголы **can** или **will**.

e.g. She is learning a lot so that she can enter the institute.

I'm ringing him so that he'll come.

Можно употребить настоящее время с *so that* для обозначения будущего времени.

e.g. I'm buying this book so that I can read it tonight.

В прошедшем времени после *so that* употребляются слова *could*, *would* или *should*.

e.g. Why did you go there? So that I could buy a new pen.

31. Выражение *too tired to do something*

Это выражение употребляется в случаях, когда человек (предмет) не способен что-либо сделать.

e.g. I'm too tired to work tonight.

После *too* обычно стоит прилагательное/наречие.

e.g. This car is *too old to use*.

You are *too late to speak* with him.

This work is *too much to do* for an hour.

32. Просьба: *Can/Could/Will/Would you ...?*

Чтобы выразить просьбу, используются слова *can/could*. *Could* – более вежливая форма просьбы.

e.g. *Can* you open the door for me?

Could you phone to this number, please?

В этих выражениях также используются слова *will* и *would*. *Would* – более мягкая форма просьбы.

e.g. *Will* you return my book, please?

Would you close the window, please?

33. Придаточные предложения (определенные придаточные предложения): *who/which/where/when/*

Придаточные предложения начинающиеся с вопросительных местоимений *who/which* и т. п., определяют или уточняют предметы или людей, о которых сообщает говорящий. Местоимение *who* употребляется вместо *he, she, they*, когда говорится о людях.

e.g. The girl – **she** won the championship – is from our school.

↓

The girl **who** won the championship is from our school.

Which употребляется, когда говорится о предметах.

e.g. Where is the book? **It** was on my table.

↓

Where is the book **which** was on my table?

Вместо *who* и *which* можно употребить *that*.

e.g. The girl *that* won the championship is from our school.

Where is the book *that* was on my table?

Когда говорится о времени, употребляется *when*.

e.g. I can't remember the day *when* we bought our car.

Когда говорится о местоположении, употребляется *where*:

e.g. The house *where* I live is near the metro.

List of irregular verbs

Present simple	Past simple	Past participle	Present simple	Past simple	Past participle
be	was/were	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
blow	blew	blown	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
dig	dug	dug	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	sew	sewed	sewn/sewed
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown/showed
feed	fed	fed	shut	shut	shut
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	spend	spent	spent
freeze	froze	frozen	stand	stood	stood
get	got	got	sweep	swept	swept
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	throw	threw	thrown
hold	held	held	understand	understood	understood
keep	kept	kept	wake	woke	woken
know		knew	known	wear	wore worn
lay	laid	laid	win	won	won
leave	left	left	write	wrote	written

WORDLIST

<i>adj</i> - adjective - sifat - прилагательное <i>adv</i> - adverb - ravish - наречие <i>conj</i> - conjunction - bog'lovchi - союз <i>det</i> - determiner - aniqlovchi - определение <i>n</i> - noun - ot - существительное	<i>phr v</i> - phrasal verb - jumlaviy fe'1 - глагол <i>pl</i> - plural - ko'plik - множественное число <i>prep</i> - preposition - predlog - предлог <i>pron</i> - pronoun - olmosh - местоимение <i>v</i> - verb - fe'1 - глагол
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English	Uzbek A	Russian
a bility <i>n</i> [ə'bɪlɪti]	qobiliyat	способность
academy <i>n</i> [ə'kædəmi]	akademiya	академия
ache <i>n, v</i> [eɪk]	og'riq; og'rimoq	боль; болеть
action movie <i>n</i> [ˈækʃ(ə)n'mu:vi]	jangari film	фильм, боевик
activity <i>n</i> [æk'tɪvɪti]	mashg'ulot, faoliyat, harakat	деятельность, занятие
ad <i>n</i> [æd]	e'lon, reklama	реклама
administrative <i>adj</i> [əd'mɪnɪstrətɪv]	ma'muriy	административный
admission <i>n</i> [əd'mɪʃ(ə)n]	kirish puli	оплата за вход
adult <i>n</i> [ˈædʌlt, ədʌlt]	yoshi katta	взрослый человек
advantage <i>n</i> [əd'vɑ:ntɪdʒ]	foyda, ustunlik	преимущество, выгода
advert <i>n</i> [ˈædvɜ:t] <i>v</i> [əd'vɜ:t]	reklama; reklama qilmoq	реклама; рекламировать
advertisement <i>n</i> [əd'vɜ:tɪsmənt]	e'lon, reklama	объявление, реклама
advertiser <i>n</i> [ˈædvətəɪzə]	reklama (e'lon) beruvchi	рекламодатель
advertising <i>n</i> [ˈædvətəɪzɪŋ]	reklama (e'lon) qilish	рекламирование, объявление
advise <i>v</i> [əd'vaɪz]	maslahat bermoq	советовать
against <i>adv</i> [ə'geɪnst, ə'genst]	qarshi, ...ga qarshi	против
aggressive <i>adj</i> [ə'ɡresɪv]	tajovuzkor	агрессивный
agree <i>v</i> [ə'ɡri:]	qo'shilmoq (fikrga)	соглашаться
albino <i>adj</i> [æl'bi:nəʊ]	albinos	альбинос
all <i>det, pron</i> [ɔ:l]	hamma	все
all day <i>det+n</i>	kun bo'yi	весь день
all year round <i>det+n+adj</i>	butun yil bo'yi	круглый год
along <i>prep</i> [ə'lɒŋ]	bo'y lab, yoqalab	вдоль, по
altogether <i>adv</i> [ɔ:l'tə'geðə]	hammasi bo'lib	все вместе
amateur <i>n, adj</i> [ˈæmətə]	havaskor	любитель, любительский
amazing <i>adj</i> [ə'meɪzɪŋ]	ajoyib	удивительный
amusement <i>n</i> [ə'mju:zmənt]	xursandchilik, ko'ngil ochish	развлечение, забава
ancient <i>adj</i> [ˈeɪnʃənt]	qadimiy	древний
ankle <i>n</i> [ˈæŋkəl]	to'piq	лодыжка
announcement <i>n</i> [ˈənaʊnsmənt]	e'lon	объявление
apron <i>n</i> [ˈeɪprən]	etak	фартук
aquarium <i>n</i> [ə'kwɛəriəm]	akvarium	аквариум
argue <i>v</i> [ɑ:gju:]	bahslashmoq	спорить

argument *n* ['ɑ:gjʊmənt]
 art gallery *n+n* ['ɑ:t.gæləri]
 as far as *prep, adv* [əz'fɑ:rəz]
 asleep *adj* [ə'sli:p]
 aspirin *n* ['æsprɪn; 'æspərɪn]
 athlete *n* [æθli:t]
 athletics *n (pl athletics)* [əθ'letɪks]
 attractive *adj* [ə'træktɪv]
 award *n* [ə'wɔ:d]

bahs
 badiiy galereya
 ... gacha
 uxla(yot)gan
 aspirin
 atletikachi
 atletika
 jozibali, maftunkor
 mukofot

аргумент
 художественная галерея
 до
 спящий
 аспирин
 атлет
 атлетика
 привлекательный
 награда

B

back *n, adv* [bæk]
 backache *n* ['bækɛɪk]
 background *n* ['bækgraʊnd]
 badge *n* [bædʒ]
 badminton *n* ['bædmɪntən]
 balcony *n* ['bælkəni]
 ballet *n* ['bæleɪ]
 banquet *n* ['bæŋkwɪt]
 bargain for *phr. v* ['bɑ:gɪn]
 baseball *n* ['beɪsbɔ:l]
 be fond of *v+adj+prep* [bi:'fɒndəv]
 bead *n* [bi:d]
 beat *v* [bi:t]
 beautiful *adj* ['bju:tɪfəl]
 beauty *n* ['bju:ti]
 because of *conj* [br'kɒz, br'kəz]
 bedtime *n* ['bedtaɪm]
 believe *v* [br'i:ɪv]
 belong to *v* [br'lɒŋ]
 belt *n* [belt]
 bike *n* [baɪk]
 blossom *n* ['blɒsəm]
 be in blossom *v+n*
 blouse *n* [blaʊz]
 boat *n* [bəʊt]
 boating *n* ['bəʊtɪŋ]
 bookmark *n* ['bʊkmɑ:k]
 bookstore *n* ['bʊkstɔ:]
 boring *adj* ['bɔ:rɪŋ]
 bowl for washing *n+prep+n* [bəʊl]
 boxing *n* ['bɒksɪŋ]

1. bel; 2. orqaga, orqadan
 bel og'rig'i
 orqa fon
 nishon
 badminton
 balkon
 balet
 bazm
 savdolashmoq
 beysbol
 yaxshi ko'rmoq
 munchoq
 urmoq; yengmoq
 chiroyli
 go'zallik, latofat
 sababli
 uxlash vaqti
 ishonmoq
 ...ga qarashli bo'lmoq
 kamar
 velosiped
 gul, gullash
 gullamoq
 bluzka (*kiyim*)
 qayiq, kema
 qayiqda suzish
 xatcho'p
 kitob do'koni
 zerikarli
 obdasta
 boks

1. спина; 2. сзади, позади
 боль в спине
 задний план, фон
 значок
 бадминтон
 балкон
 балет
 банкет
 торговаться
 бейсбол
 увлекаться
 бусинка, капля
 бить; побеждать
 прекрасный
 красота
 из-за
 время ложиться спать
 верить
 принадлежать
 ремень, пояс
 велосипед
 цвет, цветение
 цвести, расцветать
 блузка (одежда)
 лодка
 катание на лодке
 закладка
 книжный магазин
 скучный
 сосуд для умывания
 бокс

bracelet <i>n</i> ['brɛslɪt]	bilakuzuk	браслет
bright <i>adj</i> [braɪt]	yorug', yorqin	яркий
bronze <i>adj</i> [brɒnz]	bronz	бронзовый
build <i>v</i> [bɪld]	qurmoq, solmoq, yasamoq, yaratmoq; bino (barpo, bunyod) qilmoq (etmoq)	строить; создавать

C

calm down <i>phr v</i> ['kɑ:m daʊn]	tinchlanmoq, tinchimoq, yupanmoq, ovunmoq, хотirjam bo'lmoq, taskin (orom) topmoq	успокаивать(ся)
camp <i>n</i> [kæmp]	lager, dam olish maskani	лагерь
canvas <i>adj, n</i> ['kænvəs]	brezent (qattiq material)	холст, брезент
canyon <i>n</i> ['kænjən]	kanon	каньон
capital (letter) <i>adj, n</i> ['kæpɪtl]	1. bosh harf; 2. poytaxt	1. заглавная буква; 2. столица, столичный
captain <i>n</i> ['kæptɪn]	kapitan	капитан
card <i>n</i> [kɑ:d]	kartochka; otkritka	карточка; открытка
cardigan <i>n</i> ['kɑ:dɪgən]	jundan yasalgan tugmali, yoqasiz ust kiyim	шерстяная кофта на пуговицах без воротника
careful <i>adj</i> ['keəfəl]	ehtiyotkor, g'amxo'r	осторожный, заботливый
carefully <i>adv</i> ['keəfəli]	ehtiyotkorlik bilan	осторожно
caring <i>adj</i> ['keərɪŋ]	g'amxo'r, mehribon, jonkuvar	заботливый
carpet <i>n</i> ['kɑ:pɪt]	gilam	ковер
carry <i>v</i> ['kæri]	1. ko'tarmoq, ko'tarib olmoq; tashimoq, ko'tarib bormoq, eltmoq, olib bormoq; 2. o'z ichiga olmoq, olib yurmoq	1. нести, носить; возить; 2. содержать
cartoon <i>n</i> [kɑ:'tu:n]	multfilm	мультфильм
carving <i>n</i> ['kɑ:vɪŋ]	o'ymakorlik	резная работа
cassette recorder <i>n</i> [kə'set rɪkɔ:də]	magnitofon	магнитофон
castle <i>n</i> ['kɑ:səl]	qo'rg'on, saroy, qasr	замок
catch <i>v</i> [kætʃ]	ushlab olmoq	ловить
celebrate <i>v</i> ['selɪbreɪt]	nishonlamoq, bayram qilmoq	праздновать
century <i>n</i> ['sentʃəri]	asr	век
ceremony <i>n</i> (pl ceremonies) ['serɪməni]	tantana	церемония
chairperson <i>n</i> [tʃeəpɜ:sən]	rais (bahsda)	председатель
change <i>v</i> [tʃeɪndʒ]	o'zgartirmoq, almashtirmoq	изменять, менять
character <i>n</i> ['kærɪktə]	fe'1-atvor, tabiat (odamniki)	характер; образ
cheap <i>adj</i> [tʃi:p]	arzon	дешевый
chemist <i>n</i> ['kemɪst]	aptekachi; kimyogar	аптекарь; химик
chemist's <i>n</i> ['kemɪsts]	dorixon	аптека

chicken <i>n</i> (<i>pl</i> <i>chicken</i>) [ˈtʃɪkɪn]	tovuq	курица
choir <i>n</i> [ˈkwaɪə]	xor	хор
cinema <i>n</i> [ˈsɪnɪmə]	kino	кино
circle <i>n</i> [ˈsɜːkəl]	doira, aylana	круг
citizen <i>n</i> [ˈsɪtɪzən]	fuqaro	гражданин, гражданин
City Council <i>n+n</i> [ˈsɪtiˈkaʊnsəl]	shahar kengashi	городской совет
clothes <i>n pl</i> [ˈkləʊðz]	kiyim, kiyim-kechak, kiyim-bosh, ust-bosh, libos	одежда
coast <i>n</i> [kəʊst]	qirg'oq, sohil	побережье
coconut <i>n</i> [ˈkəʊkənʌt]	kokos yong'og'i	кокос
cocoon <i>n</i> [kəˈkuːn]	pilla	кокон
coin <i>n</i> [kɔɪn]	tanga	монета
cold <i>n, adj</i> [kəʊld]	1. shamollash; 2. sovuq	1. простуда; 2. холодный
collection <i>n</i> [kəˈleɪʃən]	to'plam, kolleksiya	коллекция
colon <i>n</i> [ˈkəʊlən]	ikki nuqta	двоеточие
colony <i>n</i> (<i>pl</i> <i>colonies</i>) [ˈkɒləni]	mustamlaka	колония
colourful <i>adj</i> [ˈkʌləfəl]	rang-barang	цветной
colourless <i>adj</i> [ˈkʌlələs]	1. rangsiz, tussiz; 2. mazmunsiz, qizig'i yo'q	1. бесцветный; 2. неинтересный
comedy <i>n</i> [ˈkɒmɪdi]	komediya	комедия
comfortable <i>adj</i> [ˈkɒmfɪtəbəl]	qulay, o'ng'ay	удобный, уютный
comics <i>n</i> [ˈkɒmɪks]	kulgili rasmlar	комиксы
comma <i>n</i> [ˈkɒmə]	vergul	запятая
committee <i>n</i> [kəˈmɪti]	qumita	комитет
Commonwealth <i>n</i> [ˈkɒmənwelθ]	hamdo'stlik	содружество
companion <i>n</i> [kəmˈpænjən]	hamroh, suhbatdosh	компаньон, собеседник
company <i>n</i> [ˈkʌmpəni]	1. kompaniya, jamiyat; 2. mehmon; ulfat; ulfatchilik; 3. shirkat; sherikchilik (iqtisodda)	1. компания, общество; 2. гости; 3. компания, товарищество (экономика)
compete <i>v</i> [kəmˈpi:t]	musobaqalashmoq	соревноваться, состязаться
competitor <i>n</i> [kəmˈpetɪtə]	raqib	соперник
complain <i>v</i> [kəmˈpleɪn]	shikoyat qilmoq	жаловаться
complaint <i>n</i> [kəmˈpleɪnt]	shikoyat	жалоба
complex <i>n, adj</i> [ˈkɒmpleks]	1. majmua; 2. murakkab	1. комплекс; 2. сложный
compute <i>v</i> [kəmˈpjʊ:t]	hisoblamoq, hisoblab chiqarmoq	вычислять
conclusion <i>n</i> [kənˈkluːʒən]	xulosa, so'ngi so'z	окончание, заключение
congratulate <i>v</i> [kənˈgrætʃuleɪt]	tabriklamoq, qutlamoq	поздравлять
connect <i>v</i> [kəˈnekt]	bog'lamoq	соединять, связывать
consumer <i>n</i> [kənˈsjuːmə]	iste'molchi	потребитель
contact <i>n</i> [ˈkɒntækt]	aloqa; munosabat, bog'lanish; aloqada (muomalada) bo'lish, aloqa (muomala) qilish	контакт; связь; соприкосновение

continent <i>n</i> ['kɒntɪnənt]	qit'a	материк, континент
corner <i>n</i> ['kɔːnə]	1. burchak; 2. burchak, muyulish	1. угол; 2. уголок
corner shop <i>n+n</i> ['kɔːnəʃɒp]	kichik savdo do'koni	маленький магазин
cost <i>n, v</i> [kɒst]	narx; (narx) turmoq	цена, стоимость; стоить
costume <i>n</i> ['kɒstjʊm]	kiyim	костюм
cosy <i>adj</i> ['kəʊzi]	qulay, yumshoq	уютный
cottage <i>n</i> ['kɒtɪdʒ]	kottej	коттедж
cotton (<i>mass n</i>), <i>adj</i> [kɒtn]	1. paxta; 2. paxtadan qilingan	1. хлопок; 2. хлопчато-бумажный
cough <i>n, v</i> [kɒf]	yo'tal; yo'talmoq	кашель; кашлять
county <i>n</i> ['kaunti]	graflik; okrug (AQSH)	графство; округ (США)
court <i>n</i> [kɔːt]	maydon	корт
cover <i>n</i> ['kʌvə]	1. qapqoq, qasmoq, g'ilof; choyshab, o'rin yoping'ichi; 2. muqova, jild; 3. pana joy	1. покрывало, чехол, крышка; 2. обложка; 3. укрытие
cover <i>v</i> ['kʌvə]	1. o'ramoq, qoplamoq, ustini yopmoq, bekitmoq; 2. qoplamoq (xarajatlarni); 3. yashirmoq, bekitmoq, pana qilmoq; 4. qamrab olmoq, ichiga olmoq; 5. reportaj bermoq	1. покрывать, закрывать; 2. покрывать (расходы); 3. скрывать; 4. охватывать; 5. давать репортаж
cowboy <i>n</i> ['kaʊbɔɪ]	otliq cho'pon, otliq podachi, kovboy (Shimoliy Amerikada)	ковбой (в Северной Америке)
craft <i>n</i> [kra:ft]	hunarmandchilik	ремесла
cream (medical) <i>n</i> [kri:m]	krem, malham	крем, мазь
crescent <i>n</i> ['kresənt]	yarim oy	полумесяц
cross <i>n</i> [krɒs]	krest (o'zaro kesishgan ikki chiziqdan iborat belgi)	крест
cry <i>v</i> [kraɪ]	yig'lamoq	плакать
cuddle <i>v</i> ['kʌdl]	bag'riga bosmoq, quchmoq	обнимать; баюкать
cup <i>n</i> [kʌp]	kubok	кубок
customer <i>n</i> ['kʌstəmə]	xaridor	покупатель
cut <i>v</i> [kʌt]	kesmoq, qirqmoq	резать, порезать
cute <i>adj</i> [kju:t]	yoqimli, sevimli	прелестный

D

day off <i>n</i> [deɪɒf]	dam olish kuni	день отдыха
debate <i>n, v</i> [dɪ'beɪt]	bahs; munozara qilmoq	дебаты; дебатировать
decoration <i>n</i> [ˌdekə'reɪʃn]	bezak, zeb-ziynat, pardoz; beza(ti)sh, yasatish, zeb berish	украшение, убранство
deep <i>adj</i> [di:p]	1. chuqur, teran, mazmunli, asosli, jiddiy; 2. (tovushga nisbatan) past, yo'g'on; 3. (rangga nisbatan) to'q, tim; 4. qattiq, kuchli; 5. (nafas, nafas olishga nisbatan) chuqur	1. глубокий, серьёзный; 2. низкий (о звуке); 3. насыщенный, тёмный (о цветах); 4. сильный; 5. глубокий (о дыхании)

define <i>v</i> [dɪ'faɪn]	1. (so'zga nisbatan) ma'no anglatmoq; 2. belgilamoq, topmoq, aniqlamoq; ta'riflamoq yetkazmoq	1. установить значение (слово); 2. определять
deliver <i>v</i> [dɪ'lɪvə]	stomatolog, tish tabibi	доставлять
dentist <i>n</i> ['dentɪst]		стоматолог, зубной врач
develop <i>v</i> [dɪ'veləp]	1. o's(tir)moq; ongini oshirmoq, rivojian(tir)moq, taraqqiy et(tir)moq; 2. ishlab chiqmoq	1. развивать(ся); 2. разрабатывать
die <i>v</i> [daɪ]	1. o'lmoq, o'lib qolmoq (ketmoq), dunyodan o'tmoq, jon bermoq, vafot qilmoq; (gul haqida) so'lmoq, qurimoq, so'nib qolmoq, xazon bo'lmoq; 2. o'chmoq, so'nmoq, bosilmoq; jimimoq, jimib (to'xtab) qolmoq, to'xtamoq	1. умирать; увядать (о цветах); 2. заглохнуть, перестать работать
difference <i>n</i> [dɪfərəns]	farq	различие
disadvantage <i>n</i> [dɪsəd'vɑ:ntɪdʒ]	kamchilik, zarar	невыгода, невыгодное положение, вред
disagree <i>v</i> [dɪsə'grɪ:]	fikrga qo'shilmaslik	несоглашаться
disco <i>n</i> ['dɪskəʊ]	diskoteka	дискотека
discover <i>v</i> [dɪs'kʌvə]	kashf qilmoq	обнаруживать
discovery <i>n</i> [dɪs'kʌvəri]	kashfiyot	открытие, раскрытие
dish <i>n</i> [dɪʃ]	ovqat, taom	блюдо
display <i>v</i> [dɪ'spleɪ]	1. ko'rsatmoq, namoyish qilmoq; 2. ko'rsatmoq, ochmoq oshkor (fosh) qilmoq; 3. maqtanmoq, kerilmoq, ko'z-ko'z qilmoq	1. показывать, выстав- лять; 2. проявлять, обна- руживать; 3. хвастаться
diver <i>n</i> ['daɪvə]	g'avvos	водолаз; ныряльщик
divide <i>v</i> [dɪ'vaɪd]	bo'lmoq	делить
diving <i>n</i> ['daɪvɪŋ]	sho'ng'ish	ныряние
doll <i>n</i> [dɒl]	qo'g'irchoq	кукла
double <i>adj</i> ['dʌbəl]	ikkita	удвоенный
dramatic <i>adj</i> [drə'mætɪk]	fojiali	драматический
dreamworld <i>n</i> [dri:mwɜ:ld]	orzular (xayolot) saltanati	царство грёз
drop <i>v</i> [drɒp]	tushirib yubormoq	уронить, ронять
drops (medical) <i>n</i> (pl drops) [drɒps]	tomcnilar (tibbiy)	капли (мед.)
during <i>prep</i> ['dʒuəriŋ]	davomida	в течение

E

earache <i>n</i> ['ɪərəɪk]	quloq og'rig'i	боль в ухе
earl <i>n</i> [ɜ:l]	graf (Angliya)	граф (Англия)
echidna <i>n</i> [ə'kɪdnə]	yexidna (zool.)	ехидна (зоол.)

economic <i>adj</i> [i:kə'nɒmɪk]	1. iqtisodiy, iqtisodga oid, iqtisod ...; 2. foydali, foyda keltiradigan, daromadli, rentabelli	1. экономический; 2. выгодный, рентабельный
educate <i>v</i> ['edʒukeɪt]	ta'lim bermoq	обучать
education <i>n</i> [edʒʊ'keɪʃən]	ta'lim	образование
either <i>adv</i> ['aɪðə; i:ðə]	ham	тоже
electrical <i>adj</i> [r'lektɾɪkəl]	elektrga oid	относящийся к электричеству
embroidered <i>adj</i> [ɪm'brɔɪdəd]	gul tikib bezatilgan, to'qilgan	вышитый
embroidery <i>n</i> [ɪm'brɔɪdəri]	kashta	вышивание, вышивка
emperor <i>n</i> ['empərə]	imperator	император
emu <i>n</i> ['i:mju:]	emu (zool.)	эму (зоол.)
encyclopedia <i>n</i> [ɪn'saɪklə'pi:dri]	qomus, ensiklopediya	энциклопедия
ending <i>n</i> [ˈendɪŋ]	yakun, nihoya, oxir, poyon, intiho	конец, окончание
enjoy <i>v</i> [ɪn'dʒɔɪ]	rohat (maza) qilmoq	наслаждаться
enter <i>v</i> ['entə]	kirmoq	входить, поступать
entertainment (<i>mass n</i>) [entə'teɪnmənt]	o'yin-kulgi	развлечение
envelope <i>n</i> ['envələʊp]	konvert	конверт
environment (<i>mass n</i>) [ɪn'vaɪərənmənt]	atrof-muhit	окружение
equipment (<i>mass n</i>) [r'kwɪpmənt]	jihaz	оборудование
especially <i>adv</i> [r'speʃəli]	ayniqsa	особенно, в особенности
eucalyptus <i>adj, n</i> [ju:kəlɪptəs]	evkalipt (bot.)	эвкалипт (бот.)
event <i>n</i> [ɪ'vent]	hodisa, voqea, tadbir	случай, событие
ever <i>adv</i> ['evə]	1. qachondir, qachon bo'lmasin; 2. (perfekt zamonidagi fe'llar bilan so'roq gaplarda qo'llaniladi) shu paytgacha, qachondir, ilgari, oldin; 3. doimiy, davomli	1. когда-либо; 2. (употребляется с глаголами перфектного время в вопросительных предложениях) раньше, до настоящего момента; 3. всегда
everyone <i>pron</i> ['evriwʌn]	har bir	каждый
exactly <i>adv</i> [ɪg'zæktli]	aniq, roppa-rosa	точно
examine <i>v</i> [ɪg'zæmɪn]	1. tadqiq qilmoq, o'rganmoq, tanishmoq, tekshirmoq, tekshirib ko'rmoq, ko'zdan kechirmoq, ko'rik (tekshiruv) dan o'tkazmoq; 2. imtihon (sinov) dan o'tkazmoq, imtihon olmoq	1. исследовать, осматривать; 2. экзаменовать
except <i>prep</i> [ɪk'sept]	... dan tashqari, ... dan boshqa, ... dan bo'lak, mustasno qilganda	кроме, исключая
exchange <i>n</i> [ɪks'tʃeɪndʒ]	1. alish(tir)ish; almash(tir)ish; 2. (pulga nisbatan) ayirbosh qilish, ayirboshlash; 3. valyuta, chet el puli; 4. birja	1. обмен; 2. обмен; размен (деньги); 3. валюта; 4. биржа

exchange <i>v</i> [ɪks'tʃeɪndʒ]	1. ayirboshlamoq, alish(tir)moq, almash(tir)moq; 2. (pulga nisbatan) maydalamoq, maydalab olmoq (bermoq) hayajonli, to'liqlantiradigan undov; his-hayajon	1. менять; обменивать(ся); 2. разменивать (деньги)
exciting <i>adj</i> [ɪk'saɪtɪŋ]		увлекательный
exclamation <i>n</i> [ˌeksklə'meɪʃən]		восклицание
exercise <i>n</i> [ˌeksə'saɪz]	1. mashq; 2. jismoniy gimnastika mashqi	1. упражнение; 2. физическая зарядка
exhibition <i>n</i> [ˌeksɪ'bɪʃən]	ko'rgazma	выставка
exotic <i>adj</i> [ɪg'zɒtɪk]	ekzotik	экзотический
expect <i>v</i> [ɪks'pekt]	kutmoq	ожидать
expedition <i>n</i> [ˌeksprɪ'dɪʃən]	ekspeditsiya	экспедиция
expensive <i>adj</i> [ɪk'spensɪv]	qimmat; qimmatbaho, qimmat turadigan	дорогой; дорогостоящий
experience <i>n, v</i> [ɪk'spɪəriəns]	tajriba; sinab ko'rmoq	опыт; испытывать
explain <i>v</i> [ɪk'spleɪn]	tushuntirmoq	объяснять
express <i>v</i> [ɪk'spres]	ifodalamoq	выражать
eye glasses <i>n</i> ['aɪglɑ:sɪz]	ko'zoynak	очки

F

faithful <i>adj</i> ['feɪθfəl]	sodiq, vafodor	преданный, верный
fall asleep <i>v+adj</i> [fɔ:l ə'sli:p]	uxlab qolmoq, uyquga ketmoq	заснуть
fall off <i>phr v</i> [fɔ:l'ɒf]	yiqilib tushmoq	упасть
fan <i>n</i> [fæn]	ishqiboz	болельщик
fanatic <i>n</i> [fə'nætɪk]	fanat	фанатик
farming <i>n</i> ['fɑ:mɪŋ]	dehqonchilik	земледелие
farmland <i>n</i> ['fɑ:mlænd]	dehqonchilik (ferma) uchun yer	земля фермы
fashion <i>n</i> ['fæʃən]	moda, fason	мода, фасон
fashionable <i>adj</i> ['fæʃənəbəl]	modadagi, zamonaviy	модный
feast <i>n</i> [fi:st]	bayram	пир, празднество
festival <i>n</i> [festɪvəl]	bayram, festival	праздник, фестиваль
figure <i>n</i> ['fɪgə]	figura, gavda	фигура
figure skating <i>n+n</i> ['fɪgə'skeɪtɪŋ]	figurali uchish	фигурное катание
final <i>adj</i> [faɪnəl]	oxirgi, so'nggi	последний
finger <i>n</i> ['fɪŋgə]	barmoq	палец
finger nail <i>n</i> ['fɪŋgənɛɪl]	tirnoq (qo'1 barmog'ida)	ноготь
fisherman <i>n</i> ['fɪʃəmən]	baliqchi	рыбак
fit <i>v</i> [fɪt]	yarashmoq, mos kelmoq	подходить, годиться
flame <i>n</i> [fleɪm]	alanga, olov	пламя
flu (<i>mass n</i>) [flu:]	grip (kasallik)	грипп
fold <i>v</i> [fəʊld]	qatlamoq	складывать
following <i>adj</i> ['fɒləʊɪŋ]	quyidagi	следующий
folk <i>n, adj</i> [fəʊk]	1. xalq, odamlar; 2. xalq ...	1. народ; 2. народный
footprint <i>n</i> ['fʊt,prɪnt]	oyoq izi	след

for <i>prep, adv</i> [fə, fɔ:]	1. ... (vaqt)cha; 2. uchun; 3. tarafida	1. в течение; 2. для; 3. за
for ages <i>adv</i> [fə'reɪdʒɪz]	anchadan beri	очень долго
foreign <i>adj</i> ['fɔrɪn]	1. xorijiy, chet, tashqi; 2. begona, yot	1. иностранный; 2. чуждый
forget <i>v</i> [fə'get]	unutmoq, esdan chiqarmoq, unutilib qo'yimoq	забывать, не помнить
form <i>v</i> [fɔ:m]	shakllantirmoq	формировать
formal <i>adj</i> [fɔ:məl]	rasmiy	формальный
fountain <i>n</i> ['faʊntɪn]	1. fontan, favvora; 2. manba	1. фонтан; 2. источник
free <i>adj</i> [fri:]	1. erkin; 2. bepul, tekin	1. свободный; 2. бесплатный
freedom <i>n</i> ['fri:dəm]	ozodlik, erkinlik, erk, hurriyat; mayl, ixtiyor	свобода
fresh <i>adj</i> [freʃ]	yangi uzilgan	свежий
friendly <i>adj</i> ['frendli]	do'stona	дружеский
frighten <i>v</i> ['fraɪtən]	qo'rqitmoq	испугать
be frightened <i>v+adv</i>	qo'rqib ketmoq	испугаться
full of <i>adj</i> ['fʊləv]	to'la, to'liq	полный
full stop <i>adj+n</i> [fʊl'stɒp]	nuqta	точка
fur (<i>mass n</i>), <i>adj</i> [fɜ:]	jun	мех
furniture (<i>mass n</i>) ['fɜ:nɪtʃə]	mebel	мебель

G

garland <i>n</i> ['gɑ:lənd]	gulchambar	гирлянда; венок
get back <i>v+adv</i> [get'bæk]	qaytarib olmoq	вернуть
get to know <i>v+v</i>	bilib olmoq	узнать
get well <i>v+adv</i> [get'wel]	tuzalmoq	выздоровливать
get worse <i>v+adv</i> [get'wɜ:s]	yomonlashmoq	ухудшаться
ghost <i>n</i> [gəʊst]	arvoh	приведение
gift <i>n</i> [gɪft]	sovg'a	подарок
goal <i>n</i> [gəʊl]	maqsad	цель
gold <i>n</i> [gəʊld]	oltin, tillo	золото
go past ... <i>v+adv</i> [gəʊ'pɑ:st]	...yonidan o'tmoq	пройти мимо ...
go straight on <i>v+adv</i> [gəʊ'streɪtɒn]	to'g'riga yurmoq	идти прямо
goods <i>n (pl goods)</i> [gʊdz]	tovar, mol	товар, товары
grand <i>adj</i> [grænd]	katta, buyuk, bahaybat	большой, грандиозный
granny <i>n</i> ['græni]	buvijon	бабушка
greeting <i>n</i> ['gri:tɪŋ]	salomlashuv, salom	приветствие
guide <i>n</i> [gaɪd]	yo'1 boshlovchi, gid	гид
gun <i>n</i> [gʌn]	1. miltiq, vintovka; 2. qurol, aslaha (to'p, zambarak va sh.k. artilleriya qurollari)	1. ружье, винтовка; 2. орудие, пушка
gym <i>n</i> [dʒɪm]	1. gimnastika zali; 2. gimnastika; 3. jismoniy tarbiya (maktabdagi dars)	1. гимнастический зал; 2. гимнастика; 3. физкультура (урок в школе)

H

habit <i>n</i> ['hæbɪt]	odat	привычка
handball <i>n</i> ['hændbɔ:l]	qo'1 to'pi (gandbol)	гандбол
handset <i>n</i> ['hændset]	pult, masofadan boshqaruvchi apparat	пульт
harvest <i>n, v</i> ['hɑ:vɪst]	hosil; hosilni yig'ib olmoq	урожай; собирать урожай
have to <i>v</i> ['hæftə]	kerak, to'g'ri kelmoq	должен
headache <i>n</i> ['hedeɪk]	bosh og'rig'i	головная боль
head of state [hedəv'steɪt]	davlat rahbari	глава государства
head teacher <i>n+n</i> [hed'ti:tʃə]	maktab direktori	директор школы
health (<i>mass n</i>) [helθ]	sog'liq	здоровье
hear <i>v</i> [hɪə]	eshitmoq	слушать
heart <i>n</i> [hɑ:t]	yurak	сердце
heavy <i>adj</i> ['hevi]	og'ir	тяжелый
herbal <i>adj</i> ['hɜ:bəl]	dorivor	травяной
hike <i>n</i> [haɪk]	sayr qilish, sayohat	прогулка, путешествие
hire <i>n, v</i> [haɪə]	ijara; ijaraga olmoq	прокат; нанимать
historical <i>adj</i> [hɪ'stɔrɪkəl]	tarixga oid; tarixiy ahamiyatga ega bo'lgan, tarixiy	исторический
hoarding <i>n</i> ['hɔ:dɪŋ]	afisha, reklama oinasi	афиша
hold <i>v</i> [həʊld]	1. ushlamoq, tutmoq, ushlab (tutib) turmoq; 2. qo'yib (qochirib) yubormasdan ushlab (tutib) turmoq, ushlab qolmoq, o'zida saqlab qolmoq; 3. o'z ichiga olmoq, ichida (tarkibida) biror narsa bo'lmoq, ichiga sig'dirmoq; 4. o'tkazmoq (majlis, namoyish); 5. (o'z fikrida, qarashida) turmoq, fikrga (qarashga) ega bo'lmoq	1. держать; 2. удерживать; 3. содержать в себе, вмещать; 4. проводить (собрание, демонстрация); 5. придерживаться (взгляда, мнения)
honesty <i>n</i> ['ɒnɪsti]	sofdillik, vijdonlilik	честность
honour (<i>mass n</i>) ['ɒnə]	sharaf, hurmat	честь, слава
hospitality <i>n</i> [hɒspɪ'tælɪti]	mehmondo'stlik	гостеприимство
hotel <i>n</i> ['həʊtel]	mehmonxona	гостиница
huge <i>adj</i> [hju:dʒ]	katta	огромный
hunter <i>n</i> ['hʌntə]	ovchi	охотник
hurt <i>v</i> [hɜ:t]	1. og'ri(t)moq, azob bermoq, zarar yet(kaz)moq; 2. kasal (betob) bo'lmoq, og'rimoq	1. повредить, причинить боль; 2. болеть

I

idea <i>n</i> [aɪ'diə]	1. g'oya, mafkura; fikr; 2. tasavvur, tushuncha; 3. o'y, maqsad, niyat; reja	1. идея, мысль; 2. представление; 3. план, намерение
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ill <i>adj</i> [ɪl]	kasal	больной
importance <i>n</i> [ɪm'pɔːtəns]	ahamiyatlilik, muhimlik; ahamiyat	значительность, важность; значение
important <i>adj</i> [ɪm'pɔːtənt]	muhim, ahamiyatli	важный
impossible <i>adj</i> [ɪm'pɔsɪbəl]	bo'lishi mumkin emas	невозможный
in fact <i>phr</i> [ɪn'fækt]	aslini olganda	на самом деле
independence <i>n</i> [ɪndɪ'pendəns]	mustaqillik	независимость
independent <i>adj</i> [ɪndɪ'pendənt]	mustaqil	независимый
indoor <i>adj</i> [ɪndɔː]	ichki	внутренний
industrial <i>adj</i> [ɪndʌstriəl]	sanoat ...; sanoatlashgan, sanoati taraqqiy etgan	промышленный, индустриальный
inform <i>v</i> [ɪn'fɔːm]	xabar qilmoq	информировать, уведомлять
informal <i>adj</i> [ɪn'fɔːməl]	norasmiy	неформальный
information <i>n</i> [ɪnfə'meɪʃn]	axborot, ma'lumot	сообщение, информация
injection <i>n</i> [ɪn'dʒekʃən]	inyeksiya, ukol	инъекция; укол
inside <i>adv</i> [ɪn'saɪd]	ichida, ichkarida	внутри
inside <i>n</i> [ɪn'saɪd]	ichkari (ichki) tomon, ichkari; teskari tomon, ich tomon, orqa, astar	внутренняя сторона, внутренность; изнанка
instrument <i>n</i> [ɪnstru'mənt]	asbob	инструмент
international <i>adj</i> [ɪntə'næʃnəl]	xalqaro	интернациональный
Internet <i>n</i> [ɪntənɛt]	internet	интернет
into <i>prep</i> [ɪntə, 'ɪntu]	(ichi) ga	в, к
introduce <i>v</i> [ɪntrə'djuːs]	1. tanishtirmoq; 2. joriy qilmoq	1. предстоять; 2. вводить
introduction <i>n</i> [ɪntrə'dʌkʃən]	kirish qism	введение
iron <i>v</i> ['aɪən]	dazmollamoq, dazmol bosmoq	гладить, утюжить
island <i>n</i> ['aɪlənd]	orol	остров

J

jacket <i>n</i> ['dʒækɪt]	jaket	жакет
jeans <i>n</i> (pl <i>jeans</i>) ['dʒiːnz]	jinsi	джинсы
jelly (<i>mass n</i>) ['dʒɛli]	yelimshak; marmelad	желе
join <i>v</i> [dʒɔɪn]	qo'shilmq	вступать, соединять
journey <i>n</i> ['dʒɜːni]	sayohat	путешествие
judge <i>n</i> [dʒʌdʒ]	hakam	судья
jug <i>n</i> [dʒʌg]	ko'za	кувшин
jump <i>n, v</i> [dʒʌmp]	sakrash; sakramoq	прыжок; прыгать
junior <i>adj</i> ['dʒuːniə]	yosh	юниор
justice (<i>mass n</i>) ['dʒʌstɪs]	adolat, odillik	справедливость, правосудие

K

kalish <i>n</i> [kə'lɪʃ]	kalish	галoши
karate <i>n</i> [kə'reɪti]	karate (yaponcha kurash turi)	каратэ (японская борьба)

keep away <i>v+adv</i> [ki:pə'weɪ]	yo'latmaslik	держаться подальше
keep fit <i>v+adv</i> [ki:p'fɪt]	tetik (sog') bo'lmoq	поддерживать здоровье
kilt <i>n</i> [kɪlt]	kilt (shotlandlarning kiyimi)	юбка шотландка
kind <i>adj</i> [kaɪnd]	shafqatli	добрый
knee <i>n</i> [ni:]	tizza	колени
knowledge <i>n</i> ['nɒlɪdʒ]	1. ma'lumot; ma'rifat; 2. bilish, yaxshi bilish; xabardorlik, vofiqliq; bilganlik, xabardorlik ekanlik	1. знание, познание; 2. осведомлённость, сведения
kookaburra <i>n</i> ['kʊkəbʌrə]	kukabara (qush)	кукабара (птица)

L

lace cap <i>n+n</i> [leɪs'kæp]	ayollarning to'qilgan bosh kiyimi	женский кружевной чепец
lamb <i>n</i> [læm]	qo'zi, qo'zichoq	ягнёнок
last <i>v</i> [lɑ:st]	cho'zilmoq, davom etmoq	длиться
latest <i>adj</i> ['leɪtɪst]	eng so'nggi	самый последний
laugh at <i>v+prep</i> [lɑ:fət]	birovning ustidan kulmoq	смеяться над
leaflet <i>n</i> ['li:flɪt]	sahifa; kichik broshura	листочек; тонкая брошюрка
leather <i>n, adj</i> ['leðə]	teri	кожа
lecture <i>n</i> ['lektʃə]	1. ma'ruza, leksiya; 2. o'git, pand-nasihah, tanbeh	лекция
left <i>n, adj, adv</i> [left]	chap; chap tomon	левый; левая сторона
on the left <i>adv</i>	chap tomonda, chap tomondan	налево, слева
legend <i>n</i> ['ledʒənd]	afsona	легенда
leisure (<i>mass n</i>) ['leɪzə]	bo'sh vaqt	досуг; свободное время
let's ... <i>v</i> [lets]	keling ...lik	давайте
liberty <i>n</i> ['lɪbətɪ]	ozodlik	свобода
library <i>n</i> ['laɪbrəri]	kutubxona	библиотека
lie down <i>v+adv</i> [laɪ'daʊn]	yotmoq	ложиться
light <i>v</i> [laɪt]	yoqmoq	зажигать
like <i>prep</i> [laɪk]	o'xshash, o'xshab	как, подобно
line <i>n</i> [laɪn]	chiziq	линия
literacy <i>n</i> ['lɪtərəsɪ]	savodxonlik, savodlilik; o'qish-yozishni bilish; savod	грамотность
live <i>adj</i> [laɪv]	1. jonli, tirik, o'lmagan; 2. to'g'ridan-to'g'ri, to'g'ridan-to'g'ri uzatilgan, jonli efirda	1. живой; 2. в прямом эфире
lively <i>adj</i> ['laɪvli]	jonli, xushchaqchaq	живой, веселый
local <i>adj</i> ['ləʊkəl]	mahalliy	местный
location <i>n</i> [ləʊ'keɪʃən]	joylashgan joy	местонахождение
logo <i>n</i> ['ləʊgəʊ]	marka, emblema	эмблема
look forward to [lʊk'fɔ:wədətə]	intizorlik bilan kutmoq, umid bilan kutmoq	ожидать с нетерпением

look <i>v</i> [lʊk]	1. qaramoq, boqmoq, nazar solmoq, nazar tashlamoq; 2. o'xshamoq, biror ko'rinishga ega bo'lmoq, ko'rinmoq	1. смотреть, глядеть; 2. выглядеть
look for <i>v+prep</i> [lʊkfɔ:]	izlamoq	искать
lotion (<i>mass n</i>) [lʊʃən]	maz, malham	лосьон; примочка
luck <i>n</i> [lʌk]	omad	удача

M

machine <i>n</i> [məʃi:n]	mashina, mexanizm, dastgoh	машина, механизм, станок
magazine <i>n</i> [ˌmæɡəˈzi:n]	jurnal	журнал
make <i>v</i> [meɪk]	yasamoq	делать, сделать
be made in <i>v+prep</i> [bɪˈmeɪdɪn]	... da yasalgan	сделано в ...
be made of <i>v+prep</i> [bɪˈmeɪdəv]	... dan yasalgan	сделано из ...
man <i>n</i> (<i>pl men</i>) [mæn]	erkak	мужчина
marine <i>adj</i> [məˈri:n]	dengizga oid	морской
mascot <i>n</i> [ˈmæskət]	baxt keltiruvchi narsa, tumor	талисман
massage <i>v</i> [ˈmæsɑ:ʒ]	uqalamoq	массировать
matter <i>n, v</i> [ˈmætə]	masala; ahamiyat kasb etmoq	случай; иметь значение
may <i>modal v</i> [meɪ]	mumkin	можно
medal <i>n</i> [ˈmedl]	medal	медаль
medicine (<i>mass n</i>) [ˈmedsən]	dori-darmon; tibbiyot	лекарство; медицина
medium <i>adj</i> [ˈmi:diəm]	o'rtacha	средний
mention <i>v</i> [ˈmenʃən]	qayd etmoq, aytib o'tmoq	упоминать
merchant <i>n</i> [ˈmɜ:tʃənt]	savdogar	купец
Millennium Games <i>n+n</i> [mɪˈleniəmˈgeɪmz]	yangi ming yillik o'yinlari	игры нового тысячелетия
mind <i>n</i> [maɪnd]	1. aql, idrok, zehn; 2. xotira; 3. diqqat, e'tibor	1. ум; 2. память; 3. внимание
mini-drama <i>n</i> [ˈmini ˈdrɑ:mə]	kichik sujetli drama	мини драма
miss <i>v</i> [mɪs]	1. sog'inmoq; 2. o'tkazib yubormoq	1. скучать; 2. пропустить
mobile phone <i>adj+n</i> [ˈməʊbaɪl ˈfəʊn]	mobil telefon	мобильный телефон
model <i>n</i> [ˈmɒdl]	namuna; andoza	модель; макет
modern <i>adj</i> [ˈmɒdn]	zamonaviy	современный
moment <i>n</i> [ˈmɒmənt]	daqiqqa, on, lahza	момент
monument <i>n</i> [ˈmɒnjumənt]	haykal, yodgorlik	памятник, монумент
moon <i>n</i> [mu:n]	oy	луна
mosque <i>n</i> [mɒsk]	machit	мечеть
Motherland <i>n</i> [ˈmʌðərlænd]	vatan, yurt	родина
motto <i>n</i> (<i>pl mottoes</i>) [ˈmɒtəʊ]	shior	девиз
much more <i>adv+adj</i> [ˈmʌtʃmɔ:]	yana, ko'proq	намного больше
museum <i>n</i> [mju:ˈzi:əm]	muzey	музей

N

nail <i>n</i> [neɪl]	1. tirnoq; 2. mix	1. ноготь; 2. гвоздь
named after <i>v+adv</i> [neɪmdɑ:ftə]	nomli, nomi bilan	имени кого-либо
narrow <i>adj</i> [nærəʊ]	tor	узкий
nation <i>n</i> [neɪʃən]	millat	нация
national <i>adj</i> [næʃənəl]	milliy	национальный
necessary <i>adj</i> [nesɪsəri]	muhim, zarur	необходимый
need to <i>v</i> [ni:dtə]	(qilishga) to'g'ri kelmoq	необходимо делать
nervous <i>adj</i> [nɜ:vəs]	1. asab...; asabiy, tajang, asabni qo'zg'atadigan (buzadigan), diqqatni oshiradigan; 2. xavotirlangan; qo'rqqan, cho'chigan	1. нервный, неврозный; 2. боязливый, беспокоящийся о чём-л.
newspaper <i>n</i> [ˈnju:spetpə]	gazeta	газета
noisy <i>adj</i> [ˈnoɪzi]	shovqinli	шумный
nor <i>adv</i> (<i>negative</i>) [nɔ:]	ham (bo'lishsiz)	тоже нет
nothing <i>pron</i> [ˈnʌθɪŋ]	hech qanday, hech narsa	ничего
notice <i>v</i> [ˈnəʊtɪs]	ko'rmoq, ko'rib qolmoq, ko'zi tushmoq; e'tibor bermoq;	замечать, обращать внимание

O

observatory <i>n</i> [əb'zɜ:vətəri]	rasadxona	обсерватория
officer <i>n</i> [ˈɒfɪsə]	xodim; ofitser	чиновник; офицер
official <i>adj</i> [ə'fɪʃl]	rasmiy; xizmatga (ishga) oid, xizmat (ish) bilan bog'liq bo'lgan, xizmat (ish) ...	официальный; служебный
Olympic Games <i>adj+n</i> [əˌlɪmpɪk'geɪmz]	Olimpiada o'yinlari	Олимпийские игры
on-line <i>adj</i> [ˈɒnlaɪn]	Internet bilan ulangan	соединенный с Интернетом
on the corner <i>prep+n</i>	burchakda, muyulishda	на углу
operation <i>n</i> [ˌɒpə'reɪʃən]	operatsiya	операция
opinion <i>n</i> [ə'pɪnjən]	fikr	мнение
opposite <i>prep</i> [ˈɒpəzɪt]	qarshisida, ro'parasida	напротив
ordinary <i>adj</i> [ˈɔ:dənəri]	oddiy	простой
origami (<i>mass n</i>) [ˌɒrɪ'gɑ:mi]	qog'oz shakllar	оригами
origin <i>n</i> [ˈɒrɪdʒɪn]	kelib chiqish	происхождение
original <i>adj</i> [ə'ɪrɪdʒɪnəl]	asl	оригинальный
ornament <i>n</i> [ˈɔ:nəmənt]	bezak, naqsh	украшение; орнамент
out <i>adv, prep</i> [aʊt]	tashqarida	извне
Out of my way!	Yo'limdan qoch!	Прочь с дороги!
outdoor <i>adj, adv</i> [ˈaʊtdɔ:]	1. tashqi; 2. tashqarida	1. внешний; 2. на улице
outing <i>n</i> [ˈaʊtɪŋ]	ekskursiya, sayohat	прогулка
overseas <i>adj</i> [ˌəʊvə'si:z]	uzoq yurtdagi, xorijdagi	заграничный
own <i>det, pron</i> [əʊn]	shaxsiy	личный

P

pack <i>v</i> [pæk]	o'ramoq	упаковывать
packaging <i>n</i> ['pækɪdʒɪŋ]	o'rash, o'ram	упаковка
pain <i>n</i> [peɪn]	og'riq	боль
palace <i>n</i> ['pælɪs]	saroy, qasr, koshona; hashamatli (dang'illama) uy	дворец
panic <i>v</i> ['pænik]	vahima qilmoq	паниковать
parking <i>n</i> ['pɑ:kɪŋ]	avtomobil turar joyi	стоянка
parliament <i>n</i> ['pɑ:ləmənt]	parlament (qonun chiqaruvchi oliy davlat organi)	парламент
participate <i>v</i> [pɑ:'tɪsɪpeɪt]	ishtirok etmoq, qatnashmoq	участвовать
part of speech <i>n+n</i>	so'z turkumi	часть речи
pass <i>v</i> [pɑ:st]	1. uzatmoq, oshirmoq; 2. o'tmoq	1. передавать; 2. проходить
path <i>n</i> [pɑ:θ]	yo'lak	тропинка
peace <i>n</i> [pi:s]	1. tinchlik, osoyishtalik, inoqlik, totuvlik; 2. tinchlik, jimjitlik, sokinlik, sukunat, tinch holat	1. мир; 2. спокойствие, покой, тишина
pedestal <i>n</i> ['pedɪstəl]	asos	пьедестал
peel <i>n, v</i> [pi:l]	po'choq; po'choq archmoq	кожура; чистить
pelican <i>n</i> ['pelɪkən]	pelikan (zool. birqozon)	пеликан (зоол.)
penfriend <i>n</i> ['penfrend]	xat yozishadigan do'st	друг по переписке
perfection <i>n</i> [pə'fektʃən]	1. takomillash(tir)ish, mukam- mallash (tir)ish, kamolga (kamo- lotga) erishish (yetkazish), kamol top(tir)ish; 2. mukammallik, bar- kamollik, bekam-ko'stlik, benuq- sonlik; kamolot; 3. tugallik, to'liqlik; mukammallik	1. совершенствование; 2. совершенство, безупречность; 3. законченность, завершенность
permission <i>n</i> [pə'mɪʃən]	ruxsat	разрешение
person <i>n</i> ['pɜ:sən]	shaxs	лицо
pester <i>v</i> ['pestə]	xarxasha qilmoq	надоедать, донимать
pester power <i>v+n</i> ['pestə'paʊə]	xarxasha qilish, joniga tegish	надоедание
pharmacy <i>n</i> ['fɑ:məsi]	dorixona	аптека
philosopher <i>n</i> [fɪ'lɒsəfə]	faylasuf	философ
phrase <i>n</i> [freɪz]	jumla	фраза
pick up <i>phr v</i> ['pɪkʌp]	1. terib olmoq, yig'ishtirmoq; 2. yig'moq, to'plamoq; yerdan ko'tarmoq, engashib ko'tarib olmoq; 3. o'rganib olmoq, bilib olmoq, orttirmoq, ega bo'lmoq, qo'lga kiritmoq	1. подбирать; поднимать; 2. собирать; 3. приобретать; добывать
piece <i>n</i> [pi:s]	bir bo'lak	кусочек
in one piece <i>adv</i>	butunligicha	целый
pineapple <i>n</i> ['paɪnæpəl]	anas	ананас
pink <i>adj</i> [pɪŋk]	pushti	розовый
plan <i>n, v</i> [plæn]	reja; rejalashtirmoq	план; планировать

plaster (medical) (<i>mass n</i>) [ˈplɑːstə]	gips	пластырь; гипс
platypus <i>n</i> [ˈplætɪpəs]	oʻrdakburun (zool.)	утконос (зоол.)
play <i>n</i> [pleɪ]	1. oʻyin; 2. oʻyin, vaqtichogʻlik, vaqtixushlik; 3. pyesa	1. игра; 2. игра, забава; 3. пьеса
pleasant <i>adj</i> [ˈpleznt]	yoqimli, xush keladigan	приятный, милый
pleasure <i>n</i> [ˈplezə]	rohat, koʻngil ochish	удовольствие
pocket <i>n</i> [ˈpɒkɪt]	choʻntak, kissa, hamyon	карман
poetry <i>n</i> [ˈpəʊtri]	sheʻriyat	поэзия
point out <i>phr v</i> [ˈpɔɪntaʊt]	taʻkidlamoq, aytib oʻtmoq	указывать
policeman <i>n</i> [ˈpɒliːsmən]	politsiyachi	полицейский
polio <i>n</i> [ˈpəʊliəʊ]	poliomyelit (kasallik)	полиомиелит (болезнь)
political <i>adj</i> [pəˈlɪtɪkəl]	siyosiy	политический
polyester <i>n</i> [ˈpɒliɛstə]	poliyester	полиэстер
pond <i>n</i> [pɒnd]	hovuz	пруд
pony <i>n</i> [ˈpəʊni]	poni (toti, toʻpichoq)	пони
pool <i>n</i> [puːl]	ot (bichimi kichik, pastak ot)	бассейн
poor <i>adj</i> [pɔː]	havza	бедный; жалкий
popular <i>adj</i> [ˈpɒpjələ]	kambagʻal; bechora	популярный
port <i>n</i> [pɔːt]	mashhur	1. порт, гавань; 2. портовый город, порт
postcard <i>n</i> [ˈpəʊstkaːd]	1. port, bandargoh, qoʻnalgʻa; 2. port shahar, port	открытка
postcode <i>n</i> [ˈpəʊskəʊd]	otkritka	почтовый индекс
postman <i>n</i> [ˈpəʊstmən]	pochta indeksi	почтальон
post office <i>n+n</i> [ˈpəʊstɒfɪs]	xat tashuvchi, pochta (erkak)	почтовый офис
postwoman <i>n</i> [ˈpəʊstwʊmən]	pochta	почтальонша
power <i>n</i> [ˈpaʊə]	xat tashuvchi, pochta (ayol)	власть; сила
powerful <i>adj</i> [ˈpaʊəfəl]	hokimiyat; qudrat, kuch	сильный, мощный
practise <i>v</i> [ˈpræktɪs]	qudratli	практиковать
prefer <i>v</i> [ˈprɪfəː]	shugʻullanmoq	предпочитать
prepare <i>v</i> [prɪˈpeə]	afzal koʻrmoq	готовиться
pre-school <i>adj</i> [prɪˈskuːl]	tayyorla(n)moq	дошкольный
present <i>v</i> [prɪˈzent]	maktabgacha, maktab yoshigacha	дарить
presentation <i>n</i> [ˌprezənˈteɪʃən]	boʻlgan	презентация
president <i>n</i> [ˈprezɪdnt]	taqdim qilmoq	президент
pretty <i>adj</i> [ˈprɪti]	taqdimot	красивый, привлекательный, хорошенький (о женщине, ребёнке)
pretty <i>adv</i> [ˈprɪti]	prezident	значительный, изрядный
price <i>n</i> [praɪs]	(ayol, bola haqida) chiroyli, goʻzal, xushbichim, koʻrkam, zebo, yoqimli, istarasi issiq	цена
print <i>v</i> [prɪnt]	ancha, anchagina, hiyla, yetarli darajada, bisyor	1. печатать; 2. публиковать, помещать в печати; 3. писать печатными буквами
	narx	
	1. bosmoq, bosib chiqarmoq, chop qilmoq; 2. nashr qilmoq, bosmoq; 3. bosma harflarda yozmoq	

prize <i>n</i> [praɪz]	mukofot	приз
producer <i>n</i> [prə'dju:sə]	produser, mahsulotchi	продюсер
product <i>n</i> ['prɒdʌkt]	mahsulot	продукт; продукция
promising <i>adj</i> ['prɒmɪsɪŋ]	kelajagi porloq	перспективный
(be) proud <i>v+adj</i> [praʊd]	faxrlanmoq; mag'rur	гордиться; гордый
prosperity <i>n</i> [prə'sperɪti]	istiqbol, tole	процветание
protect <i>v</i> [prə'tekt]	saqlamoq, himoya (muhofaza)	защищать, охранять;
	qilmoq, asramoq, qo'riqlamoq	ограждать
pudding <i>n</i> ['puɪdɪŋ]	puding	пудинг
pull <i>v</i> [pʊl]	tortmoq	тянуть; тащить
punctuation <i>n</i> [pʌŋktʃu'eɪʃən]	punktuatsiya, tinish belgisi	пунктуация
punt <i>n</i> [pʌnt]	tagi tekis ensiz qayiq	узкая лодка с плоским дном
puppet <i>n</i> ['pʌpɪt]	qo'g'irchoq (teatr uchun)	кукла для кукольного
		театра
purity <i>n</i> ['pjʊəriti]	tozalik, poklik	чистота

Q

queen <i>n</i> [kwi:n]	qirolicha	королева
quickly <i>adv</i> ['kwɪkli]	tezlik bilan	быстро
quiet <i>adj</i> ['kwaɪət]	vazmin	спокойный
quiz <i>n</i> [kwɪz]	viktorina	викторина
quotation <i>n</i> [kwəʊ'teɪʃən]	sitata	цитата

R

race <i>n</i> [reɪs]	yugurish musobaqasi, poyga, kimo'zar, kimo'zdi; bellashuv, tortishuv, musobaqa	соревнование в беге, гонка
racket <i>n</i> ['rækɪt]	raketka	ракетка
railway <i>n</i> ['reɪlweɪ]	temiryo'1	железная дорога
really <i>adv</i> ['ri:əli]	rostdan ham, rostdan, chindan, haqiqatan, haqiqatda	действительно, в самом деле
reason <i>n</i> ['ri:zən]	sabab	причина
receipt <i>n</i> ['ri:si:t]	kvitansiya	квитанция
record <i>n</i> [re'kɔ:d]	rekord (sport)	рекорд (спорт)
recording <i>n</i> [ri'kɔ:dɪŋ]	yozuv, ovoz yozib olish	запись
recycle <i>v</i> [ri:'saɪkəl]	qayta ishlamoq	перерабатывать
region <i>n</i> ['ri:dʒən]	viloyat	область
relax <i>v</i> [ri'læks]	bo'shshash(tir)moq, susay(tir)moq, yengil tortmoq	ослаблять(ся), расслаблять(ся)
remedy <i>n</i> ['remɪdi]	dori; shifo	лекарство
remote control <i>adj+n</i> [ri'məʊt kən'trəʊl]	masofadan boshqarish	дистанционное управление
repair <i>v</i> [ri'peə]	tuzatmoq, sozlamoq	чинить

replace <i>v</i> [rɪˈpleɪs]	1. o'z joyiga qo'yimoq; 2. o'rnini egallamoq (olmoq, bosmoq), o'rniga o'tmoq; 3. ... bilan almashtirmoq (o'zgartirmoq, yangilamoq)	1. ставить или класть на место; 2. замещать; 3. заменять
reply <i>n, v</i> [rɪˈplaɪ]	javob; javob bermoq	ответ; отвечать
represent <i>v</i> [ˌreprɪˈzent]	ifodalamoq	изображать
request <i>n</i> [rɪˈkwest]	iltimos	просьба
respect <i>v</i> [rɪˈspekt]	hurmat qilmoq, e'zozlamoq, izzat-ikrom ko'rsatmoq	уважать
restaurant <i>n</i> [ˈrestərɒnt]	restoran	ресторан
result <i>n</i> [rɪˈzʌlt]	natija	результат
return <i>v</i> [rɪˈtʌ:n]	qayt(ar)moq, orqaga qayt(ar)moq, qaytib kel(tir)moq	возвращать(ся)
reuse <i>v</i> [rɪˈju:z]	qayta ishlatmoq	использовать снова
revise <i>v</i> [rɪˈvaɪz]	1. takrorlamoq (darsni); 2. qayta ko'rib chiqmoq; 3. tekshirib tuzatmoq, to'g'rilamoq, kamchilik (noto'g'rilik) ni bartaraf etmoq	1. повторять (урок); 2. пересматривать; 3. исправлять
rewrite <i>v</i> [rɪˈraɪt]	qaytadan yozib chiqmoq, ko'chirmoq	переписать
riches <i>n</i> [ˈrɪtʃɪz]	boylar	богатые
right <i>n</i> [raɪt]	huquq	право
on the right <i>adv</i>	o'ng tomonda, o'ng tomondan	направо, справа
Right. <i>phrase</i> [raɪt]	Yaxshi. To'g'ri.	Ладно. Правильно.
ring <i>n</i> [rɪŋ]	1. aylanma yo'l; 2. halqa; uzuk, boldoq; 3. sirk sahani (sahnasi), sahna; ring (boks maydonchasi)	1. круг; 2. кольцо; 3. ринг (спорт)
rise <i>v</i> [raɪz]	ko'tarilmoq	подниматься
rodeo <i>n</i> [ˈrəʊdiəʊ, rəʊˈdeɪ-əʊ]	rodeo	родео
roller-coaster <i>n</i> [ˈrəʊləkəʊstə]	rolle koster (atraksion)	ролле костер (аттракцион)
romantic <i>adj</i> [rəˈmæntɪk]	romantik, ishqiy	романтический
rude <i>adj</i> [ru:d]	qo'pol	грубый
rule <i>n</i> [ru:l]	1. qonun, qoida, tartib; 2. idora qilish, boshqarish	1. правило; 2. правление
rule <i>v</i> [ru:l]	boshqarmoq	управлять, властвовать
running <i>n</i> [ˈrʌnɪŋ]	yugurish	бег
runny nose <i>adj+n</i> [ˈrʌniˌnəʊz]	tumov	насморк

S

sales assistant <i>n</i> [ˈseɪlɪzəˈsɪstənt]	sotucvhi	продавец
same <i>adj, pron</i> [seɪm]	bir xil, o'shaning o'zi	тот же самый, один и тот же
scare <i>v</i> [skeə]	qo'rqib ketmoq	бояться
scared <i>adj</i> [skeəd]	qo'rqib ketgan	испуганный, напуганный
scientist <i>n</i> [ˈsaɪəntɪst]	olim	ученый

scissors <i>n</i> (<i>pl scissors</i>) ['sɪzəz]	qaychi	ножницы
seafood (<i>mass n</i>) ['si:fu:d]	dengiz oziq-ovqat mahsuloti	морские продукты
seahorse <i>n</i> ['si:hɔ:s]	dengiz oti	морской конек
seashore <i>n</i> ['si:ʃɔ:]	dengiz qirg'og'i	морской берег, побережье
senior <i>n</i> ['si:niə]	katta	старший
senior citizens <i>adj+n</i> ['si:niə 'sɪtɪzənz]	oqsoqollar	аксакалы
sensible <i>adj</i> ['sensəbl]	1. es-hushli; ba'mani, mulohazali; zehnli, zehni o'tkir, oqil; o'ylab ish qiladigan; 2. bilinadigan, bilinarli, ko'rinadigan, ko'rinarli	1. разумный, благоразумный; 2. заметный, осязаемый
separate <i>adj</i> ['sepəɪt] <i>v</i> ['sepəreɪt]	1. alohida; 2. ajratmoq	1. отдельный; 2. отделить
serve <i>v</i> [sɜ:v]	xizmat qilmoq	обслуживать
sewing <i>n</i> [səʊɪŋ]	tikish	шитье
shampoo <i>n</i> [ʃæm'pu:]	shampun	шампунь
shawl <i>n</i> [ʃɔ:l]	(katta) ro'mol	шаль, платок
shellfish <i>n</i> (<i>pl shellfish</i>) ['ʃel,fiʃ]	chig'anoq	моллюск
shiny <i>adj</i> [ʃaɪni]	yarqiroq	блестящий
shire <i>n</i> [ʃaɪə]	graflik	графство
shock <i>n</i> [ʃɒk]	shok	шок
shoe <i>n</i> [ʃu:]	tufli	туфли
shorts (<i>pl shorts</i>) [ʃɔ:ts]	kalta shim (ishton)	шорты
shoulder <i>n</i> [ʃəʊldə]	yelka	плечо
show <i>v, n</i> [ʃəʊ]	1. ko'rsatmoq; 2. namoyish	1. показывать; 2. показ
sight <i>n</i> [saɪt]	diqqatga sazavor joy	достопримечательность
signature <i>n</i> ['sɪɡnətʃə]	imzo	подпись
silk (<i>mass n</i>) [sɪlk]	ipak; shoyi	шелк
silver <i>adj</i> ['sɪlvə]	1. kumushdan qilingan, kumush...; 2. kumushrang	1. серебряный; 2. серебристый
similarity <i>n</i> [sɪmɪ'lærɪti]	o'xshashlik	сходство, подобие
since <i>prep</i> [sɪns]	...dan beri	с тех пор
situate <i>v</i> ['sɪtʃueɪt]	joylashmoq	располагаться на
size <i>n</i> [saɪz]	o'lcham	размер
skilled <i>adj</i> [skɪld]	mahoratli	опытный
skin <i>n</i> [skɪn]	1. teri; 2. (hayvonning) teri, charm, ko'n; mo'yna; 3. (meva, sabzavotlarning) po'st, po'stloq, po'choq; nozik (yupqa, parda) po'st	1. кожа; 2. кожа, шкура, мех (животного); 3. кожура, кожица (фрукт и овощей)
skirt <i>n</i> [skɜ:t]	yubka (kiyim)	юбка
sky <i>n</i> [skaɪ]	osmon, ko'k, samo, falak	небо, небеса
sleep <i>v</i> [sli:p]	uxlamoq	спать
slogan <i>n</i> ['sləʊɡən]	shior	лозунг

smoking <i>n</i> ['sməʊkɪŋ]	chilim; chekish	курение
sociable <i>adj</i> ['səʊʃəbl]	1. kirishimli, hamsuhbat, diilkash; 2. do'stona munosabatdagi, do'stona, samimiy	1. общительный; 2. дружелюбный; дружеский
sock <i>n</i> [sɒk]	paypoq	носок
solve <i>v</i> [sɒlv]	yechmoq, hal qilmoq	решать
some <i>pron</i> [səm, sʌm]	ba'zi, ayrim	некоторые
someone <i>det, pron</i> ['sʌmwʌn]	kimdir, birov	кто-то
soon <i>adv</i> [su:n]	tezda	скоро
sore <i>adj</i> [sɔ:]	og'riq(li)	больное, больной
sort <i>v</i> [sɔ:t]	saralamoq	сортировать
souvenir <i>n</i> [su:vəniə, 'su:vəniə]	sovg'a	сувенир
spaghetti <i>n</i> (<i>pl spaghetti</i>) [spə'geti]	spagetti	спагетти
special <i>adj</i> ['speʃəl]	maxsus	специальный
speech <i>n</i> [spi:tʃ]	1. nutq, so'zlash (gapirish) qobiliyati, til; 2. nutq uslubi, talaffuz; 3. xalq oldida so'zlanadigan nutq, so'z, chiqish, nutq (notiqniki)	1. речь, дар речи; 2. говор; выговор; 3. выступление, речь (оратора)
spend <i>v</i> [spend]	1. sarflamoq, sarf qilmoq, xarajat qilmoq, ishlatmoq; 2. o'tkazmoq (vaqt); 3. ishlatib tugatmoq, tomom qilmoq, bitirmoq	1. тратить, расходовать; 2. проводить (время); 3. исчерпывать, истощать
sponsor <i>n, v</i> ['spɒnsə]	1. homiy; 2. homiylik qilmoq	1. спонсор; 2. спонсировать
sports kit <i>n+n</i> ['spɔ:t'skit]	sport kiyimi, jihozi	спортивная одежда
square <i>n</i> [skweə]	xiyobon; maydon	сквер; площадь
squirrel <i>n</i> ['skwɪrəl]	olmaxon	белка
stand <i>v</i> [stænd]	1. chidamoq; 2. turmoq	1. терпеть; 2. вставать
star <i>n</i> [stɑ:]	yulduz	звезда
statue <i>n</i> ['stætʃu:]	haykal	статуя
stay (in) <i>v</i> [steɪ]	yotmoq; qolmoq	лежать; останавливаться
stomach <i>n</i> ['stʌmək]	oshqozon; qorin	желудок; живот
stomachache <i>n</i> ['stʌmək-eɪk]	oshqozon, qorin og'riq	боль в животе
storyteller <i>n</i> ['sto:ri:tələ]	hikoyanavs	рассказчик
straight <i>adj</i> [streɪt]	to'g'ri	прямой, прямо
strange <i>adj</i> ['streɪndʒ]	1. g'alati, qiziq, alomat, g'ayrioddiy, odatdagidan boshqacha, noodatiy; 2. notanish, yot, begona	1. странный, необычный; 2. незнакомый, неизвестный
stripe <i>n</i> [straɪp]	yo'l-yo'l chiziq	полоса
strong <i>adj</i> [strɒŋ]	kuchli	сильный
stupid <i>adj</i> ['stju:pɪd]	ahmoq, tentak	глупый

success <i>n</i> [sək'ses]	muvaffaqiyat, omad	успех
successful <i>adj</i> [sək'sesfəl]	muvaffaqiyatli, omadli	успешный; удачный
such <i>det</i> [sʌtʃ]	bunday, shunday	такой
suit <i>n</i> [sju:t, su:t]	kastum-shim	костюм
suitcase <i>n</i> [sju:tkeɪs, 'su:tkeɪs]	jamadon	чемодан
summary <i>n</i> ['sʌməri]	qisqa bayon	краткое изложение
sunshine <i>n</i> ['sʌnʃaɪn]	quyosh nuri	солнечный свет
support <i>v</i> [sə'pɔ:t]	1. ushlab turmoq, ko'tarib turmoq, suyamoq; qo'llab-quvvatlamoq; 2. (oilani, oilaga) boqmoq, qaramoq, tarbiya qilmoq; ro'zg'or tebratmoq; (moddiy) yordamlashmoq, yordam bermoq, ko'maklashmoq; 3. himoya qilmoq, yon bermoq, yoqlamoq	1. поддерживать; 2. содержать (семью); помогать (материально); 3. защищать; содействовать
supporting <i>adj</i> [sə'pɔ:tiŋ]	tayanch; suyab turuvchi	опорный; поддерживающий
Sure. [ʃʊə, ʃɔ:]	Albatta.	Конечно.
be sure <i>v+adv</i>	ishonch hosil qilmoq	быть уверенным
surprise <i>n</i> [sə'praɪz]	kutilmagan sovg'a	сюрприз
swap <i>v</i> [swɒp]	almash(tir)moq	меняться
sweater <i>n</i> ['swetə]	sviter (kiyim)	свитер (одежда)
swimming <i>n</i> ['swɪmɪŋ]	suzish	плавание
switch on <i>phr v</i> ['swɪtʃɒn]	yoqmoq, qo'shmoq	включить
symbolise <i>v</i> ['sɪmbəlaɪz]	ramzni anglatmoq	символизировать
synchronised swimming <i>adj+n</i> ['sɪŋkrənəɪzd 'swɪmɪŋ]	sinxron suzish	синхронное плавание

T

tablet <i>n</i> [ˈtæblɪt]	dori (tabletka)	таблетка
take a tablet [ˈteɪkətæblɪt]	dori ichmoq	принимать таблетку
take back <i>phr v</i> [ˈteɪkbæk]	qaytarib olib bormoq	вернуть
take care of [ˈteɪkˈkeərəv]	g'amxo'rlik qilmoq	заботиться
take off <i>phr v</i> [ˈteɪkɒf]	yechmoq (kiyimni)	снимать (одежду)
take part in <i>phr v</i> [ˈteɪkˈpɑ:tm]	ishtirok etmoq, qatnashmoq	участвовать, принимать участие в чём-л.
take place <i>v+n</i> [ˈteɪkˈpleɪs]	bo'lib o'tmoq	происходить
taste <i>v</i> [teɪst]	tatib ko'rmoq	пробовать
technology <i>n</i> [tek'nɒlədʒi]	texnologiya	технология
teddy bear <i>n+n</i> [ˈtedibɛə]	ayiq (o'yinchoq)	медвежонок (игрушка)
teen <i>adj</i> [ti:n]	o'smir, o'smirga (o'spiringa) oid, o'smirlar (o'spirinlar) ..., o'smirlik (o'spirinlik) ...	подростковый
teenager <i>n</i> [ˈti:neɪdʒə]	o'smir	подросток
theatre <i>n</i> [ˈθɪətə]	teatr	театр

then <i>adv</i> [ðen]	keyin, so'ng	потом
thinker <i>n</i> ['θɪŋkə]	mutafakkir	мыслитель
thriller <i>n</i> ['θɹɪlɚ]	triller, qo'rqinchli film (asar)	триллер
throat <i>n</i> [θrəʊt]	tomoq	горло
through <i>prep, adv</i> [θru:]	orqali	сквозь, через
thumb <i>n</i> [θʌm]	bosh barmoq (qo'lda)	большой палец (рука)
tidy <i>v, adj</i> ['taɪdɪ]	yig'ishtirmoq (xonani); sarishta	прибирать; аккуратный
tie <i>n</i> [taɪ]	bo'yinbog'	галстук
tights <i>n (pl tights)</i> [taɪts]	kolgotka (kiyim)	колготки
time <i>n</i> [taɪm]	1. payt; 2. marta, safar	1. время; 2. раз
tired <i>adj</i> [taɪəd]	charchagan	усталый
toe <i>n</i> [təʊ]	oyoq barmog'i	палец на ноге
toenail <i>n</i> ['təʊneɪl]	oyoq barmog'i tirnog'i	ноготь (на пальце ноги)
tongue <i>n</i> [tʌŋ]	til	язык
tonight <i>adv</i> [tə'naɪt]	(bugun) kechqurun	сегодня вечером
too <i>adv</i> [tu:]	1. ham; 2. haddan tashqari	1. тоже; 2. слишком
toothache <i>n</i> ['tu:θeɪk]	tish og'rig'i	зубная боль
torch <i>n</i> [tɔ:tʃ]	chiroq, mash'ala	факел
tournament <i>n</i> ['tʊənəmənt, 'tɔ:nəmənt]	turnir	турнир
tower <i>n</i> [taʊə]	minora	башня
town <i>n</i> [taʊn]	shahar	город
toy <i>n</i> [tɔɪ]	o'yinchoq	игрушка
tradition <i>n</i> [trə'dɪʃn]	an'ana, urf-odat, rasm-rusm	традиция
train <i>n</i> [treɪn]	poyezd	поезд
train <i>v</i> [treɪn]	1. o'qitmoq, biror narsaga tayyorlamoq; 2. mashq qil(dir)moq; 3. (hayvonga nisbatan) qo'lga o'rgatmoq	1. обучать, готовить к чему-л.; 2. тренировать(ся); 3. дрессировать
trainer <i>n</i> ['treɪnə]	trener, sport ustasi	тренер
trampoline <i>n</i> ['træmpəli:n]	trampolin	трамплин
travel <i>n</i> ['trævəl]	sayohat qilmoq, safarda yurmoq	путешествовать
travelling <i>n</i> ['trævəlɪŋ]	sayohat	путешествие
tray <i>n</i> ['treɪ]	patnis, barkash	поднос
triathlon <i>n</i> [traɪ'æθlən]	triatlon (sport turi)	триатлон (спорт)
trip <i>n</i> [trɪp]	(qisqa muddatli) safar, sayohat; ekskursiya	поездка, путешествие; экскурсия
trousers <i>n (pl trousers)</i> ['traʊzəz]	shim	брюки
try <i>v</i> [traɪ]	1. harakat qilib ko'rmoq, urinmoq, urinib ko'rmoq; 2. sinamoq, sinab ko'rmoq, tekshirib ko'rmoq; tatimoq, tatib ko'rmoq, mazasini ko'rmoq	1. пытаться, стараться; 2. проверять; пробовать

try ... on <i>phr v</i> [ˈtraɪən]	kiyib (o'lchab) ko'rmoq	примерять
T-shirt <i>n</i> [ˈtiːʃɜːt]	mayka (ich kiyim), futbolka	майка, футболка
twice <i>adj</i> [ˈtwɑɪs]	ikki marta	дважды
U		
unforgettable <i>adj</i> [ˌʌnfəˈɡetəbəl]	unutib bo'lmas	незабываемый
unfortunately <i>adv</i> [ˌʌnfɔːtʃənɪtli]	baxtga qarshi, afsuski	к несчастью
unhappy <i>adj</i> [ˌʌnˈhæpi]	xafa, baxtsiz	несчастный
uniform <i>n</i> [ˈjuːnɪfɔːm]	forma (kiyim)	форма (одежда)
unkind <i>adj</i> [ˌʌnˈkaɪnd]	shafqatsiz; nohaq	злой; жестокий
unpleasant <i>adj</i> [ˌʌnˈpleznt]	yoqimsiz, yomon, ko'ngilsiz, noxush, sovuq, xunuk, qo'lansa, bemaza	неприятный, противный, отталкивающий
until ... <i>prep</i> [ˌʌnˈtɪl]	... maguncha	пока не
V		
vacation <i>n</i> [vəˈkeɪʃən]	ta'til	каникулы
valley <i>n</i> [ˈvæli]	vodiy	долина
valour <i>n</i> [ˈvælə]	qahramonlik, botirlik	доблесть; героизм
value <i>v</i> [ˈvæljuː]	1. baholamoq, baho bermoq, narx qo'ymoq, bahosini (narxini) belgilamoq; 2. qadrlamoq, qadriga yetmoq, e'zozlamoq	1. оценивать, производить оценку; 2. ценить, дорожить
victory <i>n</i> [ˈvɪktəri]	g'alaba	победа
visitor <i>n</i> [ˈvɪzɪtə]	mehmon; tashrif buyuruvchi	посетитель; гость
vote <i>v</i> [vəʊt]	ovoz bermoq	голосовать
W		
wash <i>v</i> [wɒʃ]	yuvmoq	мыть
washing up <i>n</i> [ˌwɒʃɪŋˈʌp]	idish-tovoq yuvish	мытьё посуды
waste <i>n, v</i> [weɪst]	1. axlat; 2. sarf qilmoq	1. отходы; 2. растрчивать
water polo <i>n+v</i> [ˈwɔːtəˌpɒləʊ]	suv polosi (suv to'pi o'yini)	водное поло
way of life [weɪəflaɪf]	hayot (turmush) tarzi	образ жизни
weak <i>adj</i> [wi:k]	kuchsiz	слабый
wear <i>v</i> [weə]	1. kiymoq, kiyib yurmoq, taqib (osib, ilib) yurmoq; biror narsa bilan kiyingan bo'lmoq; 2. ma'lum bir qiyofaga ega bo'lmoq	1. носить (одежду); быть одетом во что-л.; 2. выглядеть
weekend <i>n</i> [ˌwi:k'end]	dam olish (hafta oxiri) kunlari	выходные дни

weigh <i>v</i> [weɪ]	og'ir bo'lmoq	иметь вес, значение
Well. <i>phrase</i> [wel]	Xo'p. Yaxshi.	Хорошо.
What's the matter? [ˈwɒtsðə'mætə]	Nima bo'ldi o'zi?, Nima gap?	В чём дело?
wheat (<i>mass n</i>) [wi:t]	bo'g'doy	пшеница
why <i>adv</i> [waɪ]	nima uchun	почему
window-shopping <i>n</i> [ˈwɪndəʊ,ʃɒpɪŋ]	do'kon, bozorda narsalarga qarab yurish (sotib olmasdan)	рассматривать товары магазинов (не купив)
winner <i>n</i> ['wɪnə]	g'olib	победитель
wish <i>n, v</i> [wɪʃ]	1. tilak, istak; 2. tilamoq	1. желание; 2. желать
woman <i>n (pl women)</i> ['wʊmən]	ayol	женщина
wombat <i>n</i> ['wɒmbæt]	vombat (zool.)	вомбат (зоол.)
wonder <i>n</i> ['wʌndə]	1. mo'jiza, karomat; ajoyibot; qandaydir bir ajoyib (ajablanarli, ajib, ajab) narsa; 2. taajjulanish, hayratlanish	1. чудо; нечто удивительное; 2. удивление, изумление
wonder <i>v</i> ['wʌndə]	1. qiziqsinmoq, bilishni xohlamoq, o'ziga savol bermoq; 2. hayron qolmoq (bo'lmoq); hayratda qolmoq, lol qolmoq, ajablanmoq	1. интересоваться, желать узнать, задавать себе вопрос; 2. удивляться; изумляться, поражаться
wonderful <i>adj</i> ['wʌndəfəl]	ajoyib, hayron qolarli, hayratlanarli	замечательный, удивительный
wood (<i>mass n</i>) [wʊd]	o'rmon; yog'och, taxta	лес; древесина
wool (<i>mass n</i>) [wʊl]	jun	шерсть
world <i>n</i> [wɜ:ld]	dunyo	мир
worm <i>n</i> [wɜ:m]	qurt	червяк
would rather <i>phr v</i> [wʊdɹɑ:ðə]	ma'qul, afzal ko'rmoq	предпочитать
wrist <i>n</i> [rɪst]	bilak	запястье

Y

Yours. [jɔ:z]	Do'stingiz. (xat oxirida)	Ваш друг. (в конце письмо)
Yours Sincerely. [jɔ:z sm'sɪəli]	(xat oxirida) Hurmat va ehtiromla.	Искренне Ваш. (в конце письма)
youth <i>n</i> [ju:θ]	yosh (kishi)	молодежь

Geographical names

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Fransiya	Франция
Gruziya	Грузия
Germaniya	Германия
Oltin Qirg'oq	Золотой Берег
Oltin Ko'prik	Золотой Мост
Grand-Kanon	Гранд-Каньон
Buyuk Britaniya	Великобритания
Buyuk ko'llar	Большие озера
Buyuk ipak yo'li	Великий шелковый путь
Katta London	Большой Лондон
Katta Manchester	Большой Манчестер
Gretsiya	Греция
Hamilton	Гамильтон
Gavayi	Гавайи
Gavayi orollari	Гавайские острова
Hollivud	Голливуд
Gudzon daryosi	река Гудзон
Illinoys	Иллинойс
Hindiston	Индия
Eron	Иран
Iroq	Ирак
Irlandiya	Ирландия
Isroil	Израил
Italiya	Италия
Yaponiya	Япония
Qozog'iston	Казахстан
Qirg'iziston	Киргизстан
London	Лондон
Malayziya	Малайзия
Manchester	Манчестер
Manxattan	Манхаттан
O'rtayer dengizi	Средиземное море
Michigan	Мичиган
Minnesota	Миннесота
Mongoliya	Монголия

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Montana	Монтана
Moskva	Москва
Nyu-Jersi	Нью-Джерси
Nyu-York	Нью-Йорк
Yangi Zelandiya	Новая Зеландия
Shimoliy Amerika	Северная Америка
Shimoliy Yorkshir	Северный Йоркшир
Oksford	Оксфорд
Oksfordshir	Оксфордшир
Tinch okeani	Тихий океан
Paygnton hayvonot bog'i	Зоопарк Пайгнтон
Pokiston	Пакистан
Pensilvaniya	Пенсильвания
Pert	Перт
Plimut	Плимут
Roki tog'lari	Скалистые горы
Ruminiya	Румыния
Rashmo	Рашмо
Rossiya	Россия
Sandvich orollari	острова Сандвич
Saudi Arabistoni	Саудовская Аравия
Shotlandiya	Шотландия
Janubiy Afrika	Южная Африка
Janubiy Amerika	Южная Америка
Ispaniya	Испания
Ozodlik haykali	статуя Свобода
Stratford-upon-Avon	Стратфорд-на-Эйвоне
Sidney	Сидней
Suriya	Сирия
Tojikiston	Таджикистан
Tailand	Таиланд
London minorasi	Лондонский тауэр
Trafalgar maydoni	Трафальгарская площадь

LUTFULLO JURAYEV, MAHPRAT ABDULLAYEVA, LARISA
MATSKEVICH, ROZALIYA ZIRYANOVA, HAYOTHON TUHTAROVA,
LUDMILA TSOY, SVETLANA KHAN, LUDMILA KAMALOVA,
KLARA INOGAMOVA

Ingliz, o‘zbek va rus tillarida

INGLIZ TILI DARSLIGI

7- sinf

Ta’lim barcha tillarda olib boriladigan maktablar uchun darslik

Toshkent — «Yangiyul Poligraph Service» MChJ — 2009

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Ijaraga berilgan darslik holatini ko'rsatuvchi jadval

T/r	O'quvchining ismi va familiyasi	O'quv yili	Darslikning olingandagi holati	Sinf rahbarining imzosi	Darslikning topshirilgandagi holati	Sinf rahbarining imzosi
1						
2						
3						
4						
5						
6						

Darslik ijaraga berilib, o'quv yili yakunida qaytarib olinganda yuqoridagi jadval sinf rahbari 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	Muqovaga chizilgan, yirtilgan, asosiy qismdan ajralgan yoki butunlay yo'q, qoniqarsiz ta'mirlangan. Betlari yirtilgan, varaqlari yetishmaydi, chizib, bo'yab tashlangan. Darslikni tiklab bo'lmaydi.