Umumi o’rta ta’lim maktablarining 6-sinfi uchun darslik

O’zbekiston Respublikasi Xalq ta’limi vazirligi tasdiqlagan

Pupil’s book
Workbook

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


The team are particularly grateful to the teachers and students of the schools who participated in the piloting of this book and whose valuable advice and comments have helped greatly in its development.

Special thanks should also go to Prof. M. Iriskulov, the Republican Scientific-Practical Center of Innovations under the Uzbekistan World Languages University for his support throughout the project.

“Teens’ English 6” is developed with the assistance of the Republican Scientific-Practical Center of Innovations under the Uzbekistan World Languages University. Special thanks go to the British Council, Tashkent and international consultant Wendy Arnold for her sustained support and encouraging feedback.

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

– tinglab tushunish yoki video mashqlarni bajarish;
– o’yin tarzidagi mashqlarni bajarish;
– mashq daftarini ochib, u yerdan tegishli mashqni daftarga ko’chirib olish va bajarish uchun mo’ljallangan topshiriqlar;
– darslikning shu sahifasida joylashgan tegishli mashqni daftarga ko’chirib olish va bajarish uchun mo’ljallangan topshiriqlar;
– gapirish amaliyoti uchun dialogik nutq;
– kuchli o’quvchilar yoki sinflar uchun qo’shimcha topshiriq.

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

Dear Pupil!

Welcome to **Teens’ English 6**!

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

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

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

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

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

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

Have fun!

The Authors

---

Aziz o'quvchi!

**Teens’ English 6** darsligiga xush kelibsiz!

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

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

**Nazorat ishlarida** bo'limlarni o'rganish davomida olgan bilimlarining sinob ko'rishingiz mumkin.

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

Ingliz tilini o'rganib olishning eng yaxshi usuli uni amalda qo'llash ekanligini unutmang. Darsda va uydaga o'rtqoqlarining bilan ingliz tilida imkon bo'lishga harakat qiling.

Biz bu o'quv materiallariga sizga quvonch olib keladi va ko'p vaqt o'tmay ingliz tilidan o'rgan bilimning yaxshilanadi degan umiddamiz.

Sizga omad tilaymiz!

Mualliflar.
<table>
<thead>
<tr>
<th>Units</th>
<th>Titles</th>
<th>Page</th>
<th>Topics</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Work and family</td>
<td>6</td>
<td>Jobs</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1 Jobs at school</td>
<td>7</td>
<td>Professions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Professions</td>
<td>8</td>
<td>Weddings in Uzbekistan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 He wants to be a/an ...</td>
<td>9</td>
<td>Weddings in England</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 A wedding in Fergana</td>
<td>10</td>
<td>Relationship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Uzbek and English weddings</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Houses and homes</td>
<td>12</td>
<td>Parts of the house</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>1 An English house</td>
<td>13</td>
<td>House types</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Welcome to my home!</td>
<td>14</td>
<td>Furniture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Tidy up your room!</td>
<td>15</td>
<td>School things</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Homes, sweet homes ...</td>
<td>16</td>
<td>Electrical appliances</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Unusual houses</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>At the grocery</td>
<td>18</td>
<td>Foods</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>1 What’s in the fridge?</td>
<td>19</td>
<td>Fruits and vegetables</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Is there any fruit?</td>
<td>20</td>
<td>Dinner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 There are a lot of vegetables.</td>
<td>21</td>
<td>Shopping places</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Supermarkets and shops</td>
<td>22</td>
<td>Shopping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 A bar of chocolate, please.</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>At the market</td>
<td>24</td>
<td>Fruits and vegetables</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>1 How much are they?</td>
<td>25</td>
<td>Shopping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 How much does it cost?</td>
<td>26</td>
<td>Healthy and unhealthy food</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Do you want to be healthy?</td>
<td>27</td>
<td>Shapes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Are your animals healthy?</td>
<td>28</td>
<td>Plan of a market</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Whose sandwich is this?</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Birthday</td>
<td>30</td>
<td>Birthday</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>1 When’s your birthday?</td>
<td>31</td>
<td>Dates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Happy birthday!</td>
<td>32</td>
<td>Birthday activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Birthdays are fun!</td>
<td>33</td>
<td>Summer activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 My best birthday</td>
<td>34</td>
<td>Famous people</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 My Timeline</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Life in the past</td>
<td>36</td>
<td>Past activities</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>1 What did you do yesterday?</td>
<td>37</td>
<td>Appearance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Dinosaurs</td>
<td>38</td>
<td>Bicycle history</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 What did he look like?</td>
<td>39</td>
<td>Dinosaur types</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 How old are bicycles?</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 When I was ...</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Cooking</td>
<td>42</td>
<td>Food and countries</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>1 Where did pizza come from?</td>
<td>43</td>
<td>Recipes and ingredients</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 How to make pancakes</td>
<td>44</td>
<td>Picnics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Can you cook palov?</td>
<td>45</td>
<td>Desserts, cold and hot drinks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 What do you have for a picnic?</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 How often do you eat fast food?</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units</td>
<td>Titles</td>
<td>Page</td>
<td>Topics</td>
<td>Hours</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------</td>
<td>------</td>
<td>----------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>8</td>
<td>At the table</td>
<td></td>
<td>Offering and asking for food</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>1 What did you have for breakfast?</td>
<td>48</td>
<td>Healthy and unhealthy food</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Would you like ...?</td>
<td>49</td>
<td>Eating places</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 At the canteen</td>
<td>50</td>
<td>Eating habits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Table manners</td>
<td>51</td>
<td>Countries and manners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Lay the table</td>
<td>52</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Project</td>
<td>53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Round the world in 14 days</td>
<td></td>
<td>Contents</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>1 Continents, countries ...</td>
<td>54</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 We're in Europe.</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Brr! North America</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 The longest, the biggest ...</td>
<td>57</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Kiwis, koalas and kangaroos</td>
<td>58</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Project</td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Geography and population</td>
<td></td>
<td>Mountains, rivers, lakes, seas and oceans</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>1 Do you know Uzbekistan?</td>
<td>60</td>
<td>Population, area and location</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 What is the UK?</td>
<td>61</td>
<td>Numbers above 1000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Welcome to the USA!</td>
<td>62</td>
<td>Nationalities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Australia</td>
<td>63</td>
<td>Capitals and cities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 New Zealand</td>
<td>64</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Project</td>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Nature and climate</td>
<td></td>
<td>The world and climate</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>1 Climate of the world</td>
<td>66</td>
<td>Seasonal climate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 What's the climate like?</td>
<td>67</td>
<td>Water and climate problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Save water!</td>
<td>68</td>
<td>Rain forest problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Save energy!</td>
<td>69</td>
<td>Recycling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Save our rain forests!</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Project</td>
<td>71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The world of fairy tales</td>
<td></td>
<td>Fairy tales</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>1 What were you doing?</td>
<td>72</td>
<td>Noticing things</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 An accident</td>
<td>73</td>
<td>Birds and animals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Do you like fairy tales?</td>
<td>74</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Can birds and animals talk?</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 A happy end</td>
<td>76</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Project</td>
<td>77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Learning Review</td>
<td></td>
<td>Leisure</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1 Do you know?</td>
<td>78</td>
<td>Transport types</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Mr Whitfield went fishing.</td>
<td>79</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Do you have a ‘bird table’?</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 What’s the best transport?</td>
<td>81</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 What’s next to... ?</td>
<td>82</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 I can ... I know ...</td>
<td>83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Workbook</td>
<td>84-112</td>
<td>Classwork and homework</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Grammar</td>
<td>113-124</td>
<td>Grammar points in Uzbek</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>English–Uzbek Wordlist</td>
<td>125-155</td>
<td>Words learnt in Classes 1-6</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Geographical names</td>
<td>156-158</td>
<td>Geographical names</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 1 Jobs at school

1 Listen and repeat.

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

A lot of people work at your school. They do a lot of different jobs. For example, your (1) ... helps you to learn. The (2) ... helps teachers, pupils and parents. The (3) ... answers the telephone and works with letters and papers. The (4) ... knows about the books and helps children to find books. The school (5) ... helps sick children. The (6) ... in the canteen makes lunch every day. And the (7) ... cleans the school. What is your job at school? Your job is to learn.

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

   e.g. A: (takes a card)
       B: Do you answer the telephone?
       A: No.
       C: Do you clean the school?
       A: Yes.
       C: You are the cleaner.

4a Listen and complete the sentence.

4b Write T for True and F for False.

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

5b Work in pairs.

   Pupil A: Look at this page. Ask and write about David Beckham.
   e.g. A: What’s his name?
        B: His name’s David Beckham.
   Pupil B: Look at page 11.

Munojat Yulchieva lives in Uzbekistan. She was born in a village near Fergana. Her parents had eight children. She has five sisters and two brothers. She is a singer. She sings classical Uzbek songs. She goes to a lot of countries and villages to give concerts. She knows a lot of old songs. Young and old people like her songs.
LESSON 2 Professions

1 Listen and sing.

2a Work in pairs. Look and match.

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

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

3a Find similar words.

3b Listen and check.

5 Play “Tic Tac Toe”.

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

4 Match the sentences and the jobs.

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

<table>
<thead>
<tr>
<th>librarian</th>
<th>chef</th>
<th>gardener</th>
</tr>
</thead>
<tbody>
<tr>
<td>cleaner</td>
<td>interpreter</td>
<td>reporter</td>
</tr>
<tr>
<td>teacher</td>
<td>nurse</td>
<td>secretary</td>
</tr>
</tbody>
</table>

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

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

6b Report.

- e.g. Lena’s father is an engineer. Her mother is a doctor.
LESSON 3 He wants to be a/an ...

1. Listen and sing.

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

3. Listen to Sevara, Laziz and Dilnoza. Complete the table. Use: pilot, reporter, interpreter, planes, English, film stars

4a. Listen and match.

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

   e.g. A: What does Daniel want to be?
   B: Daniel wants to be a computer programmer.
   A: Why?
   B: Because he likes computers.

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

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

<table>
<thead>
<tr>
<th>name</th>
<th>job</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regina</td>
<td>doctor</td>
<td>help sick people</td>
</tr>
</tbody>
</table>

5b. Report.

   e.g. Regina wants to be a doctor because she wants to help sick people.
LESSON 4 A wedding in Fergana

1. Listen and sing.

2a. Look, listen and repeat.

2b. Look and write about Aziz’s family.
   e.g. Odina – Karim = wife – husband

2c. Work in groups. Play “The Abdullaev Family”.
   e.g. Davron: My name’s Davron.
   Pupils: Do you have any brothers or sisters?
   Davron: My father’s name’s Karim. I have a twin sister. Her name’s Madina.

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

1. Whose wedding party is it?
2. What do these words mean? relative, wedding, get married

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

3b. Work in pairs. Match the parts and make sentences about Aziz.
   e.g. A: His parents’ niece is making cakes.
       B: No, his parents’ niece is getting married.

4. Draw your family tree and write about one relative.

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

2 Play “Find Someone Who”.
   e.g. Zamira has two brothers.

3 Look, listen and repeat. Write the meaning of the words from the Wordlist.
   pageboy, bride, bridesmaid, bridegroom, throw, confetti

4a Look at the pictures. Find and say differences between Uzbek and English weddings. Read and check.
   e.g. In England they have pageboys. In Uzbekistan we have ...

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

4b Work in pairs. Ask and answer. Complete the table.
   A: You are from Great Britain.
      e.g. Do girls in Uzbekistan have a white wedding dress?
   B: You are from Uzbekistan.
      e.g. Do girls in Great Britain have a white wedding dress?

4c Report.
   e.g. In Great Britain girls have a white wedding dress. In Uzbekistan girls usually have a traditional Uzbek dress and a white wedding dress.

5 Listen and repeat.
LESSON 6 Project

1. Listen and sing.

2. Play “What’s My Job?”

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

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

Name: ____________________________
Profession: _______________________
Country: _________________________
What s/he is famous for: __________

3b Make the presentations.

Unit 1 • Lesson 1

Activity 5b Work in pairs.
Pupil B: Look at this page.
Ask and write about Munojat Yulchieva.

E.g. B: What’s her name?
A: Her name’s Munojat Yulchieva.

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

Thanks for your letter. You ask me to describe my house. It is (1) a ... house. (2) ... on the first (3) ... there are three bedrooms, a bathroom and a toilet. My bedroom is between my parents’ room and my brother’s room. My room is bigger than his room. My room is the best! (4) ... on the ground (5) ... there is a living room, a dining room and a kitchen.

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

Please write to me about your house.

Love,
Lucy
LESSON 2 Welcome to my home!

1. Listen and sing.

2a. Look and match. Listen and repeat.

2b. Play “Snowball”.

3a. Listen and find.

3b. Play “Where’s Mr Brown?”

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

Pupil B: Look at page 35.

e.g. Pupil A: Does Mr Willis have a sofa?
   Pupil B: Yes.
   Pupil A: Is he watching TV?
   Pupil B: Yes.
   Pupil A: Does he have a clock on the wall?
   Pupil B: Yes.
   Pupil A: Thank you. Mr Willis lives at 8B Garden Road.
   Pupil B: Well done!

1) a book case
2) a sofa
3) an armchair
LESSON 3 Tidy up your room!

1 Listen and sing.

2 Read and repeat.

3 Look, read and write instructions.
   e.g. Put the books in the bookcase.

4a Choose and write three sentences.
   e.g. I mopped the floor.

4b Play a guessing game.
   e.g. Did you mop the floor?

Happy Harry helps at home on the holiday!

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

<table>
<thead>
<tr>
<th>Info for Pupil B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>person</td>
<td>address</td>
</tr>
<tr>
<td>Mr Brown</td>
<td>9B Garden Road</td>
</tr>
<tr>
<td>Mr Bin</td>
<td>7C Garden Road</td>
</tr>
<tr>
<td>Mrs Green</td>
<td>7A Garden Road</td>
</tr>
</tbody>
</table>
Dear Lucy,

Thanks for your letter and the (1) ... of your house. It looks great.
I live in a big (2) ... . There are (3) ... rooms in it. There is a living room, a dining room, and five bedrooms, a kitchen and a bathroom.
My dad’s favourite room is our (4) ... room. Look at the photo. There are three armchairs, a big sofa, a table and six (5) ... in it. There is a big (6) ... on the wall. We like watching TV in the evening. Our favourite (7) ... is National Geographic. I like (8) ... about different animals, insects, birds and fish. They are very interesting! My mum’s favourite room is the (9) ... . She likes her big fridge and a new dishwasher. I like them too! It’s nice that your house and our house have two (10) ... . Come and visit us. Come soon.
Love,
Aziz
LESSON 5 Unusual houses

1 Listen and sing.
2 Play “We are washing dishes!”

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

3b Chain Drill.
   e.g. A: The Strawberry House.
        B: It’s from Japan. The Dog House.
        C: It’s from ...

3c Work in groups of 4/5. Choose, write and say.
   e.g. I’d like to live in the Boeing 727 House because I like planes.

3d Report.
   e.g. Aziz and Farhod would like to live in the Auto House because they like cars.
LESSON 6 Project My dream home

I can say where people live.
Men odamlarning qayerda yashashini ayta olaman.

I can describe a house/flat.
Men uyni tasvirlay olaman.

I can draw a plan of the house/flat.
Men uyning rejasini chiza olaman.

I can talk and write about devices we use at home.
Uyda ishlatiladigan anjomlar haqida gapirib, yoza olaman.

I can draw and describe my ideal home.
Men tasavvuriy uyimni chizib, tasvirlay olaman.

1  Listen and sing.
2a Draw and describe your dream house.
2b Make a presentation.
LESSON 1 What’s in the fridge?

1. Listen and repeat.  

2a. Look, listen and repeat. 

2b. Work in pairs. Point and say. 
   A: (points)  
   B: Cheese.

3. Work in groups. Put the words in the right place. 
   e.g. There is an egg. 
       There is some butter.

4a. Look and write 4 sentences. 
   e.g. There is some meat on the first shelf.
       There’s a sausage. 
       There’s some m-m-milk.

4b. Work in pairs. Say True or False. 
   e.g. A: There is some meat on the second shelf. 
       B: False. There is some meat on the first shelf.

5. Listen and draw.
LESSON 2 Is there any fruit?

1. Listen and sing.

2a. Look and match. Listen and repeat.

1) flour
2) lemonade
3) chips

2b. Work in pairs. Point and say.
A: (points)
B: Flour.

3. Work in pairs. Read and answer the questions.
1) What is Aziz going to eat?
2) What is he going to drink?

Aziz: Hello, Mum. What’s for lunch? I’m hungry ...
Mum: Sausages, chips and tomatoes.
Aziz: Great! My favourite. Is there any juice?
Mum: No ... There’s some tea.
Aziz: OK ... I’d like black tea with lemon ...
Is there any fruit?
Mum: Yes ... bananas and apricots.
Aziz: Apricots ... Yuck. You know I don’t like them.
Mum: Sorry, you can eat bananas then ...
Go and wash your hands.
Lunch is ready.


Pupil A: Look at this picture.
Pupil B: Look at the picture on page 23.
e.g. Pupil A: Is there any lemonade in picture B?
Pupil B: No. Is there any jam in picture A?

5. Work in pairs. Ask and answer.
A: Is there any milk?
B: Yes. / No.
LESSON 3 There are a lot of vegetables.

1 Listen and sing.

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

1 On this table there is a lot of bread and honey. There are a lot of bananas, apples and tomatoes.

2 On this table there is a lot of rice and sugar. There are a lot of bananas, apples and tomatoes.

2b Play “There is a lot of ...”.

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

3a Read and answer the question.

Who is cleverer: the Ant or the Grasshopper?

Remember:

There are a lot of vegetables. There is a lot of milk.

3b Work in pairs. Complete the story.

One summer’s day a Grasshopper met an Ant. “Let’s sing and dance,” the Grasshopper said. “No, I’m busy,” said the Ant. “What are you doing?” asked the Grasshopper. “Winter’s coming. I want to have a lot of food in winter,” said the Ant. “Why? Look. There are a lot of vegetables and fruit. There’s a lot of grass,” the Grasshopper said. “No, sorry. I must work,” said the Ant and went away.
LESSON 4 Supermarkets and shops

1. Listen and sing.
   - Shopping, shopping. Let’s go shopping.
   - We can buy a lot of food: Bread and butter, cheese and ice cream.
   - It is so good!

2a. Listen and repeat.
   - Shopping, shopping.
   - Let’s go shopping.
   - We can buy a lot of food: Bread and butter, cheese and ice cream.
   - It is so good!

2b. Work in groups. Write your poem.
   - Let’s go shopping.
   - We can buy a lot of food:
     - Bread and butter,
     - cheese and ice cream.
     - It is so good!

3a. Look, listen and repeat.

3b. Listen and match with the sections.

4a. Put the words in the right column.

<table>
<thead>
<tr>
<th>Dairy</th>
<th>Bakery</th>
<th>Meat</th>
<th>Fruit and veg</th>
</tr>
</thead>
<tbody>
<tr>
<td>milk</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4b. Work in pairs. Ask and answer.
   - e.g. A: Where can I buy sausages?
   - B: Go to the meat section. Where can I buy ...?
LESSON 5 A bar of chocolate, please.

1 Listen and sing.

2a Read and answer the question.

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

2b Answer the questions.
1) Where do people in Uzbekistan buy food?
2) Where does your family buy food?

3 Look and match. Listen and repeat.
1 a bottle of  4 a jar of
2 a packet of  5 a bar of
3 a box of    6 a kilo of

4 Work in groups of 4/5. Play “Say a Sentence”.
e.g. I’d like a bar of chocolate.

5a Listen and read.

Good morning.
One packet?
What kind?
How many packets?
Here you are.

5b Work in pairs. Play “Customer and Sales Assistant”.

Good morning.
I’d like some green tea, please.
Yes, and some biscuits.
Lemon biscuits, please.
Two, please.
Thank you.
LESSON 6 Project

1 Listen and sing.
2b Play “Let’s Go Shopping”.

2a Prepare for the game “Let’s Go Shopping”.

I want the best apples.

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

2c Make the report.

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

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

Activity 4 Work in pairs. Find five differences.

Pupil B: Look at the picture.

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

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

Unit 3 · Lesson 2

Activity 4 Work in pairs. Find five differences.

Pupil B: Look at the picture.

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

Pupil 2: No. Is there any jam in picture A?
UNIT 4 At the market

LESSON 1 How much are they?

1. Listen and repeat.

2. Look, listen and repeat.

3a. Work in pairs. Match the numbers with words.
   1) 250; 2) 1500; 3) 2125; 4) 1250
   a) one thousand five hundred
   b) one thousand two hundred and fifty
   c) two hundred and fifty
   d) two thousand one hundred and twenty-five

3b. Listen and repeat.

4a. Work in pairs. Read and answer the questions.
   1) How much are quinces?
      a) 1500 soums  b) 2500 soums  c) 5000 soums
   2) How much does the customer* pay*?
      a) 5000 soums  b) 2500 soums  c) 1500 soums
   3) How many quinces does the customer buy?
      a) half a kilo  b) a kilo  c) two kilos

Customer: Do you have any quinces?
Sales assistant: Yes. How many quinces do you want?
Customer: How much are they?
Sales assistant: They’re 5000 soums a kilo.
Customer: Half a kilo*, please.
Sales assistant: Anything else*?
Customer: No, thank you.
Sales assistant: That’s 2500 soums, please.
Customer: Here you are.
Sales assistant: Thank you.

Remember:
5000 soums a kilo
260 – two hundred and sixty
7520 – seven thousand five hundred and twenty
½ – half a kilo
Anything else?

4b. Listen and repeat.

5. Work in pairs. Write your dialogue.

a quince
a fig
a pomegranate
5500s
3500s
5000s
LESSON 2  How much does it cost?

1   Listen and sing.

2   Look, listen and repeat.

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

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

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

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

4   Work in groups of 4/5. Play “Guess the Vegetable”.

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

   B: Does it grow under the ground?
   A: No.
   C: Do we eat it raw?
   A: No.
   D: Is it orange?
   A: Yes.
   E: Do we eat it in somsas and mantis?
   A: Yes.
   All: It’s a pumpkin!

5   Read, listen and repeat. Find the word with * in the Wordlist.

C: How much do potatoes cost*?
S: They cost 1000 soums a kilo.
C: Two kilos, please.
S: Here you are. Anything else?
C: Yes. How much do cabbages cost?
S: They cost 500 soums each*.
C: One cabbage, please.
S: That’s 2500 soums please.
C: Here you are.
S: Thank you.

Remember:
How much do cabbages cost?
How much do tomatoes cost?
They cost 500 soums each.
They cost 1200 soums a kilo.
LESSON 3 Do you want to be healthy?

1. **Listen and sing.**

2. **Read and answer the questions.**
   
   What’s in your lunchbox? Is it healthy food?

   **My lunchbox**

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

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

3a. **Work in pairs. Read and find the words with *.**
   
   Does “should” mean:
   a) can?  b) must?  c) like?

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

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

   e.g. We should eat good food.

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

   e.g. A: What food should we eat to have good hair?
   B: You should eat eggs and fish.
LESSON 4 Are your animals healthy?

1. Play “Fruit and Vegetables”.

2a. Answer the question.
In cartoons rabbits often eat carrots.
Are carrots good for rabbits?

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

Doctor White tells us how to look after our rabbits. Well, the first thing I want to tell you is that carrots (1) ... for rabbits’ teeth. A lot of people don’t know this. But rabbits (2) ... . Rabbits’ teeth grow very quickly: two millimetres a week. Usually this is OK because in the wild rabbits eat (3) ... . In fact they eat for half the day. But domestic rabbits always (4) ... . They don’t eat much grass. We give them other things like carrots. But this gives rabbits a problem. Their teeth grow and grow fast. They get very long and this is bad for the rabbit. So remember – don’t give your rabbit a lot of carrots. One or two (5) ... is good. Give your rabbit lots of grass.

2c. Listen and check.

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

E.g. Hello. Today our programme is about what to feed cows and horses.
You should ... 
You shouldn’t ... because ... .

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

3b. Make a presentation of your programme.
LESSON 5 Whose sandwich is this?

1 Listen and sing.

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

- triangle
- square
- circle
- raisins
- lettuce

2b Work in pairs. Point and say.

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

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

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

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

3b Draw your sandwich. 
Write five sentences.

- It has circle eyes from an egg.
- It has raisins for the eyes.
- ...

3c Work in pairs. 
Picture dictation.

- A: It has circle eyes from an egg. It has raisins for the eyes.
LESSON 6 Project

1. Listen and sing.

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

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

2b. Work in groups. Present your plan of the supermarket.
   e.g. Come to our supermarket Shark Yulduzi. In our supermarket there are 4/5/6 sections. You can find the freshest vegetables and fruit in the fruit and veg section. We have figs, ... . In the dairy section there is the tastiest yogurt, ...

I can

1) I can say about vegetables.
   Men sabzavotlar haqida aytib bera olaman.
   e.g. I grow under the ground. I’m long and thin. I’m yellow or orange. You can cook me or eat me raw.

2) I can ask and answer about how much fruit and vegetables cost.
   Meva va sabzavotlar necha pul turishi haqida so’rab, javob bera olaman.
   e.g. – How much do potatoes cost?
       – They cost 1000 soums a kilo.

3) I can say what food you should eat to be healthy.
   Sog’lom bo’lish uchun qanday oziq-ovqat yeyish kerakligini aytaman.
   e.g. We should eat fresh fruit and vegetables. We shouldn’t eat a lot of sweets or chocolates.

4) I can say how to look after domestic animals.
   Uy hayvonlariga qanday qarash lozimligini aytaman.
   e.g. Don’t give your rabbit a lot of carrots. Give your rabbit a lot of grass.

5) I can write how to make a sandwich.
   Buterbrodni qanday tayyorlash kerakligini yoza olaman.
   e.g. Cut triangle eyes from an egg. Put raisins for the eyes.
LESSON 1 When’s your birthday?

1. Listen and repeat.

2a Look at the table. Say the date of your birthday.
   e.g. the 31st of November

<table>
<thead>
<tr>
<th>-st</th>
<th>-nd</th>
<th>-rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>first (1st)</td>
<td>second (2nd)</td>
<td>third (3rd)</td>
</tr>
<tr>
<td>twenty-first (21st)</td>
<td>twenty-second (22nd)</td>
<td>twenty-third (23rd)</td>
</tr>
<tr>
<td>thirty-first (31st)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2b Chain Drill.
   e.g. A: When’s your birthday?
         B: My birthday’s on the 3rd of February.

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


3b Listen and repeat.

3c Work in pairs. Point and say.
   e.g. A: (points)
         B: Nineteen eighty-one.

5a Listen and match the people and years.
   e.g. 1b

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

4 Play “Bingo”.

Bingo!!!

<table>
<thead>
<tr>
<th>2014</th>
<th>1981</th>
<th>1968</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953</td>
<td>2008</td>
<td>2000</td>
</tr>
</tbody>
</table>

5b Work in pairs. Ask and answer.
   e.g. A: When was Arslan’s grandad born?
         B: In ...
LESSON 2 Happy birthday!

1 Listen and sing.

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

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

3 Work in pairs. Ask and answer.

  e.g. A: What do you have on your birthday?
       B: I have a birthday party. What do you ... ?

What do you have on your birthday?

<table>
<thead>
<tr>
<th></th>
<th>have</th>
<th>get</th>
<th>doing</th>
<th>on your birthday?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

4b Work in groups. Say about the presents. What presents are the most popular?

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

5 Work in pairs. Look at the invitation card and put the sentences in order.

  e.g. 1b

Party Invitation

a) Hope you can come.
b) Dear Tom
c) John
d) P.S. No adults please!
e) Please come to my 13th birthday party on Sunday 12th of July at 6.30pm.
LESSON 3 Birthdays are fun!

1. Listen and sing.

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

   e.g. A: (points)
   B: A birthday party with cartoon heroes.

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

2b. Chain Drill.

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

2c. Work in groups of 4/5.

   Choose a birthday party.

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

3a. Work in pairs.

   Read and put in order.

   e.g. 1 Dear John

3b. Write your answer to the invitation card.

   See you I want to come.

   Thank you for your invitation.

   Dear John

   Tom

   on 12 July.
LESSON 4 My best birthday

1 Listen and sing.

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

Dear Aziz,

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

Please write about your best birthday.
Love
Lucy

2b Listen and check.

3a Write five sentences about your best birthday.

3b Work in groups of 4/5. Read your texts. Say who had the best birthday.

4 Work in pairs. Complete the sentences.

Thank You!

Dear _________________,

Thank you very much for the ______________.

I think it’s ______________.

I was very ______________ to see you at my birthday party!

Your friend,
Iroda

happy, beautiful, Akmal, album for drawing
LESSON 5 My Timeline

1. Listen and sing.

2a. Work in pairs. Ask and answer.
   Complete Malika’s timeline.
   Pupil A: Look at this page.
   Pupil B: Look at page 59.
   e.g. Pupil A: What happened in 2005?
        Pupil B: Malika was born.

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

3a. Make your timeline. Write four sentences.
   e.g. In 2018 I got a mobile phone for my birthday.

3b. Work in pairs. Compare your timelines.
    What is different?

3c. Report.
    e.g. Shuhrat’s birthday is on the 5th of May and my birthday is on the 14th of June.
LESSON 6 Project

1 Listen and sing.

2a Complete the Timeline about you.

<table>
<thead>
<tr>
<th></th>
<th>September</th>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>last summer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. went to Samarkand</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2b Write four sentences about you.

e.g. Last summer I went to Samarkand.

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

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

<table>
<thead>
<tr>
<th>last summer</th>
<th>September</th>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>Azamat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. went to Samarkand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nina</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shohruh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nilufar</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit 2 · Lesson 2

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

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

e.g. Pupil A: Does Mr Willis have a sofa?
Pupil B: Yes.
Pupil A: Is he watching TV?
Pupil B: Yes.
Pupil A: Does he have a clock on the wall?
Pupil B: Yes.
Pupil A: Thank you. Mr Willis lives at 8B Garden Road.
Pupil B: Well done!

<table>
<thead>
<tr>
<th>person</th>
<th>address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Willis</td>
<td>8B Garden Road</td>
</tr>
<tr>
<td>Mrs Read</td>
<td>8A Garden Road</td>
</tr>
<tr>
<td>Mrs Trish</td>
<td>8C Garden Road</td>
</tr>
</tbody>
</table>
LESSON 1 What did you do yesterday?

1. Listen and repeat.

2. Play “Miming”.
   e.g. A: (mimes)
   B: Did you watch TV?
   A: No.
   C: Did you play computer games?
   A: Yes.

3. Listen and match the dialogues and pictures.
   e.g. Dialogue 1e

4a. Work in pairs. Read and write your dialogue.
   A: What did you do yesterday?
   B: We went to ...
   A: What did you do there?
   B: We ...
   A: How was it?
   B: It was ...

4b. Act your dialogue out.

watch TV, have a shower, buy a book, wake up late, eat meat, play computer games, work in the garden, drink tasty juice, take the rubbish out, help mother, brush teeth, take the rubbish out, get washed, play sew-saw, do homework, do the washing, go to the theatre, play chess, go fishing, play the piano/rubab
LESSON 2 Dinosaurs

1 Listen and sing.

2a Look at the picture and answer the question.

What do you know about dinosaurs?

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

What new information did you know from the text?

Facts about dinosaurs

The first dinosaurs lived 250 million years ago. They were the largest animals on Earth. Dinosaurs lived in America, Africa, Asia and Europe. There were different kinds of dinosaurs. Some dinosaurs were very small: about 9.5 cm long. Some dinosaurs were very large: about 40 metres long. Some dinosaurs had four legs. Some dinosaurs had two legs and two arms. But all dinosaurs had a tail. The biggest dinosaurs ate plants. Some smaller dinosaurs ate other dinosaurs or animals. Some dinosaurs lived in the seas and in the air. Sometimes people find dinosaur footprints. They find dinosaur eggs too. Baby dinosaurs were very small. Crocodiles and birds are relatives of the dinosaur. 66 million years ago dinosaurs died. We do not know why!

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

1 All dinosaurs were very big.  
2 All dinosaurs were meat-eaters.  
3 All dinosaurs had a tail.  
4 Some dinosaurs had two arms.  
5 Some dinosaurs were very small.  
6 People find dinosaur footprints.  
7 Dinosaurs lived in the seas and in the air.

3a Work in pairs. Choose a dinosaur. Look at the table and complete the sentences.

3b Work in pairs. Ask and answer about a dinosaur. e.g. How many years ago did T. Rex/Dilong live? How long/tall was ...? How big head/teeth ...? How many ...? Where ...? What ...?
LESSON 3 What did he look like?

1. Listen and sing.
2. Play “Find Someone Who”.
   e.g. Did you get up late yesterday?

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

   Help!

   I want to find my dog. Her name is Lily. She is not very big. She is brown and white. On 17 May I took Lily for a walk and a man took her.

   Please, help me to find the man.

3b. Work in pairs. Help the boy to find the man.
   Pupil A: Look at this page. Ask and answer.
   e.g. Was his bag big? What colour was his bag?
   Pupil B: Look at page 47. Ask and answer.
   e.g. Was his hair curly? What colour were his eyes?

3c. Work in pairs. Write a description of the man.
   e.g. The man was short.

Pupil A:

Here is your information. The man was short. He had brown eyes. He had curly, black hair and a yellow cap. Ask your friend about the man’s jacket (colour), his nose (big/small), his bag (big/small, colour), if he was thin/plump.
LESSON 4 How old are bicycles?

1 Listen and sing.

2b Listen and repeat.

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

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

1 In 1817 Carl Drais from Germany made the first “Running Machine.” It had two wheels. But people moved on foot.
2 In 1870 the bicycle had a very big front wheel.
3 In 1885 Starely from England made a better bicycle. He used a chain for a bicycle. The front wheel was not bigger than the second wheel.
4 In 1888 Dunlop from Scotland made the wheels with air.
5 In 1920 people made first bicycles for children.
6 In 1960 people made the racing bicycles.
7 In 1980 people started to use the mountain bicycles.

Today – Every year people make about 100 million bikes in the world.

Facts about bicycles

1    Listen and sing.

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

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

3c Listen and check.

3d Work in pairs. Ask and answer.

Remember: 100 million – one hundred million

bike=bicycle
LESSON 5 When I was ... 

1 Listen and sing. 

<table>
<thead>
<tr>
<th>have</th>
<th>count</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>open</td>
<td>put</td>
<td>start</td>
</tr>
<tr>
<td>cost</td>
<td>wash</td>
<td>sleep</td>
</tr>
<tr>
<td>buy</td>
<td>clean</td>
<td>make</td>
</tr>
<tr>
<td>like</td>
<td>want</td>
<td>jump</td>
</tr>
</tbody>
</table>

2 Play “Past Tense”. 

e.g. have - had

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

What did the boy want to have? Why?

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

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

a) After that Sam’s parents bought him a new big bike. It was wonderful.

b) One day when I went to school, I saw Sam on the road. He could not move. He had a sore leg.

c) Sam gave me his old bike. I was happy to have a bike.

d) His parents took him home.

e) I took his bike and rode to his home.

4a Work in groups of 4/5. Say about your favourite toy and what you liked doing when you were a little boy/girl. 

e.g. When I was a little boy/girl, my favourite toy was ... . I liked playing ... .

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

e.g. The most favourite toy in our group was ... . We liked playing ... .
LESSON 6 Project

1. Listen and sing.

   e.g. Did you wash the dishes yesterday?

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

3a. Make a class graph.
   e.g. 10 pupils in Class 6D washed the dishes.
   9 pupils in our class washed the dishes.

3b. Report.
   e.g. 9 pupils washed the dishes.

3c. Work in pairs. Look at the graph of Class 6D and compare with your class graph.
   e.g. 10 pupils in Class 6D washed the dishes.

I can

1) I can say the date and year of my birthday.
   Tug'ilgan kunim sanasi va yilini ayta olaman.
   e.g. My birthday is on the 3rd of February. I was born in 2006.

2) I can say years.
   Yillarni ayta olaman.
   e.g. 1981 – Nineteen eighty-one.

3) I can say about birthday presents.
   Tug'ilgan kun sovg'alari haqida gapira olaman.
   e.g. The box of chocolates is for my granny because she likes sweets.

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

5) I can ask and say about what I did yesterday.
   Kechagi kun haqida so'ray olaman va kecha qilgan ishlarimni ayta olaman.
   e.g. What did you do yesterday? We went to the zoo.

6) I can say about dinosaurs.
   Dinozavrlar haqida ayta olaman.
   e.g. They were the largest animals on Earth.

7) I can say about the first bicycles.
   Dastlabki velosipedlar haqida ayta olaman.
   e.g. Bicycles are 200 years old. But the first bicycles were different.
LESSON 1 Where did pizza come from?

1 Listen and repeat.

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

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

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

1 Pizza came from Italy. People started to make pizza long ago.
2 Cheeseburgers came from the USA. In 1926 a man from the USA put some cheese on a hamburger and got a cheeseburger.
3 Pasta came from China. A great man Marco Polo lived in Italy. He travelled to China and brought pasta from China to Italy.
4 Bread is the oldest food. It came from Asia. People in Asia began to make bread thousands of years ago.
5 Chocolate came from Mexico. Children and adults like eating chocolate and drinking hot chocolate.
6 A hot dog came from Frankfurt. Frankfurt is one of the biggest cities in Germany. Hot dogs are very popular in the world.
7 Fish and chips came from England. It is very popular in Great Britain.
8 Coffee came from Africa. Coffee trees are 10 metres tall. They grew in Africa a thousand years ago.

2c Play “Ball”.
A: (throws a ball) pasta  
B: China

Remember:
burger = hamburger/ cheeseburger

2d Chain drill.
A: Where did coffee come from?
B: From Africa. Where did chocolate come from?
C: From ...

3a Work in groups of 5. Play “Find Someone Who”.

3b Report.
LESSON 2 How to make pancakes

1. Listen and sing.

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

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

3. Work in pairs. Complete the sentences.

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

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

   Hello Aziz,
   Thank you for your letter. I liked it. It’s interesting you cook pancakes in Uzbekistan. We make pancakes too. We eat them with some lemon juice. If you don’t like lemons, you can eat them with some jam.
   When winter finishes, we have Pancake Day. Pancake Day is at the end of February. In England some places have pancake races. The women must throw their pancakes in the air three times when they run. It’s great fun to watch these races!
   Write to me soon.
   Love
   Lucy

4b. Work in pairs. Ask and answer.

   1) Do people in England cook pancakes?
   2) What’s the difference between English and Uzbek pancakes?
   3) Do people in Uzbekistan have Pancake Day?
   4) What happens on Pancake Day in England?
LESSON 3 Can you cook palov?

1. Listen and sing.

2a. Answer the questions.

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

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

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

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

2c. Listen and check.

3a. Look and answer the question.
Why does Sabina cook for the family?

3b. Work in pairs. Look and say about Sabina’s list.
e.g. Sabina bought bread for breakfast.
LESSON 4 What do you have for a picnic?

1  Listen and sing.

2a Work in pairs. Read and answer the questions.
1 Where does Lucy’s family have picnics?
2 What do they have for a picnic?
3 Do they cook on a picnic?
4 What do they do on a picnic?

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

<table>
<thead>
<tr>
<th></th>
<th>in England</th>
<th>in Uzbekistan</th>
</tr>
</thead>
<tbody>
<tr>
<td>place for a picnic</td>
<td>e.g. a park</td>
<td></td>
</tr>
<tr>
<td>people have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>people cook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>people do</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2c Work in groups of 4/5. Say about picnics in Uzbekistan and England.
  e.g. In England people go for a picnic to a park.
  In Uzbekistan we go for a picnic to a river or to the mountains.

3  Listen and complete the sentences.

Dear Aziz
You asked me about picnics in England. We live not far from a park. In summer when it is hot, I like going for a picnic to the park. A lot of people have picnics there. We usually take some plates, forks and glasses. We also take spoons to eat dessert and yogurt. Sometimes we cook sausages. We take some fruit and some bottles of Coca Cola. We take a knife to cut fruit and watermelons. And we cook a lot of hamburgers. We go for a picnic every weekend when the weather is good. On a picnic we have a rest, eat delicious meal and play games. Write to me about picnics in Uzbekistan.
Love
Lucy
LESSON 5 How often do you eat fast food?

1. Listen and sing.

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

3. Read and answer the question. Write the new words.
   What food at the market is cheap/expensive?

4. Listen and match.

   Aisha    George    Diego    Chrystal    David

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

   e.g. A: How often do you eat fast food?
   B: I often eat fast food because it’s delicious.
   I don’t often eat fast food because it’s unhealthy.

<table>
<thead>
<tr>
<th>name</th>
<th>often eats fast food</th>
<th>doesn’t often eat fast food</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g.</td>
<td>Askar</td>
<td>✓</td>
<td>It’s delicious.</td>
</tr>
</tbody>
</table>

5b. Report.
   e.g. Askar often eats fast food because it’s delicious.
LESSON 6 Project

1. Listen and sing.

   e.g. A: How much ... should we eat? B: We should eat ... a little/not much/a lot.

3a. Complete the food pyramid for you.

3b. Write five sentences about your pyramid.
   e.g. I eat cereal a little.

3c. Work in pairs. Say about your pyramids.
   e.g. A: I eat cereal a little. B: You should eat cereal a lot.

Unit 6 • Lesson 3

Activity 3b Work in pairs. Help the boy to find the man.
   Pupil A: Look at page 38. Ask and answer.
      e.g. Was his bag big? What colour was his bag?
   Pupil B: Look at this page. Ask and answer.
      e.g. Was his hair curly? What colour were his eyes?

Pupil B:
Here is your information.
The man was plump. He had a big black bag. He had a green jacket on. His nose was big. Ask your friend about the man’s eyes (colour), his hair (curly/straight, colour) and cap (colour), if he was tall/short.
LESSON 1 What did you have for breakfast?

1 Listen and repeat.
2 Play "Do You Like ...?"
3 Work in pairs. Read and say True or False.

Did you know?
9000 years ago people had a kind of porridge for breakfast.
5000 years ago in Africa farmers ate some bread and onions for breakfast.
2000 years ago people in Europe did not have breakfast. Only farmers, children and sick people had breakfast. People started to have breakfast in the 16th century. They drank coffee or tea. Now breakfast is the most important meal of the day because it gives us vitamins, minerals and energy from morning to evening.

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

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

4b Work in pairs. Answer the questions.
1 What did Serena have for breakfast?
2 What did Jane have for breakfast?
e.g. Serena had ...

5a Write two sentences about your breakfast.
e.g. I ate ... I drank ...

5b Work in pairs. Ask and answer.
e.g. A: What did you have for breakfast?
   B: I ate ... I drank ...
LESSON 2 Would you like ...?

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

2. Listen and do.

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

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

3b. Listen and repeat.

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

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

5a. Work in pairs. Write your dialogue.

5b. Act out your dialogue.

---

UNIT 8 At the table
LESSON 3 At the canteen

1. Listen and sing.

2. Listen, read and repeat.

3a. Work in groups of 4/5. Ask and answer.
   - Complete the table.
   1) Do you eat in the school canteen?
   2) What do you eat in the canteen when you are hungry?
   3) What do you drink in the canteen when you are thirsty?
   4) Do you queue?

3b. Report.
   - e.g. Four people in our group eat in the canteen.

4a. Work in pairs. Read the letter the Estover pupils wrote to their school director. Answer the questions.
   1) Do the pupils of Estover school like the meals in the canteen? Why?/Why not?
   2) What food would they like to have?

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

4b. Work in pairs. Answer the questions about your school canteen.
   1) Do you like the meals in the canteen? Why?/Why not?
   2) What food would you like to have?
LESSON 4 Table manners

1 Listen and sing.

2 Listen and repeat the poem. Answer the questions.
   1) What is this poem about?
   2) Are you polite?

3a Work in pairs. Match the sentences and pictures.
   e.g. 1c

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

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

4a Work in pairs. Write five sentences about what you must and must not do at the table.
   e.g. 1) Use a napkin for your mouth and hands.
        2) Don’t use a mobile phone at the table.

4b Work in pairs. Point to the picture in activity 3a and say.
   e.g. A: points
        B: Don’t put a lot of food in your mouth.
LESSON 5 Lay the table

1 Listen and sing.

2a Look and put the sentences in order.

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

2b Listen and check.

3 Listen and choose the correct picture.

4 Work in pairs. Point and say.

Example: A: (points to a plate and says) A plate.

B: You should put a plate in the centre.

5 Play “The Table Race”.

Play “The Table Race”. 
LESSON 6 Project

1) **Listen and sing.**

2a) **Work in pairs. Complete the table. Write what you must and must not do at the lesson.**

<table>
<thead>
<tr>
<th>must</th>
<th>mustn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. write nicely, ...</td>
<td>don’t be late, ...</td>
</tr>
</tbody>
</table>

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

2c) **Report.**

---

**I can**

1) **I can say where some food came from.**

   Ba’zi oziq-ovqatlar qayerdan kelganligini ayta olaman.

   *e.g.* Pizza came from Italy.

2) **I can say how to make pancakes and other food.**

   Quymoq va boshqa ovqatlarni qanday tayyorlashni ayta olaman.

   *e.g.* First take three eggs and mix them with some milk. Then ...

3) **I can say about picnics in Uzbekistan and England.**

   O’zbekiston va Angliyada dala sayri haqida ayta olaman.

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

4) **I can ask and answer about breakfast.**

   Men nonushta haqida so’rab, javob bera olaman.

   *e.g.* What did you have for breakfast?

5) **I can ask and answer what people would like to eat.**

   Odamlar nima yeyishni istashini so’ray olaman va shunday savolga javob bera olaman.

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

6) **I can ask and answer about the school canteen.**

   Maktab oshxonasi haqida so’rab, javob bera olaman.

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

7) **I can say what we must and must not do at the table.**

   Dasturxon atrofida nima qilishimiz va qilmasligimiz kerakligini ayta olaman.

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

8) **I can lay the table.**

   Men dasturxon tuzay olaman.

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

9) **I can write rules for a lesson.**

   Men dars uchun qoida yoza olaman.

   *e.g.* Write nicely. Don’t be late.
LESSON 1 Continents, countries ...

1  Listen and repeat.

2a  Look, listen and repeat.
1) the world
2) continent
3) Asia
4) Africa
5) North America
6) South America
7) Europe
8) Antarctica
9) Australia

2b  Listen, draw the route and answer the question.
Heggy and his friends are not going to one continent. Which ones are they going to?

2c Read and answer the question.
Would you like to visit Antarctica? Why?/Why not?

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

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

3a Work in pairs. Look and say.
e.g. Kazakhstan is to the north of Uzbekistan.

3b  Work in groups of 4/5. Play “Guess The Country”.
e.g. A: This country is in Asia. It’s to the north of Uzbekistan.
  All: Kazakhstan

3c  Write three sentences.
e.g. Turkmenistan is to the south of Uzbekistan.
LESSON 2 We’re in Europe.

1. Listen and sing.

2. Look, listen and answer the questions.
1) Where is the Eiffel Tower?
2) How many steps does the Eiffel Tower have?
3) How many people visit it every year?
4) What do children do in ski schools?

3a. Look, read and complete.

3b. Read and check.

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

4. Read and match.

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

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

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

UNIT 9 Round the world in 14 days

55
LEsson 3 Brr! North America

1. **Listen and sing.**

2. **Look and answer the questions.**
   1) How many countries are in North America?
   2) What are they?
   3) Which country is the biggest/smallest?

3a. **Work in pairs. Read and complete.**
   1 a) North  
   2 a) west  
   3 a) Ottawa  
   4 a) children  
   5 a) like  
   6 a) continents

   1 b) South  
   2 b) north  
   3 b) Washington  
   4 b) adults  
   5 b) live  
   6 b) cities

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

3b. **Listen and check.**

3c. **Work in pairs. Ask and answer.**
   e.g. Where's Canada?
LESSON 4 The longest, the biggest ...

1. Listen and sing.

2. Play “This is a Wild Animal.”

3a. Look, listen and repeat.
1) Brazil  3) boat
2) Amazon  4) scared

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

Dear friends at home
1 South America is famous for its wild animals. There are many kinds. We saw some of them. We drove to the jungle in the north of Brazil. We were really lucky. We walked very quietly and we saw a jaguar. It is a kind of South American cheetah. It was beautiful and very fast. I was really scared. I think jaguars like eating hedgehogs!

2 Then we went by boat up the Amazon river in the east of Brazil. It is the biggest river in South America. We saw alligators there. They were three metres long, fast and have big teeth! They are like crocodiles. We didn’t stay there long. We didn’t know. Maybe alligators like eating hedgehogs too!

3 In Brazil we took a helicopter to the rain forest. There we met an unusual animal: an armadillo. Armadillos aren’t very big but they are very strong. They have a ‘house’ on their backs like a tortoise. Armadillos don’t eat hedgehogs – they eat insects!

4 The last animal we saw in the forest in Brazil was a vampire bat. It was small and slow but – Heeeeelp! Do you know the story of Dracula? He met a vampire bat. It drank his blood. We didn’t stay long in that forest! See you soon.

Love
Heggy

3c. Work in pairs. Play “Listen and Guess”.

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

  B: Armadillo!
LESSON 5 Kiwis, koalas and kangaroos

1. Listen and sing.

2a. Look, listen and repeat.

2b. Work in pairs. Point and say.
   e.g. Kiwis live in New Zealand.

3a. Play “Mix and Match!”

3b. Read and complete.

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

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

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

4a. Complete the table.

4b. Work in pairs. Look and report.
   e.g. I want to know where koalas sleep. Farida wants to know ...
LESSON 6 Project

1. Listen and sing.
2. Create a class poster of wild animals.
3. Listen to group’s presentation.

Unit 5 • Lesson 5
Activity 2a Work in pairs. Ask and answer.
   Complete Malika’s timeline.
   Pupil B: Look at this page.
   e.g. Pupil A: What happened in 2005?
        Pupil B: Malika was born.

Malika’s Timeline

I was born.
I went to the kindergarten.
Went to school in class 1.
I went to Samarkand with my parents.

LESSON 1 Do you know Uzbekistan?

1 **Listen and repeat.**
1) the Chimgan Mountains
2) the Fergana Valley
3) the Aral Sea
4) the Syr Darya River
5) the Amu Darya River
6) the Zarafshan River
7) the Kyzylkum Desert

2 **Look, listen and match.**

2b Work in pairs. Ask and answer.

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

3 **Listen and repeat.**

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

4 **Find the meaning of the words in the Wordlist.**

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

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

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

Remember:

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

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

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

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

1. Listen and sing.
2a. Listen and repeat.
2b. Listen and repeat the numbers.
2c. Work in pairs. Read and complete the map.

3a. Look at the tables. Write four questions.
   e.g. Which area is bigger: the UK or Uzbekistan?
        Which country has more people?

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

3b. Work in groups of 4/5. Look at the table.
   Ask and answer the questions.
   e.g. Which area is bigger: the UK or Uzbekistan? Which country has more people? How high/long/big is ... ?
LESSON 4 Australia

1. Listen and sing.

2a. Work in pairs. Look and answer the questions.
1) Is Australia an island or a country?
2) What animals live in Australia?

2b. Listen and repeat.

3a. Listen and complete the map.

3b. Work in pairs. Say True or False.
   e.g. 1F
   1) The Murray River is in the north of Australia.
   2) Perth is in the south-west of Australia.
   3) Canberra is the capital of Australia.
   4) There are no high mountains in Australia.
   5) Perth is in the south-west of Australia.
   6) Australia is an island.
   7) The Pacific Ocean is to the south and to the west.

4a. Work in pairs. Look at the table and write seven questions.
   e.g. Which country has the biggest population?
   Where is the River Severn?

4b. Work in groups of 4/5. Look at the table.
   Ask and answer.
   e.g. Which river is longer: the Murray or the Severn?

<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
<th>Area</th>
<th>Mountains</th>
<th>River</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uzbekistan</td>
<td>32,500,000</td>
<td>447,400 sq km</td>
<td>Khazret Sultan</td>
<td>Amu Darya - 1,500 km</td>
</tr>
<tr>
<td>The UK</td>
<td>65,200,000</td>
<td>244,880 sq km</td>
<td>Ben Nevis</td>
<td>Severn - 354 km</td>
</tr>
<tr>
<td>Australia</td>
<td>24,600,000</td>
<td>7,700,000 sq km</td>
<td>Australian Alps</td>
<td>Murray - 2,375 m</td>
</tr>
</tbody>
</table>
LESSON 5 New Zealand

1 Listen and sing.

2 Look at the picture and answer the question.
What animals live in New Zealand and in the sea near New Zealand?

3a Listen and repeat.
New Zealand, Wellington, airport, North Island, South Island, the Southern Alps, Lake Taupo, Lake Rotorua, Maori

3b Read the letter and answer the questions.
1) Who is the letter from?
2) What does Laura want to do?
3) What is the letter about?

Dear Laura
Thanks for your letter. I was very happy to read that you want to have a holiday in New Zealand. Here is what we can do. You can come on Sunday 29 December. Dick can meet you at Wellington airport on North Island. Wellington is the capital, so there are a lot of things to do. On Wednesday we can go to South Island and visit the Southern Alps. They are big mountains. We can walk and climb there. The air is fresh and clean. The highest mountain is 3,754 metres.
Then on Thursday we can fly back to North Island and go to Lake Taupo. It's a really good place for fishing and having a rest. On Friday we can go to Lake Rotorua. It's a wonderful place with hot lakes. Just one thing - the air is not good! Near Rotorua, we can meet Maori people, eat some Maori food and watch their dancing. Let me know if you like my plan. Write soon.
Love Susan

4a Write the answer to the questions.
What place in New Zealand would you like to visit? Why?
e.g. I would like to visit Lake Taupo because it is a good place for fishing and having a rest.

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

4c Report.
e.g. Ildar wants to visit Lake Taupo because it is a good place for fishing and having a rest.
LESSON 6 Project

1. **Listen and sing.**

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

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

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

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

I can

1. **I can write big numbers.** Men ko‘p xonali sonlarni yoza olaman.
   e.g. 32,200,000 – thirty two million two hundred thousand

2. **I can say about Uzbekistan’s geography, its area and population.** O‘zbekistonning geografiyasi, maydoni va aholisi haqida gapira olaman.
   e.g. Uzbekistan is in the centre of Central Asia. Its area is 447,400 sq km. The population of Uzbekistan is 32,500,000 people.

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

4. **I can say about the location of rivers, mountains and cities in different countries and Uzbekistan.** O‘zbekiston va turli mamlakatlardagi daryolar, tog‘lar va shaharlarning joylashuviga haqida gapira olaman.
   e.g. The Australian Alps are in the south of Australia.

5. **I can say about the areas and population of different countries.** Turli mamlakatlarning maydoni va aholisi haqida gapira olaman.
   e.g. The population in the USA is more than in the UK.

6. **I can choose a country to visit.** Borish uchun biror mamlakatni tanlay olaman.
   e.g. I would like to visit New Zealand because it has the cleanest air, and Lake Taupo, the most beautiful place to swim.
LESSON 1 Climate of the world

1 Listen and repeat.

2a Answer the question.
What does the word ‘climate’ mean?

2b Read and check.

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

3a Write the meaning of the words. Check in the Wordlist.
the Equator, the Arctic Circle, the Antarctic Circle, tundra, climate, hot and wet, hot and dry, warm, cold

3b Look, listen and repeat.

4 Match the animals and climates.

5 Chain Drill.
E.g. A: Arctic foxes. 
   B: Arctic foxes live in the tundra. Tigers.

6a Look, listen and point.

6b Answer the question.
What climate do the places near the Equator/the Arctic Circle have?

7 Chain Drill.
E.g. A: Brazil. B: Hot and wet. Australia.

8 Work in pairs. Ask and answer.
E.g. A: What’s the climate like in Central Africa?
   B: It’s hot and wet.

We say ‘weather’ when we talk about how the weather is today. In some places the weather is the same all day. In other places there are several kinds of weather in one day. We use ‘climate’ when we talk about the usual weather and temperature of a place. We must record* the weather every day for a long time. Then we know the climate of a place.
LESSON 2 What’s the climate like?

1 Listen and sing.

2 Look at graph A. Answer the questions.
   1) What’s the climate like in Uzbekistan?
   2) What’s the longest/shortest season?
   3) When do the summers/winters begin?

3 Listen and guess the climate.

4a Look at graph B. Listen and repeat.
   average, rainfall

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

Rainfall (n) Rain, snow or hail that the area has in a period of time.
   e.g. The desert is an area with very low rainfall. This year’s rainfall was very high.

Average (adj) Average means usual, typical.
   e.g. In Uzbekistan in summer the average temperature is high and average rainfall is very low.

4c Answer the questions.
   1) What’s the average temperature in Uzbekistan in January and July?
   2) What’s the average rainfall in January and July?

5a Write the climate for each graph.

5b Match the graphs and countries.
   1) Russia  2) Turkmenistan  3) Indonesia  4) Great Britain

5c Add and write more countries for each climate.
   e.g. Hot and dry: Turkmenistan, Uzbekistan, Kyrgyzstan ...

6 Work in groups. Choose a country. Talk about it. Use the questions.
   1) Where is the country?
   2) What’s the climate like?
   3) What’s the average temperature in summer/winter?
   4) What’s average rainfall in winter/summer?
LESSON 3 Save water!

1. Listen and sing.
2a. Look at the maps and answer the questions.
   1) Was the sea bigger or smaller 58 years ago?
   2) Where does the water of the Amu Darya and Syr Darya usually go?
   3) Where did the water of the rivers go 58 years ago?
   4) Why is the lake smaller now?
   5) Can fresh-water fish live in very salty water?

2b. Read and answer the questions: What can you do?
   e.g. We can plant trees.

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

3. Read and complete the table.

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

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

When you reduce the water you use, you save water. Learn from people in villages.

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

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

4b. Work in pairs. Write instructions.
   e.g. Do not run water when you brush your teeth. You can save 46 litres of water every day.
LESSON 4 Save energy!

1 Listen and sing.
2 Play “Favourite Drinks”.

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

4 Listen and answer the question.
   What drinks are popular in Britain?

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

5b Read and answer.
   1) How can we save energy?
   2) How many cups of tea does your family usually drink?

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

5c Look, read and match.
   1) Save water!
   2) Use all the water!
   3) Save energy!
   4) Don’t waste water!

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

   e.g. Save energy!

6b Report to the class.
LESSON 5 Save our rain forests!

1 Listen and sing.

2 Look, read and answer.
A rain forest is a forest with tall trees. It rains a lot there.
1 Where are the rain forests?
2 What is the climate like in a rain forest?
3 What countries have rain forests?
4 Was the area of rain forests bigger or smaller before 1945?
5 Why is the area of rain forests going down now?
6 What problems are there?

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

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

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

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

5 Work in groups. Complete the poster.

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

4 Look and answer.
1) Which picture means ‘to recycle’?
2) What can we recycle?
LESSON 6 Project

1 Listen and sing.

2a Answer the questions.
   1) What things can you reuse?
   2) In which words does re- mean ‘do it again’?
      e.g. ‘do it again’ – rewrite

2b Look and say what we can reduce, recycle, reuse and turn off.*
   e.g. We can save trees if we recycle paper.

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

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

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

Unit 13 • Lesson 5

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

Pupil B: Look at this page.

   e.g. Pupil A: What’s next to the metro?
   Pupil B: The book shop.

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

   2 tram stop     6 cafe
   4 library      8 bus stop
LESSON 1  What were you doing?

1 Listen and repeat.

2 Work in pairs. Look and match.
   1) to sweep
   2) to take the rubbish out
   3) a vacuum cleaner
   4) to dust
   5) a rug

3 Work in pairs. Write the verbs.
   e.g. take – taking
   sweep, work, dust, clean, do, work

4a Read Aziz’s story and answer the question.
   Why were the children busy at 11am last Sunday?

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

4b Work in pairs. Complete the sentences.

5 Chain Drill.
   A: I was sweeping the floor at 6pm yesterday. What were you doing at 6pm yesterday?
   B: I was watching TV at 6pm yesterday. What were you doing... ?

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

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

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

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

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

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

6b Answer the questions.
   Do you like the story? Which is better: to smile or to be angry?
LESSON 2 An accident

1 Listen and sing.

2 Chain drill.
What were you doing yesterday at 5pm/10 minutes ago/at six o’clock this morning?

3 Work in pairs. Find the words in the Wordlist. Write the meaning.
traffic, get on, get off, accident

4a Work in pairs. Look at the picture and answer the question.
Where is the red car? Why?

4b Look and write four questions.
bark, sit, talk, stand, get off, get on, on the ground, behind

4c Work in pairs. Ask and answer.
e.g. A: What was the dog doing? B: It was barking at the cat.
What colour was the girl’s blouse?

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

Policeman: What’s your name?
Mr Brown: My name’s Henry. Henry Brown. I work in a small cafe in Chestnut Street.

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

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

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

Policeman: Thank you.
LESSON 3  Do you like fairy tales?

1   Listen and sing.

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

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

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

(to be continued)

(davomi bor)

2c Listen and check.
Answer the questions.
How does the story end?
What do you think?

2d Work in pairs. Complete the sentences.
e.g. Fairy tales in English begin with “Once upon a time”.
1) Fairy tales in English begin ... .
2) The king sent the mosquito to find ... 
3) The mosquito wanted ...
4) The mosquito went to ...
5) The mosquito tasted ...
6) The mosquito could not ...
7) The mosquito saw ...

3a Work in groups of 4/5. Write five sentences about a character from a popular fairy tale.
e.g. A: The character’s a good girl. Her name’s “Beep”. She has a mother and a grandmother. Her granny lives behind the forest. “Beep” likes flowers. She doesn’t like wolves. Who is it?

3b Work in groups. Play “Beep”. Guess the fairy tale and the character.
LESSON 4 Can birds and animals talk?

1. Listen and sing.

2a. Work in pairs. Listen and match.
1) the mosquito  a) was sleeping
2) the snake  b) was flying
3) the baby  c) was sitting
4) the mother  d) was having a rest
5) the swallow e) was cooking

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

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

(to be continued)

2c. Work in pairs. Read and say True, False or Don’t Know.
1) The baby and the mother were sleeping under a tree.
2) The mosquito bit the baby and liked the human meat.
3) The mosquito flew away quickly to the king with the good news.
4) A swallow heard the mosquito’s words.
5) The mosquito came to the snake’s home in the mountains.
6) The mosquito did not like the human meat.

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

3. Work in pairs. Play “A Chain”.
e.g. A: (Who?)  My friend
     B: (And who?)  and my dog
     A: (What were they doing?)  were swimming
     B: (Where?)  in the river
     A: (When?)  at 6am yesterday.
     B: (the end of the story)  And they liked it./But they didn’t like it.
LESSON 5 A happy end

1 Listen and sing.

3a Listen and answer the question.
   Why do swallows have Vs in their tales?

3b Read and choose the best title for the fairy tale.
   Why Mosquitoes Cannot Speak
   The Snake and the Swallow
   The Human Baby and the Animals

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

From that time on the mosquito can only say “bzzz”, and the snake and the swallow hate each other. When a swallow flies, we can see the V in his tail made by the snake. And we remember the day when the swallow saved the human baby. When a swallow makes a nest in your home, it is very good for you.

2 Agree or disagree.
   1) Fairy tales are boring.
   2) All fairy tales have happy end.
   3) Fairy tales are only for small children.
   4) There are only good characters in fairy tales.
   5) Fairy tales teach us many clever things.

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

From that time on the mosquito can only say “bzzz”, and the snake and the swallow hate each other. When a swallow flies, we can see the V in his tail made by the snake. And we remember the day when the swallow saved the human baby. When a swallow makes a nest in your home, it is very good for you.

3c Work in pairs. Complete the sentences.

4 Work in pairs. Read and match the texts and the fairy tales.
   1) Thumbelina  2) Goldilocks  3) Mowgli  4) Snow Queen

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

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

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

D Once there lived a girl. She was very small. She lived on a flower. She and her mother lived in a big house. Then frogs took her to the river. A swallow helped her to go to a warmer country.
LESSON 6 Project

1 Listen and sing.

2a Work in groups. Write a fairy tale.

Beginning – Once upon a time ...
Main part – Then ...
After that ...
Ending – From that time on ...

2b Exchange your fairy tales.

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

I can

1) I can say sentences in the Past Continuous. O’tgan davomli zamonda gaplar ayta olaman.
   e.g. Yesterday at 11 o’clock Sabina was dusting the room. Madina and Davron were sweeping the yard and taking the rubbish out.

2) I can talk about different countries and continents. Turli mamlakat va qit’alar haqida gapira olaman.

3) I can save water and energy. Suv va energiyani tejay olaman.
   e.g. We should recycle paper.

4) I can tell a fairy tale with a plan. Reja bilan ertak ayta olaman.
   e.g. Once upon a time...
   Then...
   After that ...
   From that time on ...
LESSON 1 Do you know?

1 Find the words in the Wordlist. Write the meaning.
   chief important shake clasp nod kiss

3a Work in pairs. Answer the questions.
   1) How do men in Uzbekistan greet each other?*
   2) How do women in Uzbekistan greet each other?
   3) How do young people greet adults?
   4) How do you greet your friends?

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

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

4a Work in pairs. Answer the questions.
   1) What do Uzbek boys do when they meet?
   2) What do Uzbek girls do when they meet?
   3) What do English boys do when they meet?
   4) What do English girls do when they meet?

4b Listen and check.

5a Read, copy and complete.

Do you know?

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

<table>
<thead>
<tr>
<th>people</th>
<th>greeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Uzbek</td>
<td>Men shake hands, women kiss</td>
</tr>
</tbody>
</table>

5b Work in groups of three. Play “Guess the People”.
Pupil A and B: (touch noses)
Pupil C: Eskimos?
LESSON 2 Mr Whitfield went fishing.

1. Play “My Hobby”.

2a. Copy and complete the sentences.
- fishing, food, to buy, to come back, to be happy
- bread, sausages, fruit, vegetables, to pay, nice, lunch, to sleep, to catch*

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

2c. Report.

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

3b. Work in pairs. Answer the questions.

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

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

2a. Answer the questions about your last weekend.

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

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

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

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

3b. Work in pairs. Answer the questions.

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

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

1 Look and answer the questions.
   Do you know any other animals that help people? How do they help?

2a Read and answer the questions.
   1) How do animals help people?
   2) How do people help animals?

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

2b Work in pairs. Answer the questions.
   Do you have any animals? Do they do any work? Would you like to have any animals to work for you? Are animals important for you?

2c Work in pairs. Answer the question.
   What jobs can dogs do?
   e.g. Dogs help people who cannot see.

2d Write five sentences.

3 Work in groups. Answer the questions.
   How do we help animals?
   What can we do in schools or at home?
LESSON 4 What’s the best transport?

1) Play “Simon Says”.
   e.g. We want Group A to turn left.

2) Look, listen and match.
   1) car 6) train
   2) tram 7) plane
   3) bus 8) ship
   4) bicycle 9) helicopter
   5) metro 10) boat

3) Chain Drill.
   Planes are the fastest transport.

4a) Make a diagram.
   e.g. The best transport is the bicycle because it’s the cheapest and healthiest.

4b) Work in groups of 4/5. Answer the question.
   What’s the best transport?

5a) Look at the picture and answer the questions.
   1) Who can you see?
   2) When do you think it is? 1900 1800 1700 1600
   3) What are they doing?
   4) What do you know about caravans?

5b) Read the text and give a title.
   For many years, in the desert camels were the only kind of transport. Before the age of modern trains, camel trains carried all the things between Central Asia and Europe. People made camel trains with 10,000 to 15,000 animals. Each camel could carry approximately 200 kilos and could travel twenty miles* a day. This kind of transport was so important that people called camels the ‘ships of the desert’.

5c) Answer the questions.
   1) Would you like to travel with a caravan?
   2) Would you like to live in those days? Why?/Why not?

5d) Look and answer the questions.
   1) What other animals do people use for transport and work?
   2) Does your family use any animals?
LESSON 5 What’s next to ... ?

1  Play “I Spy...”.
   A: I spy with my little eye something beginning with ‘s’.
   B: Is it on the left?

2a  Work in pairs. Copy and complete the plan.
   Pupil A: Look at this page.
   Pupil B: Look at page 71.
   e.g. Pupil A: What’s next to the bus stop?
        Pupil B: The bank.

2b  Look and find what places you can add.

2c  Work in groups. Add to the map.

2d  Present your group plan.
   e.g. We decided to build a sports centre. Our sports centre is near the ... .
        It should be ... because ... . You can go there by ... because it’s not far from ... .

2e  Choose and make your class plan.

3  Play the “Longest Sentence”.
   e.g. The girl is standing next to her house.
        The beautiful girl is standing next to her new house.
        The beautiful girl and her friend are standing next to her new house.
LESSON 6 I can ... I know ...

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

1) I can talk about now. (Present Simple)
2) I can talk about yesterday. (Past Simple)
3) I can talk about things happening now. (Present Continuous)
4) I can talk about dates and years. (Navruz)
5) I can talk about my birthday and my friends’ birthdays.
6) I can talk about special festivals in Uzbekistan and in other countries.
7) I can talk about when people were born. (You)
8) I can talk about jobs and professions. (Three of your relatives.)
9) I can say what I want to be. (Your job/profession)
10) I can talk about shapes. (▲ □)
11) I can talk about the position of countries and cities. (Uzbekistan, Tashkent)
12) I can talk about countries: where they are, their size, the capital, and some geographical information. (You can choose a country.)
13) I can talk about different types of transport. (Give eight.)
14) I can talk about food in Uzbekistan and in other countries. (You can choose.)
15) I can talk about two actions with when/before/after. (You can choose.)
16) I can talk about my family. (Write eight kinds of relatives e.g. granny)
17) I can talk about my home. (Describe your room.)
18) I can talk about how much/many. (Describe what is in your schoolbag.)
19) I can describe people. (You and your friend/relative.)
20) I can describe things with smell/taste/look. (You can choose.)
21) I can compare things and say which is bigger or the biggest. (You and some of your friends.)
22) I can offer and ask for food at the table politely. (Write a short dialogue.)
23) I can say and write numbers up to one million. (5, 23, 108, 87,000, 400,000)
24) I can say where things are. (You and four of your classmates)
25) I can write a recipe. (palov)
26) I can write a birthday card. (Draw a birthday card for your friend/relative and write a message.)
27) I can make suggestions. (can)
28) I can give instructions. (Write 5 things for your friend to do e.g. Close your eyes.)
29) I can do the shopping. (e.g. I’d like a packet of tea. Use ‘sugar’ ‘sausages’ ‘milk’ ‘chocolates’.)
30) I can give advice. (should).
31) I can give reasons. (because)
32) I can give instructions. (do/ don’t do)
33) I can talk about ‘rules’. (must)
34) I can talk about what other people want. (want me to...)
35) I can write an invitation. (Draw and write an invitation to your birthday party for your friend.)
36) I can follow instructions. (Read and draw the sandwich.)
37) I can respond to an invitation. (Write and say you can come.)

2) Count how many things you can do. Compare with others in the class. How did you do?
Lesson 1 Jobs at school

Classwork

4a Listen and complete the sentence.

Vali is talking to the ____________

4b Write T for True and F for False.

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

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

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

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

e.g. A: What’s his name?
   B: His name’s David Beckham.

Name: David Beckham
Profession: What he does:
Country: What he is famous for:

Pupil B: Ask and write about Munojat Yulchieva. Answer the questions about David Beckham.

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

Name: Munojat Yulchieva Was born in:
Profession: What she does:
Country: What she is famous for:

Homework

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

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

e.g. She is a cook. She works in the canteen.
   She makes lunches every day.

1 What is her/his job?
2 Where does s/he work? 3 What does s/he do at work?

2 Put the words in order.

So‘zlarni tartib bilan joylashtiring.

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

Lesson 2 Professions

3a Find similar words.

<table>
<thead>
<tr>
<th>photographer</th>
<th>policeman</th>
<th>programmer</th>
</tr>
</thead>
</table>

4 Match the sentences and the jobs.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g.</td>
<td>a teacher</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>name</th>
<th>father</th>
<th>mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Lena</td>
<td>engineer</td>
<td>doctor</td>
</tr>
</tbody>
</table>

Homework

1 Do the puzzle. Topishmoqni toping.

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

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 t e a c h e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Classwork and homework

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

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

Classwork

3 Listen to Sevara, Laziz and Dilnoza.

Complete the table.

<table>
<thead>
<tr>
<th>name</th>
<th>wants to be ...</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laziz</td>
<td>e.g. a reporter</td>
<td>because he wants to interview ...</td>
</tr>
<tr>
<td>Dilnoza</td>
<td>an</td>
<td>because she likes ...</td>
</tr>
<tr>
<td>Sevara</td>
<td></td>
<td>because she likes ...</td>
</tr>
</tbody>
</table>

4a Listen and match.

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

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

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

<table>
<thead>
<tr>
<th>name</th>
<th>job</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Regina</td>
<td>doctor</td>
<td>help sick people</td>
</tr>
</tbody>
</table>

Homework

1 Write about the profession you want to choose.
Tanlamoqchi bo'lgan kasbingiz haqida yozing.

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

2 Read and complete the sentences. Use the words:
O'qing va quyidagi so'zlardan foydalanib, gaplarni to'ldiring:

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

Lesson 4 A wedding in Fergana

Classwork

2b Look and write about Aziz’s family.

e.g. Odina — Karim = wife - husband

Odina — Sabina = Ozoda — Madina =
Aziz — Karim = Karim — Bahodir = Davron — Nigora =
Classwork and homework

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

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

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

<table>
<thead>
<tr>
<th>name</th>
<th>relatives</th>
<th>jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Saida</td>
<td>cousin Suhrob</td>
<td>12. Pupil. Village not far from Tashkent.</td>
</tr>
</tbody>
</table>

Homework

1 Look at the table in activity 5. Choose three friends and write about their relatives. Uchta o’rtoqni tanlab, ularning qarindoshlari haqida yozing.

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

2 Put the words in the correct place.

   So’zlarni mos joyga qo’ying.

   married, palov, dressed, video, cake, up

   e.g. married

   make

Lesson 5 Uzbek and English weddings

Classwork

2 Play “Find Someone Who”.

   e.g. Do you have have three uncles.

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

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

A: You are from Great Britain.
   e.g. Do girls in Uzbekistan have a white wedding dress?

B: You are from Uzbekistan.
   e.g. Do girls in Great Britain have a white wedding dress?

<table>
<thead>
<tr>
<th>Uzbekistan</th>
<th>Great Britain</th>
</tr>
</thead>
<tbody>
<tr>
<td>wedding dress</td>
<td>1 e.g. white wedding dress</td>
</tr>
<tr>
<td>wedding cake</td>
<td>2...</td>
</tr>
<tr>
<td>cards</td>
<td>3...</td>
</tr>
<tr>
<td>presents</td>
<td>4...</td>
</tr>
<tr>
<td>flowers</td>
<td>5...</td>
</tr>
<tr>
<td>weddings on a Saturday</td>
<td>6...</td>
</tr>
<tr>
<td>pageboy</td>
<td>7...</td>
</tr>
<tr>
<td>bridesmaid</td>
<td>8...</td>
</tr>
</tbody>
</table>

Homework

1 Write the words in order.
   e.g. 1 It's my sister Victoria's wedding.
   1 my/sister/It's/Victoria's/wedding.
   2 I/help/must/Victoria/with/wedding dress/her.
   3 The/bridesmaid/a special/has/too/dress.
   4 England/In/weddings/are/on/Saturday/usually.

2 Look at activity 4b. Write 5 sentences.
   e.g. In Great Britain they have bridesmaids and in Uzbekistan we have bride's friends.

UNIT 2 Houses and homes

Lesson 1 An English house

Classwork

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

Homework

1 Draw a plan of your house/flat. Label the rooms.
   O‘z uyingiz rejasini tuzing. Xonalarning nomini yozing.

2 Write two true and two false sentences about your house/flat.
   O‘z uyingiz haqida ikkita to‘g‘ri va ikkita noto‘g‘ri gap yozing.
Lesson 2 Welcome to my home!

**Homework**

Look at 3a on page 13. Choose one flat. Write 5 sentences. 13-sahifadagi 3a-mashqqa qarang. Bilor xonadonni tanlab, 5 ta gap yozing.

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

Lesson 3 Tidy up your room!

**Classwork**

4a Chose and write three sentences.

*e.g.* I mopped the floor.

<table>
<thead>
<tr>
<th>activities</th>
<th>you</th>
<th>your friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 wash the dishes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 mop the floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 play computer games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 watch TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 take the rubbish out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 feed animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 sweep the yard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 read a book</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Homework**

Look at 4a. Write five sentences. 4a-mashqqa qarab, beshta gap yozing.

*e.g.* I swept the yard.

Lesson 4 Homes, sweet homes ...

**Classwork**

4 Work in groups of 3. Ask and answer.

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>... a TV</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>... a computer</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>... a fridge</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>... a toaster</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>... a cooker</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>... a vacuum cleaner</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>... a washing machine</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>... a dishwasher</td>
<td></td>
</tr>
</tbody>
</table>
Classwork and homework

Homework

Look at 5. Read and write T for True and F for False. Correct false sentences.
5-mashqqa qarang. To‘g‘ri gaplarni “T”, noto‘g‘ri gaplarni esa “F” deb belgilang. Noto‘g‘ri gaplarni to‘g‘rilang.

1 Aziz lives in a block of flats. e.g. F Aziz lives in a house.
2 There are seven rooms, a kitchen and a bathroom.
3 There is a big TV on the table.
4 Aziz likes watching nature programmes.
5 The family likes watching TV in the evening.
6 Aziz’s mum doesn’t like her kitchen.

Lesson 5 Unusual houses

Classwork

3c Work in groups of 4/5. Choose, write and say.
e.g. I‘d like to live in the Boeing 727 House because I like planes.

<table>
<thead>
<tr>
<th>Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Stone House</td>
</tr>
<tr>
<td>2 Flying Boat</td>
</tr>
<tr>
<td>3 The Shoe House</td>
</tr>
<tr>
<td>4 The Dog House</td>
</tr>
<tr>
<td>5 The Auto House</td>
</tr>
<tr>
<td>6 The Strawberry House</td>
</tr>
<tr>
<td>7 The Boeing 727 House</td>
</tr>
</tbody>
</table>

Homework

Write five sentences. Beshta gap yozing.
e.g. We use a chair to sit on it.
1) We use a toaster ____________________________
2) We use a washing machine ____________________________
3) We use a vacuum cleaner ____________________________
4) We use a dishwasher ____________________________
5) We use a cooker ____________________________

UNIT 3 At the grocery

Lesson 1 What’s in the fridge?

Classwork

3 Work in groups. Put the words in the right place.
e.g. There is an egg. There is some butter.

There is an egg. There is some butter.
4a Look and write four sentences.
   e.g. There is some meat on the first shelf.

Homework

Draw your fridge or cupboard and write five sentences.
Sovutkich yoki oshxona javoni rasmini chizing va beshta gap yozing.

   e.g. On the first shelf of the fridge/cupboard there is some butter and some cheese./There is an ice cream./There is a cake.

Lesson 2 Is there any fruit?

Homework

Look at activity 4 and write four differences.
4-mashqqa qarab, to’rtta gap yozing.

   e.g. There is some lemonade in picture A but in picture B there is some tea.

Lesson 3 There are a lot of vegetables.

Classwork

3b Work in pairs. Complete the story.

When winter came, the Grasshopper was _______.
He was _______. There was _______ food in his cupboard. But the Ant was _______. He had _______ food in his cupboard.

Homework

1 Look in your fridge or cupboard. Write five sentences. Use “a lot of” and “some”.
O’z sovutkichingiz yoki oshxona javoningizga qarang va “a lot of” va “some” ni ishlatib, beshta gap yozing.

   e.g. There is a lot of rice in the cupboard.
Lesson 4 Supermarkets and shops

Classwork 2b Work in groups. Write your poem.

Homework
Answer the questions. Savollarga javob bering.
1) Where can we buy biscuits?
e.g. We can buy biscuits in the bakery section.
2) Where can we buy yogurt?
3) What can we buy in the dairy section?
4) What can we buy in the meat section?

Lesson 5 A bar of chocolate, please.

Homework
Your friends are coming to your birthday. Write a shopping list. O’rtoqlaringiz sizning tug’ilgan kuningizga kelishyapti. Xarid ro’yxatini yozing.

e.g. a big chocolate cake, ....
Lesson 1 How much are they?

**Homework**

1. Complete the dialogues. Dialoglarni to‘ldiring.

   A: Do you have (1) ... grapes?  
   B: They are 1500 soums a (2)...
   A: Two, please.  
   B: That’s (3) ... soums.  
   A: Here you are.  
   B: (4) ...

   A: How (5) ... are those oranges?  
   B: 10000 soums a kilo.  
   A: Half a kilo (6) ...  
   B: That’s (7) ... soums, please.  
   A: (8) ...  
   B: Thank you.

2. Write the numbers. Sonlarni yozing.

   e.g. 1) one thousand seven hundred and fifty  \[1750\]
   2) six thousand ...........................................  
   3) two thousand four hundred ................................
   4) one thousand two hundred ................................
   5) five thousand five hundred ................................
   6) two thousand one hundred and fifty ................................
   7) eight thousand three hundred and fifty ................................

Lesson 2 How much does it cost?

**Homework**

1. Put the words in the correct column. So'zlarni tegishli ustunga yozing.

<table>
<thead>
<tr>
<th>fruit</th>
<th>vegetable</th>
<th>other fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. quinces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pomegranates, mushrooms, ice creams</td>
<td>quinces, turnips, radishes, rice, cabbages, pears, meat, cherries, chocolate</td>
<td></td>
</tr>
</tbody>
</table>

2. Write in order. Gaplarni tartib bo'yicha yozib, dialog tuzing.

   e.g. 1f

   a Here you are. Anything else?  
   b Thank you.  
   c They are 1200 soums a kilo.  
   d Sorry, no. 2400 soums, please.  
   e Here you are.  
   f How much do onions cost?  
   g Do you have any cucumbers?  
   h Two kilos, please.

Lesson 3 Do you want to be healthy?

**Classwork** 3b Work in group of 4/5. Complete the table.

<table>
<thead>
<tr>
<th>should</th>
<th>shouldn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat good food</td>
<td></td>
</tr>
</tbody>
</table>
Classwork and homework

3c Work in pairs. Ask and answer.

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

1 Match the parts of the words to make five fruit.

So‘zlarning bir qismiga mos ikkinchi qismini topib, beshta meva nomini yozing.

e.g. cherry
1) cher  cot
2) pome  ry
3) me  mon
4) qui  granate
5) apri  lon
6) le  nce

2 Put the words in order.

So‘zlarni tartib bilan joylashtiring.

<table>
<thead>
<tr>
<th>to have</th>
<th>food</th>
</tr>
</thead>
<tbody>
<tr>
<td>healthy/To be/you/eat/must/good food.</td>
<td>e.g. eggs and...</td>
</tr>
<tr>
<td>bones and teeth</td>
<td></td>
</tr>
<tr>
<td>energy</td>
<td></td>
</tr>
<tr>
<td>to be strong</td>
<td></td>
</tr>
</tbody>
</table>

Lesson 4 Are your animals healthy?

1a Complete the table with what food you should and shouldn’t feed your cat.

Mushugingizga berishingiz kerak bo‘lgan va bo‘lmagan oziq-ovqatlar bilan jadvalni to’ldiring.

<table>
<thead>
<tr>
<th>good for cats</th>
<th>bad for cats</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. wet or dry food,</td>
<td>grapes and raisins,</td>
</tr>
</tbody>
</table>

1b Complete the sentences.

Gaplarni yozib tugallang.

How to feed your cat? You must feed your cat two times a day. You should give your cat ...  
You shouldn’t give your cat ...

Lesson 5 Whose sandwich is this?

1 Read and answer the questions.

O‘qing va savollarga javob bering.

1 Why do we keep food in the fridge?  
2 How do we keep food clean and fresh?  
3 Why do we keep food with a lot of sugar or salt?

We can keep food cool in the fridge. We use jars, bottles, boxes and paper bags to keep our food clean and fresh. We can keep food with lots of sugar or salt. Food can stay fresh with a lot of salt and sugar. And it stays fresh in cool places.
Lesson 1 When's your birthday?

**Homework**

Write about three relatives. Uchta qarindoshingiz haqida yozing.

*E.g.* My father's birthday is on the 18th of April. He was born in ... .

Lesson 2 Happy birthday! **Homework**

Draw and write an invitation card to your birthday party. Tug'ilgan kuningiz uchun taklifnoma rasmini chizing va uning matnini yozing.

Lesson 3 Birthdays are fun! **Homework**

1a Read and complete the last sentence. 1) I was very happy. 2) I wasn’t happy.

My name is Mary. On my 12th birthday my parents said to me "Happy birthday!" In the morning my brother John had a basketball class and my other brother Dan had a football class. So my dad and mum took them and I stayed at home. I watched TV and I was very sad. I didn’t get a birthday card or a present. But in the evening we went to a restaurant and had a birthday party. My brothers and my parents gave me lovely presents. And I had a wonderful birthday party with two clowns and a lot of balloons. I had a birthday cake. I got a lot of birthday cards from friends. On that day ... .

1b Say True or False. “True” (to‘g’ri) yoki “False” (noto‘g’ri) deb ayting.

1 Mary stayed at home in the morning. 2 She had basketball classes on that day. 3 She watched TV. 4 In the evening they went to a restaurant. 5 Mary got birthday presents. 6 She didn’t have a birthday cake. 7 Mary wasn’t happy with her birthday.
Lesson 4 My best birthday

Classwork
3a Write five sentences about your best birthday.

Homework
Write your “Thank-you” letter.
O’z “Tashakkurnoma”ngizni yozing.

Dear _____________________,
Thank you very much for the (name of present) __________________________.
I think it’s (e.g. interesting/beautiful) ________________________________________.
I was very happy to see you at my birthday party!
Your friend,
_________________________

Lesson 5 My Timeline

Homework
1a Make a timeline for your mother/father/sister.
Onangiz/otangiz/opa-singlingiz uchun vaqt shkalasi (xronologik shkala) yasang.

1b Write about your relative. Qarindoshingiz haqida yozing.
Lesson 1 What did you do yesterday?

**Homework**

Write three sentences about yesterday.

In the morning I______
In the afternoon_______
In the evening ________

**Lesson 2 Dinosaurs**

**Classwork**

3a Work in pairs. Choose a dinosaur.

Look at the table and complete the sentences.

<table>
<thead>
<tr>
<th>T.Rex</th>
<th>Dilong</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 years ago</td>
<td>70 million</td>
</tr>
<tr>
<td>2 long</td>
<td>12 metres</td>
</tr>
<tr>
<td>3 tall</td>
<td>10 metres</td>
</tr>
<tr>
<td>4 head</td>
<td>1.5 metres</td>
</tr>
<tr>
<td>5 teeth</td>
<td>very big</td>
</tr>
<tr>
<td>6 legs, arms</td>
<td>two legs, two arms</td>
</tr>
<tr>
<td>7 lived in</td>
<td>America and Asia</td>
</tr>
<tr>
<td>8 ate</td>
<td>meat</td>
</tr>
</tbody>
</table>

E.g. How many years ago did T. Rex/Dilong live?

T. Rex lived **70 million** years ago. It was ... metres long.
It was ... metres tall. Its head was ... . It had ... teeth. It had ... legs and ... arms. It lived in ... . It ate ... .

**Homework**

Write 7 sentences about T. Rex or Dilong dinosaurs.

Tiranozavr yoki dilun dinozavrlari haqida 7 ta gap yozing.

Lesson 3 What did he look like?

**Classwork**

2 Play “Find Someone Who”.

E.g. Did you get up late yesterday?

<table>
<thead>
<tr>
<th>Find someone who</th>
<th>name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 got up late yesterday</td>
<td></td>
</tr>
<tr>
<td>2 went to a cafe last Sunday</td>
<td></td>
</tr>
<tr>
<td>3 took shower in the morning</td>
<td></td>
</tr>
<tr>
<td>4 drank coffee in the morning</td>
<td></td>
</tr>
<tr>
<td>5 watched TV in the morning</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4 How old are bicycles?

Classwork

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


Homework

1 Complete the sentences. Put the verbs in Past form.

Yesterday I (1) **got** up at half past six. I (2) ... (have) breakfast, I got dressed, I (3) ... (wash) my teeth and then I (4) ... (go) to school. I (5) ... (have) English, mathematics, mother tongue and art lessons. After school I (6) ... (come) home and had lunch. I (7) ... (eat) some soup and salad. In the afternoon I (8) ... (do) my homework and (9) ... (play) football. I had dinner with meat and vegetables. In the evening I (10) ... (watch) TV and I (11) ... (go) to bed at half past nine.

Lesson 5 When I was ...

Classwork

4a Work in groups of 4/5. Say about your favourite toy and what you liked doing when you were a little boy/girl.

**E.g.** When I was a little boy/girl my favourite toy was ... . I liked playing ... .

<table>
<thead>
<tr>
<th>name</th>
<th>toy</th>
<th>playing ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Classwork and homework

**Lesson 6 Project**

**Classwork**

2a Work in groups of 4/5. Play “Find Someone Who”.

<table>
<thead>
<tr>
<th>Find someone who</th>
<th>name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 washed the dishes</td>
<td></td>
</tr>
<tr>
<td>2 watched a cartoon on TV</td>
<td></td>
</tr>
<tr>
<td>3 played computer games</td>
<td></td>
</tr>
<tr>
<td>4 went shopping</td>
<td></td>
</tr>
<tr>
<td>5 watered the flowers/trees</td>
<td></td>
</tr>
</tbody>
</table>

**Homework**

Write five sentences about your class graph.

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

---

**Homework**

1a Read and choose the title. O'qing va sarlavha tanlang.

a) At summer house. b) My summer holidays.

c) I helped my parents.

I spent my summer holidays at home and at our summer house. In June and July, when it was very hot, I stayed at home. I watched TV, played computer games and read some books. My parents worked and I helped my mum. I washed the dishes, cleaned the room and mopped the floor. Then in August we visited my grandparents at their summer house. That was great. I loved my summer holidays.

1b Put the verbs in bold in the correct column.

Matnda qoraytirib ko'rsatilgan fe'llarni jadvalning tegishli ustuniga yozing.

<table>
<thead>
<tr>
<th>[t]</th>
<th>[d]</th>
<th>[id]</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. liked</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

UNIT 6 Life in the past
Lesson 1 Where did pizza come from?

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

<table>
<thead>
<tr>
<th>food</th>
<th>came from ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>pizza</td>
<td>Italy</td>
</tr>
<tr>
<td>chocolate</td>
<td></td>
</tr>
<tr>
<td>pasta</td>
<td></td>
</tr>
<tr>
<td>hot dog</td>
<td></td>
</tr>
<tr>
<td>cheeseburger</td>
<td></td>
</tr>
<tr>
<td>fish and chips</td>
<td></td>
</tr>
<tr>
<td>coffee</td>
<td></td>
</tr>
</tbody>
</table>

3a Work in groups of 5. Play “Find Someone Who”.

A: Do you like ...? B: Yes.
A: How often do you eat it? B: ...
A: Do you cook it at home? B: ...

<table>
<thead>
<tr>
<th>name</th>
<th>pizza</th>
<th>pasta</th>
<th>hamburger</th>
<th>cheeseburger</th>
<th>hot dog</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Homework

Complete the sentences. Gaplarni to‘ldiring.

e.g. 1) fruit

Tomatoes are one of the most popular (1) ... in the world. Wild tomatoes came from (2) ... . First tomatoes were very small. They were (3) ... and yellow. They grew in America (4) ... million years ago. They came to (5) ... 500 years ago. Now there are black, (6) ..., purple, pink, orange, yellow, red and green tomatoes.

Lesson 2 How to make pancakes

Classwork

3 Work in pairs. Complete the sentences.

How to make omelette:
1 First ... two eggs.
2 Then ... them with some milk.
3 Then ... some salt and ... it.
4 Finally ... it with oil for two or three minutes.
5 Enjoy your omelette. You can ... it with bread and butter.

350, white, America, green, Europe, fruit

fry, eat, add, mix (2), take
Classwork and homework

Lesson 3 Can you cook palov?

**Homework**

1a Match the pictures and sentences.

Rasmlarga mos gaplarni toping.

1 Enjoy your milk tea. 2 Take some tea and milk. 3 Mix it. 4 Put some sugar or honey.

1b Write the sentences in order.

Gaplarni tartib bilan yozing.

Lesson 4 What do you have for a picnic?

**Classwork**

3 Listen and complete the sentences.

Julia: Susie, what do we have for a picnic?
Susie: The things are on the table in the (1) ... .
Julia: OK. Wow! That’s a lot of things... OK. Let’s see...
Susie: Bread, vegetables for (2) ..., cheese, (3) ... bottles of Coca Cola, a packet of chocolate biscuits, some apples...
Julia: OK, OK. Wait a minute... Right. (4) ...
Susie: Yes, four plates, (5) ... forks and a knife.
Julia: OK.

**Homework**

Complete the sentences. Gaplarni tugallang.

Bill: Margaret, we are having a 1) e.g. picnic today.
Margaret: Oh, that’s great. What do we have for a picnic?
Bill: Look. There is a (2) ..., two (3) ... and forks and some plates.
Margaret: What are we going to eat and drink?
Bill: I brought some food and a big bottle of mineral (4) ... .
Margaret: Let’s see. Hmm... a lot of hamburgers and chips. It’s not healthy.
Bill: I (5) ... chicken sandwiches and there is a lot of fruit.
Margaret: Well ... It’s better. Okay, now, let’s go for a picnic.
Lesson 1 What did you have for breakfast?

**Homework**

1. Write about your friend’s breakfast.
   - O’rtog’ingiz nonushtasi haqida yozing.
   - *e.g. For breakfast Elyor ate ... . He drank ... .*

2. Answer the question. Savolga javob bering.
   - Is breakfast important? Why?/Why not?

**Lesson 2 Would you like ...?**

**Homework**

Complete the dialogue. Dialogni tugallang.

A: Would you like ... ?
B: Yes, ... . Mm. It’s ... . Pass me ..., please.
A: Here ... . Help ... .
Classwork and homework

**Lesson 3 At the canteen**

**Classwork**

3a Work in groups of 4/5. Ask and answer. Complete the table.

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

<table>
<thead>
<tr>
<th>name</th>
<th>question 1</th>
<th>question 2</th>
<th>question 3</th>
<th>question 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Nina</td>
<td>Yes.</td>
<td>Somsa.</td>
<td>Mineral water.</td>
<td>Yes.</td>
</tr>
</tbody>
</table>

**Homework**

Write the answers to the questions in 4b.

4b-mashq savollariga javoblar yozing.

**Lesson 4 Table manners**

**Homework**

Write other five sentences for activity 4a.

4a-mashq uchun yana beshta gap yozing.

**Lesson 5 Lay the table**

**Homework**

1. Draw a dinner table with a spoon, a fork, a knife, a plate and a cup. Write five sentences. Qoshiq, sanchqi, pichoq, likopcha va finjon kabilar bilan dasturxon rasmini chizing. Beshta gap yozing.

   e.g. I put a plate in the centre.

2. Write the past form of the verb.

   Fe’lning o’tgan zamon shaklini yozing.

---

One day, the Fox (1) ... (ask) her friend Stork to come to dinner. When the Stork (2) ... (come), the Fox put some soup on a plate. She (3) ... (do) not want the Stork to eat the soup. The Stork (4) ... (can) not eat soup from the plate! The Fox (5) ... (eat) all her soup, and (6) ... (say) it (7) ... (is) delicious.

The Stork (8) ... (is) very hungry and very sad because he (9) ... (can) not eat the soup. He (10) ... (go) home hungry. The next day the Stork (11) ... (cook) some lovely soup for dinner. The Stork (12) ... (give) the soup to the Fox in tall jars. But the Fox (13) ... (can) not get the soup from the jar.
Lesson 1 Continents, countries ...

**Homework**

1. Look at the map of Uzbekistan. Write five sentences.
   e.g. Temez is to the south of Karshi.

2. Write three questions. Uchta gap yozing.
   e.g. Where is Bukhara?

Lesson 2 We’re in Europe.

**Classwork**

3a. Look, read and complete.

**Homework**

1. Read the texts in Activity 4. Draw a mindmap for London.
   4-mashqdagi matnlarni o‘qib, London haqida xayoliy xarita chizing.

2. Write three questions about popular places in London.
   Londonning mashhur joylari haqida uchta savol yozing.

Lesson 3 Brr! North America

**Homework**

1. Choose the right preposition. Mos predlogni tanlang.

The first National Park in Canada

Banff National Park is in the west of/to Canada. About four and a half million people visit it every year. There are a lot of beautiful mountains, forests, rivers and lakes in/at the park. This is home for/from 53 different animals and hundreds with/of birds. You can see these animals in/from your car when you are driving in/on the park. When you are driving or walking in the park, you must be very careful because some animals are dangerous.
Classwork and homework

2 Write five questions about Banff National Park.
Banf milliy bog‘i haqida beshta savol yozing.

\textbf{e.g.} Where is it?

\begin{itemize}
  \item Where is it?
  \item What are kangaroos?
  \item Why do koalas live in trees?
  \item Where do kiwis live?
  \item How much do koalas eat a day?
\end{itemize}

Lesson 4 The longest, the biggest ...

\textbf{Homework}

Write about three animals. Don’t write the names.
Uchta hayvon haqida yozing, ammo ularning nomini yozmang.
\textbf{e.g.} This animal is ... . It lives in ... . It can ... .

Lesson 5 Kiwis, koalas and kangaroos

\textbf{Classwork}

3b Read and complete.

\begin{tabular}{|l|l|}
\hline
kangaroo & e.g. \textit{wild animal, lives in Australia} \\
koala & \\
kiwi & \\
\hline
\end{tabular}

can/can’t do

4a Complete the table.

\begin{tabular}{|c|c|c|}
\hline
\textbf{I knew} & \textbf{I want to know} & \textbf{I learnt} \\
\hline
\end{tabular}

\textbf{Homework}

Read the answers. Write the questions.
Javoblarni o‘qib, savollar yozing.

1 What ___________________________________________________________________
Kangaroos eat grass, plants and leaves.

2 Where ___________________________________________________________________
Koalas live in Australian forests.

3 What ___________________________________________________________________
Koalas have big ears, small eyes, big noses and no tails.

4 How much ___________________________________________________________________
Koalas eat about 400 grams a day.

5 What ___________________________________________________________________
Kiwis can run fast.

6 What ___________________________________________________________________
Kiwis are brown and grey.
Lesson 1 Do you know Uzbekistan?

**Classwork**

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The population of Uzbekistan is more than e.g. 32,500,000 people.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The area of Uzbekistan is ... sq km.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The population of Tashkent is more than ... people.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The Amu Darya River is ... km long.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The Syr Darya is ... km long.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The Zarafshan River is ... km long.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Khazret Sultan Mountain is ... m high.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The Chimgan Mountains are ... m high.</td>
<td></td>
</tr>
</tbody>
</table>

**Homework**

Complete the map and find the treasure.

In the east of Ellis Island there is a river. It is the Blue River. In the north there is also a river. It is the Yellow River. The Yellow River is in the valley. To the north and the west of the valley there are high mountains. The capital, Alice town, is in the centre of Ellis Island. The city is near the Blue River. In the south there is the Green Lake. To the south of the valley there is a desert, the Brown Desert. In the centre of the desert there is a city Dustville. Go east from Dustville. Turn north at the lake. At the river, go east to the sea. The treasure is there.

Lesson 2 What is the UK?

**Classwork**

2 Work in pairs. Read and complete the table.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>country</th>
<th>capital</th>
<th>nationality</th>
<th>population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>England</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Scotland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Wales</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Northern Ireland</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Homework**

Choose the correct word. To’g’ri so’zni tanlang.

1 The population in Cardiff is bigger/smaller than the population in Edinburgh.
2 Snowdon is higher/shorter than Ben Nevis.
3 The area of the UK is bigger/smaller than the area of Uzbekistan.
Classwork and homework

4 Loch Ness is bigger/smaller than Lake Lough Neagh.
5 The Thames is longer/shorter than the Severn.
6 The population of the UK is smaller/bigger than the population of Uzbekistan.
7 The population in Tashkent is bigger/smaller than the population in Cardiff.
8 The Syr Darya is longer/shorter than the River Thames.
9 The Zarafshan River in Uzbekistan is longer/shorter than the Severn in the UK.

Lesson 3 Welcome to the USA!

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

Homework
1 Answer the questions.
Savollarga javob bering.

1 Which river is longer: the Colorado in the USA or the Amu Darya in Uzbekistan?
2 Which country is bigger: the USA or the UK?
3 Which population is smaller: in the UK or in the USA?
4 Which mountains are higher: the Rocky Mountains or the Chimgan Mountains?

2 Write 5 more questions and answers.
Yana beshta savol va javoblar yozing.

Lesson 4 Australia

Classwork
3a Listen and complete the map.
e.g. 1a
a) Australian Alps
b) the Pacific Ocean
c) the Murray River
d) Perth
e) the Indian Ocean
f) Canberra

Homework
Do the Australian Quiz.
Avstraliya haqidagi savollarga javob toping.

1 How can you travel from Tashkent to Sydney?
a) by bus  b) by train  c) by plane
Classwork and homework

2 When it’s summer in Uzbekistan in Australia it’s _______.
   a) winter  b) autumn  c) spring

3 It takes _______ to travel from Asia to Australia by plane.
   a) 10 hours  b) 2 hours  c) 24 hours

4 It’s _______ in the south of Australia.
   a) hot  b) warm  c) cold

5 Africa is to the _______ of Australia.
   a) east  b) west  c) north

Lesson 5 New Zealand

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

<table>
<thead>
<tr>
<th>name</th>
<th>country</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Ildar</td>
<td>New Zealand</td>
<td>Lake Taupo is a good place for fishing and having a rest.</td>
</tr>
</tbody>
</table>

Homework

Read the letter in activity 3b and complete the table.

3b-mashqadagi xatni o‘qib, jadvalni to‘ldiring.

<table>
<thead>
<tr>
<th>day of the week</th>
<th>place</th>
<th>what to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>e.g. Wellington airport</td>
<td>come</td>
</tr>
<tr>
<td>Monday and Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson 6 Project

Homework

Read and put the verbs in the Past Simple.

O‘qing va fe’llarning o‘tgan zamon shaklini yozing.

Capitan James Cook ... (be) born on October 27, 1728 in England. His father ... (be) a farmer. When he was a boy, James Cook ... (go) to school. Now this school is a museum. His parents’ house in Melbourne is now a museum too. He ... (help) his father on the farm. In 1747 he ... (meet) John and Henry Walker. They ... (have) a ship. First he ... (help) the people on the ship. In 1755 James Cook was a sailor. He ... (make) maps of different places. His maps ... (be) very good. A lot of sailors ... (use) his maps for a long time. James Cook ... (go) round the world three times. He ... (be) the first European to visit Australia and New Zealand. The first time he ... (go) to Australia in 1770. He ... (visit) Australia three times. There are Cook Islands in the Pacific Ocean and Mountain Cook in the Southern Alps in New Zealand.
Lesson 1 Climate of the world

Homework
Write about the climate in the place where you live. Use the words in the cloud. Yashaydigan joyingizning iqlimi haqida yozing. Bulutdagi so’zlardan foydalaning.

Lesson 2 What’s the climate like?

Homework
1a Find the words in the Wordlist. Write the meaning.
So’zlarni lug’atdan topib, ma’nosini yozing.

1b Write questions. Use the words in activity 1a.
Savollar yozing. 1a-mashqdarigagi so’zlardan foydalaning.

Lesson 3 Save water!

Classwork
3 Read and complete the table.

<table>
<thead>
<tr>
<th></th>
<th>city</th>
<th>village</th>
</tr>
</thead>
<tbody>
<tr>
<td>brush teeth</td>
<td>e.g. 15—20 litres</td>
<td>1/2 litre</td>
</tr>
<tr>
<td>shower</td>
<td></td>
<td>5 litres</td>
</tr>
<tr>
<td>bath/hammom</td>
<td></td>
<td>10 litres</td>
</tr>
<tr>
<td>wash dishes</td>
<td></td>
<td>5 litres</td>
</tr>
</tbody>
</table>

Homework
Count how much water you use a day. 1 kunda qancha suv ishlatishingizni yozing.

Lesson 4 Save energy!

Homework
1 Complete the table. Jadvalni to’ldiring.
How much water does your family use a day?

<table>
<thead>
<tr>
<th></th>
<th>e.g. 17 litres</th>
</tr>
</thead>
<tbody>
<tr>
<td>brush teeth</td>
<td></td>
</tr>
</tbody>
</table>

Total ______

2 Make pairs. So’zlarga mos juftini toping.

<table>
<thead>
<tr>
<th></th>
<th>bar</th>
<th>coffee</th>
<th>black</th>
<th>chocolate</th>
<th>green</th>
<th>cup</th>
<th>break</th>
<th>cake</th>
<th>tea</th>
</tr>
</thead>
</table>

Lesson 5 Save our rain forests!

Homework
Read and guess the new word. Answer the question. O‘qing va yangi so‘zning ma’nosini taxmin qiling. Savolga javob bering.

People use many things. We reuse things when we use them again, one more time. For example, we buy plastic bottles with drinks. But we can reuse them to keep water or milk. How can you reuse plastic bottles?
Classwork and homework

Lesson 1 What were you doing?

4b Work in pairs. Complete the sentences.
1) Aziz e.g. was cleaning the rug with the vacuum cleaner.
2) Sabina ... the room.
3) Madina and Davron were ... in the yard.

Homework
1) Choose the correct word to complete the sentences.
Mos so‘zni tanlab, gaplarni to‘ldiring.
On the way back home Heggy and Chamby (1) e.g. smile/were smiling happily. Now they (2) know/knew that it was better to smile than to be angry. They (3) were/was so happy that they (4) sing/were singing.

2) Write what you and your family were doing at 7pm yesterday/on Saturday.
Kecha/shanba kuni soat kechki 7 da siz va oila a‘zolaringiz nima qilayotgingizni yozing.
e.g. My father was watching a football match at 7pm yesterday/on Saturday.

Lesson 2 An accident

Classwork

4b Look and write 4 questions.
e.g. What was the dog doing?
What were the boys doing?

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

<table>
<thead>
<tr>
<th>people/animals</th>
<th>in the picture</th>
<th>in the text</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. a dog</td>
<td>was barking at a cat</td>
<td>was barking at two boys</td>
</tr>
</tbody>
</table>

Homework
Write the sentences in the Past Continuous.
Gaplarni o‘tgan davomli zamonda yozing.
1) Mark/go/to work/by metro.
2) Rita/read/a book.
3) The cat/sleep/on the chair.
4) Daniel/run/in the park.
e.g. Mark was going to work by metro.
5) Two boys/listen/to music.
6) The girls/wear/red dresses.

Lesson 3 Do you like fairy tales?

1) Match. Gaplarga mos qismni to‘ping.
1) One day the snake
2) So he told his
3) He tasted all the animals, but
4) Then he
a) could not find the sweetest meat.
b) saw a human baby.
c) servant to find the most delicious meat.
d) was very hungry.

Homework
Lesson 4 Can birds and animals talk?

**Homework** Make sentences.

1. upon/Once/a time/the snake/king/was/over all animals.
2. wanted/to help/The mosquito/the king.
3. all/The mosquito/the animals/tasted.
4. was/The baby/sleeping/a tree/under.
5. tasted/I/all/the animals/the world/in.
6. He/a small/took/bite.

Lesson 5 A happy end

**Classwork**

3c Work in pairs. Complete the sentences.

Write the sentences in the Past Continuous.

1) The swallow flew down and **bit the mosquito's tongue**.
2) The mosquito could ... 6) From that time on the mosquito can only ... 
3) The snake was ... 7) The snake and the swallow ... 
4) The snake wanted ... 8) The swallow saved ... 
5) The snake could only ... 9) When a swallow makes a nest in your home, ... 

**Homework**

Write the sentences in the Past Continuous.

1) a baby/sleep/under a tree. **e.g. A baby was sleeping under a tree.**
2) His mother/cook/food. 4) The snake/have/a rest.
3) The swallow/fly/after him. 5) The mosquito/fly/to the king.

Lesson 6 Project

**Homework**

Read and write T for True and F for False.

A long time ago there was a king. He had three sons. The first son had a wife. His wife was tall and thin. She had long straight dark hair and a big nose. They lived in a stone house. The second son’s wife was short and plump. Her short curly hair was red. She had small eyes and a small mouth. They lived in a brick house.

The third son did not have a wife. He went to the forest and met a frog. The frog said, “Take me home. I can be a good wife.” The prince took the frog home. But it was not a frog. It was a princess. She was beautiful. Her eyes were blue. She had long blond hair. Then they had the wedding and they were a husband and a wife. They were happy.

1. The first son’s wife was tall and had small eyes and a small mouth.
2. The second son’s wife was tall with long straight dark hair.
3. The third son’s wife had blue eyes.
4. The first son and his wife lived in a stone house.
5. The second son and his wife lived in a mud house.
6. The third son’s wife was beautiful.
Lesson 1 Do you know?

**Homework**

1. Write the words. So'zlarni yozing.
   1) geeter  2) kesha  3) isks

2. Write the sentences. Gaplar yozing.
   1) English people *e.g.* use one kiss to say hello.
   2) Eskimos...  3) Maoris...  4) French people...  5) Russian boys...  6) Greek people...  7) Uzbek women...

Lesson 2 Wr Whitfield went fishing.

**Homework**

Write questions to the bold words.

Qoraytirib berilgan so'zlarga savol yozing.

1 Lucy went **to the mountains** last weekend.
   *e.g.* Where did Lucy go last weekend?
2 She took **some fruit**.
3 It was a **nice** day.
4 She **played** with her friends.
5 They saw **many interesting** things there.

Lesson 3 Do you have a bird table?

**Homework**

Write two puzzles about animals.

Hayvonlar haqida 2 ta topishmoq tuzing.

*e.g.* They live in the desert. People use them to carry things.

Lesson 4 What’s the best transport?

**Homework**

1. Draw and write about your favourite transport. Use the words from 2 and 4b. Sevimli transportingizni chizib, u haqida yozing. 2-va 4b-mashqlardagi so'zlardan foydalaning.

2. Write a list of all irregular verbs. Barcha noto‘g‘ri fe‘llar ro‘yxatini yozing.


Lesson 5 What’s next to... ?

**Homework**

1. Look and write five sentences. Where are they? Rasmga qarab, 5 ta gap yozing. Ular qayerda?
   *e.g.* The elephant is near the blackboard.

2. Write five sentences for your friends. O‘rtoqlaringiz uchun 5 ta gap yozing.
   *e.g.* I want you to mime a policeman.
Grammatik ma’lumotlar

(O’qituvchilar uchun)

1) Ot (Noun)

Predmetning nomini bildirib, kim? (who?) va nima? (what?) savollaridan biriga javob bo’luvchi so’z turkumi ot deyiladi. Ot artikllar bilan ishlatsiz muhim. Angli tilida otlar bosh va qaratqich kelishilkarga ega: student (bosh kelishik), student’s (qaratqich kelishik).

Otlar sanaladigan va sanalmaydigan otlarga bo’linadi. Sanaladigan otlar book, car, chair kabi so’zlarni bo’lib, ular biz sanay oladigan narsalarning nomlaridir. Shunga ko’ra biz one car, two books, three chairs deb aytishimiz mumkin. Ular birlikda (a cat, one book) yoki ko’plikda (two chairs, a lot of books) bo’lishi mumkin. Birlikdagi otlardan keyin fe’llardan birlikda, ko’plikdagi otlardan keyin esa fe’llardan tegishlicha ko’plikda bo’lishi mumkin: This book is boring. These books are interesting.

Sanalaydigan otlar rice, water kabi so’zlarni bo’lib, ular biz sanay olmaydigan narsalardir. Biz rice deyishimiz mumkin, ammo one rice deb aytishimiz mumkin. Shuning uchun sanalaydigan otlar faqat birlikda bo’lib, ulardan keyin fe’llardan birlikda ishlatiladi.

Otlarda ko’plik

Otlarning ko’plik shakliga -s yoki -es qo’shimchasini qo’shish yo’li bilan hosil qilinadi va otlar oldidan ishlatilgan noaniq artikl tushirib qoldiriladi.

<table>
<thead>
<tr>
<th>Birlik</th>
<th>Ko’plik</th>
</tr>
</thead>
<tbody>
<tr>
<td>a banana</td>
<td>bananas</td>
</tr>
<tr>
<td>a cat</td>
<td>cats</td>
</tr>
<tr>
<td>an orange</td>
<td>oranges</td>
</tr>
</tbody>
</table>

Ko’plik yasovchi -s yoki -es qo’shimchasini otlarga quyidagi jadvalda keltirilgan qoidalarga qo’shiladi va turlicha talaffuz qilinadi:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. k, p, t dan keyin</td>
<td>-s [s] cat – cats; cap – caps</td>
</tr>
<tr>
<td>2. b, d, g, l, m, n, r, v, w dan keyin</td>
<td>-s [z] pen – pens; dog – dogs</td>
</tr>
<tr>
<td>3. unlilardan keyin</td>
<td>-s [z] boy – boys</td>
</tr>
<tr>
<td>4. -ss, -sh, -ch, -x, -tch dan keyin</td>
<td>-es [iz] class – classes; box – boxes</td>
</tr>
<tr>
<td>5. -se, -ce, -ze, -ge, -o dan keyin</td>
<td>-s [iz] horse – horses; page – pages</td>
</tr>
<tr>
<td>6. -f, -fe dan keyin</td>
<td>-es [vz] wolf – wolves; calf – calves</td>
</tr>
<tr>
<td>7. undosh + y dan keyin</td>
<td>-ies [iz] shelf – shelves</td>
</tr>
</tbody>
</table>


2) Artikl (Article)


Yodda tuting! a/an faqatqina birlikdagi sanaladigan otlar oldidan ishlatiladi. Ular ko’plikdagi hamda sanalmaydigan otlar oldidan ishlatilmaydi.
Aniq artikl quyidagilar bilan ishlatiladi:
- ko‘llarning nomlari bilan.
  e.g. Lake Windermere, Lake Ullswater, Lake Michigan va h.k.
- tog‘ tizmalari (guruhlari) nomlari bilan.
  e.g. the Hisor Mountains, the Alps va h.k.
- orol guruhlarning nomlari bilan.
  e.g. the Canary Islands, the British Isles va h.k.
- to‘rt geografik zonalar bilan.
  e.g. the north, the south, the east, the west
- sahrolarning nomlari bilan.
  e.g. the Mirzachul, the Sahara va h.k.

Aniq artikl quyidagi hollarda ishlatiladi:
- tartib sonlar oldidan:
  the first, the second, the third
- birinchi marta gapirilgan narsa gapda takror ishlatilganda:
  The book is good.
- so‘zlovchi gap borayotgan narsa haqida tinglovchi biladi deb o’ylaganda:
  Open the window please.
- sifatlarning orttirma darajasi oldidan:
  the fastest train
- musiqiy asboblar bilan:
  the guitar

Noaniq artikl quyidagi hollarda ishlatiladi:
- birlikdagi otlar bilan:
  a cat, a zebra, an eye, an orange
- biror narsa haqida birinchi marta gapirilganda:
  This is a book.
- have (has); there is dan keyin keladigan birlikdagi sanaladigan otlar bilan:
  I have a brother. There is a ball.
- biror narsa/kimsaning qanday narsa/kimsa ekanligi aytilganda:
  He is a nice man.
- biror kimsaning kasbini aytishda:
  My father is a teacher.

Atoqli otlar bilan artiklning ishlatilish va ishlatilmaslik hollari

<table>
<thead>
<tr>
<th>Aniq artikl quyidagilar bilan ishlatiladi:</th>
<th>Artikl quyidagilar bilan ishlatilmaydi:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) okean, dengiz, daryo va kanal nomlari bilan. e.g. the Atlantic Ocean, the Red Sea, the Amu Darya, the Panama Canal va h.k.</td>
<td>kol'larning nomlari bilan. e.g. Lake Windermere, Lake Ullswater, Lake Michigan va h.k.</td>
</tr>
<tr>
<td>2) tog‘ tizmalari (guruhlari) nomlari bilan. e.g. the Hisor Mountains, the Alps va h.k.</td>
<td>yakkay tog‘larning nomlari bilan. e.g. Mount Everest, Kilimanjaro va h.k.</td>
</tr>
<tr>
<td>3) orol guruhlarning nomlari bilan. e.g. the Canary Islands, the British Isles va h.k.</td>
<td>yolg‘iz orollarning nomlari bilan. e.g. Tasmania, Madagascar va h.k.</td>
</tr>
<tr>
<td>4) to‘rt geografik zonalar bilan. e.g. the north, the south, the east, the west</td>
<td>northern, southern, eastern, western hamda North America, South America (ular mamla-katlardir) – deb aytilganda.</td>
</tr>
<tr>
<td>5) Republic, Kingdom, States dan tashkii top-gan mamlat nomlari bilan. e.g. the Republic of Uzbekistan, the United States of America (the USA), the United Kingdom (the UK)</td>
<td>materik, mamlat, shahar, shtat, hudud, ko‘cha nomlari bilan. e.g. North America, Uzbekistan, Africa, Tashkent, London, New York, Kashkadarya, Navoi Street va h.k.</td>
</tr>
<tr>
<td>6) sahrolarning nomlari bilan. e.g. the Mirzachul, the Sahara va h.k.</td>
<td>odamlar ismi bilan. e.g. Zafar, Sevara va h.k.</td>
</tr>
</tbody>
</table>

Yodda tuting! Odamlar, hayvonlar va narsalar haqida umumiy fikr bildirilganda ular ko‘plik shaklda bo‘lish, artiklsiz ishlatiladi, asalasalan: Cats and dogs are animals.

3) Otlarning qaratqich kelishigi (Possessive case)
Otlarning qaratqich kelishigi (-‘s) ko‘pincha odam va hayvonning anlatuvchi otlarning oxirigina qo‘shilishi, egalikni, tegishlilikni bildiradi va o‘zbek tilidagi “-ning” qo‘shimchasiga to‘g‘ri keladi: John’s bike (Jonning velosipedi); the dog’s tail (itning dumi).

Otlarning qaratqich kelishigi (-‘s) ko‘plik shaklda bo‘lib, artiklsiz ishlatiladi: ma’lumotlar, ma’lumotning ishlatilishi, ma’lumotning ishlatilmaslik hollari. Taqqoslaymiz: the student’s books (talabaning kitoblarimi).  

4) Sifat (Adjective)
Bad, big, boring, good, interesting, new, old, small kabi so‘zlar sifatlardir. Sifatlar shaxs yoki buyumning belgisini, xususiyatini bildirib, qanday?, qanaqa? degan savollarga javob bo‘ladi.  

Otlar oldida bir necha sifat ishlatilisa, ular orasida and bog‘lovchisi ishlatilmaydi: a fast car; fast cars.  

Grammatik ma’lumotlar

114
a big bad wolf (ammo a big and bad wolf emas). Shuningdek, ularning ishlatilishi tartibi quyidagicha bo'ladi: 1) son; 2) o'chim; 3) shakl; 4) rang; 5) millat; 6) material.

Masalan: My robot has three large round black eyes.

Sifatlar be, become, get, feel kabi fe'llardan keyin ham ishlatilishi mumkin, m-n.: The water is cold. She looks happy. I feel hot/happy/angry/sad.

Bu fe'llardan keyin bir necha sifatlar ishlatilsa, bu sifatlarning oxirgi ikkitasi o'rtasida and bog'lovchisi ishlatiladi: He was tall, dark and handsome.

Ayrim sifatlar otga “-y” qo'shimchasini qo'shish bilan yasalishi ham mumkin, m-n.: rain+y = rainy, cloud+y = cloudy, sun+ny = sunny, ice+y = icy.

Sifat darajalari

Ingliz tilida sifatlarning uchta darajasi mavjud: oddiy, qiyosiy va orttirma.

Sifatlarning oddiy darajasi ularning hech qanday qo'shimchasiz birlamchi shakl- laridir: nice, green, old, young, tall, strong, beautiful, fast, slow, hungry, sad va h.k.

Sifatlarning qiyosiy darajasi: -er, more, than

Biror-bir narsa, shaxs va h.k. bilan taqqoslash uchun sifatlarning qiyosiy darajasi ishlatiladi. Bir yoki ikki bo'g'inli sifatlarning oddiy darajasiga “-er” qo'shimchasini qo'shish yoki ikki va undan ortiq bo'g'inli sifatlarning “more” so'zini ishlatish bilan sifatlarning qiyosiy darajasi yasaladi. Qiyosiy darajadagi sifatlardan keyin “than” bog'lovchisi bo'g'lanadi hamda boshqa narsa va h.k. taqqoslanadi.

Qiyosiy daraja o'zbek tiliga “-roq” deb tarjima qilinadi, masalan: taller – balandroq, longer – uzunroq, more beautiful – chiroyliroq.

Sifatlarning orttirma darajasi

Biror narsani u taalluqli bo'lgan butun bir guruh bilan taqqoslash uchun sifatlarning orttirma darajasi ishlatiladi. Odatda bir yoki ikki bo'g'inli sifatlarning oddiy darajasiga “-est” qo'shimchasini qo'shish yoki ikki va undan ortiq bo'g'inli sifatlarning “most” so'zini ishlatish bilan orttirma darajadagi sifatlarning yasaladi. Orttrma darajadagi sifatlardan keyin “the” bog'lovchisi bo'g'lanadi.

Orttirma daraja o'zbek tiliga “eng” deb tarjima qilinadi, masalan: the tallest – eng balandroq, the longest – eng uzunroq, the most beautiful – eng chiroyliroq.

<table>
<thead>
<tr>
<th>-er</th>
<th>quyidagilarga qo'shiladi:</th>
<th>more</th>
<th>quyidagilarga oldidan ishlatiladi:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bir bo'g'inli sifatlar: m-n. tall – taller, old – older, long – longer, h.k.</td>
<td>ikki bo'g'inli yoki ko'p bo'g'inli sifatlarning oldidan, m-n.: interesting – more interesting, beautiful – more beautiful, boring – more boring, difficult – more difficult.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. -y bilan tugaydigan ikki bo'g'inli sifatlar. -y bu yerda -i ga o'zgaradi, m-n.: happy – happier, hungry – hungrier;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. qisqa sifatlar bir unli + bir undosh bilan tugagan bo'lsa, oxirigini undoshgi aylanadi, m-n.: hot – hotter, big – bigger. Ammo bir unli + w bilan tugaganda w ilkkan-maydi: m-n. low – lower.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-est</th>
<th>quyidagilarga qo'shiladi:</th>
<th>most</th>
<th>quyidagilarga oldidan ishlatiladi:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bir bo'g'inli sifatlar: m-n. cold – the coldest, big – the biggest, h.k.</td>
<td>ikki bo'g'inli yoki ko'p bo'g'inli sifatlarning oldidan, m-n.: interesting – the most interesting, beautiful – the most beautiful, boring – the most boring, difficult – the most difficult.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. -y bilan tugaydigan ikki bo'g'inli sifatlar. -y bu yerda -i ga o'zgaradi, m-n.: easy – the easiest, early – the earliest;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. qisqa sifatlar bir unli + bir undosh bilan tugagan bo'lsa, oxirgi undoshgi undoshga aylanadi, m-n.: hot – the hottest, big – the biggest. Ammo bir unli + w bilan tugaganda w ilkkan-maydi: m-n. low – the lowest.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5) Buyruq gaplar

<table>
<thead>
<tr>
<th>Bo’lishli buyruq gap</th>
<th>Inkor buyruq gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to his house. Uning uyiga bor(ing).</td>
<td>Don’t go to his house. Uning uyiga borma(ng).</td>
</tr>
<tr>
<td>Touch it. Uniga teg(ing).</td>
<td>Don’t touch it. Uniga tegma(ng).</td>
</tr>
<tr>
<td>Go straight. To’g’riga yur(ing).</td>
<td>Don’t go straight. To’g’riga yurma(ng).</td>
</tr>
<tr>
<td>Turn right. O’ngga buril(ing).</td>
<td>Don’t turn right. O’ngga burilma(ng).</td>
</tr>
<tr>
<td>Turn left. Chapga buril(ing).</td>
<td>Don’t turn left. Chapga burilma(ng).</td>
</tr>
<tr>
<td>Stop. To’xta(ng).</td>
<td>Don’t stop. To’xtama(ng).</td>
</tr>
</tbody>
</table>

6) Son (Number)
Narsalarning miqdori yoki tartibini bildirgan so’zlar sonlardi. Sonlar sanoq sonlar (Cardinal Numbers) va tartib sonlarga (Ordinal Numbers) bo’linadi.

Sanoq sonlar
Sanoq sonlar shaxs yoki buyumlarning miqdorini bildirib, nechta? (how many?) so’ro-g’iga javob bo’ladi, m-n.: one, two, three va h.k.
20 dan boshlab o’nliklar va birliklar o’rtasida chiziqcha “-” ishlatiladi, m-n.: twenty-five, thirty-seven, forty-eight, fifty-four, sixty-six, seventy-nine

1 dan 100 gacha bo’lgan sanoq sonlar

<table>
<thead>
<tr>
<th>1–10</th>
<th>11–20</th>
<th>21–100</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 one</td>
<td>11 eleven</td>
<td>21 twenty-one</td>
</tr>
<tr>
<td>2 two</td>
<td>12 twelve</td>
<td>22 twenty-two va h.k.</td>
</tr>
<tr>
<td>3 three</td>
<td>13 thirteen</td>
<td>30 thirty</td>
</tr>
<tr>
<td>4 four</td>
<td>14 fourteen</td>
<td>40 forty</td>
</tr>
<tr>
<td>5 five</td>
<td>15 fifteen</td>
<td>50 fifty</td>
</tr>
<tr>
<td>6 six</td>
<td>16 sixteen</td>
<td>60 sixty</td>
</tr>
<tr>
<td>7 seven</td>
<td>17 seventeen</td>
<td>70 seventy</td>
</tr>
<tr>
<td>8 eight</td>
<td>18 eighteen</td>
<td>80 eighty</td>
</tr>
<tr>
<td>9 nine</td>
<td>19 nineteen</td>
<td>90 ninety</td>
</tr>
<tr>
<td>10 ten</td>
<td>20 twenty</td>
<td>100 a / one hundred</td>
</tr>
</tbody>
</table>

100 dan 1000 gacha bo’lgan sanoq sonlar
100 dan yuqori sonlarda birlik hamda o’nliklar oldidan “and”, 120 dan boshlab o’nliklar va birliklar o’rtasida chiziqcha “-” ishlatiladi.

<table>
<thead>
<tr>
<th>100 dan 1000 gacha bo’lgan sanoq sonlar</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 a / one hundred</td>
</tr>
<tr>
<td>101 a / one hundred and one</td>
</tr>
<tr>
<td>102 a / one hundred and two</td>
</tr>
<tr>
<td>111 a / one hundred and eleven</td>
</tr>
<tr>
<td>120 a / one hundred and twenty</td>
</tr>
<tr>
<td>127 a / one hundred and twenty-seven</td>
</tr>
<tr>
<td>183 a / one hundred and eighty-three</td>
</tr>
<tr>
<td>415 four hundred and fifteen</td>
</tr>
<tr>
<td>525 five hundred and twenty-five</td>
</tr>
<tr>
<td>678 six hundred and seventy-eight</td>
</tr>
<tr>
<td>750 seven hundred and fifty</td>
</tr>
<tr>
<td>1000 a / one thousand</td>
</tr>
</tbody>
</table>

1000 dan katta sanoq sonlar
1000 dan katta sonlar bo’sh joy qoldiris bilan emas, balki vergullar bilan yozilishiga va quyidagicha o’qilishiga e’tibor bering: 1,300 — one thousand three hundred; 1,305 — one thousand three hundred and five; 3,309 — three thousand three hundred and nine; 4,643 — four thousand six hundred and forty-three; 447,400 — four hundred and forty-seven thousand four hundred; 2,500,000 — two million five hundred thousand; 32,500,000— thirty two million five hundred thousand
Sanalar bilan vergul ham, bo’sh joy ham ishlatilmasligiga va quyidagicha o’qilishiga e’tibor bering: 1300 — thirteen hundred; 1305 — thirteen-o-five; 1563 — fifteen-sixty-three; 1985 — nineteen eighty-five; 2001 — two thousand and one; 2018 — two thousand eighteen.
7) Olmosh (Pronouns)
Ot o‘rniда ishlatish mumkin bo‘lgan so‘zlar olmoshlari degan.

Ko‘rsatish olmoshlari: this – these, that – those

Yaqin turgan narsani ko‘rsatishda “this” (bu), uzoq turgan narsani ko‘rsatishda “that” (ana u, anavi) ko‘rsatish olmoshlaridan foydalaniladi, m-n.:

This is a cat – Bu mushuk. That is a dog – Anavi kuchuk.

“Those” ko‘rsatish olmoshi so‘zlovchini yaqinidan turgan ko‘plikdagi narsalarni, “those” ko‘rsatish olmoshi esa so‘zlovchidan uzoqroqda turgan ko‘plikdagi narsalarni ko‘rsatib aytish uchun ishlatiladi. “Those” o‘zbek tiliga “(mana) bu ...lar” deb, “those” esa “(ana) u ...lar” deb tarjima qilinadi, m-n.:

these photos – (mana) bu fotosuratlar; those pencils – (ana) u qalamlar

8) Predlog (Prepositions)
Ingliz tilida ko’plab predloglar mavjud bo‘lib, ularning ko‘plikiga narsalarni bo‘shqab qilishda qo‘shiladigan predloqlarning muammoliga ega bo‘lishi mumkin.

At va after so‘zlar vositasi bilan aytish uchun ishlatiladi, m-n.:

We cook sumalak at Navruz. We have a lot of fun at New Year.
Grammatik ma’lumotlar

118

“By” va “on” predloglari

Biror transport vositasi orqali biror joyga borish, safar qilishni aytishda ingliz tilida odatda “by” predlogidan foydalaniladi, m-n.: I was at home on Wednesday. My birthday is in April. I go swimming on Monday mornings. We don’t work on Constitution Day.

Bu predlog o’zbek tiliga “bilan”, “orqali” deb tarjima qilinadi.

Biror joyga piyoda, yayov borishni aytishda esa “on” predlogi ishlatiladi, m-n.: on foot.

Yo’nalish predloglari

“I go...” predlogi yo’nalishni aytish uchun ishlatiladi:

I go to school on foot. I have lunch from 1 o’clock to 1.30.

Bu predlog o’zbek tiliga “cho’良”, “yayov” deb tarjima qilinadi.

“get to” predlogi ishlatiladi:

I get to school at 8 o’clock.

Boshqa o’rin-joy predloglari

Bu predlog predmet biror narsaning ichidaligini ifodalaydi, m-n.: Where’s Botir? ‘In the kitchen.’ There’s nothing in the fridge.

Bu predlog o’zbek tiliga “uchraday”, “uchish” deb tarjima qilinadi.

Ko’cha, tuman, shahar, viloyat, respublika, davlat, mamlakat ichida ekanlikni aytish uchun “in” predlogi ishlatiladi, m-n.: They live in Navoi Street. Farid is in Bukhara.

Bu predlog o’zbek tiliga “uchraday”, “uchish” deb tarjima qilinadi.

Shuningdek, “in” predlogi oy, yil, va fasllar bilan ishlatiladi, m-n.: My birthday is in April. Snow falls in winter.

Yodda tuting! “get” va “home” o’tasida “to” ishlatilmaydi, m-n.: I get home at 2 o’clock.

O’rin-joy predloglari: in, on, at


Bu predlog o’zbek tiliga “uchraday”, “uchish” deb tarjima qilinadi.

Ko’cha, tuman, shahar, viloyat, respublika, davlat, mamlakat ichida ekanlikni aytish uchun “in” predlogi ishlatiladi, m-n.: They live in Navoi Street. Farid is in Bukhara.

Bu predlog o’zbek tiliga “uchraday”, “uchish” deb tarjima qilinadi.

Shuningdek, “in” predlogi oy, yil, va fasllar bilan ishlatiladi, m-n.: My birthday is in April. Snow falls in winter.

Yodda tuting! “This, next, last, every” li iboralar oldidan predloglar ishlatilmaydi, m-n.: What are you doing this afternoon? Goodbye. See you next week. We played tennis last Saturday. I go to my friend’s house every week.

“Before” (...dan oldin) predlogi biror ish-harakatning biror paytdan oldin, “after” (...dan keyin) predlogi esa keyin sodir bo’lganligini aytishda ishlatiladi, m-n.: Before breakfast I get up and have a shower. After lunch I play basketball.

Yodda tuting! “Before” predlogi biror ish-harakatning biror paytdan oldin, “after” esa keyin sodir bo’lganligini aytishda ishlatiladi, m-n.: Before breakfast I get up and have a shower. After lunch I play basketball.
9) Oddiy hozirgi zamon (Present Simple Tense)

Oddiy hozirgi zamon quyidagi hollarda ishlaltiadi:

- hamma vaqt uchun umumiy bo‘lган ish-harakatlarni aytish uchun, m-n.:
  My parents live near Samarkand (Ota-onam Samarqand yaqinida yashaydilar).

- takror-takror, tez-tez sodir bo‘lib turadigan ish-harakatlarni aytishda, m-n.:
  We play football on Saturdays (Biz shanba kunlari futbol o‘ynaymiz).

Bunda ko‘pincha quyidagi ravishlar ishlaltib turiladi:
always (doimo), never (hech qachon),
often (tez-tez), sometimes (ba‘zida), usually (odatda), once a day (bir kunda bir marta),
twice a week (haftada ikki marta), every day/week/month/year (ha r kuni/hafta/oy/yil).

Oddiy hozirgi zamonda darak gapning yasalishi

Oddiy hozirgi zamon bo‘lishli gapi egadan fe’lning “to” siz shaklini ishlatish orqali yasaladi. Oddiy hozirgi zamon bo‘lishli gapining III shaxs birligi “to” siz fe’lga “-s” yoki “-es” qo‘shimchalarini qo‘shish orqali yasaladi (quyidagi jadvalga qarang).

III shaxs birlikda fe’l lar qachon “-s” yoki “-es” qo‘shimchalarini oladi?
1) Ko‘pchilik fe’larga “-s” qo‘shimchasi qo‘shiladi: work → works;
2) -s, -sh, -ch, -x bilan tugagan fe’larga “-es” qo‘shimchasi qo‘shiladi: wash → washes; teach → teaches;
3) O’qilmaydigan “-e” bilan tugovchi fe’l qo‘shimchasi qo‘shiladi: write → writes;
4) “-o” bilan tugovchi fe’larga “-es” qo‘shimchasi qo‘shiladi: go → goes; do → does;
5) Qoidadan mustasno bo‘lgan holat: have → has;
6) “-y” bilan tugovchi fe’larning III shaxs birligi quyidagicha yasaladi: unli+y (-ay, -ey, -oy, -uy) bilan tugovchi fe’larga “-s” qo‘shimchasi qo‘shiladi: say → says; play → plays;
7) Undosh+y (-dy, -ly, -py, -ry va h.k.) bilan tugovchi fe’larning “-y” harfi “-ie” ga o‘zgaradi va “-s” qo‘shimchasi qo‘shiladi: fly → flies.

Oddiy hozirgi zamonda so‘roq gapning yasalishi


Oddiy hozirgi zamonda inkor gapning yasalishi

Oddiy hozirgi zamon inkor gapini yasash uchun “do not (don’t)” yoki “does not (doesn’t)”dan foydalaniladi. Bunda III shaxs birlikdan boshqqa hamma shaxslar uchun “do not (don’t)”ni, III shaxs birlik uchun esa “does not (doesn’t)”ni egadan keyinga qo‘yish bilan inkor shakl yasaladi. III shaxs birlik inkor shaklini yasash uchun “does not (doesn’t)” egadan keyinga qo‘yilganda, asosiy fe’l “-s” yoki “-es” qo‘shimchasini olmaydi (quyidagi jadvalga qarang).

<table>
<thead>
<tr>
<th>Shaxslar</th>
<th>Bo‘lishli gap</th>
<th>So‘roq gap</th>
<th>Inkor gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birlik</td>
<td>I</td>
<td>I like ... .</td>
<td>Do I like ... ?</td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>You like ... .</td>
<td>Do you like ... ?</td>
</tr>
<tr>
<td></td>
<td>III</td>
<td>He likes ... .</td>
<td>Does he like ... ?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She likes ... .</td>
<td>Does she like ... ?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It likes ... .</td>
<td>Does it like ... ?</td>
</tr>
<tr>
<td>Ko‘plik</td>
<td>I</td>
<td>We like ... .</td>
<td>Do we like ... ?</td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>You like ... .</td>
<td>Do you like ... ?</td>
</tr>
<tr>
<td></td>
<td>III</td>
<td>They like ... .</td>
<td>Do they like ... ?</td>
</tr>
</tbody>
</table>
10) “to be” (bo‘lmoq, bor bo‘lmoq) fe’li Oddiy hozirgi zamonda: am/is/are

<table>
<thead>
<tr>
<th>Shaxslar</th>
<th>Bo‘lishli gap</th>
<th>So‘roq gap</th>
<th>Inkor gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I am (I’m)</td>
<td>Am I?</td>
<td>I am not (I’m not)</td>
</tr>
<tr>
<td>II</td>
<td>You are (you’re)</td>
<td>Are you?</td>
<td>You are not (you’re not)</td>
</tr>
<tr>
<td>III</td>
<td>He (he’s)</td>
<td>(he)</td>
<td>He (he’s)</td>
</tr>
<tr>
<td></td>
<td>She is (she’s)</td>
<td>(she)</td>
<td>She is (she’s)</td>
</tr>
<tr>
<td></td>
<td>It (it’s)</td>
<td>It</td>
<td>It (it’s)</td>
</tr>
<tr>
<td>Ko‘plik</td>
<td>We (we’re)</td>
<td>Are (we you)</td>
<td>We (we’re not)</td>
</tr>
<tr>
<td></td>
<td>You are (you’re)</td>
<td>(you they)</td>
<td>You are not (you’re not)</td>
</tr>
<tr>
<td></td>
<td>They (they’re)</td>
<td>(they)</td>
<td>They (they’re not)</td>
</tr>
</tbody>
</table>

Yasalishi. Ushbu zamonnning bo‘lishli gapini yashashta egadan so‘ng “to be” ko‘makchi fe’linning hozirgi zamon shakllari (am, is, are) dan biri va undan keyin, fe’linning “-ing” qo‘shimchasi qo‘shilgan shakldan foydalaniladi. (Fe’lga “-ing” qo‘shimchasini qo‘shish qoidalari haqidagi ma’lumotni “Gerundi” mavzusidan topishingiz mumkin.)

Bo‘lishli gaplarda “am”, “is”, “are” larning og’zaki nutqda qisqacha ko’rinishi ‘m, ‘s, ‘re shakllarida bo’ladi: I’m working. He’s (she’s/it’s) coming. We’re (you’re/they’re) talking.

Hozirgi davomli zamonnning bo‘lishsiz (inkor) gapini yashashta esa “to be” ko‘makchi fe’li shakllaridan keyin “not” inkor yuklama va undan keyin fe’lning “-ing” li shakli qo‘yiladi. Inkor gaplarda uchrovi “am not”, “is not”, “are not” larning og’zaki nutqda qisqacha ko’rinishi ‘m not, ‘s not, ‘re not shakldan bo’ladi (yuqorida jadvalga qarang).

Ishlatilishi. Hozirgi davomli zamon quydagi ish-harakatlarni ifodalash uchun ishlatiladi:
1) So’zlomaching nutqi mobaynida davom etayotgan ish-harakatlar: I am speaking now (Men hozir gapiryapman). He is writing a letter (U xat yozyapti).
2) Kelasi zamonda bajarilishi aniq va oldindan rejalashtirilgan ish-harakatlar: Next week we are going to Bukhara (Kelasi hafta biz Buxoroga ketyapmiz).

11) Hozirgi davomli zamon (Present Continuous Tense)

<table>
<thead>
<tr>
<th>Shaxslar</th>
<th>Bo‘lishli gap</th>
<th>So‘roq gap</th>
<th>Inkor gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I am (I’m) working.</td>
<td>Am I working?</td>
<td>I am not (I’m not) working.</td>
</tr>
<tr>
<td>II</td>
<td>You are (you’re)</td>
<td>Are you working?</td>
<td>You are not (‘re not) working.</td>
</tr>
<tr>
<td>III</td>
<td>He (he’s)</td>
<td>(he)</td>
<td>He (he’s)</td>
</tr>
<tr>
<td></td>
<td>She is (she’s)</td>
<td>(she)</td>
<td>She is (she’s)</td>
</tr>
<tr>
<td></td>
<td>It (it’s)</td>
<td>It</td>
<td>It (it’s)</td>
</tr>
<tr>
<td>Ko‘plik</td>
<td>We (we’re)</td>
<td>Are (we you)</td>
<td>We (we’re not)</td>
</tr>
<tr>
<td></td>
<td>You are (you’re)</td>
<td>(you they)</td>
<td>You are not (you’re not)</td>
</tr>
<tr>
<td></td>
<td>They (they’re)</td>
<td>(they)</td>
<td>They (they’re not)</td>
</tr>
</tbody>
</table>

12) Oddiy o‘tgan zamon (Past Simple Tense)

Ishlatilishi. 1) Oddiy o‘tgan zamon o‘tgan zamondagi biroz paytda sodir bo‘l’gan ish-harakatni aytishda ishlatiladi, m-n.: yesterday (kecha), last week (o‘tgan hafta), last year (o‘tgan yilda) va b. lar. Oddiy o‘tgan zamonda faqat o‘tgan zamon haqida gap boradi: I didn’t see you yesterday. What time did you come?

O‘tgan zamon paytlari

<table>
<thead>
<tr>
<th>O‘tgan yil</th>
<th>O‘tgan hafta</th>
<th>Kecha</th>
<th>Hozir</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2) Shuningdek, bu zamon hikoyalarda birin-ketin sodir bo'lgan ish-harakatlarni aytishda ham ishlataladi, m-n.: He \emph{went} into the cafe, \emph{had} a cup of tea and ...

Oddiy o'tgan zamon bo'lishli gapining yasalishi
Oddiy o'tgan zamonning bo'lishli gapi egadan keyin fe'lining o'tgan zamon shaklini ishlatish orqali yasaladi. Oddiy o'tgan zamon fe'lini oddiy hozirgi zamon fe'linidan farqli o'laroq III shaxs birlikda tuslanmaydi, balki barcha birlik va ko'plik shaxslar uchun bir xil shaklga ega bo'ldi (quyidagi jadvalga qarang).

O'tgan zamon fe'llarini ikki guruhga bo'lib o'rganiladi: to'g'ri va noto'g'ri fe'llar.

O'tgan zamon shakli \emph{-ed} qo'shimchasi bilan yasaladigan fe'llar to'g'ri fe'llardir.

O'tgan zamon shakli \emph{-ed} qo'shimchasi bilan emas, balki o'zak o'zgarishi yoki boshqacha usullar bilan yasaladigan fe'llar noto'g'ri fe'llardir.

<table>
<thead>
<tr>
<th>Bo'lishli gap</th>
<th>So'roq gap</th>
<th>Inkor gap</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Birlik</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
<td>did not (didn’t)</td>
</tr>
<tr>
<td>He</td>
<td>He</td>
<td>did not (didn’t)</td>
</tr>
<tr>
<td>She</td>
<td>She</td>
<td>did not (didn’t)</td>
</tr>
<tr>
<td>It</td>
<td>It</td>
<td>did not (didn’t)</td>
</tr>
<tr>
<td>We</td>
<td>We</td>
<td>did not (didn’t)</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
<td>did not (didn’t)</td>
</tr>
<tr>
<td>They</td>
<td>They</td>
<td>did not (didn’t)</td>
</tr>
</tbody>
</table>

| **Ko'plik**   |            |          |
| cooked cakes. | see the cow. |          |

O'tgan zamon to'g'ri fe'llar qanday yasaladi?
1) ko'pchilik fe'llarga \emph{-ed} qo'shimchasi qo'shiladi: \emph{work} \emph{→} \emph{worked}; \emph{help} \emph{→} \emph{helped};
2) o'qilmaydigan \emph{-e} bilan tugaydigan fe'llarga \emph{-d} qo'shiladi: \emph{hope} \emph{→} \emph{hoped};
3) \emph{-y} bilan tugovchi fe'llarning o'tgan zamon shakllarini quyidagicha yasaladi:
   a) unli + \emph{y} (-ay, -ey, -oy, -uy) bilan tugovchi fe'llarga \emph{-ed} qo'shimchasi qo'shiladi: \emph{play} \emph{→} \emph{played}; \emph{enjoy} \emph{→} \emph{enjoyed};
   b) undosh + \emph{y} (-dy, -ly, -py, -ry va h.k.) bilan tugovchi fe'llarga \emph{-ed} qo'shilganda \emph{-y} harfi \emph{-i} ga o'zgaradi: \emph{try} \emph{→} \emph{tried}; \emph{reply} \emph{→} \emph{replied};

Fe'llarga \emph{-ed} qo'shimchasi qo'shilganda undoshlarning ikkilanishi
1) bir unli + bir undoshdan iborat bir bo'g'lini so'zlarning oxirgi undoshi \emph{-ed} qo'shilganda ikkilanadi: plan \emph{→} planned; stop \emph{→} stopped;
2) ikki unli + bir undosh yoki bir unli + ikki undoshdan iborat bir bo'g'lini so'zlarning oxirigi undoshi \emph{-ed} qo'shilganda ikkilanadi: \emph{wait} \emph{→} waited; \emph{want} \emph{→} wanted;
3) ko'p bo'g'lini so'zlarning oxirigi bo'g'lini urg'ulangan bo'lisa va shu bo'g'lin bir unli + bir undoshdan iborat bo'lsa, \emph{-ed} qo'shilganda so'z oxirigidagi undosh ikkilanadi: \emph{prefer} \emph{→} preferred; AMMO \emph{wonder} \emph{→} wondered.

O'tgan zamon noto'g'ri fe'llar qanday yasaladi?
Noto'g'ri fe'llarning o'tgan zamonini yasash uchun aniq qoidalar mavjud emas. Shu sabab bilan, bu noto'g'ri fe'llarning o'tgan zamon shakllarini faqatgina ularning birin-ketin sodir bo'lishi o'zak yodlab olish orqali o'zlashirib olish mumkin, m-n.: be – was/were; become – became; begin – began; bite – bit; break – broke; bring – brought; build – built; buy – bought; come – came; do – did; draw – drew; drink – drank; drive – drove; eat – ate; fall – fell; feel – felt; fly – flew; get – got; give – gave; go – went; grow – grew; have – had; know – knew; leave – left; make – made; meet – met; read [r:ed] – read [r:ed]; ride – rode; run – ran; say – said; see – saw; sing – sang; sit – sat; sleep – slept; speak – spoke; spend – spent; sweep – swept; swim – swam; take – took; tell – told; think – thought; throw – threw; understand – understood; wake – woke; win – won; write – wrote.

Oddiy o'tgan zamonda so'roq gapining yasalishi
Hamma shaxslarda \emph{did} ko'makchi fe'lini egadan oldinga qo'yish bilan oddiy o'tgan zamon so'roq gapi yasaladi. So'roq gap yasash uchun \emph{did} ko'makchi fe'li egadan...

Oddy o‘rgan zomonda inkor gapning yasalishi
Hamma shaxslarda did not (didn’t) ni egadan keyinga qo‘yish bilan oddiy o‘rgan zomon inkor shakli yasaladi. Inkor shaklini yasash uchun did not (didn’t) egadan keyinga qo‘ylganda, undan keyin keladigan asosiyoq fe‘l “to” siz infinitiv shaklda bo‘ladi. Chunki did not (didn’t) o‘rgan zomonnasi anglatib turgan bir paytda, yana o‘rgan zomonnasi anglatuvchi boshqa fe‘lga ehtiyoy tug’ilmaydi (121-betdagi jadvalga qarang).

13) O‘rgan davomli zamon (Past Continuous Tense)

<table>
<thead>
<tr>
<th>Shaxslar</th>
<th>Bo‘lishli gap</th>
<th>So‘roq gap</th>
<th>Inkor gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I was working.</td>
<td>Was I working?</td>
<td>I was not (wasn’t) working.</td>
</tr>
<tr>
<td>II</td>
<td>You were working.</td>
<td>Were you working?</td>
<td>You were not (weren’t) working.</td>
</tr>
<tr>
<td>III</td>
<td>He/She/It was working.</td>
<td>Was he/she/it working?</td>
<td>He/She/It was not (wasn’t) working.</td>
</tr>
<tr>
<td>I</td>
<td>We/You/They were working.</td>
<td>Were we/you/they working?</td>
<td>We/You/They were not (weren’t) working.</td>
</tr>
</tbody>
</table>

O‘rgan zomondagi aniq vaqtda (masalan, soat 3da) kimningdir biror narsa qilayotganini aytish uchun o‘rgan davomli zamon ishlataladi. Masalan: We were watching TV at 3 o’clock yesterday. Kecha soat 3 da biz televizor ko‘rayotgan edik.

Men bajarishni boshladim. Men bajarayotgan edim. Men bajarib bo‘ldim

o‘rgan zamon o‘rgan zamon hozirgi zamon

O‘rgan zomonda biror uzoqroq ish-harakat sodir bo‘layotgan paytda boshqa bir qisqa ish-harakat sodir bo‘lganini aytish uchun ko‘pincha o‘rgan davomli zamon va oddiy o‘rgan zomon birgalikda ishlatib turladi. Masalan: I was going home when I met him. I saw you when you were talking to your friend. What were you doing when I phoned you?

14) There is (There are) iborasi
Ingliz tilida “there is” biror joyda birlikdagi biror narsaning borligini aytishda, “there are” esa biror joyda ko‘plikdagi narsalarning borligini aytishda ishlatladiyan til qurilmalaridir, m-n.: There is an orange in the box – Quti ichida apelsin bor. There are oranges in the box – Quti ichida apelsinlar bor.

<table>
<thead>
<tr>
<th>Bo‘lishli gap</th>
<th>So‘roq gap</th>
<th>Inkor gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is (there’s) a book on the table.</td>
<td>Is there a book on the table?</td>
<td>There is not (isn’t) a book on the table?</td>
</tr>
<tr>
<td>There are a lot of books on the table.</td>
<td>Are there a lot of books on the table?</td>
<td>There are not (aren’t) a lot of books on the table?</td>
</tr>
</tbody>
</table>

15) Modal fe‘llar: can, must va should
Modal fe‘llar ko‘makchi fe‘llarning maxsus bir guruhidir. Ular boshqa asosiyoq fe‘llardan oldin ishlatilib, ma’lum bir ma’nolarni, masalan, ruxsat, jismoniy qobiliyat, mumkinlik, sharttilik, maslahat kabillarni anglatib keladi.
**Can modal fe’li:** *(can + do something)*

Bu modal fe’l boshqa asosiy fe’llardan oldin ishlatilib, a) jismoniy qobiliyatni ifodalaydi va o’zbek tilida *qila olmoq, bajara olmoq* degan ma’nolarni ifodalaydi, m-n.: I can jump – Men sakray olaman.

b) quyidagicha savol ruxsat so’rashda ishlatiladi: *Can I/we ...? – biror narsa qilsam/qilsak bo’ladim?* Masalan: Can I use the phone, please? – Ilmim, telefon(iz)dan foydalanmas bo’ladim?

c) quyidagicha savol bilan do’sit qilishda ishlatiladi: Can I/we ...? – biror narsa qilsam/qilsak bo’ladim? Masalan: Can I play chess, please? – Iltimos, xadQM(iz)dan foydalanmas bo’ladim?

**Must modal fe’li:** *(must + do something)*

Bu modal fe’l ham boshqa asosiy fe’llardan oldin ishlatilib, ish-harakat amalga oshirilishi *shart, zarur, kerak* degan ma’nolarni ifodalaydi, m-n.: Pupils must go to school every day – O’quvchilar har kuni maktabga borishi shart/kerak.

**Should modal fe’li:** *(should + do something)*

**Should** + do something iborasi “bunday qilish kerak, uni qilsa yaxshi/to’g’ri bo’ladi” degan ma’noni anglatib, maslahat, tavsiya berishda ishlatiladi. Masalan: You should go to bed early. Barvaqtuxlagani yotishingiz kerak.

**Can, must va should** modal fe’llarining so’roq va inkor shakllari *do, do not* ko’makh fe’li yordamida emas, balki bu modal fe’llarni egadan oldinga olib o’tish, inkor shakli esa bu modal fe’llardan keyin *not* inkor yuklanmasini qo’yish bilan yasaladi (quyidagi jadvalga qarang).

<table>
<thead>
<tr>
<th>Bo’lishli gap</th>
<th>So’roq gap</th>
<th>Inkor gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>You</td>
<td>He</td>
</tr>
<tr>
<td>can</td>
<td>must</td>
<td>speak English.</td>
</tr>
<tr>
<td></td>
<td>You</td>
<td>He</td>
</tr>
<tr>
<td>cannot (can’t)</td>
<td>must not (mustn’t)</td>
<td>should not (shouldn’t)</td>
</tr>
<tr>
<td>speak English.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**16) Gerundiy (otlashgan fe’llar) – Gerund**


Fe’llarning “-ing” li shakllari qanday yasaladi?

1) Ko’pchilik fe’llar: *v + -ing*. Masalan: *work* → *working*; *sleep* → *sleeping*.
2) “-e” bilan tugo’vchi fe’llar: *(-e) + ing*. Masalan: *make* → *making*.

“-ing” qo’shilganda undoshlar 2 Harrison ishlab chiqarilishi

1) bir unli + bir undoshdan iborat bir bo’g’inli so’zlarning o’zirgi undoshi *-ing* qo’shilganda ikkilanadi: *plan* → *planning*; *stop* → *stopping*;
2) ikki unli + bir undosh yoki bir unli + ikki undoshdan iborat bir bo’g’inli so’zlarning o’zirgi undoshi *-ing* qo’shilganda ikkilanmaysi: *wait* → *waiting*; *work* → *working*.

**17) like/don’t like/love + ot yoki gerundiy**

**Like**, *don’t like* va love fe’llaridan keyin ot so’z turkumi ishlataladi, m-n.: *I like cartoons. I don’t like horror films. I love music programmes*.

**Like**, *don’t like* va love fe’llaridan fe’l ishlataladigan bo’lsa, u gerundiy shaklida bo’ladi, m-n.: *He likes playing chess. He doesn’t like going to the cinema. Do you like dancing?* (Gerundiy haqidagi ma’lumot uchun oldingi sahifadagi 16-mavzuga qarang.)
18) I would (I’d) like to be ...

Would like (+ to be/to do) xohish, istakni xushmuomalalik bilan aytish uchun ishlatiladi. Masalan: I’d like two kilos of tomatoes, please. Would you like some coffee?

19) Some va any

a) Some (bo’lishli, bir nechta) bo’lishli gaplarda sanalmaydigan va ko’plikdagi sanaladigan otlar oldida ishlatiladi. Masalan: Give me some apples, please. There is some milk in the bottle.

b) Some “ba’zi” dek qo‘shilmaydi. Masalan: Some shops are open every day – Ba’zi do’konlar har kuni ochiqlab bo’ladi?

Any (bo’rorto boshqa ham, hech) bo’lishsiy va so’roq gaplarda sanalmaydigan va ko’plikdagi sanaladigan otlar oldida ishlatiladi. Masalan: There isn’t any fruit in the fridge. Do you have any pencils? Is there any juice?

20) Bog‘lovchi (Conjunctions): and, but, before, after, then, because, or.

Gaplar va gap bo’laklarini bir-biri bilan bog‘lovchilar deyiladi. Bunday bog‘lovchilarga and, but, before, after, then, because, or kabi-

larni misol qilib keltirish mumkin.

“And” (va) teng bog‘lovchi hisoblanadi. Gapda bir necha so‘z uyushib kelganda, bu uyushiq bo‘laklarning oxirigini “and” bilan bog‘lanadi, m-n.: I have a mum and a dad.

“I like watching football, playing chess, riding my horse and listening to music.”

“But” (lekin, ammo, biroq) zidlovchi bog‘lovchidir. Bu bog‘lovchi bildirilgan fikrga zid yana bir fikr bildirish uchun ular o‘rtasida ishlatiladi va shu bilan ikkita gapni bir-biriga bog‘laydi, m-n.: It’s old but beautiful. Her school is in London but our school is in Tashkent.

“Then” (keyin, so‘ng, so‘ngra) bog‘lovchisi biror voqeani hikoya qilib berishda ishlarining mantiqiy ketma-ketligini ko‘rsatib berish uchun ishlatiladi, m-n.: Aziz’s mother gets up early and she makes breakfast. Then she cleans the house. She does the shopping and then works in the afternoon.

“Because” (chunki, sababli, tufayli) bog‘lovchisi biror ish-harakatga sabab bo‘lgan boshqa ish-harakatni aytishda ishlatiladi, m-n.: I don’t like maths because it’s difficult. Two girls and two boys like Sunday because we don’t have lessons.

“Or” (yoki) bog‘lovchisi ikki yoki bir necha gapni yoki gapning uyushiq bo‘laklarning bir-biri bilan bog‘laydi va quyidagi hollarda ishlatiladi:

a) ikkita imkoniyatdan birini tanlashda:

You can go home or stay at school.

b) noaniqlikni ifodalashda:

There are usually five or six lessons.

d) inkor yoki inkor ma’noli gaplarda ikkita uyushiq bo‘lakni bog‘laydi va “na ... va na ...” degan ma’noliga bo‘lsa ham ishlatiladi, m-n.: I don’t like jazz or rock. We don’t have a parrot or a dove.

21) Ravish (Adverb)

Ravishlar fe’l haqida ma’lumot beradi, ya’ni fe’lning qanday, qay tarzda, qay darajada, qay ravishda bajarilganligini bildiradi va, asosan, fe’ldan keyin ishlatiladi, masalan:

I play tennis well ravish. (Men tennisni yaxshi o’ynayman.)

Ko’pchilik ravishlar savvattinga “-ly” qo‘shishini qo‘shadi va qo‘shgan ravish rangini o‘zida ishlatadi, masalan: well (yaxshi), fast (tez), hard (qattiq, tirishqoqlik bilan). Ravish: quickly carefully badly loudly softly noisily slowly happily

Ayrim so’zlarni o’zi asl ravish bo’lganligi sababli ularga “-ly” qo‘shishini qo‘shadi va qo‘shgan ravish rangini o‘zida ishlatadi, masalan: tennis well ravish. (Men tennisni yaxshi o’ynayman.)

Sifat: quicky careful bad loud soft noisy slow happy

Ravish: quickly carefully badly loudly softly noisily slowly happily

22) Ingliz tilida so‘z tartibi

Ingliz va o’zbek tillarida gapdagi so‘z tartibi bir-biridan farq qiladi. Ingliz tilida gapda oldin ega, keyin kesim, so‘ng to‘ldiruvchi va nihoyat, hol keladi. Ingliz tilidagi gapdarga so‘z tartibi almashtirib yuborilsa yoki gapning mazmuni o‘zaradi, yoki gap mantiqisiz bo’lib qoldi.

O’zbek tilida esa ko’p hollarda ega, to‘ldiruvchi va holning o’rni almashtirib kelishi mumkin,
English-Uzbek Wordlist

Adj – adjective – sifat
Adv – adverb – ravish
 Conj – conjunction – bog’lovchi
  Det – determiner – aniqlovchi
  Int – interjection – undov so’z
  N – noun – ot

Num – number – son
Pl – plural – ko’plik
Prep – preposition – predlog
Pron – pronoun – olmosh
 V – verb – fe’l

A [ɑː]
about prep, adv [ə’baʊt]
about your friend
at about 8 o’clock
accident n [ə’ksektənt]
act (out) v [æk’t (ə’aut)]
active adj [æk’tɪv]
activity n [æk’tɪvɪtі]
address n [ə’dres]
adult n [‘ædəlt, ‘ædəlt]
after prep [ə’fɛːr]
afternoon n [ə’fɛːrˈnɔn]
Good afternoon.
in the afternoon adv
again adv [ə’gɛn, ə’gɛm]
age n [ə’dʒe]
ago adv [ə’gəʊ]
air n [ɛə]
air the room v+n [ɛə ðə rʊm]
airport n [ə’pɔːrt]
album n [ə’ləmbəm]
all pron [ɔːl]
all the things
alligator n [ə’lɪgətə]

23) Ingliz tilida payt hollarining gaplardagi o’rni
Every morning (day), on Fridays (Mondays ...) kabi payt hollar gap boshida yoki gap oxirida keladi.

<table>
<thead>
<tr>
<th>hol</th>
<th>ega</th>
<th>kesim</th>
<th>to’idiruvchi</th>
<th>hol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day</td>
<td>I</td>
<td>watch</td>
<td>TV</td>
<td>(every day).</td>
</tr>
<tr>
<td>(On Sundays)</td>
<td>I</td>
<td>don’t go</td>
<td>to school</td>
<td>(on Sundays).</td>
</tr>
</tbody>
</table>

Always, usually, often, sometimes, never kabi payt hollar odatda egadan keyin keladi.

<table>
<thead>
<tr>
<th>ega</th>
<th>hol</th>
<th>kesim</th>
<th>boshqalar</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>always</td>
<td>brush</td>
<td>my teeth.</td>
</tr>
<tr>
<td>We</td>
<td>never</td>
<td>swim</td>
<td>in winter.</td>
</tr>
</tbody>
</table>
aloud adv [əˈlaʊd]
alphabet n [ˈælɡəbet]
also adv [ˈɔlsəʊ]
always adv [ˈɔlzəm]
a.m. [ˈɛərəm]

an [ən, æn]
and conj [ənd, ænd]
And you? angry adj [ˈæŋɡri]
animal n [ˈæniməl]
answer n, v [ˈɑːnsə]
ant n [ænt]
any adv [ənɪ]
any more [ənɪmɔː]
Anything else?
apple n [ˈæpl]
apple juice n+n [ˈæpl ˈdʒuːs]
apricot n [ˈæprɪkət]
April n [ˈɛprɪl]
April Fool's Day [ˈɛprɪl ˈfʊl dɛɪ]
architect n [ˈɑːktɪk]
arctic fox n [ˈɑːktɪk ˈfɒks]
are v [ər]

Are you ...?
area n [ˈɛriə]
arm n [ɑːrm]
armadillo n pl (-s) [ˌɑːrmədɪˈlɔʊ]

armchair n [ˈɑːmtʃeər]
at n [ɔt]
Art Museum n+n [ɑːrt ˈmiːzəm]
Asian adj [ˈeɪʒən]
ask v [ɑːsk]
at prep [ɑt, æt]
at all
ate v [ɛt]

attack v [əˈtæk]
August n [ˈɔːguːst]
aunt n [ɑːnt]
autumn n [ˈɔːtəm]
average adj [ˈeɪvərɪdʒ]
awful adj [ˈɔːfəl]

baa v [bɔː]
baby n [ˈbeɪbi]
back adv [bæk]
back n [bæk]
bad adj [bæd]
bag n [bæɡ]
bakery n pl (-ies) [ˈbeɪkəri]
ball n [bɔːl]
balloon n [ˈbəluːn]
banana n pl (-s) [ˈbænənə]
<table>
<thead>
<tr>
<th>English Word</th>
<th>Uzbek Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bank</td>
<td>bank</td>
<td>bank</td>
</tr>
<tr>
<td>bar</td>
<td>bar</td>
<td>bar</td>
</tr>
<tr>
<td>a bar of</td>
<td>bar</td>
<td>bar</td>
</tr>
<tr>
<td>bark</td>
<td>bark</td>
<td>bark</td>
</tr>
<tr>
<td>basketball</td>
<td>basketball</td>
<td>basketball</td>
</tr>
<tr>
<td>bat</td>
<td>bat</td>
<td>bat</td>
</tr>
<tr>
<td>bath</td>
<td>bath</td>
<td>bath</td>
</tr>
<tr>
<td>bathroom</td>
<td>bathroom</td>
<td>bathroom</td>
</tr>
<tr>
<td>be</td>
<td>be</td>
<td>be</td>
</tr>
<tr>
<td>beautiful</td>
<td>beautiful</td>
<td>beautiful</td>
</tr>
<tr>
<td>because</td>
<td>because</td>
<td>because</td>
</tr>
<tr>
<td>bed</td>
<td>bed</td>
<td>bed</td>
</tr>
<tr>
<td>go to bed</td>
<td>go to bed</td>
<td>go to bed</td>
</tr>
<tr>
<td>bedroom</td>
<td>bedroom</td>
<td>bedroom</td>
</tr>
<tr>
<td>bee</td>
<td>bee</td>
<td>bee</td>
</tr>
<tr>
<td>before</td>
<td>before</td>
<td>before</td>
</tr>
<tr>
<td>begin</td>
<td>begin</td>
<td>begin</td>
</tr>
<tr>
<td>behind</td>
<td>behind</td>
<td>behind</td>
</tr>
<tr>
<td>berry</td>
<td>berry</td>
<td>berry</td>
</tr>
<tr>
<td>best</td>
<td>best</td>
<td>best</td>
</tr>
<tr>
<td>between</td>
<td>between</td>
<td>between</td>
</tr>
<tr>
<td>bicycle</td>
<td>bicycle</td>
<td>bicycle</td>
</tr>
<tr>
<td>big</td>
<td>big</td>
<td>big</td>
</tr>
<tr>
<td>bike</td>
<td>bike</td>
<td>bike</td>
</tr>
<tr>
<td>biker</td>
<td>biker</td>
<td>biker</td>
</tr>
<tr>
<td>biking</td>
<td>biking</td>
<td>biking</td>
</tr>
<tr>
<td>bird</td>
<td>bird</td>
<td>bird</td>
</tr>
<tr>
<td>birdhouse</td>
<td>birdhouse</td>
<td>birdhouse</td>
</tr>
<tr>
<td>birthday</td>
<td>birthday</td>
<td>birthday</td>
</tr>
<tr>
<td>birthday cake</td>
<td>birthday cake</td>
<td>birthday cake</td>
</tr>
<tr>
<td>birthday card</td>
<td>birthday card</td>
<td>birthday card</td>
</tr>
<tr>
<td>birthday party</td>
<td>birthday party</td>
<td>birthday party</td>
</tr>
<tr>
<td>biscuit</td>
<td>biscuit</td>
<td>biscuit</td>
</tr>
<tr>
<td>bite</td>
<td>bite</td>
<td>bite</td>
</tr>
<tr>
<td>black</td>
<td>black</td>
<td>black</td>
</tr>
<tr>
<td>black panther</td>
<td>black panther</td>
<td>black panther</td>
</tr>
<tr>
<td>blackboard</td>
<td>blackboard</td>
<td>blackboard</td>
</tr>
<tr>
<td>blanket</td>
<td>blanket</td>
<td>blanket</td>
</tr>
<tr>
<td>blazer</td>
<td>blazer</td>
<td>blazer</td>
</tr>
<tr>
<td>bleat</td>
<td>bleat</td>
<td>bleat</td>
</tr>
<tr>
<td>blow</td>
<td>blow</td>
<td>blow</td>
</tr>
<tr>
<td>blue</td>
<td>blue</td>
<td>blue</td>
</tr>
<tr>
<td>boar</td>
<td>boar</td>
<td>boar</td>
</tr>
<tr>
<td>board</td>
<td>board</td>
<td>board</td>
</tr>
<tr>
<td>Word</td>
<td>Transliteration</td>
<td>Meaning</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>boat</td>
<td>[bəʊt]</td>
<td>boat</td>
</tr>
<tr>
<td>body</td>
<td>[bɔdi]</td>
<td>body pl (-ies)</td>
</tr>
<tr>
<td>bone</td>
<td>[bɔn]</td>
<td>bone</td>
</tr>
<tr>
<td>book case</td>
<td>[bʊkˈkeɪs]</td>
<td>book case</td>
</tr>
<tr>
<td>book shop</td>
<td>[bʊkˈʃɒp]</td>
<td>book shop</td>
</tr>
<tr>
<td>boots</td>
<td>[bʊtɪs]</td>
<td>boots</td>
</tr>
<tr>
<td>boring</td>
<td>[ˈbɔrɪŋ]</td>
<td>boring</td>
</tr>
<tr>
<td>botany</td>
<td>[ˈbɔtənɪ]</td>
<td>botany</td>
</tr>
<tr>
<td>both</td>
<td>[bɔθ]</td>
<td>both</td>
</tr>
<tr>
<td>bottle</td>
<td>[bɔt]</td>
<td>a bottle</td>
</tr>
<tr>
<td>bought</td>
<td>[bɔt]</td>
<td>bought</td>
</tr>
<tr>
<td>bowl</td>
<td>[bɔʊl]</td>
<td>a bowl</td>
</tr>
<tr>
<td>a bowl of</td>
<td>[ə bɔʊl əv]</td>
<td>a bowl of</td>
</tr>
<tr>
<td>box</td>
<td>[bɔks]</td>
<td>box</td>
</tr>
<tr>
<td>a box of</td>
<td></td>
<td>a box of</td>
</tr>
<tr>
<td>boy</td>
<td>[bɔɪ]</td>
<td>boy pl (boys)</td>
</tr>
<tr>
<td>branch</td>
<td>[bræntʃ]</td>
<td>branch</td>
</tr>
<tr>
<td>bray</td>
<td>[breɪ]</td>
<td>bray</td>
</tr>
<tr>
<td>bread</td>
<td>[bred]</td>
<td>bread</td>
</tr>
<tr>
<td>break</td>
<td>[briːk]</td>
<td>break</td>
</tr>
<tr>
<td>breakfast</td>
<td>[ˈbrekfɛst]</td>
<td>breakfast</td>
</tr>
<tr>
<td>have</td>
<td>[hæv]</td>
<td>have breakfast</td>
</tr>
<tr>
<td>breakfast</td>
<td>[ˈbrekfɛst]</td>
<td>have breakfast v+n</td>
</tr>
<tr>
<td>bride</td>
<td>[braid]</td>
<td>bride</td>
</tr>
<tr>
<td>groom</td>
<td>[ɡrʊm]</td>
<td>groom</td>
</tr>
<tr>
<td>bright</td>
<td>[brɔɪt]</td>
<td>bright</td>
</tr>
<tr>
<td>British</td>
<td>[ˈbrɪtʃ]</td>
<td>British</td>
</tr>
<tr>
<td>brother</td>
<td>[ˈbrʌðər]</td>
<td>brother</td>
</tr>
<tr>
<td>brown</td>
<td>[braʊn]</td>
<td>brown</td>
</tr>
<tr>
<td>brush</td>
<td>[braf]</td>
<td>brush</td>
</tr>
<tr>
<td>brush teeth</td>
<td>[braʃ ˈtiːθ]</td>
<td>brush teeth</td>
</tr>
<tr>
<td>Bulgarian</td>
<td>[bɑltɡəˈrɪən]</td>
<td>Bulgarian</td>
</tr>
<tr>
<td>bull</td>
<td>[bʊɭ]</td>
<td>bull</td>
</tr>
<tr>
<td>bus</td>
<td>[bʌs]</td>
<td>bus</td>
</tr>
<tr>
<td>go home</td>
<td>[ɡəʊ həm]</td>
<td>go home</td>
</tr>
<tr>
<td>by bus</td>
<td>[bɪˈbʌs]</td>
<td>by bus</td>
</tr>
<tr>
<td>businessman</td>
<td>[ˈbɪznɪsmən]</td>
<td>businessman pl (-men)</td>
</tr>
<tr>
<td>businesswoman</td>
<td>[ˈbɪznɪswʊmən]</td>
<td>businesswoman (-women)</td>
</tr>
<tr>
<td>busy</td>
<td>[ˈbɪzi]</td>
<td>busy</td>
</tr>
<tr>
<td>but</td>
<td>[bʌt]</td>
<td>but</td>
</tr>
<tr>
<td>butter</td>
<td>[ˈbʌtər]</td>
<td>butter</td>
</tr>
<tr>
<td>butterfly</td>
<td>[ˈbætəflaɪ]</td>
<td>butterfly pl (-ies)</td>
</tr>
<tr>
<td>buy</td>
<td>[bɔɪ]</td>
<td>buy</td>
</tr>
<tr>
<td>by prep</td>
<td>[bɪ]</td>
<td>by prep</td>
</tr>
<tr>
<td>by metro</td>
<td>[bɑɪ ˈmɛtrəʊ]</td>
<td>by metro</td>
</tr>
<tr>
<td>bye</td>
<td>[baɪ]</td>
<td>bye</td>
</tr>
<tr>
<td>cabbage</td>
<td>[ˈkæbɪdʒ]</td>
<td>cabbage</td>
</tr>
<tr>
<td>cafe</td>
<td>[ˈkeɪfi]</td>
<td>cafe</td>
</tr>
<tr>
<td>cage</td>
<td>[kɛdʒ]</td>
<td>cage</td>
</tr>
<tr>
<td>cake</td>
<td>[keɪk]</td>
<td>cake</td>
</tr>
</tbody>
</table>
calendar n  [ˈkæləndər]  (television) taqvim
calf n  pl (calves) [kɔːf] buzoqcha, buzoq
call v  [kɔːl] chaqirmoq; telefon qilmoq
came v  [kɔm] “come” fe’lining o’tgan zamon shakli:
tuya
camel n  [ˈkæm(ə)l] qila olmoq, qo‘lidan kelmoq
camera n  [ˈkæmərə] ...ni olsam bo‘ladimi?
can modal verb (past could) [kæn, kən] Yordamim kerakmi?
can I help you? [kɔn aɪ ‘help ju:] kanareyka
canary n  pl (-ies) [ˈkærənəri] qila olmaslik, qo‘lidan kelmaslik
cannot v  [kənət] oshxona
canteen n  [ˈkæntiːn] oshxonada
cap n  [kæp] kepka, shapka
car n  [kær] poytaxt
caravan n  [ˈkærəvən] avtomobil
card n  [kɑːd] karvon
cardboard n  [ˈkɑːdbɔːd] otkritka, tabrik xati
careful adj  [ˈkɛrfəl] karton
carry v  [kəri] ehtiyotkor
cartoon n  [kɑːˈtuːn] sabzi
cat n  [kæt] ko‘tarib yurmoq
caterpillar n  [ˈkætəpɪlə] multifilm
cave n  [kɛv] mushuk
card n  [kɑːd] mushuk
cD (compact disk) [ˈsɪːdiː] card
careful adj  [ˈkɪfəl] chain
champion n  [ˈtʃæmpɪən] cent
change v  [tʃeɪn] century n  pl (-ies) [ˈsɛntəri] century
check v  [tʃek] cereal n  [ˈsɛriəl] change
chant n  [tʃænt] cereal
cheap adj  [tʃiːp] Choosing of the Guard
cheat n  [tʃeɪt] channel n  [tʃeɪnl] changing
check v  [tʃek] Chief
cheese (mass n)  [tʃiːz] child n  pl (children) [tʃaɪld] cheeseburger
cheeseburger n  [ˈtʃiːzbɜːrə] child
cherry n  pl (-ies) [tʃəri] children
chess n  [tʃiːs] children
chick n  [tʃɪk] children
chicken n  [tʃɪkɪn] children
cheetah n  [ˈtʃiːtə] children
chef n  [ʃef] children
cherry n  pl (-ies) [tʃəri] children
chess n  [tʃiːs] children
chick n  [tʃɪk] children
chicken n  [tʃɪkɪn] children
chief n  [tʃiːf] children
child n  pl (children) [tʃaɪld] children
<table>
<thead>
<tr>
<th>English</th>
<th>Uzbek</th>
</tr>
</thead>
<tbody>
<tr>
<td>children</td>
<td>bolalar</td>
</tr>
<tr>
<td>Chinese New Year</td>
<td>xitoqcha yangi yil</td>
</tr>
<tr>
<td>chips</td>
<td>shokolad</td>
</tr>
<tr>
<td>chocolate</td>
<td>tanlamoq</td>
</tr>
<tr>
<td>choose</td>
<td>kinoteatr</td>
</tr>
<tr>
<td>circle</td>
<td>1) aylana; 2) aylantirib chizmoq</td>
</tr>
<tr>
<td>circus</td>
<td>sirk</td>
</tr>
<tr>
<td>city</td>
<td>katta shahar</td>
</tr>
<tr>
<td>clap</td>
<td>qarsak, chapak chalmoq</td>
</tr>
<tr>
<td>clasp</td>
<td>qismoq, sqimqoq</td>
</tr>
<tr>
<td>class</td>
<td>sini; dars</td>
</tr>
<tr>
<td>classroom</td>
<td>darslik</td>
</tr>
<tr>
<td>clean</td>
<td>mumtoz musiqa</td>
</tr>
<tr>
<td>clean water</td>
<td>sifodosh</td>
</tr>
<tr>
<td>clean the room</td>
<td>sifxonu</td>
</tr>
<tr>
<td>clean things</td>
<td>o’quv qurollari</td>
</tr>
<tr>
<td>clear</td>
<td>1) toza; 2) tozalamoq</td>
</tr>
<tr>
<td>clever</td>
<td>xonani tozalamoq</td>
</tr>
<tr>
<td>climate</td>
<td>toza suv</td>
</tr>
<tr>
<td>climb</td>
<td>farrosh</td>
</tr>
<tr>
<td>climbing</td>
<td>1) aniq; 2) toza; 3) tozalamoq</td>
</tr>
<tr>
<td>clock</td>
<td>aqlili, zukko</td>
</tr>
<tr>
<td>cloudy</td>
<td>iqlim</td>
</tr>
<tr>
<td>clown</td>
<td>tirmashib chiqmoq</td>
</tr>
<tr>
<td>club</td>
<td>alpinizm</td>
</tr>
<tr>
<td>cluck</td>
<td>soat</td>
</tr>
<tr>
<td>coal</td>
<td>bulut</td>
</tr>
<tr>
<td>coat</td>
<td>bulutli</td>
</tr>
<tr>
<td>coffee</td>
<td>masxaraboq, qiziqchi</td>
</tr>
<tr>
<td>coin</td>
<td>klub, to’garak</td>
</tr>
<tr>
<td>collect</td>
<td>qaqlamomq (tovuq haqida)</td>
</tr>
<tr>
<td>collection</td>
<td>ko’mir</td>
</tr>
<tr>
<td>colour</td>
<td>palto</td>
</tr>
<tr>
<td>colour pencils</td>
<td>qahva</td>
</tr>
<tr>
<td>comfortable</td>
<td>tanga</td>
</tr>
<tr>
<td>complete</td>
<td>rang</td>
</tr>
<tr>
<td>computer</td>
<td>rangli qalamlar</td>
</tr>
<tr>
<td>computer game</td>
<td>rangli</td>
</tr>
<tr>
<td>computer programmer</td>
<td>1) taroq; 2) taramoq</td>
</tr>
<tr>
<td>confetti</td>
<td>kompyuter</td>
</tr>
<tr>
<td>confetti things</td>
<td>kelmoq</td>
</tr>
<tr>
<td>come from</td>
<td>...dan kelmoq</td>
</tr>
<tr>
<td>come home</td>
<td>uyg’a kelmoq</td>
</tr>
<tr>
<td>comedy</td>
<td>komediya</td>
</tr>
<tr>
<td>comfortable</td>
<td>qulay, shinam</td>
</tr>
<tr>
<td>complete</td>
<td>tamomlamoq, tugallamoq</td>
</tr>
<tr>
<td>computer</td>
<td>kompyuter</td>
</tr>
<tr>
<td>computer game</td>
<td>kompyuter o’yini</td>
</tr>
<tr>
<td>computer programmer</td>
<td>kompyuter dasturchisi</td>
</tr>
<tr>
<td>confetti</td>
<td>mayda rangli qog’oz</td>
</tr>
<tr>
<td>Word</td>
<td>Pronunciation</td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
</tr>
<tr>
<td>Constitution Day</td>
<td>[konstrıtı:fn ðeı]</td>
</tr>
<tr>
<td>continent</td>
<td>[kontınınt]</td>
</tr>
<tr>
<td>cook</td>
<td>[ku:k]</td>
</tr>
<tr>
<td>cooker</td>
<td>[ku:ku:k]</td>
</tr>
<tr>
<td>cool</td>
<td>[ku:l]</td>
</tr>
<tr>
<td>copy</td>
<td>[köpi]</td>
</tr>
<tr>
<td>copybook</td>
<td>[köpibuk]</td>
</tr>
<tr>
<td>corn</td>
<td>[kö:n]</td>
</tr>
<tr>
<td>correct</td>
<td>[köktık]</td>
</tr>
<tr>
<td>cost</td>
<td>[ko:sıst]</td>
</tr>
<tr>
<td>count</td>
<td>[ko:unt]</td>
</tr>
<tr>
<td>country</td>
<td>[köntrı]</td>
</tr>
<tr>
<td>cousin</td>
<td>[ko:zn]</td>
</tr>
<tr>
<td>cow</td>
<td>[kau]</td>
</tr>
<tr>
<td>crayon</td>
<td>[kretän]</td>
</tr>
<tr>
<td>crocodile</td>
<td>[krmkødæl]</td>
</tr>
<tr>
<td>cross</td>
<td>[krdıs]</td>
</tr>
<tr>
<td>crossword</td>
<td>[krdsw3:dl]</td>
</tr>
<tr>
<td>do</td>
<td>[du: krdsw3:dz]</td>
</tr>
<tr>
<td>crow</td>
<td>[kru:]</td>
</tr>
<tr>
<td>crop</td>
<td>[kro:n]</td>
</tr>
<tr>
<td>cucumber</td>
<td>[kju:kambo]</td>
</tr>
<tr>
<td>cup</td>
<td>[kap]</td>
</tr>
<tr>
<td>a cup of tea</td>
<td>[o kap əv ‘ti:]</td>
</tr>
<tr>
<td>cupboard</td>
<td>[kapbæd]</td>
</tr>
<tr>
<td>curly</td>
<td>[k3:li]</td>
</tr>
<tr>
<td>curtain</td>
<td>[k3:ta:n]</td>
</tr>
<tr>
<td>customer</td>
<td>[kastomə]</td>
</tr>
<tr>
<td>cut</td>
<td>[kat]</td>
</tr>
<tr>
<td>cut down</td>
<td>[kat ‘daun]</td>
</tr>
<tr>
<td>cycle</td>
<td>[sakt(ɔ)]</td>
</tr>
<tr>
<td>dad</td>
<td>[dæd]</td>
</tr>
<tr>
<td>dairy</td>
<td>[deari]</td>
</tr>
<tr>
<td>dance</td>
<td>[deıns]</td>
</tr>
<tr>
<td>dancer</td>
<td>[deınsa]</td>
</tr>
<tr>
<td>dangerous</td>
<td>[demdryəs]</td>
</tr>
<tr>
<td>dark</td>
<td>[dek]</td>
</tr>
<tr>
<td>date</td>
<td>[də:t]</td>
</tr>
<tr>
<td>daughter</td>
<td>[dɔ:ta]</td>
</tr>
<tr>
<td>day</td>
<td>[deı]</td>
</tr>
<tr>
<td>dear</td>
<td>[də]</td>
</tr>
<tr>
<td>December</td>
<td>[di’sembə]</td>
</tr>
<tr>
<td>decoration</td>
<td>[dəkərəjın]</td>
</tr>
<tr>
<td>deer</td>
<td>[dɪə]</td>
</tr>
<tr>
<td>degree</td>
<td>[drı:ɡi:]</td>
</tr>
<tr>
<td>delicious</td>
<td>[drıli:əs]</td>
</tr>
<tr>
<td>desert</td>
<td>[dezət]</td>
</tr>
<tr>
<td>desk</td>
<td>[desk]</td>
</tr>
<tr>
<td>destroy</td>
<td>[dəstrı]</td>
</tr>
<tr>
<td>dialogue</td>
<td>[dəlaog]</td>
</tr>
<tr>
<td>diary</td>
<td>[dəıəri]</td>
</tr>
<tr>
<td>dictation</td>
<td>[diktəʃ(ɔ)n]</td>
</tr>
<tr>
<td>Word</td>
<td>Pronunciation</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>did</td>
<td>[did]</td>
</tr>
<tr>
<td>difference</td>
<td>[df(ə)rəns]</td>
</tr>
<tr>
<td>different</td>
<td>[df(ə)rənt]</td>
</tr>
<tr>
<td>difficult</td>
<td>[dfɪk(ə)lt]</td>
</tr>
<tr>
<td>Dilong</td>
<td>[dɪlʊn]</td>
</tr>
<tr>
<td>dinner</td>
<td>[dɪnər]</td>
</tr>
<tr>
<td>have dinner</td>
<td></td>
</tr>
<tr>
<td>dinosaur</td>
<td>[ˈdaɪnəsər]</td>
</tr>
<tr>
<td>director</td>
<td>[ˈdɪrektə]</td>
</tr>
<tr>
<td>dirty</td>
<td>[dɪətɪ]</td>
</tr>
<tr>
<td>dish</td>
<td>[dɪʃ]</td>
</tr>
<tr>
<td>dishwasher</td>
<td>[dɪʃwɑːsər]</td>
</tr>
<tr>
<td>do</td>
<td>[dəʊ]</td>
</tr>
<tr>
<td>do homework</td>
<td></td>
</tr>
<tr>
<td>do morning</td>
<td></td>
</tr>
<tr>
<td>do sums</td>
<td>[dəʊz]</td>
</tr>
<tr>
<td>dog</td>
<td>[dɒɡ]</td>
</tr>
<tr>
<td>doira</td>
<td>[dɔɪrə]</td>
</tr>
<tr>
<td>doll</td>
<td>[dɔl]</td>
</tr>
<tr>
<td>domino</td>
<td>[dəˈmɪnəʊ]</td>
</tr>
<tr>
<td>downstairs</td>
<td>[ˈdaʊnˌsteərz]</td>
</tr>
<tr>
<td>dragon</td>
<td>[ˈdræɡən]</td>
</tr>
<tr>
<td>dragon dance</td>
<td>[ˈdræɡən ˈdɑːnəs]</td>
</tr>
<tr>
<td>draughts</td>
<td>[ˈdrɑːfts]</td>
</tr>
<tr>
<td>draw</td>
<td>[drɔː]</td>
</tr>
<tr>
<td>drawing</td>
<td>[ˈdrɔːrəŋ]</td>
</tr>
<tr>
<td>dress</td>
<td>[dres]</td>
</tr>
<tr>
<td>dresser</td>
<td>[ˈdresə]</td>
</tr>
<tr>
<td>drill</td>
<td>[driːl]</td>
</tr>
<tr>
<td>drink</td>
<td>[driŋk]</td>
</tr>
<tr>
<td>drive</td>
<td>[draɪv]</td>
</tr>
<tr>
<td>driver</td>
<td>[ˈdraɪvə]</td>
</tr>
<tr>
<td>dry</td>
<td>[dri]</td>
</tr>
<tr>
<td>duck</td>
<td>[dʌk]</td>
</tr>
<tr>
<td>duckling</td>
<td>[ˈdʌklɪŋ]</td>
</tr>
<tr>
<td>dust</td>
<td>[dʌst]</td>
</tr>
<tr>
<td>duststorm</td>
<td>[dʌstˈstɔrm]</td>
</tr>
<tr>
<td>dutor</td>
<td>[ˈdʊtər]</td>
</tr>
<tr>
<td>each</td>
<td>[iːtʃ]</td>
</tr>
<tr>
<td>each other</td>
<td>[iːtʃ ˈeðə]</td>
</tr>
<tr>
<td>eagle</td>
<td>[ˈeɡl]</td>
</tr>
<tr>
<td>ear</td>
<td>[ɪər]</td>
</tr>
<tr>
<td>earache</td>
<td>[ɪərəɪk]</td>
</tr>
</tbody>
</table>

**Wordlist**

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>did</td>
<td>[did]</td>
<td>do (yirtqich dinozavr turi)</td>
</tr>
<tr>
<td>difference</td>
<td>[df(ə)rəns]</td>
<td>farq</td>
</tr>
<tr>
<td>different</td>
<td>[df(ə)rənt]</td>
<td>turli, farqli, o’zgacha, boshqacha</td>
</tr>
<tr>
<td>difficult</td>
<td>[dfɪk(ə)lt]</td>
<td>qiyin</td>
</tr>
<tr>
<td>Dilong</td>
<td>[dɪlʊn]</td>
<td>kechki ovqat</td>
</tr>
<tr>
<td>dinner</td>
<td>[dɪnər]</td>
<td>kechki ovqatni yemoq</td>
</tr>
<tr>
<td>have dinner</td>
<td></td>
<td>zool. dinozavr</td>
</tr>
<tr>
<td>dinosaur</td>
<td>[ˈdaɪnəsər]</td>
<td>direktor</td>
</tr>
<tr>
<td>director</td>
<td>[ˈdɪrektə]</td>
<td>iflos, kir, irkit, isqirt, jirkanch</td>
</tr>
<tr>
<td>dirty</td>
<td>[dɪətɪ]</td>
<td>1) idish-tovoq; 2) taom</td>
</tr>
<tr>
<td>dish</td>
<td>[dɪʃ]</td>
<td>idish-tovoq yuvish mashinasi</td>
</tr>
<tr>
<td>dishwasher</td>
<td>[dɪʃwɑːsər]</td>
<td>eertalabki badantarbiya mashqlarini bajarmoq misolni ishlamoq</td>
</tr>
<tr>
<td>do</td>
<td>[dəʊ]</td>
<td>do (muziqiy asbob)</td>
</tr>
<tr>
<td>do homework</td>
<td></td>
<td>qo'g'irchoq</td>
</tr>
<tr>
<td>do morning</td>
<td></td>
<td>delfin</td>
</tr>
<tr>
<td>do sums</td>
<td>[dəʊz]</td>
<td>uy hayoni</td>
</tr>
<tr>
<td>dog</td>
<td>[dɒɡ]</td>
<td>eshak</td>
</tr>
<tr>
<td>doira</td>
<td>[dɔɪrə]</td>
<td>inkor buyruq gapni boshq beradi: ... qilma! Itim bilan o'ynama!</td>
</tr>
<tr>
<td>doll</td>
<td>[dɔl]</td>
<td>eshik</td>
</tr>
<tr>
<td>domino</td>
<td>[dəˈmɪnəʊ]</td>
<td>kabutar, kaptar</td>
</tr>
<tr>
<td>downstairs</td>
<td>[ˈdaʊnˌsteərz]</td>
<td>past tomonga</td>
</tr>
<tr>
<td>dragon</td>
<td>[ˈdræɡən]</td>
<td>pastki qavat(da)ga</td>
</tr>
<tr>
<td>dragon dance</td>
<td>[ˈdræɡən ˈdɑːnəs]</td>
<td>ajdar</td>
</tr>
<tr>
<td>draughts</td>
<td>[ˈdrɑːfts]</td>
<td>ajdar raqsi</td>
</tr>
<tr>
<td>draw</td>
<td>[drɔː]</td>
<td>shashka</td>
</tr>
<tr>
<td>drawing</td>
<td>[ˈdrɔːrəŋ]</td>
<td>chizmoq, rasm solmoq</td>
</tr>
<tr>
<td>dress</td>
<td>[dres]</td>
<td>1) chizish, rasm solish, chizmachilik;</td>
</tr>
<tr>
<td>dresser</td>
<td>[ˈdresə]</td>
<td>2) rasm, chizma</td>
</tr>
<tr>
<td>drill</td>
<td>[driːl]</td>
<td>ko'ylak</td>
</tr>
<tr>
<td>drink</td>
<td>[driŋk]</td>
<td>komod (kiyim-kechak turadigan yashkili javon)</td>
</tr>
<tr>
<td>drive</td>
<td>[draɪv]</td>
<td>mashq</td>
</tr>
<tr>
<td>driver</td>
<td>[ˈdraɪvə]</td>
<td>1) ichimlik; 2) ichmoq</td>
</tr>
<tr>
<td>dry</td>
<td>[dri]</td>
<td>1) (mashinani) boshqarmoq, yurgizmoq, (otni) haydamoq; 2) (mashina, arava va sh.k.larda) elmoq, olib borib qo'ymoq haydovchi</td>
</tr>
<tr>
<td>duck</td>
<td>[dʌk]</td>
<td>quruq</td>
</tr>
<tr>
<td>duckling</td>
<td>[ˈdʌklɪŋ]</td>
<td>o’rdak</td>
</tr>
<tr>
<td>dust</td>
<td>[dʌst]</td>
<td>o’rdakcha</td>
</tr>
<tr>
<td>duststorm</td>
<td>[dʌstˈstɔrm]</td>
<td>1) chang; 2) changni artmoq (artib tozalamoq) chang-to'zon, changli bo'ron</td>
</tr>
<tr>
<td>dutor</td>
<td>[ˈdʊtər]</td>
<td>dutor (musiqiy asbob)</td>
</tr>
<tr>
<td>each</td>
<td>[iːtʃ]</td>
<td>har bir</td>
</tr>
<tr>
<td>each other</td>
<td>[iːtʃ ˈeðə]</td>
<td>bir-birini</td>
</tr>
<tr>
<td>eagle</td>
<td>[ˈeɡl]</td>
<td>burgut</td>
</tr>
<tr>
<td>ear</td>
<td>[ɪər]</td>
<td>quloq</td>
</tr>
<tr>
<td>earache</td>
<td>[ɪərəɪk]</td>
<td>quloq og'rig'i</td>
</tr>
</tbody>
</table>
early adv ['ɜːli]
Earth Day n+n ['ɜːθ deɪ]
earthquake n ['ɜːθkwɪrk]
east n [ɪ:st]
eat (up) v (past ate) [ɪ:t (ɪp)]
egg n [eg]
eggplant n ['egplaɪnt]
eight num [ɛt]
eighteen num [ɛtɪn]
eighth num [ɛtθ]
eight hundred num [ɛt 'hændrəd]
eighty num [ɛtɪ]
eighty-one num [ɛtɪ 'wʌn]
elder adj [ɛldə]
electricity n pl (-) ['ɪlektrəstɪ]
electronic engineer [ˌɪlektrənɪk ɪnˈdʒɪnɪər]
elephant n ['ɪlɪfənt]
eleven num [ˈɪlevən]
eleventh num [ˈɪlevənθ]
emperor n [ˈɛmpərər]
emu n [ˈɪmjuː]
end v [end]
energy n pl (-) [ˈenədʒi]
in the evening adv
every det [ˈevri]
every day adv [ˈevrɪdeɪ]
everybody pron [ˈevrɪbɒdi]
everything pron [ˈevrɪθɪŋ]
everywhere pron [ˈevrɪweə]
excuse me, who’s this? Excuse me, who’s this?
exciting adj [ɪkˈsaɪtɪŋ]
expensive adj [ɪkˈspensɪv]
eye n [aɪ]
face n [feɪs]
fact n [fækt]
fairy tale adj+n [ˈfeəri ˈtel]
fall n [fɔːl]
fall asleep v+adj [fɔːl əˈslɪp]
false adj [fɔls]
family n pl (-ies) [ˈfæməli]
family tree n+n [ˈfæməli ˈtriː]
famous adj [ˈfæməs]
fantastic adj [fænˈtæstɪk]
fantasy n [ˈfæntəsі]

erta, erta bilan, barvaqt
Yer kuni
zilzila
sharq
yemoq; yeb qo‘ymoq
tuxum
baqlajon
sakkiz
o‘n sakkiz
sakkizinchı
sakkiz yuz
sakson
sakson bir
to‘ng‘ich, katta
tok, elektr toki
muhandis elektronchi
fil
o‘n bir
o‘n birinchı
imperator, xoqon
zool. emu
tuga(lla)moq, tamomlamoq
energiya, quvvat
muhandis
1) inglizcha; ingliz; 2) ingliz tili
maza (huzur) qilmoq, zavqlanmoq, rohatlanmoq
ekvator
o‘chirg‘ich
eskimos (millat)
bol. evkalipt
kechqurun, oqshom
Xayrli oqshom.
kechqurun, oqshomda
har bir, har...
har kuni
hamma
hamma narsa
hamma yerda
Uzr, siz kimsiz (bu kim)?
hayajonli, qiziqarli, maroqli
qimmat
ko‘z
yuz, bet
fakt, dalil, isbot
ertak
1) tushmoq, pasaymoq; 2) yog‘moq (qor)
uxlab qolmoq
yolg‘on, noto‘g‘ri
oila
shajara
mashhur
ajoyib, g‘aroyib
tasavvur
far adv [fɑː]
far from adv [fɑː′frɑːm]
farm n [fɑːm]
farmer n [fɑː′mər]
fast adv [fɑːst]
fast food adj+n [fɑːst′fuːd]
father n [fɑːθə]
Father’s Day n+n [fɑː′ðeɪ ′deɪ]
favourite adj, n [fə′vərət(ə)ri]
February n [fɛ′bruəri]
feed v [fɪd]
feed the animals v+n [fɪd ðə ′æniməlz]
feel v [fɪl]
feel happy v+adj [fɪl ′heɪpi]
feel angry v+adj [fɪl ′æŋgri]
feel sad v+adj [fɪl ′sæd]
feel bored v+adj [fɪl ′bɔːrd]
fell [fɛl]
Ferris wheel n+n [fɜrə′swiːl]
fifteen num [fɪfˈtiːn]
fifth num [fɪfθ, fɪfti]
fifty num [fɪfti]
fifty-one num [fɪfti ′wʌn]
fig n [fɪg]
fight v [faɪt]
fill v [fɪl]
film star n+n [fɪlm′stɑːr]
finally adv [′fæməli]
find v [fænd]
fine adj [fain]
I’m fine (OK).
finger n [fɪŋgə]
finish n, v [fɪnʃ]
fire tree n+n [fɜː′triː]
fire n [fɑːr]
fireman n [fərə′mən]
fireworks n [fərə′wɜːks]
first num [fɜːst]
fish n pl (−) [fɪʃ]
fish and chips [fɪʃənd′tɪps]
five num [fɪv]
five hundred num [fɪv ′hʌndrəd]
five hundred soums a kilo
flag n [fleɪg]
flat n [flæt]
floor n [fлоː]
on the ground floor
on the first floor
flour n pl (−) [flɔːr]
flower n [fləʊə]
fly v [flaɪ]
fly a kite v+n [flaɪ æ ′keɪt]
foal n [fəʊl]
fog n [fɔɡ]
foggy adj [fɔɡi]

uzoq
...dan uzoq
ferma
fermer, dehqon
tez
tez tayyor bo’ladigan taom
ota
Otalar kuni
1) sevimli; 2) yoqotirgan narsasi
fevrал
ovqatlantirmoq, boqmoq
hayvonlarga yemish bermoq
his qilmoq, sezmоq
xursand bo’lmoq
achchiqlanmoq
xafa (g’amgin) bo’lmoq
zerikmoq
“fall” ‘fe’lining o’tgan zamon shakli
charxpalak (o’yin-kulgi qurilmasi)
o’n besh
beshinchи
eлли
eлли бир
bot. anjir
urishmoq, kurashmoq, janjallashмоq
to’ldirmоq, to’lg’izmoq
kino yulduzи
nihoyат, oxиri; pirovandиda, oqиbatида
tопмоq
yaxshi
Men yaxshiman.
barmоq
1) tugатмоq, tugallамоq; 2) oxиr
qoraqarag’ay, archа
оlov
o’t o’chiruвchi
mushakbozлиk
birinчи
baliq
baliq va qovurилган kartoshka
besh
besh yuz
bir kilogrammi 500 so’м
bayroq
kvартиra
1) qавat; 2) pol
birинчи qавatда
iккинчи qавatда
ун
ɡul
parвоз qilмоq
varrak uchirmoq
1) toychа, toy, ot bolаси; 2) xo’tik, еshak bolаси
tuman
tumanли
food n [fʊd]
foot n [fʊt]
go on foot
football n [ˈfʊtbɔːl]
play football v+n
football player n+n [ˈfʊtbɔːl ˈplɛər]
footprint n [ˈfʊtprɪnt]
for prep [fɔːr, fəːr]
for example = e.g. [fɔːrɪˈzɛmpərə]
forecast n [ˈfɔːkɑːst]
forest n [ˈfɔːrst]
forget v [fəˈɡet]
fork n [fɔːk]
fourty num [ˈfɔːtɪ]
fourty-one num [ˈfɔːtɪ ˈwʌn]
four num [ˈfɔːr]
four hundred num [ˈfɔːr ˈhʌndrəd]
fourteen num [ˈfɔːtɪn]
fourth num [ˈfɔːrθ]
fox n [fɒks]
French adj, n [frentʃ]
free adv [friː]
freezing adj [friːzinɡ]
fresh adj [friːʃ]
fresh air adj+n [friː ˈeə]
fresh fruit adj+n [friː ˈfruːt]
Friday n [ˈfreɪdi]
fridge n [frɪdʒ]
friend n [frend]
friendly adj [ˈfrendli]
frog n [frɒɡ]
from prep [froʊm, from]
front n [frent]
fruit n [fruːt]
fry v [friː]
fun n, adj [fʊn]
funny adj [ˈfʊni]
furry adj [ˈfɜːri]

game n [ɡeɪm]
garden n [ˈgɑːdn]
gardener n [ˈɡɑːdənər]
gas n pl (-) [ɡæs]
gave v [ɡeɪv]
gazelle n [ˈɡæzəl]
gel n [dʒel]
geography n [ˌdʒɪəˈɡrəfi]
German adj, n [dʒəˈmən]
get v [get]
get dressed v+adj [get ˈdrest]
get marks v+n [get ˈmɑːks]
get married v [get ˈmærɪd]
get off v [get ˈɔf]
get on v [get ˈɔn]
get ready v+adj [get ˈredi]

oziq, ovqat, yemish
oyoq
piyoda bormoq
futbol
futbol o’yinmoq
futbol o’yinchisi
iz, oyoq izi
uchun
masalan
ob-havo ma’lumoti
o’rmon
unutmoq
sanchqi, vilka
qirq
qirq bir
to’rt
to’rt yuz
o’n to’rt
to’rtinch

1) fransuzcha; fransuz; 2) fransuz tili
1) bo’sh; 2) erkin
muzdek, sovuq
1) sof, musaffo; 2) yangi uzilgan
toza havo
yangi uzilgan mevalar
juma
muzlatkich, sovutkich
do’st, o’rtog
do’stona, xavfsiz
qurbaqa
...dan
old, old qism
meva
qovurmoq
1) xursandchilik; 2) zavqlanarli
qiziq, kulgili
yungli

o’yin
bog’
bog’bon
gaz
“give” fe’lining o’tgan zamon shakli
g’izol, ohu
gel
gografiya
1) nemischa; nemis; 2) nemis tili
olmoq
kiiyinmoq
baho olmoq
uylanmoq, turmushga chiqmoq
chiqmoq, tushmoq
minmoq
tayyor bo’limoq
<table>
<thead>
<tr>
<th>English</th>
<th>Uzbek</th>
</tr>
</thead>
<tbody>
<tr>
<td>get up</td>
<td>o’rnidan turmoq</td>
</tr>
<tr>
<td>get washed</td>
<td>yuvinmoq</td>
</tr>
<tr>
<td>get home</td>
<td>uyga yetib kelmoq</td>
</tr>
<tr>
<td>get to school</td>
<td>maktabga yetib olmoq/bormoq</td>
</tr>
<tr>
<td>giraffe n</td>
<td>jirafa</td>
</tr>
<tr>
<td>girl n</td>
<td>qiz bola</td>
</tr>
<tr>
<td>give v</td>
<td>bermoq</td>
</tr>
<tr>
<td>glass n</td>
<td>stakan</td>
</tr>
<tr>
<td>a glass of juice</td>
<td>bir stakan sharbat</td>
</tr>
<tr>
<td>global warming adj+n</td>
<td>iqlimning dunyoviy ilishi</td>
</tr>
<tr>
<td>go v</td>
<td>yurmoq, bormoq</td>
</tr>
<tr>
<td>go away</td>
<td>ketmoq (nariga)</td>
</tr>
<tr>
<td>go fishing</td>
<td>bozorlik qilmoq, xarid qilmoq</td>
</tr>
<tr>
<td>go shopping</td>
<td>to’g’riga yurmoq</td>
</tr>
<tr>
<td>go straight</td>
<td>uxlagani yotmoq</td>
</tr>
<tr>
<td>go to school</td>
<td>maktabga bormoq</td>
</tr>
<tr>
<td>goat n</td>
<td>echki</td>
</tr>
<tr>
<td>gobble v</td>
<td>quilquallamoq (kurka haqida)</td>
</tr>
<tr>
<td>goldfish n pl (–)</td>
<td>oltin (tilla) baliq</td>
</tr>
<tr>
<td>Goldilocks</td>
<td>Tillasoch qiz (ertakda)</td>
</tr>
<tr>
<td>good adj</td>
<td>yaxshi</td>
</tr>
<tr>
<td>I’m good at ...</td>
<td>Men ...da yaxshiman.</td>
</tr>
<tr>
<td>Goodbye.</td>
<td>Xayr.</td>
</tr>
<tr>
<td>Good morning!</td>
<td>Xayrli tong!</td>
</tr>
<tr>
<td>goose n pl (geese)</td>
<td>g’oz</td>
</tr>
<tr>
<td>gosling n pl</td>
<td>jo’ja g’oz</td>
</tr>
<tr>
<td>got</td>
<td>“get” fe’lining o’tgan zamon shakli: yetib kel(-dim, -ding, -di, -dik, -dingiz, -dilar)</td>
</tr>
<tr>
<td>got here by metro.</td>
<td>Bu yerga metro bilan yetib keldim.</td>
</tr>
<tr>
<td>grandad n</td>
<td>bobo</td>
</tr>
<tr>
<td>grandfather</td>
<td>bobo</td>
</tr>
<tr>
<td>grandmother</td>
<td>momo, buvi</td>
</tr>
<tr>
<td>grandparents</td>
<td>bobo va buvi</td>
</tr>
<tr>
<td>granny n pl (-ies)</td>
<td>buvi, momo</td>
</tr>
<tr>
<td>grape n</td>
<td>uzum</td>
</tr>
<tr>
<td>graph n</td>
<td>grafik</td>
</tr>
<tr>
<td>grass n</td>
<td>o’t, maysa</td>
</tr>
<tr>
<td>grasshopper n</td>
<td>chigirtka</td>
</tr>
<tr>
<td>grassland n</td>
<td>yaylov</td>
</tr>
<tr>
<td>great adj</td>
<td>yaxshi</td>
</tr>
<tr>
<td>It’s great!</td>
<td>1) buyuk, ulug‘; 2) Zo’r! (Yaxshi! Ajoyib!)</td>
</tr>
<tr>
<td>Greek adj, n</td>
<td>Zo’r!</td>
</tr>
<tr>
<td>green adj</td>
<td>grek; grek tili</td>
</tr>
<tr>
<td>greet v</td>
<td>yashil</td>
</tr>
<tr>
<td>greets n</td>
<td>salomlashmoq</td>
</tr>
<tr>
<td>grey adj</td>
<td>salomlashish</td>
</tr>
<tr>
<td>group n</td>
<td>kulrang</td>
</tr>
<tr>
<td>ground n</td>
<td>guruh</td>
</tr>
<tr>
<td>grow v (past grew)</td>
<td>yer</td>
</tr>
<tr>
<td>grow-up n</td>
<td>o’s(tir)moq</td>
</tr>
<tr>
<td>guess v</td>
<td>yoshi katta</td>
</tr>
<tr>
<td>guitar n</td>
<td>o’ylab topmoq, fahmlamoq</td>
</tr>
<tr>
<td>gym n</td>
<td>gitara</td>
</tr>
<tr>
<td>gymnastika (sport)</td>
<td>gimnastika (sport) zali</td>
</tr>
</tbody>
</table>
habitat n [ˈhaːbɪtæt]

had [hæd, hæd]
hail n, v [heɪl]
hailstone n [ˈheɪlstɔʊn]
hailstorm n [ˈheɪlstɔːm]
hair n pl (–) [heə]
do hair v+n
half adj [haːf]

half a kilo [ˈhɑːfəkɪləʊ]
half-term adj+n [ˈhɑːftɜːm]
hamburger n [ˈhæmbɜːrɡə]
hand n [hænd]

handball n [ˈhændbɔːl]
handicrafts n [ˈhændɪkraːfts]
happen v [ˈhæpən]
happily adv [ˈhæpɪli]
happy adj [ˈhæpi]

Happy birthday! int [ˈhæpi bɜːdɪ]
hard adv [haːrd]
work hard v+adv [ˈwɜːkhaːrd]

hare n [hær]
hat n [hæt]
hate v [heɪt]
have v [hɑːv, hæv]
I have [ai hæv]
have a break v+n [hæv ˈbreɪk]
have a good time [hæv ˈgʊd tɛm]
have breakfast v+n [hɑːv ˈbrekfəst]
have dinner v+n [hɑːv ˈdɪnə]
have fun v+n [hɑːv ˈfan]
have lessons v+n
have lunch v+n [hɑːv ˈlʌntʃ]

he pron [hiː]
head n [hɛd]
headache n [hedˈɛk]
healthy n [hɛlsti]

hear v (past heard) [hɔː]
hedgehog n [ˈhɛdʒhɔɡ]
helicopter n [ˈhɛlkɪpər]
Hello. [hæləʊ]
helmet n [ˈhɛlmɪt]
help v [help]
Help yourself. [ˈhelp ˌself]
hen n [hɛn]
her adj, pron [hər, həl]
Her name is ...
here adv [hɪə]
Here you are.
hero n [hɪərəʊ]
Hi! [hai]
hide v [haid]
hide and seek [haidəndsiːk]
high adj [haɪ]

high-jump n+n [haɪdʒʌmp]
do the high-jump v+n [dɔː ˈhaɪdʒʌmp]
vatan, makon, yashash joyi
“have” fe’lining o’tgan zamon shakli
1) do’l; 2) do’l yog’moq
do’l
do’lli bo’ron
soch
sochni taramoq
yarim
yarim kilogramm
yarim choraklik
gamburger
1) qo’l; 2) tomon
qo’l to’pi
mehnat darsi
sodir bo’lmox
xursandlik bilan
xursand, baxtli
Tug’ilgan kuningiz bilan!
quattiq; tirishqoqlik bilan
quattiq ishlamoq
quyon
shlapa
yomon ko’rmoq
1) ega bo’lmox; bor bo’lmox; 2) yemoq, ichmoq
menda bor, men egaman
tanaffusga chiqmoq
vaqtini yaxshi o’tkazmoq
nonushta qilmoq
kechki ovqatni yemoq
xursandchilik qilmoq
darsi bo’lmox; o’qimoq
tushlik qilmoq

u (eraklar uchun)
bosh, kalla
bosh og’rig’i
sog’lom, foydali
eshitmoq
tijarat
vertolyot

Salom!
shlem, kaska
yordam bermoq
Olib o’tiring.
tovuq
(ayollar uchun) 1) uning; 2) uni, unga
Uning ismi ...
shu (bu) yerda
Mana, marhamat.
qahramon
Salom!

bekitmoq, yashirmoq
bekinmachoq o’yini
baland, yuqori
balandlikka sakrash
balandlikka sakramoq
high temperature adj+n [hɑːˈtɛmpərəti]  

hiking n [hɑŋkɪŋ]  

hippo n [ˈhɪpoʊ]  

his adj, pron [hɪz]  

His name is ... Uning ismi ...  

historical place adj+n [ˈhɪstərɪkəlˈplɛs]  

history n [ˈhɪstɔrɪ]  

hobby n pl (-ies) [ˈhɑbi]  

hockey n [ˈhɒki]  

play hockey v+n  

holiday n [ˈhɑlɪdɪ]  

home n [həʊm]  

homework n [ˈhəʊmwɜːk]  

do homework v+n  

honk v [hɑŋk]  

hop v [hɑp]  

hope v [hɑp]  

hopscotch n [ˈhɑpskɔtʃ]  

horror film n+n [ˈhɑːrərˌfɪlm]  

horse n [hɔːs]  

horse riding n [hɔːs ˈraɪdɪŋ]  

hospital n [ˈhɒspɪtl]  

at the hospital [ət ðəˈhɑspɪtl]  

hot adj [hɑt]  

hot dog adj+n [ˈhɑtˌdɑɡ]  

hotel n [ˈhɒtel]  

house n [həʊs]  

housewife n [ˈhɑʊswifr]  

how adv [hɑʊ]  

How are you?  

How do you go home?  

How did you get here today?  

How much is it/are they?  

How long ...?  

How many ...?  

How old are you?  

human n [ˈhjuːmən]  

humming bird n [ˈhʌmnɪŋbɜːd]  

hundred [ˈhʌndrd]  

hungry adj [hʌŋgri]  

husband n [ˈhʌzbænd]  

hyena n [ˈhaɪənə]  

hygiene n [ˈhaɪdʒiːn]  

I pron [aɪ]  

ice [aɪs]  

ice cream n+n [ˈaɪskrɪːm]  

icy adj [aɪsɪ]  

I’d like...  

I’m full.  

important adj [ɪmˈpɔːrtənt]  

in prep [ɪn]  

in front of prep [ɪn f rɑntəv]  

baland harorat  

yayov ekskursiya, piyoda sayr  

uni, unga (erkaklar uchun)  

gippopotam, begemot (erkaklar uchun) uning  

Uning ismi ...  

tarixiy joy  

tarix  

xobbi, sevimli mashg’ulot  

xokkey  

xokkey o’ynamoq  

1) bayram; 2) ta’til  

uy (yashash joy)  

uy vazifasi  

uy vazifasini bajarmoq  

g’aqillamoq (g’oz haqida)  

sakramoq  

umid qilmoq  

sopolak, chertak  

dahshatli (qo’rqinchli) film  

ot  

ot minish  

kasalxona, shifoxona  

shifoxonada  

issiq  

xot-dog  

mehmonxonan  

uy  

uy bekasi  

1) qanday; 2) qanday qilib  

Qalaysiz?  

Uyg’a qanday borasiz?  

Bugun bu yerga qanday yetib kelding(iz)?  

Uning/ularning narxi qancha?  

Qancha (vaqt) ...?  

Nechta? Qancha?  

Yoshingiz nechada?  

odam; inson  

kolibri  

yuz (sanoq son)  

och, ochiqqan, qorni och er  

sirtlon, yoldor bo’ri  

gigiyena  

men  

muz  

muzqaymoq  

muzli  

...istayman, ...xohlayman  

To’ydim.  

muhim, ahamiyatl  

1) ichida (joyga nisbatan); 2) ...da (paytga nisbatan)  

...ning oldida
in the morning adv
Independence Day n+n [ˌɪndɪˈpendəns ˈdeɪ]
indigo adj [ɪnˈdɪɡo]
information n pl (-) [ɪnˈfərəmʃən]
insect n ['ɪnsekkt]
interest v ['ɪntrəst]
interesting adj [ˈɪntrəstɪŋ]
interpreter n [ɪnˈtərprɛtə]
interview n, v [ɪnˈtərvjuː]
invitation n [ɪnˈvɪtəʃən]
invitation card adj+n [ɪnˈvɪtəʃən ˈkɑːd]
invite v [ɪnˈvait]
Irish adj, n [ɪrəʃ]
iron n ['aɪrən]
do the ironing v+n ['dəʊ ˈaɪrən]
is v [ɪz]
island n [ˈaɪlənd]
it pron [ɪt]
It’s time to...
It’s two o’clock. [ɪtz ˈtuː ˈɔklɒk]
It’s 2.05. [ɪtst ˈtuː ˈɔː fərv]
It’s two thirty. [ɪtst ˈtuː ˈɔːsti]
It’s two thirty-five. [ɪtst ˈtuː ˈɔːsti fərv]
its det, adj [ɪts]

jacket n [ˈdʒækit]
jaguar n [ˈdʒægjuə]
jam n [dʒæm]
January n [ˈdʒənjuərɪ]
jar n [dʒær]
a jar of
jazz n [dʒæz]
jeans n [dʒiːnz]
job n [dʒɔb]
joey n [dʒɔˈɪ]
joke n [dʒəʊk]
July n [dʒɔʊl]
jump v [dʒʌmp]
jump a rope v+n [dʒʌmp əˈrəʊp]
jumper n [dʒʌmpə]
jumping n [dʒʌmpɪŋ]
June n [dʒuːn]
jungle n [ˈdʒʌŋɡl]

kangaroo n [ˈkæŋɡərəu]
keep v [kɪp]
keep clean [kɪp ˈkliːn]
keeper n [kɪpə]
kettle n [ˈkɛtəl]
kid n [kɪd]
kill v [kɪl]
kilo n [ˈkɪloʊ]
a kilo of
a kilo of tomatoes [ə ˈkɪloʊ əv təˈmɑːtəʊz]
kilometre n [ˈkɪləmətər]

1) tur, xil; 2) mehribon, rahmdil  ...ning bir turi  har xil ... / turli ...  bolalar bog‘chasi  qiroq 1) bo‘sa, o‘pich; 2) o‘pmoq  oshxonə (uydagi xona)  varrak  mushukcha  kivi (qush, meva)  tizza  pichoq  bilmoq  zooloq  koala

xonqizi  ko‘l  qo‘zichoq  til  o‘tgan  kech, kech qolgan  kechikmoq, kech qolmoq  kulmoq  dasturxon yozmoq  yalqov, dangasa, ishyoqmas  barg  o‘rganmoq  yodlamoq, yod olmoq  uydaman/kotabdan chiqmoq  chap tomon, chap  chap tomonda  oyoq  limon  limonad  qoplon  dars  Kelinglar...  Yur(ing), ketdik.

1) harf; 2) xat  salat (ko‘kat turi)  kutubxonachi  kutubxona 1) yorug‘; 2) yengil  yoqtingmoq, yaxshi ko‘rmoq  ... xohlaman/istaman  Men ... qilishni yoqtingaman.  hayot 1) chiziq; 2) yo‘nalish, yo‘l (metro yo‘li haqida)  sher, arslon  ro‘yxat  tinglamoq, eshitmoq  adabiyoq  litr  kichkina  biroz ...
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition/Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>live v [lɪv]</td>
<td>v. live (suicide)</td>
</tr>
<tr>
<td>living room n+n [ˈlɪvɪŋ rʊm]</td>
<td>the living room</td>
</tr>
<tr>
<td>lizard n [ˈlɪzəd]</td>
<td>a small, scaly, carnivorous reptile</td>
</tr>
<tr>
<td>long adj [lɒŋ]</td>
<td>adj. long (adjective)</td>
</tr>
<tr>
<td>long-jump n+n [ˈlaʊndʒəmp]</td>
<td>v. long jump</td>
</tr>
<tr>
<td>do the long-jump ['duː ˈlaʊndʒəmp]</td>
<td>perform a long jump</td>
</tr>
<tr>
<td>look v [lʊk]</td>
<td>v. look at, look after</td>
</tr>
<tr>
<td>The beans look good.</td>
<td>['lʊk ˈəʊd]</td>
</tr>
<tr>
<td>look like [lʊklɑːk]</td>
<td>v. looks like</td>
</tr>
<tr>
<td>a lot of [əˈlɒtəv]</td>
<td>adverbial expression</td>
</tr>
<tr>
<td>loud adj [lɑʊd]</td>
<td>adj. loud</td>
</tr>
<tr>
<td>loudly adv [ˈlɑʊdli]</td>
<td>adverbial expression</td>
</tr>
<tr>
<td>love n, v [lʌv]</td>
<td>v. love</td>
</tr>
<tr>
<td>lovely adj [ˈlʌvli]</td>
<td>adj. lovely</td>
</tr>
<tr>
<td>low adj [ləʊ]</td>
<td>adj. low</td>
</tr>
<tr>
<td>lucky adj [ˈlʌki]</td>
<td>adj. lucky</td>
</tr>
<tr>
<td>lunch n [lʌntʃ]</td>
<td>n. lunch</td>
</tr>
<tr>
<td>have lunch v+n</td>
<td>v. have lunch</td>
</tr>
<tr>
<td>lunchbox n [ˈlʌntʃbɒks]</td>
<td>n. lunchbox</td>
</tr>
<tr>
<td>magazine n [ˈmeɪɡəˌzɪn]</td>
<td>n. magazine</td>
</tr>
<tr>
<td>main adj [mɛn]</td>
<td>adj. main</td>
</tr>
<tr>
<td>make v [meɪk]</td>
<td>v. make</td>
</tr>
<tr>
<td>make bed v+n</td>
<td>v. makes the bed</td>
</tr>
<tr>
<td>make a video v+n</td>
<td>v. makes the video</td>
</tr>
<tr>
<td>make palov v+n</td>
<td>v. makes the palov</td>
</tr>
<tr>
<td>man n pl (men) [mæn, men]</td>
<td>n. man (masculine)</td>
</tr>
<tr>
<td>mandrill n [ˈmændrɪl]</td>
<td>n. mandrill</td>
</tr>
<tr>
<td>manner n [ˈmɑːnər]</td>
<td>n. manner</td>
</tr>
<tr>
<td>many det [ˈmeni]</td>
<td>det. many</td>
</tr>
<tr>
<td>map n [mæp]</td>
<td>n. map</td>
</tr>
<tr>
<td>Maori n, adj [ˈmɑːrɪ]</td>
<td>n. Maori</td>
</tr>
<tr>
<td>March n [mɑːtʃ]</td>
<td>n. March</td>
</tr>
<tr>
<td>mark n, v [mɑːk]</td>
<td>n. mark</td>
</tr>
<tr>
<td>marker n [ˈmɑːkər]</td>
<td>n. marker</td>
</tr>
<tr>
<td>market n [mɑːkɪt]</td>
<td>n. market</td>
</tr>
<tr>
<td>match n v [mætʃ]</td>
<td>n. match v. match</td>
</tr>
<tr>
<td>mathematics n [ˌmæθəˈmætɪks]</td>
<td>n. mathematics</td>
</tr>
<tr>
<td>maths n [mæθs]</td>
<td>n. mathematics</td>
</tr>
<tr>
<td>maths teacher n+n [mæθs ˈtiːʃə]</td>
<td>n. mathematics teacher</td>
</tr>
<tr>
<td>mausoleum n [məʊˈsoʊliːm]</td>
<td>n. mausoleum</td>
</tr>
<tr>
<td>May n [meɪ]</td>
<td>n. May</td>
</tr>
<tr>
<td>May Day n+n [ˈmeɪ ˈdeɪ]</td>
<td>n. May Day</td>
</tr>
<tr>
<td>May king n+n [ˈmeɪ kɪŋ]</td>
<td>n. May king</td>
</tr>
<tr>
<td>May queen n+n [ˈmeɪ kwɪn]</td>
<td>n. May queen</td>
</tr>
<tr>
<td>maybe adv [ˈmeɪbi]</td>
<td>adv. maybe</td>
</tr>
<tr>
<td>maypole n [ˈmeɪpəʊl]</td>
<td>n. maypole</td>
</tr>
<tr>
<td>me pron [mi, miː]</td>
<td>pron. I, me</td>
</tr>
<tr>
<td>meal n [miːl]</td>
<td>n. meal</td>
</tr>
<tr>
<td>mean v (past meant) [mɪn]</td>
<td>v. means</td>
</tr>
<tr>
<td>meaning n [ˈmiːnɪŋ]</td>
<td>n. meaning</td>
</tr>
<tr>
<td>meat n [miːt]</td>
<td>n. meat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition/Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>yashamoq</td>
<td>adj. friendly, talkative</td>
</tr>
<tr>
<td>mehmonxona (uydagi xona)</td>
<td>n. guest</td>
</tr>
<tr>
<td>kaltakesak</td>
<td>n. host</td>
</tr>
<tr>
<td>uzoq, uzun</td>
<td>n. friend</td>
</tr>
<tr>
<td>uznilikka sakrash</td>
<td>v. organised, arranged</td>
</tr>
<tr>
<td>uznillikka sakramoq</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>1) qaramoq; 2) ...ko'rinadi</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>Loviyaning ko'rinishi yaxshi.</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>g'amxo'rik qilmoq</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>biror narsaga qaramoq</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>o'xshamoq, ko'rinmoq</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>ko'p</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>baland ovozli</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>baland ovoz bilan</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>1) sevgi; 2) sevmoq, yaxshi ko’rmoq</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>sevimli</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>1) past; 2) kam, oz</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>baxtli, omadli</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>tushlik</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>tushlik qilmoq</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>(o'qvch, ischi uchun) ovqat qu'tisi</td>
<td>n. magazine</td>
</tr>
<tr>
<td>jurnal</td>
<td>n. magazine</td>
</tr>
<tr>
<td>asosiq</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>yasamoq, tuzmoq, qilmoq</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>o'rin (joy) solmoq</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>video tasvirga olmoq</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>palov pishirmoq</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>(erkak) kishi</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>mandril (maymun turi)</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>odob, axloq</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>ko'p</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>xarita</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>maori (millat)</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>mart</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>1) baho; 2) baholamoq</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>marker (chizish uchun katta flomaster)</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>bozor</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>1) gugurt; 2) mos kel'tmoq, mos keladiganini tanlamoq</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>matematika</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>matematika o'qituvchisi</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>maqbara</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>may</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>May Kuni bayrami (Angliyada)</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>May qiroli</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>May qirolchasi</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>balki</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>may bayrami ustuni</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>meni, menga</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>taom, ovqat</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>anglatmoq</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>ma'no</td>
<td>v. arranged, arranged</td>
</tr>
<tr>
<td>go'sht</td>
<td>v. arranged, arranged</td>
</tr>
</tbody>
</table>
mechanic n [mɪˈkænɪk]  
meet v (past met) [mɪt]  
melon n [mɪlən]  
melt v [melt]  
meow v [mɪəʊ]  
met v [mɛt]  
metre n ['miːtə]  
metro n ['mɛtroʊ]  
mice n [maɪs] pl of mouse  
midday n ['mɪddeɪ]  
midnight n [ˈmɪdnait]  
mile n [maɪl]  
milk n [mɪlk]  
million num [ˈmɪljən]  
mime v [maim]  
mineral n ['mɪnərəl]  
minivan n [mɪnɪˈvæn]  
minus n [ˈmɪnəs]  
minute n [ˈmɪnɪt]  
mirror n [ˈmɪrər]  
mix v [mɪks]  
mobile phone n+n  
model car n+n  
modern adj [ˈmɒdən]  
Monday n [ˈmɒndi]  
money n [ˈmʌnɪ]  
monkey n [ˈmʌŋki]  
monster n [ˈmɒnsta]  
month n [mɑːnθ]  
moo v [muː]  
mop the floor v+n  
more adv [mɔː]  
more beautiful  
more interesting  
Good morning.  
in the morning adv  
mosque n  
mosquito n pl (-es)  
most [mɑːst]  

the most beautiful  
the most interesting  
mother n  
mother tongue n+n  
motorbike n  
mountain n [ˈmaʊntən]  
mouse n [maʊs] pl (mice) [maɪs]  
mouth n [maʊθ]  
move v [mjuːv]  
Mr n  
Mrs n  
much det [maɪʧ]  
mulberry n [ˈmʌlbərɪ]

mexanik  
uchrashmoq, uchratmoq  
quvun  
erimoq  
miyovlamoq  
“meet” fe’lining o’tgan zamon shakli  
metr  
sichqonlar  
tushki payt, choshgoh  
tun (yarim tun)  
milya  
sut  
milion  
imo-ishora bilan ifodalamoq, pantomima qilmoq  
ma’dan, mineral  
marshrutli taksi  
minus  
daqıqa  
ko’zgu, oyna  
aralashtirmoq  
uyali telefon  
mashina modeli  
zamonaviy  
dushmanba  
pul  
maymun  
maxluq  
oy  
ma’ramoq (sigir haqida)  
polni shvabra bilan artmoq  
1) ...roq (ko’p bo’g’inli sifatlarning qiyosiy darajasini yashashda ishtiladi); 2) ko’proq  
chiroyliroq  
qiziqroq  
ertalab, tong  
Xayrli tong.  
ertalab, tongda  
masjid  
chivin  
eng (ko’p bo’g’inli sifatlarning orttirma darajasini yashashda ishtiladi)  
eng chiroyli  
eng qiziq  
ona  
ona tili  
moped  
tog’  
sichqon  
og’iz  
siljii(t)moq, ko’ch(ir)moq  
janob  
xonim  
ko’p  
tut
mum n [mʌm]
museum n [mjuːˈziːm]
mushroom n [mʌʃrəm]
music n [mjuːˈzɪk]
musical parade adj+n [mjuːˈzɪkl pəˈreɪd]
must v [mʌst, mæst]
my adj [maɪ]
My name is ...

name n [neɪm]
napkin n [ˈnæpkin]
nationality n pl (-ies) [ˌneɪʃənəliti]
nature n [ˈnætʃər]
Navruz n [nəˈvruːz]
near adv [nɪə]
need v [niːd]
neigh v [niː]
nephew n [ˈnefjuː]
nest n [nest]
never adv [ˈnevə]
new adj [njuː]
New Year adj+n [ˈnjuː ˈjɪə]
news n [njuːz]
newspaper n [ˈnjuːspɪə]
next to prep [ˈnekst tə]
nice adj [naɪs]
niece n [niːs]
night n [naɪt]
at night adv
nine num [naɪn]
nine hundred num [naɪn ˈhʌndrəd]
nineteen num [ˈnaɪntiːn]
ninety num [ˈnaɪnti]
ninety-one num [ˈnaɪnti ˈwʌn]
ninth num [ˈnaɪntiθ]
no adv [nəʊ]
No, I don’t.
No, sorry.
nod v [nɒd]
noise n [nɔɪz]
noisily adv [ˈnɔɪzɪli]
oisly adj [ˈnɔɪzɪ]
north n [nɔːθ]
north-east [nɔːθˈiːst]
north-west [nɔːθˈwest]
nose n [nɔz]
notice n [ˈnəʊtɪs]
November n [nəʊvəˈembər]
now adj [naʊ]
number n [ˈnʌmbər]
nurse n [nɜːs]
ocean n [ˈɒʃən]
o’clock adv [ɔkˈlɒk]
October n [ɒkˈtəʊbə]
oyi
muzey
qo‘zqorin
musiqa
musiqi parad
kerak, lozim
mening
Mening ismim ...

ism, nom
qo‘l sochiq; salfetka
millat
tabiat
Navro‘z bayrami
yaqinida
muhtoj (kerak) bo‘lmoq
kishnomoq
(o‘g‘il) jiyan
uya, in
hech qachon
yangi
Yangi yil
yangilik
gazeta
...ning yonida
1) yaxshi; 2) chiroyli, yoqimli
(qiz) jiyan
tun
kechqurun, kechasi
to‘qqiz
to‘qqiz yuz
o‘n to‘qqiz
to‘qson
to‘qson bir
to‘qqизinchи
yo‘q
Yo‘q.
Kechirasiz, yo‘q.
bosh qimirlatmoq
shovqin
shovqin solib
shovqinli
shimol
shimoli-sharq
shimoli-g‘arb
burun
eslatma, belgi
noyabr
hозir, endi
nomer, raqam
hamshira

okean, ummon
soat (vaqt haqida)
oktabr
<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>of prep</td>
<td>[av, ov]</td>
</tr>
<tr>
<td>of course</td>
<td>[av /kə:s]</td>
</tr>
<tr>
<td>office</td>
<td>n [ˈɒfɪs]</td>
</tr>
<tr>
<td>often adv</td>
<td>[ˈɒf(ə)m, ˈɒft(ə)n]</td>
</tr>
<tr>
<td>oh</td>
<td>[oʊ]</td>
</tr>
<tr>
<td>oil n pl (-)</td>
<td>[ɔɪl]</td>
</tr>
<tr>
<td>oink</td>
<td>[ɔɪŋk]</td>
</tr>
<tr>
<td>old adj</td>
<td>[ɔʊld]</td>
</tr>
<tr>
<td>omelette</td>
<td>n [ˈəʊməli]</td>
</tr>
<tr>
<td>on prep</td>
<td>[ɒn]</td>
</tr>
<tr>
<td>on foot adv</td>
<td>[ɒn ˈfʊt]</td>
</tr>
<tr>
<td>one num</td>
<td>[wʌn]</td>
</tr>
<tr>
<td>onion n</td>
<td>[ˈoʊnɪn]</td>
</tr>
<tr>
<td>only adv</td>
<td>[ˈəʊnli]</td>
</tr>
<tr>
<td>open v</td>
<td>[ˈəʊpən]</td>
</tr>
<tr>
<td>opposite prep</td>
<td>[əˈpəʊzɪt]</td>
</tr>
<tr>
<td>or conj</td>
<td>[ɔr]</td>
</tr>
<tr>
<td>orange n, adj</td>
<td>[ˈɔrɪndʒ]</td>
</tr>
<tr>
<td>orange juice n+n</td>
<td>[ˈɔrɪndʒ ˈdʒuːs]</td>
</tr>
<tr>
<td>order n</td>
<td>[ˈɔrəd]</td>
</tr>
<tr>
<td>ostrich n</td>
<td>[ˈɒstrɪtʃ]</td>
</tr>
<tr>
<td>other det</td>
<td>[əˈðə]</td>
</tr>
<tr>
<td>our adj</td>
<td>[aʊə]</td>
</tr>
<tr>
<td>ox n</td>
<td>[ɒks]</td>
</tr>
<tr>
<td>oxygen pl (-)</td>
<td>[ˈɒksɪdʒən]</td>
</tr>
<tr>
<td>packet n</td>
<td>[ˈpækɪt]</td>
</tr>
<tr>
<td>a packet of</td>
<td></td>
</tr>
<tr>
<td>page n</td>
<td>[ˈpeɪdʒ]</td>
</tr>
<tr>
<td>pageboy n</td>
<td>[ˈpeɪdʒbɔɪ]</td>
</tr>
<tr>
<td>paid v</td>
<td>[ˈpeɪd]</td>
</tr>
<tr>
<td>pair n</td>
<td>[ˈpeə]</td>
</tr>
<tr>
<td>palace n</td>
<td>[ˈpeɪləs]</td>
</tr>
<tr>
<td>pancake n</td>
<td>[ˈpæŋkəni]</td>
</tr>
<tr>
<td>pancake race n+n</td>
<td>[ˈpæŋkəni ˈrɑːsi]</td>
</tr>
<tr>
<td>paper n</td>
<td>[ˈpeɪpə]</td>
</tr>
<tr>
<td>parade n</td>
<td>[ˈpærəd]</td>
</tr>
<tr>
<td>parents n</td>
<td>[ˈpeərənts]</td>
</tr>
<tr>
<td>park n</td>
<td>[pɑːk]</td>
</tr>
<tr>
<td>parrot n</td>
<td>[ˈpærət]</td>
</tr>
<tr>
<td>partner n</td>
<td>[ˈpɑːtnə]</td>
</tr>
<tr>
<td>party n pl (-ies)</td>
<td>[ˈpɑːti]</td>
</tr>
<tr>
<td>past prep</td>
<td>[ˈpɑːst]</td>
</tr>
<tr>
<td>half past</td>
<td>[hɑːf ˈpɑːst]</td>
</tr>
<tr>
<td>It’s half past nine.</td>
<td></td>
</tr>
<tr>
<td>quarter past</td>
<td>[kwɔːtər ˈpɑːst]</td>
</tr>
<tr>
<td>pasta n</td>
<td>[ˈpæstə]</td>
</tr>
<tr>
<td>pay v</td>
<td>[peɪ]</td>
</tr>
<tr>
<td>PE n</td>
<td>[pi: ˈi:]</td>
</tr>
<tr>
<td>pea n</td>
<td>[pi: ]</td>
</tr>
<tr>
<td>peach n</td>
<td>[piːtʃ]</td>
</tr>
<tr>
<td>peach juice n+n</td>
<td>[piːtʃ ˈdʒuːs]</td>
</tr>
<tr>
<td>peacock n</td>
<td>[ˈpiːkɒk]</td>
</tr>
<tr>
<td>pear n</td>
<td>[peə]</td>
</tr>
</tbody>
</table>
pear juice n+n [ˈpeər djuːs]  
pen n [pen]  
pencil n ['pensl]  
pencil case n+n ['penskləss]  
penguin n ['pɛŋgwɪn]  
people n [piːp]  
pepper n ['pepə]  
perfume n ['pɜːfjuːm]  
period of time ['pɪəriəd əv təm]  
person n ['pɜːsn]  
pet n [pet]  
phew int ['fjuː]  
phone v ['fəʊn]  
photographer n [fəˈtɒɡrəfə]  
piano n [pɪənəʊ]  
pick v [pɪk]  
picnic n ['pɪknɪk]  
picture n ['pɪktʃə]  
pie n [paɪ]  
piece n [piːs]  
a piece of  
pig n [pɪg]  
piglet n ['pɪglɪt]  
pillow n [ˈpaɪləʊ]  
pilot n ['paɪlət]  
pinch punch v [ˈpɪntʃpʌntʃ]  
pink adj [pɪŋk]  
pizza n [ˈpɪtsa]  
place n [pleɪs]  
plane n [pleɪn]  
plant n, v [plɑːnt]  
plastic adj [ˈplæstɪk]  
plate n [pleɪt]  
platypus n [ˈpleɪtɒpəs]  
play v, n [pleɪ]  
play badminton v+n [pleɪ bædmɪntən]  
play hopscotch/games v+n [pleɪ hɒpskɔtʃ/ɡeɪms]  
play tag v+n [pleɪ tæg]  
play the guitar v+n [pleɪ ðə ɡɪtrə]  
play the piano v+n [pleɪ ðə ˌpɪənəʊ]  
player n [ˈpleɪər]  
playground n [ˈpleɪɡraʊnd]  
please int [pliːz]  
plum n [plʌm]  
plump adj [ˈplʌmp]  
plural adj [ˈplɔːrəl]  
plus prep [plʌs]  
p.m. [piːˈem]  

pocket n [ˈpɒkɪt]  
poem n [ˈpəʊm]  
point v [pɔɪnt]  
opoisoneus adj [ˈpoʊzənəs]  
opolar adj [ˈpəʊlər]  

nok sharbati  
ruchka  
qalam  
qalamdon  
pingvin  
odamlar  
qalampir, garmdori  
duxi, atir  
vaqt davri  
shaxs  
uy hayvon (sevimli hayvon)  
uf  
telefon qilmoq, qo‘ng’iroq qilmoq  
fotosurat  
fotograf, suratkash  
pianino  
termoq  
sayr  
rasm, surat  
pirog  
bo‘lak, parcha, burda  
bir bo‘lak ...  
cho‘chqa  
cho‘chqa bolasi, cho‘chqacha  
yostiq(cha), bolish(cha)  
uchuvchi  
chimchilamoq  
pushti rang  
pitsa  
joy  
samolyot  
1) o‘simlik; 2) ekmoq  
plastmassa  
likopcha  
zool. o‘rdakburun  
1) o‘ynamoq; 2) o‘ynin  
badminton o‘ynamoq  
sopolak/o‘ynilar o‘ynamoq  
qvlashmachoq o‘ynamoq  
gitara chalmoq  
pianino chalmoq  
o‘yinchi  
o‘yin maydoni  
iltimos  
olxo‘ri  
semiz, to‘ldadan kelgan  
kot‘lik  
qo‘shuv, plus  
kunduzgi soat 12 dan tungi  
12 gacha bo‘lgan vaqt  
cho‘ntak  
shé‘r  
kosratmoq  
zaharli  
qutbga oid, qutb ...
police officer n+n [polis ˈɔfisə]
police station n+n [polis ˈsteɪʃn]
policeman n pl (-men) [poliːsmən]
polite adj [ˈpələt]
pomegranate n [poməɡrænət]

pop n [pɒp]
popular adj [ˈpɒpjələr]
population n pl (-s) [ˈpɒpjələtʃən]
porridge n [ˈpɔrɪdʒ]
portfolio n pl (-s) [ˌpɔrˈtfoliəʊ]
postcard n [ˈpəstkɑːd]
pouch n [ˈpəut]
poul n [ˈpəut]
pour v [pɔːr]
present n [ˈprezənt]
problem n [ˈprɔbləm]
profession n [ˈprəfəsən]
programme n [ˈprəʊɡrænd]
P.S. (post scriptum) [piːˈes]
pumpkin n [ˈpʌmpkɪn]
Pumpkin Museum n+n [pʌmpkin muːˈzɪəm]
pupil n [ˈpjuːpəl]
puppy n pl (-ies) [ˈpʌpi]
purple adj [ˈpɜrpəl]
put v [pʊt]
put in (...ning ichiga) qo'ymoq
put on kiymoq
puzzle n [ˈpʌzl]
do puzzles v+n [duː ˈpʌz(ə)l]
quack v [kwæk]
quail n [kwel]
quarter adj [kwɔːtə]
It is a quarter past nine.
quarter to ... [kwɔːtə to]
queen n [kwɪn]
question n [ˈkwɛstʃən]
queue v [kjuː]
quiet adj [kwɪət]
quietly adv [kwɪətlɪ]
quince n [kwɪns]
quiz n [kwɪz]
rabbit n [ˈræbɪt]
race n [reɪs]
racing bicycle n+n [ˈræsɪŋ ˈbæsɪkl]
radio n pl (-s) [ˈreɪdiəʊ]
radish n [ˈreɪdɪʃ]
rain n, v [reɪn]
rainbow n [ˈreɪnbɔʊ]
rainfall n [ˈreɪnfɔːl]
rain forest n+n [ˈreɪnfɔrɪst]
rainy adj [ˈreɪni]
raisin n [ˈreɪzn]

politsiyachi
politsiya mahkamasi
politsiya xodimi, politsiyachi
odoblì, xushmuomala
anor
pop (musiqa)
mashhur
aholi
bo'tqa, kasha
muhim hujjatlar jildi (papkasi)
ochiq xat, otkritka
poster, plakat
xalta (kenguru haqida)
kurka jo'jasi
quymoq, yo'g'moq (yomg'ir haqida)
sovg'a
muammo
kasb
dastur
xatdan keyin yozilandigan xo'shchimcha yozuv
oshqovvoq
Qo'voqlar muzeyi
o'quvchi
kuchukcha
to'q qizil, qirmizi
qo'ymoq
(...ning ichiga) qo'ymoq
kiymoq
topishmoq, boshqotirma
boshqotirma yechmoq

g'ag'alamoq (o'rdak haqida)
bedana
chorak
Soat to'qqizdan o'n besh daqiqa o'tdi.
...dan chorak daqiqa o'tdi
qirolicha
savol
navbatda turmoq
tinch, sokin
tinchgina
beh

topqrilik, viktorina
uy quyoni
poyga
poyga velosipedi
radio
rediska
1) yomg'ir; 2) yomg'ir yo'g'moq
kamalak
yo'g'ingarchilik
sernam tropik o'rmom
yomg'irlì, seryomg'ir
mayiz
rat n [ræt]
raw adj [rɔ:] 
read v [ri:d]
reading n [ri:dɪŋ]
record v [rekɔ:d]
recycle v [riˈsaɪkəl]
red adj [red]
reduce v [rɪˈdʒuːs]
region n [rɪˈdʒən]
relative n [rɛˈlatɪv]
remember v [rɪˈmembə]
repeat v [rɪˈpiːt]
report n, v [rɪˈpɔːt]
reporter n [rɪˈpɔːtə]
rest n [rest]
have a rest v+n
restaurant n [ˈrestɔrənt]
return v [rɪˈtɜrn]
no returns
reuse v [rɪˈjuːz]
revision n [rɪˈvɪzən]
ribbon n [ˈrɪbən]
rice n [raɪs]
rich adj [rɪtʃ]
ride v [raɪd]
ride a bike v+n [raɪd əˈbaɪk]
ride a horse v+n [raɪd əˈhɔːs]
ride a skateboard v+n [raɪd əˈskɛtboʊd]
rider n [raɪdə]
right adj [rɑɪt]
on the right prep [oʊnˈθraɪt]
rise v [raɪz]
river n [rɪˈvɜːr]
road n [rɔʊd]
robot n [ˈrəʊbɒt]
rock n [rʊk]
roller skate v [ˈrəʊləskæt]
room n [rʊm]
rooster n [ˈruːstə]
rose n [ruːz]
round adj, adv [rəʊnd]
rubob n [ˈrʌbəb]
rucksack n [ˈrʌksæk]
rug n [rʌɡ]
rule n [ruːl]
ruler n [ˈrʌlə]
run v (past ran) [rʌn]
run away v+adv [rʌnəˈweɪ]
runner n [ˈrʌnə]
runny nose adj+n [ˈrʌnɪ ˈnəʊz]
Russian adj, n [rʌʃən]
sad adj [sæd]
said [sed]
sailor n [sèlə]
safari n [sa'fərɪ]
salad n [sə'leɪd]
sales assistant n+n [seɪlz ə'sɪstənt]
salt (mass n) [sɔ:lt]
salty adj [sɔ:lti]
(the) same adj [seim]
sandwich n [sænwɪdʃ]
sat v [sæt]
Saturday n [sæt'ədi]
sausage n [sɔsɪdʒ]
save v [sɛv]
saxophone n [sɛksəfən]
saw [sɔ:]
say v [sei]
say goodbye v+n [sei ˈɡʊdbai]
scared adj [ˈskərɪd]
school n [skuːl]
at the school [ət ðə ˈskuːl]
schoolbag n [skuːlbæg]
schoolboy n [skuːlboɪ]
schoolchildren n [ˈskuːltʃildrən]
school things n+n [ˈskuːl ˈθɪŋz]
score n [skɔː]
Scottish adj [ˈskɔtʃ]
sea n [siː]
sea eagle n+n [siː ˈiːgl]
season n [ˈsiːzn]
second n, num [ˈseknɔd]
secretary n pl (-ies) [ˈsekrətri]
section n [ˈseknʃən]
see v [siː]
seed n [siːd]
see-saw n [siːsɔː]
play see-saw n+n
send v (past sent) [sent]
sentence n [ˈsentəns]
September n [ˈsɛptəmbr]
seven num [ˈsevn]
seven hundred num [ˌsevn ˈhændrəd]
seventeen num [ˌsevntiˈen]
seventh num [ˈsevnθ]
seventy num [ˈsevniti]
seventy-one num [ˈsevti ˈwʌn]
several adj [ˈsevrəl]
saw v [sɔː]
shake v [ʃeɪk]
shampoo n [ˈʃæmpuː]
shark n [ʃaːk]
sharpener n [ˈʃaːpna]
she pron [ʃiː]
sheep n pl (-) [ʃiːp]
shelf n pl (shelves) [ʃelf]
shine v [ʃain]
dengizchi
“safari” hayvonot bog‘i (qafaslarsiz)
salat
sotuvchi
tuz
tuzli, sho‘r
bir xil, o‘shaning o‘zi
buterbrod
“sit” fe‘lining o‘tgan zamon shakli
shanba
sosiska/kolbasa
1) saqlamoq, asramoq; 2) qutqarmoq
saksafon
“see” fe‘lining o‘tgan zamon shakli:
ko‘r(-dim, -ding, -di, -dik, -dingiz, -dilar)
aytmoq, demoq
xayrlashmoq
qattiq qo‘rqqan, cho‘chigan
maktab
maktabda
sumka
maktab o‘quvchisi (o‘g’il bola)
o‘quv qurollari
ochko
shotlandiyalik(lar)...; Shotlandiya...
dengiz
zool. suvburgut
fasl
1) soniya; 2) ikkinchi
kotib, kotiba
bo‘lim
ko‘rmoq, ko‘rishmoq
urug’, urug’lik, don
innana
innanada uchmoq
jo‘natmoq, yubormoq, yo‘llamoq
gap
sentabr
yetti
yetti yuz
o‘n yetti
yettingchi
yetmish
yetmish bir
bir qancha, bir qator, bir talay
tikmoq
silkimoq
shampun
akula
qalam ochqich
u (ayollar uchun)
qo‘y
tokcha (tartadan yasalgan)
yarqiramoq, charaqlamoq (quyosh haqida)
shirt  n  [ʃaːt]  ko'ylak
do the shopping  v+n  [du: də ˈʃəpɪŋ]  do'kon
at the shop  sotuvchi
shop  n  [ʃɒp]  do'kon
short  adj  [ʃɔːt]  kalta, qisqa
shorts  n  [ʃɔːts]  shortik, kalta shim
should  modal verb  [ʃəʊd, ʃəʊd]  kerak, lozim, zarur
shoulder  n  ['ʃɔʊldə]  yelka
show  v  [ʃəʊ]  ko'rsatmoq
to the shop  dushga tushmoq, dush qabul qilmoq
shop assistant  sotuvchi
"shop assistant"  sotuvchi
short  adj  [ʃɔːt]  kalta, qisqa
shorts  n  [ʃɔːts]  shortik, kalta shim
should  modal verb  [ʃəʊd, ʃəʊd]  kerak, lozim, zarur
shoulder  n  ['ʃɔʊldə]  yelka
show  v  [ʃəʊ]  ko'rsatmoq
have/take a shower  v+n  dushga tushmoq, dush qabul qilmoq
sick  n  [sɪk]  kasal
side  n  [saɪd]  tomon, taraf
sign  n  [saɪn]  bildirish, e'lon
sing  v  [sɪŋ]  kuylamoq, qo'shiq aytmoq
singer  n  ['sɪŋə]  qo'shiqchi, xonanda
sister  n  ['sɪstə]  opa, singil
sit  v  [sɪt]  O'tiring.
Sit down.  [sɪt daʊn]  O'tiring.
sit-up  n  [sɪtʌp]  o'tirib-turish mashqi
six  num  [sɪks]  olti
six hundred  num  [sɪks hʌndrəd]  o'lti yuz
sixteen  num  [sɪksˈtiːn]  oltinchichi
sixth  num  [sɪksθ]  oltimish
sixty  num  [sɪksti]  oltimish bir
sixty-one  num  [sɪksti ˈwʌn]  1) konki; 2) konki uchmoq
skate  n, v  [sket]  skatiruv
skateboard  n  [sketboʊd]  skeytbord (asfalta uchish uchun rolilki taxta)
ski  n, v  [ski]  skitiruv
skip  v  [skɪp]  sakramoq
skirt  n  [skɜːt]  yubka
sky  n  [skaɪ]  osmon
snowball  n  [ˈsnəʊbɔːl]  qor to'pi
snowboarding  n  [ˈsnəʊboʊdɪŋ]  snoubording (sport turi)
snowman  n  [ˈsnəʊmən]  qor odam
snowstorm  n  [ˈsnəʊstɔːrm]  qorbo'ron, izg'irin
snowy  adj  [ˈsnəʊi]  qorli
so  conj, adv  [soʊ]  1) chan; 2) chanada uchmoq
some  det, adj  [sʌm]  uxlamoq
sometimes  pron  [ˈsʌmtaɪmz]  "sleep" fe'lining o'tgan zamon shakli
soapy  adj  [ˈsɑʊpi]  sekin, asta
soap  n  [ˈsɑʊp]  ohista
soft  adj  [soft]  kichik, kichkina
softly  adv  [ˈsɑftli]  1) kulgi; 2) kulmoq
soldier  n  [ˈsɔldʒər]  ilon
sold  v  [sɔld]  qor
to  pil  qor to'pi
softening  (sport turi)  snoubrong, izg'irin
soldiers  n  [ˈsɔldʒərz]  qorli
some  det, adj  [sʌm]  1) shunday qilib, shuning uchun; 2) shunchalik
somebody  pron  [ˈsʌmtəˈbɒdi]  sovun
division  [ˈsʌmʃən]  divan
sometimes  pron  [ˈsʌmtaɪmz]  yumshoq
somebody  pron  [ˈsʌmʃən]  yumshoq ovoz bilan
asker  [ˈsʌmʃən]  askar
sometimes  pron  [ˈsʌmtaɪmz]  ba'zi, ayrim
sometimes  pron  [ˈsʌmtaɪmz]  ba'zida, ba'zan
Sorry, you have the wrong number.

Sorry, you have the wrong number. Kechirasiz, noto'g'ri raqam terdingiz.
sugar n pl (-) [ʃʊɡə]  
sum n [sʌm]  
do sums v+n  
summer n [sʌmə]  
sun n [sʌn]  
sunbathe v [sʌnˈbeɪθ]  
Sunday n [ˈsʌndi]  
sunflower n [ˈsʌnfləʊər]  
sunglasses n [ˈsʌŋɡlæsɪz]  
sunny adj [ˈsʌnɪ]  
supermarket n [ˈsuːpərˌmɑːkɪt]  
sure adj [ʃʊər]  
Are you sure?  
surname n [sɜːrən]  
surprise n [səˈpraɪz]  
swallow n [ˈswɔːləʊ]  
sweep v [swiːp]  
sweep the floor v+n [swiːp əˈflɔːr]  
sweet adj, n [swiːt]  
Are you sure?  
swear v [swɔːr]  
swim v [swɪm]  
swimming n [ˈswɪmɪŋ]  

Table

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>sugar</td>
<td>ʃʊɡə</td>
<td>shakar, qand</td>
</tr>
<tr>
<td>sum</td>
<td>sʌm</td>
<td>masala yechmoq</td>
</tr>
<tr>
<td>summer</td>
<td>sʌmə</td>
<td>yoz</td>
</tr>
<tr>
<td>sun</td>
<td>sʌn</td>
<td>quyosh</td>
</tr>
<tr>
<td>sunbathe</td>
<td>sʌnˈbeɪθ</td>
<td>quyoshda toblanmoq</td>
</tr>
<tr>
<td>Sunday</td>
<td>ˈsʌndi</td>
<td>yakshanba</td>
</tr>
<tr>
<td>Sunday</td>
<td>ˈsʌndi</td>
<td>kungaboqar</td>
</tr>
<tr>
<td>sunflower</td>
<td>ˈsʌnfləʊər</td>
<td>quyoshdan himoyalovchi ko'zoynak, qora ko'zoynak</td>
</tr>
<tr>
<td>sunglass</td>
<td>ˈsʌŋɡlæsɪz</td>
<td>quyoshli, serquyosh</td>
</tr>
<tr>
<td>supermarket</td>
<td>ˈsuːpərˌmɑːkɪt</td>
<td>supermarket</td>
</tr>
<tr>
<td>sure</td>
<td>ʃʊər</td>
<td>ishonchli</td>
</tr>
<tr>
<td>surname</td>
<td>sɜːrən</td>
<td>lishchingiz komilmi?</td>
</tr>
<tr>
<td>surprise</td>
<td>səˈpraɪz</td>
<td>familiya</td>
</tr>
<tr>
<td>swallow</td>
<td>ˈswɔːləʊ</td>
<td>kutilmagan sovg'a, surpriz</td>
</tr>
<tr>
<td>sweep</td>
<td>swiːp</td>
<td>qaldirg'och</td>
</tr>
<tr>
<td>sweep</td>
<td>swiːp</td>
<td>supurmoq</td>
</tr>
<tr>
<td>swim</td>
<td>swɪm</td>
<td>polni supurmoq</td>
</tr>
<tr>
<td>sunny</td>
<td>ˈsʌnɪ</td>
<td>1) shirin; 2) shirinlik</td>
</tr>
<tr>
<td>sweet</td>
<td>swiːt</td>
<td>&quot;sweep&quot; fe'lining o'tgan zamon shakli</td>
</tr>
<tr>
<td>talk</td>
<td>tOʊk</td>
<td>cho'milmqo, suzmoq</td>
</tr>
<tr>
<td>talk</td>
<td>tOʊk</td>
<td>cho'milish, suzish</td>
</tr>
<tr>
<td>table</td>
<td>ˈteɪbl</td>
<td>1) stol; 2) jadval</td>
</tr>
<tr>
<td>taekwondo</td>
<td>ˈtaɪkwʌndəʊ</td>
<td>taekwondo (sport turi)</td>
</tr>
<tr>
<td>tail</td>
<td>ˈteɪl</td>
<td>dum</td>
</tr>
<tr>
<td>take</td>
<td>ˈteɪk</td>
<td>olmoq</td>
</tr>
<tr>
<td>take</td>
<td>ˈteɪk</td>
<td>sayrga olib chiqmoq</td>
</tr>
<tr>
<td>take</td>
<td>ˈteɪk</td>
<td>fotosuratga olmoq</td>
</tr>
<tr>
<td>take</td>
<td>ˈteɪk</td>
<td>axlatni/supurindini tashlab kelmoq</td>
</tr>
<tr>
<td>talk</td>
<td>ˈteɪk</td>
<td>1) suhbatlashmoq; 2) suhbat</td>
</tr>
<tr>
<td>tall</td>
<td>ˈteɪl</td>
<td>telefonda gaplashmoq</td>
</tr>
<tr>
<td>tasty</td>
<td>ˈteɪstɪ</td>
<td>novcha, bo'yi uzun, baland</td>
</tr>
<tr>
<td>taxi</td>
<td>ˈteɪksi</td>
<td>mazali, lazzatli</td>
</tr>
<tr>
<td>taxi-driver</td>
<td>ˈteɪksi ˈdraɪvə</td>
<td>taksi</td>
</tr>
<tr>
<td>tea</td>
<td>ˈtiːə</td>
<td>taksi haydovchi</td>
</tr>
<tr>
<td>teach</td>
<td>ˈtiːtʃ</td>
<td>choy</td>
</tr>
<tr>
<td>teach</td>
<td>ˈtiːtʃ</td>
<td>o'qitmoq</td>
</tr>
<tr>
<td>teacher</td>
<td>ˈtiːtʃə</td>
<td>o'qituvchi</td>
</tr>
<tr>
<td>Teachers' Day</td>
<td>ˈtiːtʃəz ˈdɛt</td>
<td>O'qituvchilar kuni</td>
</tr>
<tr>
<td>team</td>
<td>ˈtiːm</td>
<td>komanda, jamoa</td>
</tr>
<tr>
<td>teddy bear</td>
<td>ˈtedi ˈbeər</td>
<td>o'ynchoq ayiq</td>
</tr>
<tr>
<td>telephone</td>
<td>ˈtelɪfoʊn</td>
<td>tishlar</td>
</tr>
<tr>
<td>tell</td>
<td>ˈtelɪl</td>
<td>telefon</td>
</tr>
<tr>
<td>temperature</td>
<td>ˈtɛmpəɹərɪtʃə</td>
<td>aytmoq</td>
</tr>
<tr>
<td>ten</td>
<td>ˈtɛn</td>
<td>harorat</td>
</tr>
<tr>
<td>tennis</td>
<td>ˈtɛnɪs</td>
<td>o'n</td>
</tr>
<tr>
<td>television</td>
<td>ˈtɛlɪˈveɪʃən</td>
<td>tennis</td>
</tr>
<tr>
<td>tennis</td>
<td>ˈtɛnɪs</td>
<td>o'ninchchi</td>
</tr>
<tr>
<td>text</td>
<td>ˈtekst</td>
<td>matn</td>
</tr>
<tr>
<td>Thank you.</td>
<td>ˈθæŋkjuː ]</td>
<td>Rahmat.</td>
</tr>
<tr>
<td>that</td>
<td>ðæt</td>
<td>1) ana u; 2) o'sha</td>
</tr>
<tr>
<td>the</td>
<td>ðə, ði</td>
<td>aniq artikl</td>
</tr>
<tr>
<td>theatre</td>
<td>ˈθɪətr</td>
<td>teatr</td>
</tr>
</tbody>
</table>
Wordlist

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Translation</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>their adj</td>
<td>[ðər, ðər]</td>
<td>their</td>
<td>their adj</td>
</tr>
<tr>
<td>them pron</td>
<td>[ðem, ðem]</td>
<td>them</td>
<td>them pron</td>
</tr>
<tr>
<td>then conj</td>
<td>[ðen]</td>
<td>then</td>
<td>then conj</td>
</tr>
<tr>
<td>there adv</td>
<td>[ðər, ðər]</td>
<td>there</td>
<td>there adv</td>
</tr>
<tr>
<td>there is/are</td>
<td>dərz / dərə:]</td>
<td>there is/are</td>
<td>there is/are</td>
</tr>
<tr>
<td>thermometer n</td>
<td>[θəˈmɔrəmtə]</td>
<td>thermometer</td>
<td>thermometer</td>
</tr>
<tr>
<td>these pron</td>
<td>[ðiːz]</td>
<td>these</td>
<td>these pron</td>
</tr>
<tr>
<td>think v</td>
<td>[θɪŋk]</td>
<td>think</td>
<td>think v</td>
</tr>
<tr>
<td>third num</td>
<td>[θɜːd]</td>
<td>third</td>
<td>third num</td>
</tr>
<tr>
<td>thirteen num</td>
<td>[θɜːˈtiːn]</td>
<td>thirteen</td>
<td>thirteen num</td>
</tr>
<tr>
<td>thirty num</td>
<td>[ˈθɜːti]</td>
<td>thirty</td>
<td>thirty num</td>
</tr>
<tr>
<td>thirty-one num</td>
<td>[θɜːˈtiː ˈwʌn]</td>
<td>thirty-one</td>
<td>thirty-one num</td>
</tr>
<tr>
<td>this pron adj</td>
<td>[ðɪz]</td>
<td>this</td>
<td>this pron adj</td>
</tr>
<tr>
<td>those pron</td>
<td>[ðəʊz]</td>
<td>those</td>
<td>those pron</td>
</tr>
<tr>
<td>thousand num</td>
<td>[ˈθəʊzənd]</td>
<td>thousand</td>
<td>thousand num</td>
</tr>
<tr>
<td>three num</td>
<td>[ðriː]</td>
<td>three</td>
<td>three num</td>
</tr>
<tr>
<td>three hundred num</td>
<td>[ðriː ˈhændrəd]</td>
<td>three hundred</td>
<td>three hundred num</td>
</tr>
<tr>
<td>throw v (past threw)</td>
<td>[θroʊ]</td>
<td>throw</td>
<td>throw v (past threw)</td>
</tr>
<tr>
<td>throw in the air</td>
<td>[-ɪn dər ea]</td>
<td>throw in the air</td>
<td>throw in the air</td>
</tr>
<tr>
<td>thunderstorm n</td>
<td>[θɔndərˈstɔːrm]</td>
<td>thunderstorm</td>
<td>thunderstorm n</td>
</tr>
<tr>
<td>Thursday n</td>
<td>[θɜːzdi]</td>
<td>Thursday</td>
<td>Thursday n</td>
</tr>
<tr>
<td>tick v</td>
<td>[tɪk]</td>
<td>tick</td>
<td>tick v</td>
</tr>
<tr>
<td>ticket n</td>
<td>[ˈtɪkɪt]</td>
<td>ticket</td>
<td>ticket n</td>
</tr>
<tr>
<td>tidy up v</td>
<td>[ˈtʌdiæp]</td>
<td>tidy up</td>
<td>tidy up v</td>
</tr>
<tr>
<td>tiger n</td>
<td>[ˈtaɪɡə]</td>
<td>tiger</td>
<td>tiger n</td>
</tr>
<tr>
<td>tights n</td>
<td>[ˈtaɪts]</td>
<td>tights</td>
<td>tights n</td>
</tr>
<tr>
<td>time n</td>
<td>[taɪm]</td>
<td>time</td>
<td>time n</td>
</tr>
<tr>
<td>timeline n</td>
<td>[ˈtaɪmləm]</td>
<td>timeline</td>
<td>timeline n</td>
</tr>
<tr>
<td>timetable n</td>
<td>[ˈtaɪmˌtiːbl]</td>
<td>timetable</td>
<td>timetable n</td>
</tr>
<tr>
<td>tired adj</td>
<td>[ˈtaɪred]</td>
<td>tired</td>
<td>tired adj</td>
</tr>
<tr>
<td>title n</td>
<td>[ˈtaɪtl]</td>
<td>title</td>
<td>title n</td>
</tr>
<tr>
<td>to prep</td>
<td>[tə, tə, tuː]</td>
<td>to</td>
<td>to prep</td>
</tr>
<tr>
<td>go to school</td>
<td></td>
<td>go to school</td>
<td>go to school</td>
</tr>
<tr>
<td>ten minutes to eleven</td>
<td></td>
<td>ten minutes to eleven</td>
<td>ten minutes to eleven</td>
</tr>
<tr>
<td>toaster n</td>
<td>[ˈtoʊstə]</td>
<td>toaster</td>
<td>toaster n</td>
</tr>
<tr>
<td>today adv</td>
<td>[ˈtɒdeɪ]</td>
<td>today</td>
<td>today adv</td>
</tr>
<tr>
<td>toe n</td>
<td>[təʊ]</td>
<td>toe</td>
<td>toe n</td>
</tr>
<tr>
<td>toilet n</td>
<td>[ˈtɔɪliːt]</td>
<td>toilet</td>
<td>toilet n</td>
</tr>
<tr>
<td>tomato n</td>
<td>[ˈtəmətəʊ]</td>
<td>tomato</td>
<td>tomato n</td>
</tr>
<tr>
<td>tomato salad n+n</td>
<td>[ˈtəmətəʊ ˈsæləd]</td>
<td>tomato salad</td>
<td>tomato salad n+n</td>
</tr>
<tr>
<td>tomorrow adv</td>
<td>[təˈmɔrəʊ]</td>
<td>tomorrow</td>
<td>tomorrow adv</td>
</tr>
<tr>
<td>tongue twister n+n</td>
<td>[tʌntwɪstə]</td>
<td>tongue twister</td>
<td>tongue twister n+n</td>
</tr>
<tr>
<td>too adv</td>
<td>[tuː]</td>
<td>too</td>
<td>too adv</td>
</tr>
<tr>
<td>took v</td>
<td>[tɔk]</td>
<td>took</td>
<td>took v</td>
</tr>
<tr>
<td>tooth n pl (teeth)</td>
<td>[tuːθ]</td>
<td>tooth</td>
<td>tooth n pl (teeth)</td>
</tr>
<tr>
<td>toothache n</td>
<td>[tuːθˈeɪk]</td>
<td>toothache</td>
<td>toothache n</td>
</tr>
<tr>
<td>toothbrush n</td>
<td>[tuːθˈbruʃ]</td>
<td>toothbrush</td>
<td>toothbrush n</td>
</tr>
<tr>
<td>toothpaste n</td>
<td>[tuːθˈpeɪst]</td>
<td>toothpaste</td>
<td>toothpaste n</td>
</tr>
<tr>
<td>tortoise n</td>
<td>[ˈtɔrtəʊz]</td>
<td>tortoise</td>
<td>tortoise n</td>
</tr>
<tr>
<td>ularning</td>
<td></td>
<td>ularning</td>
<td>ularning</td>
</tr>
<tr>
<td>ularni, ularga</td>
<td></td>
<td>keyin, so'ng</td>
<td>ularni, ularga</td>
</tr>
<tr>
<td>u yerda</td>
<td></td>
<td>(biror joyda) ... bor</td>
<td>u yerda</td>
</tr>
<tr>
<td>termometr</td>
<td></td>
<td>termometr</td>
<td>termometr</td>
</tr>
<tr>
<td>bular (yaqindagi narsalarga nisbatan)</td>
<td></td>
<td>bular</td>
<td>bular (yaqindagi narsalarga nisbatan)</td>
</tr>
<tr>
<td>ular</td>
<td></td>
<td>ular</td>
<td>ular</td>
</tr>
<tr>
<td>ozg‘in, ingichka</td>
<td></td>
<td>narsa, buyum</td>
<td>ozg‘in, ingichka</td>
</tr>
<tr>
<td>o‘ylamoq</td>
<td></td>
<td>uchinchichi</td>
<td>o‘ylamoq</td>
</tr>
<tr>
<td>o‘n uch</td>
<td></td>
<td>o‘tiz</td>
<td>o‘n uch</td>
</tr>
<tr>
<td>o‘tiz bir</td>
<td></td>
<td>bu, shu</td>
<td>o‘tiz bir</td>
</tr>
<tr>
<td>ana ular (uzoqdagı narsalarga nisbatan)</td>
<td></td>
<td>ming</td>
<td>ana ular (uzoqdagı narsalarga nisbatan)</td>
</tr>
<tr>
<td>chipta, bilet</td>
<td></td>
<td>payshanba</td>
<td>chipta, bilet</td>
</tr>
<tr>
<td>tartibga solmoq, yig‘ishtirmoq yo‘lbars</td>
<td></td>
<td>kolgotka</td>
<td>tartibga solmoq, yig‘ishtirmoq yo‘lbars</td>
</tr>
<tr>
<td>1) pay; 2) marta</td>
<td></td>
<td>o‘z vaqtida</td>
<td>1) pay; 2) marta</td>
</tr>
<tr>
<td>vaqt shkalasi, xronologiya (voqealar tarixi, vaqti ketma-ket yozilgan ro‘yxat)</td>
<td></td>
<td>dars jadvali</td>
<td>vaqt shkalasi, xronologiya (voqealar tarixi, vaqti ketma-ket yozilgan ro‘yxat)</td>
</tr>
<tr>
<td>charchagan</td>
<td></td>
<td>mavzu, sarlavha</td>
<td>charchagan</td>
</tr>
<tr>
<td>1) ...ga (yo‘nalisht predlogi); 2) ...kam (payt predlogi)</td>
<td></td>
<td>1) ...ga (yo‘nalisht predlogi); 2) ...kam (payt predlogi)</td>
<td>1) ...ga (yo‘nalisht predlogi); 2) ...kam (payt predlogi)</td>
</tr>
<tr>
<td>maktabga bormoq</td>
<td></td>
<td>o‘ntakam o‘n bir</td>
<td>maktabga bormoq</td>
</tr>
<tr>
<td>toster</td>
<td></td>
<td>bugun</td>
<td>toster</td>
</tr>
<tr>
<td>oyoq barmoq‘i</td>
<td></td>
<td>1) hojatxona; 2) unitaz</td>
<td>oyoq barmoq‘i</td>
</tr>
<tr>
<td>pomidor</td>
<td></td>
<td>pomidor salat</td>
<td>pomidor</td>
</tr>
<tr>
<td>eRTaga</td>
<td></td>
<td>tez aytish</td>
<td>eRTaga</td>
</tr>
<tr>
<td>ham</td>
<td></td>
<td>“take” fe’lining o’tgan zamon shakli</td>
<td>ham</td>
</tr>
<tr>
<td>tish</td>
<td></td>
<td>tish</td>
<td>tish</td>
</tr>
<tr>
<td>tish og‘rig‘i</td>
<td></td>
<td>tish cho‘tkasi</td>
<td>tish og‘rig‘i</td>
</tr>
<tr>
<td>tish pastasi</td>
<td></td>
<td>tish pastasi</td>
<td>tish pastasi</td>
</tr>
<tr>
<td>toshbaqa</td>
<td></td>
<td></td>
<td>toshbaqa</td>
</tr>
<tr>
<td>Word</td>
<td>Translation</td>
<td>Tajik</td>
<td>English</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>total n</td>
<td>[ˈtɔːtl]</td>
<td>jami</td>
<td>total</td>
</tr>
<tr>
<td>touch v</td>
<td>[ˈtʌʃ]</td>
<td>tegmoq, turtmoq</td>
<td>sayyoh, turist</td>
</tr>
<tr>
<td>tourist n</td>
<td>[ˈtʊərɪst]</td>
<td>(kichik) shahar</td>
<td>o’ynchoq</td>
</tr>
<tr>
<td>town n</td>
<td>[ˈtɔʊn]</td>
<td>o’ynchoq do’koni</td>
<td>traktor</td>
</tr>
<tr>
<td>toy n</td>
<td>[tɔɪ]</td>
<td>an’ana</td>
<td>an’anaviy</td>
</tr>
<tr>
<td>toy shop n</td>
<td>[ˈtɔɪʃɔp]</td>
<td>yo’il harakati</td>
<td></td>
</tr>
<tr>
<td>tractor n</td>
<td>[ˈtræktər]</td>
<td>1) shug’ullan(tir)moq; 2) poyezd krossovka</td>
<td></td>
</tr>
<tr>
<td>tradition n</td>
<td>[trəˈdɪʃən]</td>
<td>tarjima qilmoq</td>
<td></td>
</tr>
<tr>
<td>traditional adj</td>
<td>[trəˈdɪʃənəl]</td>
<td>transport</td>
<td></td>
</tr>
<tr>
<td>traffic n</td>
<td>[ˈtræfɪk]</td>
<td>sayohatga chiqmoq</td>
<td></td>
</tr>
<tr>
<td>train v, n</td>
<td>[ˈtreɪn]</td>
<td>daraxt</td>
<td></td>
</tr>
<tr>
<td>trainers n</td>
<td>[ˈtreɪnəz]</td>
<td>tiranozavr (yirtqich dinozavr)</td>
<td></td>
</tr>
<tr>
<td>translate v</td>
<td>[trænzˈleɪt]</td>
<td>uchburchak</td>
<td></td>
</tr>
<tr>
<td>transport n</td>
<td>[ˈtrænspoʊt]</td>
<td>shim</td>
<td></td>
</tr>
<tr>
<td>travel v</td>
<td>[ˈtrævəl]</td>
<td>to’g’ri, haqiqat</td>
<td></td>
</tr>
<tr>
<td>tree n</td>
<td>[triː]</td>
<td>urinib ko’rmoq; harakat qilmoq</td>
<td></td>
</tr>
<tr>
<td>T. Rex n</td>
<td>[tɪ: ˈreks]</td>
<td>futbolka</td>
<td></td>
</tr>
<tr>
<td>triangle n</td>
<td>[ˈtraʊnʒəl]</td>
<td>metropoliten</td>
<td></td>
</tr>
<tr>
<td>trousers n</td>
<td>[ˈtraʊzəz]</td>
<td>seshanba</td>
<td></td>
</tr>
<tr>
<td>true adj</td>
<td>[truː]</td>
<td>to‘qay</td>
<td></td>
</tr>
<tr>
<td>try v</td>
<td>[traɪ]</td>
<td>lola</td>
<td></td>
</tr>
<tr>
<td>T-shirt n</td>
<td>[ˈtʃɜːt]</td>
<td>qorin og’rig’i</td>
<td></td>
</tr>
<tr>
<td>tube n</td>
<td>[ˈtjuːb]</td>
<td>tundra</td>
<td></td>
</tr>
<tr>
<td>Tuesday n</td>
<td>[ˈtjuːzdi]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>tugai n</td>
<td>[tʊˈgai]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>tulip n</td>
<td>[ˈtjuːlɪp]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>tummy ache n+n</td>
<td>[ˈtʌmi ˈeɪk]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>tundra n</td>
<td>[ˈtʌndrə]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>turkey n pl (-s)</td>
<td>[ˈtɜːkɪ]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>turn n, v</td>
<td>[tɜːn]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>turn left v+n</td>
<td>[tɜːn lɛft]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>turn off v</td>
<td>[tɜːnf]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>turn right v+n</td>
<td>[tɜːrn ˈrɛit]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>turnip n</td>
<td>[ˈtɜːnɪp]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>turtle n</td>
<td>[ˈtɜːtəl]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>TV star n</td>
<td>[ˈtiː ˈstɑːr]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>twelfth num</td>
<td>[ˈtwɛlfθ]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>twelve num</td>
<td>[ˈtwɛlv]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>twenty num</td>
<td>[ˈtwɛnti]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>twenty-one num</td>
<td>[ˈtwɛnti ˈwʌn]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>twin n</td>
<td>[twɪn]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>two num</td>
<td>[tuː]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>two hundred num</td>
<td>[tuː ˈhɑndrəd]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>two-storey house</td>
<td>[tuːˈstɔːri ˈhɔus]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>ugly adj</td>
<td>[ˈʌgli]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>umbrella n</td>
<td>[ˈæmbrelə]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>uncle n</td>
<td>[ˈʌŋkl]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>under prep</td>
<td>[ˈʌndər]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>underground n</td>
<td>[ˈændəɡraʊnd]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>understand v</td>
<td>[ˈændəstaʊnd]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>unhealthy n</td>
<td>[ʌnˈhelθi]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>uniform n</td>
<td>[ˈjuːnɪfɔːm]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>unit n</td>
<td>[juːnɪt]</td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>xunuk, badbashara</td>
<td></td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>soyabon</td>
<td></td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>tog’a, amaki</td>
<td></td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>tagida, ostida</td>
<td></td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>metropoliten</td>
<td></td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>tushunmoq</td>
<td></td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>nosog’lom, zararli</td>
<td></td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>forma</td>
<td></td>
<td>kurka</td>
<td></td>
</tr>
<tr>
<td>bo’lim</td>
<td></td>
<td>kurka</td>
<td></td>
</tr>
</tbody>
</table>
university  n pl (-ies)  [ju:nivəsəti]
untidy  adj  [əntændɪ]
unusual  adj  [ənˈjuːʒəl]
up  adv  [ʌp]
upstairs  adv  [ʌpˈsteəz]
us  pron  [əs, əs]
use  v  [juːz]
usually  adv  [juːʒəli]
Uzbek  adj,  n  [ˈuzbɛk]
vacuum cleaner  n+n  [ˈvækjuəm ˈkliːnər]
vampire bat  n+n  [ˈvæmpəriˈbæt]
varan  n  [ˈværən]
vegetable  n  [ˈvɛdʒəbl]
very  adv  [ˈveri]
village  n  [ˈvilɪdʒ]
violet  adj  [ˈvɑːlət]
visit  v  [ˈvɪzɪt]
vitamin  n  [ˈvɪtəmɪn]
volleyball  n  [ˈvɒlibɔːl]
wait (for)  v  [weɪt]
wait up  v  [weɪtʌp]
walk  v  [wɔːk]
want  v  [wɒnt]
warm  adj  [wɜːm]
was  [wɑːz, ɔːz]
was born  [wɑːz bɔːn]
wash  v  [wɑʃ]
wear  v  [weər]
Welsh  adj,  n  [welʃ]
went  [went]
were  [wɜː]
west n [west]
western adj [western]
wet adj [wet]
whale n [whale]
what pron, adv [what]
What about you?
wheel n [wheel]
when adv [when]
When’s he/she at home?
where adv [where]
Where are you going?
which pron [which]
white adj [white]
whiteboard n [whiteboard]
who pron [who]
whose pron [whose]
why pron [why]
wife n pl (wives) [wife]
wild adj [wild]
wildlife n [wildlife]
willow n [willow]
wind n [wind]
window n [window]
windstorm n [windstorm]
windy adj [windy]
winter n [winter]
wise adj [wise]
wish n, v [wish]
with prep [with]
wolf n pl (wolves) [wolf]
woman n pl (women) [woman]
wonderful adj [wonderful]
word n [word]
wordlist n [wordlist]
work n, v pl (~) [work]
workbook n [workbook]
world n [world]
Would you like...? [would like]
write v [write]
wrong adj [wrong]
yard n [yard]
year n [year]
years old [years old]
yellow adj [yellow]
yes adv [yes]
yesterday adv [yesterday]
you pron [you]
your adj [your]
yucky adj [yucky]
yummy adj [yummy]

zebra n [zebra]

zoo n [zoo]
Geographical names

Afghanistan n [æf'gænistən]  Afg’oniston
Africa n [æfrika]  Afrika
Amazon n [æməzon]  Amazonka
America n [ə'mεrɪka]  Amerika
Amu Darya n [ɑːmOO duˈrjaː]  Amudaryo
Antarctic Circle n [æntəˈrɛktɪk ˈsɜːkəl]  Antarktida qutb doirasi
Antarctica n [æntəˈrɛktɪkə]  Antarktida
Aral Sea n [æˈrəl ˈsiː]  Orol dengizi
Arctic n [ɑːrˈtɪk]  Arktika
Arctic Circle n [ɑːrˈtɪk ˈsɜːkəl]  Shimoliy qutb doirasi
Arctic Ocean n [ˈærktɪk ˈoʊkən]  Shimoliy muz okeani
Asia n [æˈziə]  Osiyo
Atlantic Ocean n [ætˈlɑːntɪk ˈoʊkən]  Atlantika okeani
Auckland n [ˈɔːklænd]  Oklend
Australia n [ɒˈstrɛliə]  Avstraliya
Australian Alps n [ɒˈstrɛliən ˈælps]  Avstraliya Alplari
Belfast n [ˈbɛlfəst]  Belfast
Ben Nevis n [ˈbɛn ˈnevɪs]  Ben-Nevis
Berlin n [ˈbɜːlmən]  Berlin
Black Sea n [ˈblæk ˈsiː]  Qora dengiz
Brazil n [ˈbɾaɪzɪl]  Braziliya
Brisbane n [ˈbrɪzbæn]  Brisben
Cairo n [ˈkɑːroʊ]  Qohira
California n [ˈkælɪfərniə]  Kaliforniya
Canada n [ˈkænədə]  Kanada
Canberra n [ˈkænəbərə]  Kanberra
Cardiff n [ˈkɔrdif]  Kardiff
Central Africa n [ˈsɛntrəl ˈæfrikə]  Markaziy Afrika
Central America n [ˈsɛntrəl ˈæmərɪka]  Markaziy Amerika
Central Asia n [ˈsɛntrəl ˈæʃə]  Markaziy Osiyo
Chimgan n [tʃimˈɡɑːn]  Chimyon
China n [tʃiˈna]  Xitoy
Colorado n [kəˈloʊrədoʊ]  Kolorado
Edinburgh n [ˈɛdɪnbərə]  Edinburg
Egypt n [iˈdʒɪpt]  Misr
The Eiffel Tower [diˈɛfəl tɔr]  Eyfel minorasi
England n [ˈɛŋɡlənd]  Angliya
Equator n [ɪˈkweɪtər]  Ekvator
Europe n [juərəp]  Yevropa
Fergana Valley n [ferˈɡɑːnə ˈvæl]  Farg’ona vodiysi
Florida n [flɔrədə]  Florida
France n [frɑːns]  Fransiya
Germany n [dʒəˈmɛni]  Germaniya
Gissar n [ɡiˈsɑː]  Hisor
Great Britain n [ɡreɪt ˈbrɪtn]  Buyuk Britaniya
Great Lakes n [ɡreɪt ˈleɪks]  Buyuk ko’llar
Hazret Sultan n [hɑzrɛt sʊltən]  Hazrat Sultan
<table>
<thead>
<tr>
<th>English Name</th>
<th>Pronunciation</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>inˈdiə</td>
<td>Hindiston</td>
</tr>
<tr>
<td>Indian Ocean</td>
<td>ˈindiən ˈoːkən</td>
<td>Hind okeani</td>
</tr>
<tr>
<td>Indonesia</td>
<td>inˈdonesia</td>
<td>Indonesiya</td>
</tr>
<tr>
<td>Irish Republic</td>
<td>ˈaɪris rɪˈpæblɪk</td>
<td>Irlandiya Respublikasi</td>
</tr>
<tr>
<td>Italy</td>
<td>ɪˈtæli</td>
<td>Italiya</td>
</tr>
<tr>
<td>Japan</td>
<td>dʒoʊˈpæn</td>
<td>Yaponiya</td>
</tr>
<tr>
<td>Karakum Desert</td>
<td>kɑːˈɾɑːkʊm ˈdezət</td>
<td>Qoraqum cho’li</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>kæzəkˈstaːn</td>
<td>Qozog’iston</td>
</tr>
<tr>
<td>Kitab</td>
<td>kɪtaːb</td>
<td>Kitob</td>
</tr>
<tr>
<td>Kyrgyzstan</td>
<td>kɜːʒɪkˈstæn</td>
<td>Qizilqum cho’li</td>
</tr>
<tr>
<td>Lake Taupo</td>
<td>ˈleɪk ˈtɔːpəʊ</td>
<td>Topo ko’li</td>
</tr>
<tr>
<td>Lake Windermere</td>
<td>ˈleɪk ˈwɪndəmə</td>
<td>Vindermer ko’li</td>
</tr>
<tr>
<td>Loch Ness</td>
<td>ˈloʊ nɛs</td>
<td>Lox Nes</td>
</tr>
<tr>
<td>London</td>
<td>ˈlɒndən</td>
<td>London</td>
</tr>
<tr>
<td>Lough Neagh</td>
<td>ˈluːk ˈniːət</td>
<td>Lox Ney</td>
</tr>
<tr>
<td>Mackenzie</td>
<td>ˈmækənzi</td>
<td>Makkenzi</td>
</tr>
<tr>
<td>Malaysia</td>
<td>ˈmələziə</td>
<td>Malayziya</td>
</tr>
<tr>
<td>Manas</td>
<td>ˈmænəs</td>
<td>Manas</td>
</tr>
<tr>
<td>Melbourne</td>
<td>ˈmɛlbən</td>
<td>Melburn</td>
</tr>
<tr>
<td>Mexico</td>
<td>ˈmɛksɪko</td>
<td>Meksika</td>
</tr>
<tr>
<td>Mississippi</td>
<td>ˈmɪsəsɪpi</td>
<td>Missisipi</td>
</tr>
<tr>
<td>Montreal</td>
<td>ˈmɒntrəˈɔːl</td>
<td>Monreal</td>
</tr>
<tr>
<td>Moscow</td>
<td>ˈmɒskəʊ</td>
<td>Moskva</td>
</tr>
<tr>
<td>Mount Cook</td>
<td>maʊnt ˈkʊk</td>
<td>Kuk tog’i</td>
</tr>
<tr>
<td>Mount Everest</td>
<td>maʊnt ˈɛvərest</td>
<td>Everest cho’qqisi</td>
</tr>
<tr>
<td>Mount Ruapehu</td>
<td>maʊnt ˈruːpəhʊ</td>
<td>Ruapehu tog’i</td>
</tr>
<tr>
<td>Mount Taranaki</td>
<td>maʊnt ˈtərənəˈki</td>
<td>Taranaki tog’i</td>
</tr>
<tr>
<td>Murray</td>
<td>ˈməri</td>
<td>Murrey daryosi</td>
</tr>
<tr>
<td>New Zealand</td>
<td>ˈnjuː ˈziːlənd</td>
<td>Yangi Zelandiya</td>
</tr>
<tr>
<td>Nile</td>
<td>ˈnail</td>
<td>Nil</td>
</tr>
<tr>
<td>North America</td>
<td>nɔːθ ˈɔːmərɪkə</td>
<td>Shimoliy Amerika</td>
</tr>
<tr>
<td>North Island</td>
<td>nɔːθ ˈærlənd</td>
<td>Shimoliy Islandiya</td>
</tr>
<tr>
<td>North Sea</td>
<td>nɔːθ ˈsiː</td>
<td>Shimoliy dengiz</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>nɔːðən ˈərlənd</td>
<td>Shimoliy Irlandiya</td>
</tr>
<tr>
<td>Nurata</td>
<td>nʊˈrætə</td>
<td>Nurota</td>
</tr>
<tr>
<td>Ottawa</td>
<td>ˈɒtəwə</td>
<td>Ottawa</td>
</tr>
<tr>
<td>Oxford</td>
<td>ˈɒksfəd</td>
<td>Oksford</td>
</tr>
<tr>
<td>Pacific Ocean</td>
<td>ˈpæsɪfɪk ˈoʊkən</td>
<td>Tinch okean</td>
</tr>
<tr>
<td>Pakistan</td>
<td>ˈpækstrən</td>
<td>Pakistan</td>
</tr>
<tr>
<td>Pamir Mountains</td>
<td>ˈpæmər ˈmaʊntznz</td>
<td>Pomir tog’lari</td>
</tr>
<tr>
<td>Paris</td>
<td>ˈpærəs</td>
<td>Parij</td>
</tr>
<tr>
<td>Perth</td>
<td>ˈpæθ</td>
<td>Pert</td>
</tr>
<tr>
<td>Picton</td>
<td>ˈpɪktən</td>
<td>Pikton</td>
</tr>
<tr>
<td>Poland</td>
<td>ˈpɔʊlənd</td>
<td>Polsha</td>
</tr>
<tr>
<td>Rocky Mountains</td>
<td>ˈrɒki ˈmaʊntznz</td>
<td>Qoyali tog’lar</td>
</tr>
<tr>
<td>Rome</td>
<td>ˈrɒm</td>
<td>Rim</td>
</tr>
<tr>
<td>Rotorua</td>
<td>ˈrɔtərʊə</td>
<td>Rotorua</td>
</tr>
</tbody>
</table>
Geographical names

Russia n [raɪsə] Rossiya
Saint Lawrence n [sænt lɔːrəns] Avliyo Lavrentiy daryosi
Scotland n [skɔːtʃənd] Shotlandiya
Severn n [ˈsɛvən] Severn
Snowdon n [ˈsnoʊdən] Snowdon
South Africa n [ˈsauθ æfrikə] Janubiya Afrika
Southern Alps n [ˈsɔːðən ˈælps] Janubiya Alp tog’lari
South America n [ˈsauθ ˈæmərɪkə] Janubiya Amerika
Sydney n [ˈsɪdnɪ] Sidney
Syr Darya n [ˈsɜːrdərjaː] Sirdaryo
Tajikistan n [təˈdʒiːkɪstɑːn] Tojikiston
Tasman Sea n [ˈtæzmən ˈsiː] Tasmaniya dengizi
Thames n [temz] Temza
Tianshan Mountains n [trɪˈʃæn ˈmaʊntənz] Tyanshan tog’lari
Tokyo n [ˈtɒkɪoʊ] Tokio
Toronto n [ˈtɔrəntoʊ] Toronto
Tower of London n [ˈtɔʊər əv ˈlʌndən] London minorasi
Trafalgar Square n [trəˈfælɡər ˈskweɪ] Trafalgar maydoni
Turkey n [ˈtɜːki] Turkiya
Turkmenistan n [tɜːkˈmɛnˌstaːn] Turkmaniston
Ugam Chatkal n [ʊˈgʌm ˈʃɑːtkəl] Alsuoter ko’li
United Kingdom (the UK) n [juːˈnætiːd ˈkɪŋdəm] Birlashgan Qirollik
Urgench n [ˈʊrɡɛntʃ] Urganch
USA n [juːˈeɪʃə] AQSH
Ust Urt n [ʌst ˈjɜːrt] Ustyurt
Uzbekistan n [ˈuzbɛkɪstɑːn] O’zbekiston
Vancouver n [vænˈkwɑːn] Vankuver
Wales n [ˈweɪlz] Uels
Warsaw n [ˈwɔrɔːs] Varshava
Wellington n [ˈwelɪŋtn] Vellington
Zarafshan n [ˈzɑːrəfʃɑːn] Zarafshon
Zaamin n [ˈzɑːmɪn] Zomin


**UO’K 811.111(075.3)**

**KBK 81.2 Ingl-922**
Ijaraga berilgan darslik holatini ko'rsatuvchi jadval

<table>
<thead>
<tr>
<th>T/r</th>
<th>O'quvchining ismi va familiyasi</th>
<th>O'quv yili</th>
<th>Darslikning olingandanagi holati</th>
<th>Sinf rahbarining imzosi</th>
<th>Darslikning topshirilganda-gi holati</th>
<th>Sinf rahbarining imzosi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Darslik ijaraga berilib, o‘quv yili yakunida qaytarib olinganda yuqoridagi jadval sinf rahbarlari tomonidan quyidagi baholash mezonlariga asosan to‘diriladi:

<table>
<thead>
<tr>
<th>Yangi</th>
<th>Darslikning birinchi marotaba foydalanishga berilgandagi holati.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yaxshi</td>
<td>Muqova butun, darslikning asosiyo qismidan ajralmagan. Barcha varaqlari mavjud, yirtilmagan, ko‘chmagan, betlarida yozuv va chiziqlar yo‘q.</td>
</tr>
<tr>
<td>Qoniqarli</td>
<td>Muqova ezilgan, birmuncha chizilib, chetlari yedirilgan, darslikning asosiyo qismidan ajralish holati bor, foydalanuvchi tomonidan qoniqarli ta’mirlangan. Ko‘chgan varaqlari qayta ta’mirlangan, ayni betlariga chizilgan.</td>
</tr>
<tr>
<td>Qoniqarsiz</td>
<td>Muqova chizilgan, yirtilgan, asosiyo qismidan ajralgan yoki butunlay yo‘q, qoniqarsiz ta’mirlangan. Betlari yirtilgan, varaqlari yetishmaydi, chizib, bo' yab tashlangan. Darslikni tiklab bo‘lmaydi.</td>
</tr>
</tbody>
</table>