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TV HITS, Attic Futura Publication, London
Jazz Chants, Carolyn Graham, Oxford University Press
George Woolard, Lessons with Laughter LTP, 1996
A. Gotebiowska, Getting Students to Talk, Prentice Hall, 1990

- tinglab tushunish yoki video mashqlarni bajarish;
- o’yin tarzidagi mashqlarni bajarish;
- mashq daftarini ochib, u yerdan tegishli mashqini 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.

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

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Dear Pupil!

Welcome to New Fly High!

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 be flying high!

Have fun!
The Authors

Aziz o'quvchi!

New Fly High 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'lumotlarni va lug'at berilgan.

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

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

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

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

Biz bu o'quv materiallari sizga quvonch olib keladi va ko'p vaqt o'tmay ingliz tilidan o'lgan bilimlingiz yuksaklarga parvoz qiladi degan umiddamiz.

Sizga omad tilaymiz!

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LESSON 1 My favourite things

1  Listen and repeat.

2  Play “My name’s Aziz”.

3a  Look, read and write about Aziz.

His name’s ...
His hobby’s ...
His favourite sport ...
His favourite subject ...
His favourite season ...
His favourite holiday ...
His favourite animal ...

3b  Work in pairs. Ask and answer.

  e.g.  A: What’s his hobby?
       B: Playing chess.

3c  Work in pairs. Play “Interview”.

  e.g.  What’s your surname?

4  Play “Two things about me.”

  I like ...
  I’m good at ...
  Yes, it’s true.
  No, it’s false.
  I can ...
  My favourite ...
LESSON 2 I have two sisters.

1. Sing the song.

2. Play “I have a sister. Her name’s Kamila.”
   e.g. I have a sister. Her name’s Kamila. I have a brother. His name’s Kamol.

3a. Read and complete.

   Our family is big. My father’s name is Karim. My mother’s name is Odina. I have two sisters and one brother. My elder sister Sabina is a student at medical college. She wants to be a nurse. My brother Davron and sister Madina go to the kindergarten. They are twins. They cannot read and write. They can count. They are very good at counting. We have a cat Snowball. Snowball’s favourite food is fish.

3b. Work in pairs. Point and say.
   e.g. A: (points)
        B: It’s Aziz’s father. Aziz is Karim’s son.

4. Play “What’s your friend’s name?”
   e.g. A: What’s your friend’s name?
        B: Samira. What’s your friend’s name?
        C: ...

Remember:
My friend’s name’s Lucy. [z]
My cat’s name’s is Tiger. [s]
LESSON 3 Who is the youngest?

1 Sing the song.

2a Look, read and continue.

In this photo I’m 2 years old. I was small. I was happy. My favourite toys were a train and a teddy bear. I didn’t go to school. I didn’t do my homework. I didn’t clean my room. I didn’t ...

wash the dishes, sweep the floor, mop the floor, feed the animals, take the rubbish out

2b Play “My favourite toy was a car”.

3 Play “Who is the eldest in your family?”

A: Who is the eldest in your family?
B: My grandad. He’s 95 years old.

4 Play “Who is the youngest in your family?”

A: Who is the youngest in your family?
B: My brother. He’s 5 years old.

5 Read and match.

| My brother is | a doctor. |
| His name’s   | Nargiza.  |
| My grandad is| the youngest in our family. |
| He was      | a pupil. |
| My uncle worked | the kindergarten. |
| My aunt’s name is | Botir. |
| My sister is | the eldest in our family. |
| She goes to  | in the bank. |

Remember:
Who is the **youngest** in your family?
My sister. / My sister is the youngest.
Who is the **eldest** in your family?

6 Write about your family.

**e.g.** My granny is the eldest in our family. She is 88 years old. I am the youngest in our family. I am ...
LESSON 4 Where are you from?

1  Sing the song.
2  Play “My uncle’s from Termez”.
   e.g. A: My uncle’s from Termez.
   B: My uncle’s from Nukus.

3a  Look, read and match.

Hello,
My name’s Mary. I’m 11 years old. I live in London, the capital of England.
My hobbies are: playing the piano, listening to music and reading books.
My favourite sport is football.
My favourite subject is maths.
Please write to me,
mary.black@yahoo.co.uk

Hi,
My name’s Harry. I’m 11. I’m from Germany.
My hobbies are: playing the guitar, watching TV, playing chess and computer games.
My favourite sports are: hockey and basketball.
My favourite subjects are music and PE.
Please write to me,
harry.brown11@hotmail.com

Hi,
My name’s Sara. I’m 12. I live in a small village in France.
My hobbies are: riding a bike, listening to music, drawing and watching TV.
My favourite sports are: volleyball and football. My favourite subject is maths.
Please write to me,
sarawinter12@gmail.com

3b  Choose a letter. Read and write.
   e.g. His name is ... / Her name is ...

3c  Work in pairs. Listen and guess.
   e.g. A: My friend’s hobbies are hockey and chess.
   B: His name’s Harry.

Remember:
subject – subjects
hobby – hobbies
LESSON 5 What’s your address?

1. Sing the song.

2. Look, read and complete.

3. Play “What’s your address?”

4. Read and say True or False.

Hi, my name’s Aziz Abdullayev. I live in Istigbol. I go to school number 12, Class 5B. My class teacher’s name is Tahmina Rahimova. My address is 25 Navoi street. My telephone number is 6784392. Music is my hobby. I’m good at singing. I want to play the guitar.

Hello Aziz,

Our family is not big. There are four in our family. I have a father, mother and a brother. My father’s name is Thomas, my mother’s name is Kate. They are teachers, they work at the university. My brother Daniel is 8 years old, he is in Grade 3. We have two cats: Tiger and Fluffy. We all like football. Our favourite team is Arsenal.

Our granddad and granny live in France. We go to France every summer. We love swimming and horse riding.

Please write to me,

Lucy

5. Read the answers and write the questions.

   e.g. What’s her name?

   1) Lucy Whitfield
   2) 12
   3) England
   4) 4 Clover Road
   5) 283207
   6) football
LESSON 6 Project

1. Sing the song.

2. Look at Aziz’s English Portfolio.

3. Listen to Aziz’s presentation.

This is my English Portfolio. Part 1 is All about me. Part 2 is My family. Look, this is my photo. I was 10 years old, I was in Class 4. Now I’m in Class 5 and I’m 11 years old. My birthday is in August, August is my favourite month. My hobby is collecting cards. I have cards from Russia, Kazakhstan, Germany, France and England. They are beautiful. I have cards from Uzbekistan too. They are from Bukhara, Samarkand, Tashkent and Nukus.
LESSON 1 They live in a ...

1. Listen and repeat.

2a. Look and write the words.

2b. Play "Ball".

3a. Look and say.

3b. Listen and show.

3c. Listen and say.

4. Listen and repeat.

- go - went
- come - came
- eat - ate
- sleep - slept
- sit - sat

a dresser, a chair, a table,
a fridge, a bed, a cooker, a mirror,
a blanket, a computer, a pillow,
a rug

UNIT 2 At home and at work
LESSON 2 What number is your house?

1. Sing the song.

2. Play Bingo.

3a. Read and write the questions.

3b. Work in pairs. Play “Ask and answer”.

3c. Report.

4. Play “What number is your house?”

Bingo!!!

<table>
<thead>
<tr>
<th>a chair</th>
<th>a bedroom</th>
<th>a kitchen</th>
</tr>
</thead>
<tbody>
<tr>
<td>a fridge</td>
<td>a dresser</td>
<td>a table</td>
</tr>
</tbody>
</table>

Our family lives in a house. We live in Navoij street. Our house number is 27. We have a kitchen, a big living room, two bathrooms and four bedrooms. One bedroom is for my grandparents. They are my father’s parents. We love them. My favourite room is our living room. We often play chess and read books there. Sometimes we watch TV there.

E.g. Sabina’s house number is 35. They have 5 rooms. Sabina’s favourite room is her bedroom. She plays games, reads books and does her homework there.
LESSON 3 What’s your job?

1 Sing the song.

2a Match the pictures and words.
   1 a teacher
   2 a taxi driver
   3 a doctor
   4 an electronic engineer
   5 a mechanic
   6 a farmer
   7 a pupil
   8 a secretary
   9 a businessman
      (a businesswoman)

2b Listen and repeat.

2c Look, listen and match.
   e.g. 1f

3a Ask and answer.
   e.g. A: What’s your father’s job?
        B: He’s a taxi driver. What’s your father’s job?

3b Ask and answer.
   e.g. A: What do your parents do?
        B: They are teachers. What do your sisters do?

4 Read and answer the questions.
   1) What’s Mrs Whitfield’s job?
   2) Where does she work?
   3) What’s Mrs Simpson’s job?
   4) What’s Mr Simpson’s job?

Remember:

- one businessman
- two businessmen
- one businesswoman
- two businesswomen

Mrs Whitfield is from England. She is Lucy’s and Daniel’s mother. Mrs Whitfield is a French teacher. She works at the university. She loves her job. She has a father and mother. They live in France. Her father Mr Simpson, is a businessman. He has a shop in their village. Her mother Mrs Simpson, is an English teacher.
LESSON 4 Where do you work?

1. **Sing the song.**

2. **Play “Where do you work?”**
   - A: Where do you work?
   - B: At the hospital.
   - A: Are you a doctor?
   - B: No.
   - A: Are you a nurse?
   - B: Yes.

3a. **Read and match.**
   1) Hi, my name is Lisa. I work at the bank. I'm a secretary.
   2) Hello, I'm Dave. I work at the school. I'm a maths teacher. I like my job.
   3) Good morning. My name’s Andy. I work at the supermarket. I'm a shop assistant. My job is interesting.
   4) Hi, I’m David. I’m a doctor. I work at the hospital.
   5) Hello, my name’s Julia. I’m a German teacher. I work at the college. I like my pupils.

3b. **Complete the sentences.**

4. **Play “Yes./No.”**
   - e.g. A: Do you work at the college?
     - B: No. (No, I don’t.)
     - A: Do you work ...?

Remember:
Teachers work at the school.
Farmers work on the farm.
LESSON 5 How do you go to ...?

1. Sing the song.

2a. Read about Anji.

Hi, my name’s Anji. I live in a small village in the mountains. My school is far from the village. It’s about 20 kilometres from my house. I go to school on foot. I like my school, my teachers and my friends. My favourite subject is maths. I want to be a maths teacher.

2b. Write T for true and F for false.

1) Anji lives in the mountains.
2) There is a small school in her village.
3) Her school is far from her village.
4) She goes to school on foot.
5) She doesn’t like maths.

3. Work in groups. Play “How do you go to ...?”.

e.g. A: How do you go to school?
B: By bus.
A: Is your house far from the school?
B: Yes, it’s about 25 kilometres.

4. Listen and complete. Answer the questions.

1) What is Jessica’s school number?
2) Does she live far from school?
3) How does she go to school?
4) Does she like rainy weather?
5) What are her favourite subjects?

Name: e.g. Jessica
School number: __________
She lives __________ from school.
How she goes to school: __________
Hobby: __________
Favourite subjects: __________
LESSON 6 Project

1. Sing the song.

2a. Answer the questions and complete the table.

   1) What’s your name?        4) What’s your telephone number?
   2) How old are you?         5) Do you live far from school?
   3) Where do you live?       6) How do you go to school?
   What’s your address?        7) What’s your favourite subject?

<table>
<thead>
<tr>
<th>name</th>
<th>age</th>
<th>address</th>
<th>telephone</th>
<th>go to school</th>
<th>favourite subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2b. Work in groups of 4.
Ask the questions and complete the table.

2c. Write about your friend.

---

I can

I can talk about my family and my friends.
Men o’z oilam va o’rtoqlarim haqida gapirib bera olaman.

I can write a letter to a friend.
Men o’rtog’imga maktub yoza olaman.

I can talk about my English Language Portfolio.
Men o’z ingliz tili portfoliomi haqida gapirib bera olaman.

I can say my school and home address.
Men o’z maktabim va uy manzilimni aya olaman.

I can talk about jobs.
Men kasblar haqida gapirib bera olaman.

I can say how I get to school.
Men maktabga qanday borishim haqida aya olaman.
LESSON 1 His hair is short and curly.

1 Listen and repeat.

2a Listen and repeat.

   long  short  straight  curly
   blond  dark   dark   blond

Lena  Barno  Alisher  Roma

2c Work in pairs. Listen and say.
   e.g. A: She has short, straight, dark hair.
       B: Barno.

   She He
   has   long short
   straight  curly
   dark blond  hair

3 Look at Zizi. Read and choose the words.
   e.g. Her head is square.

   This is a robot-girl. Her name is Zizi. Her head is round/square. She has long/short hair. Her hair is curly/straight and blond/dark. She has a big/small nose and a big/small mouth. Her ear is big/small. Her eyes are round/square.

4 Read and draw.

   This robot has a round head. Its mouth is big. It has four ears and two square eyes. Its nose is round. It has short, straight hair.
LESSON 2 He is tall and thin.

1. Sing the song.

2. Listen and repeat.

3. Write five sentences and play “Who Is My Friend?”

   e.g. She is not tall. She is thin. Her nose is small. Her eyes are brown. She has long, straight, black hair.

4. Match the names and words.

   1. Lucy  a. tall and strong
   2. Daniel b. short
   3. father  c. tall
   4. mother  d. short and plump
   5. grandmother  e. tall and thin

5a. Read and write six differences.

Lucy’s family

This is Lucy and her family. They live in a village near Cambridge. Lucy is a tall girl. She has long, curly, black hair. Her grandmother is short and thin. Her hair is white. Mr Whitfield is tall and strong. His hair is short and curly. Mrs Whitfield is a nice woman. She is tall. She has blond hair. It is short and straight. Her eyes are blue. Lucy’s brother Daniel is tall and thin. He has red hair. It is short and straight. His eyes are brown.

5b. Listen and check your answers.

5c. Work in groups. Talk about Lucy’s family.

   e.g. Lucy has long, straight hair. She is English. Her grandmother has short white hair.

Remember:

She has long hair.
She has long, curly hair.
She has long, curly, black hair.
Her hair is long and curly.
LESSON 3  My robot has ...

1. Sing the song.

2. Listen and repeat.

4a Read and find the robot.

This robot has a big, square head. He has a small, round body and short arms and short legs.

4b Work in pairs. Speak and guess.

e.g. A: This robot has ...
B: Is this robot b?

5a Draw a robot and write about it.

e.g. My robot has a big round head. My robot has four arms and three legs.

5b Work in groups. Read about your robot to your group.
LESSON 4 My family is ...

1. Sing the song.
2. Play “Funny Monsters”.
3. Work in pairs. Write three sentences with your partner’s words.
   - curly, straight, short, dark, blond, tall, long, strong, thin, plump, nice, big, small, eyes, hair, mouth, legs, head, arms, ears, nose, body
4a. Match the pictures and people.
   - e.g. 1 Shahlo

   Shahlo’s family
   - My name is Shahlo. There are six people in my family. I have a father, a mother, a sister and two brothers. My father is tall and thin. His hair is short and black. My mother is short. Her face is round. My sister’s name is Nilufar. She has long, dark hair. Her eyes are brown. My brothers’ names are Nodirbek and Mirumid. Nodirbek is very tall. He has long arms and legs. His hair is black. Mirumid is not tall. He is strong and plump. He has short, curly hair.

4b. Write questions for the answers.
   - 1. She has two brothers and a sister.
   - e.g. How many sisters and brothers does Shahlo have?
   - 2. Her sister’s name is Nilufar.
   - 3. Her brothers’ names are Nodirbek and Mirumid.
   - 4. Her father is tall and thin.
   - 5. Her mother is short and plump.

5. Write about your family or imaginary family.
   - O'langiz yoki xayoliy oila haqida yozing.
   - My name is ... . I have ... . My father ... . My mother ... . My sister’s name ... . My brother’s name ... .
LESSON 5 He didn’t stay at home.

1 Sing the song.
2a Look and say what Ahror did.
   e.g. He played football.

2b Read. Say the first form of the verbs.
   e.g. stayed - stay

Dear Ahror,
Yesterday I was very busy. I stayed at home and helped my mother. In the morning I cleaned the room, swept and mopped the floor. After lunch I washed the dishes and took the rubbish out. In the evening I talked to my friend on the phone.

Nodira

2c Read about Nodira and write about Ahror.
   e.g. Yesterday Nodira stayed at home.
   Ahror didn’t stay at home.

3a Write two true sentences and one false sentence about yesterday.

3b Work in pairs. Listen and find a false sentence.
   e.g. A: 1) I played football.
       2) I did my homework.
       3) I took the rubbish out.
   B: You didn’t take the rubbish out.
   A: Yes, I did.
   B: You didn’t play football.
   A: Yes, it’s true.

3c Make a report.
LESSON 6 Project

1. Sing the song.

2. Look, listen and repeat.

3a. Look at the pictures.
   Answer the questions.
   1. Who is this boy?
   2. How old is he?
   3. What does the boy look like?
   4. Why is he famous?
   5. Do people in many countries love him?
   6. What are his parents’ jobs?

3b. Read the text. Check your answers.

Jurabek Juraev is eight years old. He was born in Andijan. When he was four years old, he started singing. Many people love his songs. He is the most favourite Uzbek boy in the Internet. His parents do not sing. His mother is a doctor, his father is an engineer. Jurabek sings songs in 17 languages: Uzbek, Indian, English, Russian .... He sings his favourite songs. He wants to be a famous singer.

4a. Work in groups. Prepare a presentation about a celebrity. Use the questions.
   1. Where is s/he from?
   2. What does s/he do?
   3. What does s/he look like?
   4. Why is s/he famous?
   5. What is s/he wearing?

4b. Make the presentation on your celebrity.
LESSON 1 Today is ...

1. Listen and repeat.

2. Look and write the days.

3. Listen and match.

4a Read and answer the questions.

1. Where did they go on Monday?
2. What did they see in the Art museum?

Whitfield family went to Uzbekistan in the summer. They had a wonderful week in Tashkent, the capital of Uzbekistan. Tashkent is the biggest city in the country. There are a lot of interesting places in Tashkent. Look at Lucy’s diary.

<table>
<thead>
<tr>
<th>Day</th>
<th>Place</th>
<th>Place Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>Art Museum</td>
<td>interesting pictures</td>
</tr>
<tr>
<td>Tue</td>
<td>Chorsu Market</td>
<td>fresh fruit and vegetables</td>
</tr>
<tr>
<td>Weds</td>
<td>Train Museum</td>
<td>old trains</td>
</tr>
<tr>
<td>Thu</td>
<td>Amir Temur Square</td>
<td>Amir Temur Museum</td>
</tr>
<tr>
<td>Fri</td>
<td>Tashkent Zoo</td>
<td>a lot of animals</td>
</tr>
<tr>
<td>Sat</td>
<td>Tashkent Land</td>
<td>delicious ice cream</td>
</tr>
</tbody>
</table>

4b Read and write the questions.

e.g. 1 Where did they go on Tuesday?
     2 What did they buy in Chorsu Market?

go — went
see — saw
buy — bought
eat — ate
LESSON 2 The third day is Wednesday.

1. Sing the song.

2. Look, listen and repeat.

3. Chain Drill.
   e.g. A: First.
   B: Second.

4a. Make sentences.
   e.g. Monday is the first day of the week.

<table>
<thead>
<tr>
<th>Day</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
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<td>Tuesday</td>
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<td>Saturday</td>
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<td>Sunday</td>
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</tr>
</tbody>
</table>

4b. Chain Drill.
   e.g. A: Tuesday.
   B: Tuesday’s the second day of the week.

5. Look, ask and answer.
   e.g. A: What day is the third?
   B: It’s Thursday.

Remember:

- one - the first
- two - the second
- three - the third
- four - the fourth
- five - the fifth
- six - the sixth
- seven - the seventh
- eight - the eighth
- nine - the ninth
- ten - the tenth
- eleven - the eleventh
- twelve - the twelfth
LESSON 3 We must do our homework.

1 Sing the song.

2a Look, listen and repeat. MUST

- Pupils must go to school every day.
- Pupils must work hard.
- Pupils must clean the classroom.
- Pupils mustn’t play football in the classroom.
- Pupils mustn’t write in the Pupil’s Books.
- Pupils mustn’t do homework in the lesson.

2b Translate the sentences in 2a.

3 Make the sentences.

<table>
<thead>
<tr>
<th>We</th>
<th>mustn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>play with matches.</td>
</tr>
<tr>
<td></td>
<td>draw in our Pupil’s Books.</td>
</tr>
<tr>
<td></td>
<td>get ready for our lessons.</td>
</tr>
<tr>
<td></td>
<td>write words in our books.</td>
</tr>
<tr>
<td></td>
<td>learn the poem by heart.</td>
</tr>
<tr>
<td></td>
<td>go to school on Sunday.</td>
</tr>
<tr>
<td></td>
<td>learn English words.</td>
</tr>
</tbody>
</table>

4a Look, read and complete.

Daddy said:  
Don’t watch TV. You must play the piano.

Mum said:  
Don’t play computer games.  
You must clean the room.

4b Look, read and complete.
**LESSON 4 On Thursday I ...**

1. Sing the song.

2a. Look, read and say.  
   e.g. On Monday Aziz must wash the dishes.

2b. Work in pairs. Listen and say.  
   e.g. A: Wednesday.  
        B: On Wednesday Aziz must go shopping.

3a. Complete your diary.

3b. Work in pairs. Play “Sorry, I must ...”.
   e.g. A: Let’s go to the zoo on Monday.  
        B: Sorry, I can’t. I must go shopping.  
        A: Let’s go to the zoo on Wednesday.  
        B: OK.

Remember: on Monday
LESSON 5 School subjects

1. Sing the song.

2a. Work in pairs. Point and say.
   e.g. A: Number 1.
        B: It’s English.

3a. Look and answer.
   e.g. A: What’s the first lesson on Monday?
        B: English. (It’s English.)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 English</td>
<td>Art</td>
<td>Mother tongue</td>
<td>Mathematics</td>
</tr>
<tr>
<td>2 Mother tongue</td>
<td>Mathematics</td>
<td>Mother tongue</td>
<td>Art</td>
</tr>
<tr>
<td>3 PE</td>
<td>Computers</td>
<td>PE</td>
<td>English</td>
</tr>
<tr>
<td>4 Mathematics</td>
<td>English</td>
<td>Music</td>
<td>Computers</td>
</tr>
</tbody>
</table>

3b. Work in pairs. Listen and guess the day.
   e.g. A: The second lesson is mother tongue. The third lesson is PE.
        B: It’s Wednesday.

4a. Look, read and match the words.
   1 interesting  a zerikarli
   2 fun          b qiyin
   3 difficult    c qiziq
   4 boring       d chunki
   5 because      e zavlilarli

4b. Work in pairs. Play “Do you like …?”
   e.g. A: Do you like maths?
        B: No. I don’t like it because it’s difficult. Do you like maths?
        A: Yes. I like it because it’s interesting.
**LESSON 6 Project**

1. Sing the song.
   Make a group graph.
2b. Present your group graph. Look at the example.

**Favourite day**

e.g. A: Our first favourite day is Sunday. Two girls and two boys like Sunday because we don’t have lessons.
   B: Our second favourite day is Saturday. One girl and one boy like Saturday because we have three lessons on Saturday.

**Favourite month**

 e.g. C: Our first favourite month is August. Two girls and one boy have birthdays in August.
   D: Our second favourite month is March. Two girls like it because we have two holidays in March.

**Favourite subject**

 e.g. E: Our first favourite subject is English. Two girls and one boy like it because it’s fun.
   F: Our second favourite subject is PE. Two boys like it because they like sport.

---

**I can**

I can describe people. Men odamlarni tasvirlay olaman.

 e.g. She has short, straight, dark hair.

I can write about my family. Men oilam haqida yoza olaman.

I can write questions about families.
Men oilalar haqida savollar yoza olaman.

 e.g. How many sisters and brothers do you have?

I can talk about school timetable.
Men dars jadvali haqida gapira olaman.

I can say why I like/don’t like subjects.
Men nima uchun fanlarni yoqtirish/yoqtirmasligimni ayta olaman.

 e.g. I like computers because it’s interesting.
   I don’t like maths because it’s difficult.

I can write a diary. Men kundalik yoza olaman.
LESSON 1 I like … . It’s fun.

1 Listen and repeat.

2a Match the words and pictures.
1 handicrafts
2 botany
3 geography
4 literature
5 playground
6 timetable
7 history

2b Listen and repeat.

3 Chain Drill.
e.g. A: I like geography. What about you?
   B: I like history. What about you?

4 Copy and complete the table with 4 or 8.
e.g. A: I like handicrafts because it’s fun.
   B: I don’t like handicrafts because it’s boring.

<table>
<thead>
<tr>
<th>No</th>
<th>you</th>
<th>your friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>handicrafts</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>literature</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>art</td>
<td></td>
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<tr>
<td>4</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>history</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>maths</td>
<td></td>
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<tr>
<td>7</td>
<td>botany</td>
<td></td>
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<tr>
<td>8</td>
<td>PE</td>
<td></td>
</tr>
</tbody>
</table>

Remember:
I like … .
I don’t like … .

5 Report.
e.g. We like … and … .
   We don’t like … and … .

6 Play “My Favourite Subject”.
e.g. A: Is it botany?
   B: Yes, it is. /No, it isn’t.
LESSON 2 What time is it?

1. Sing the song.

2. Play “Snowball”.

3. Find the words in the Wordlist.
   1. when
   2. half past
   3. quarter to
   4. quarter past
   5. time
   6. o’clock
   7. break
   8. minute

4a. Look, listen and learn to tell the time.

   It is nine o’clock.
   It is (a) quarter past nine.
   It is half past nine.
   It is (a) quarter to ten.

4b. Look and say.
   e.g. It’s half past four.

5. Chain Drill.
   e.g. A: What time is it?
   B: It’s ... .

6. Work in pairs. Draw and complete the clocks.

7. Play “My Favourite Time”.

Remember:
What time is it?
It’s 12 o’clock.
(a) quarter past 12
half past 12
(a) quarter to 1

play football,
go to school, play tennis,
write a letter, have Coca Cola,
go to my granny, play Bingo,
meet my friend, listen to songs,
talk to my friend on the telephone
LESSON 3  🕵️ Midday?  Midnight?

1  🎤 Sing the song.

2a  📒 Look and say.
   a.m.  midday in the morning
   p.m.  midnight in the afternoon
   in the evening

   a.m.  08.00  p.m.  20.00

3a  🇺 📔 Draw and complete the clocks.

3b  📚 Work in pairs. Draw, ask and complete.
   e.g.  What time is it? It’s ... .

4a  📒 Look and answer.
   e.g.  A:  When is English?
       B:  It’s at ... .

4b  📚 Work in pairs. Ask and answer.
   Pupil A:  Look at this timetable.
   Pupil B:  Look at page 35.
   e.g.  What’s the second lesson on Monday?

Tuesday

| 9.15-10.00  | Botany |
| 10.00-10.45 | English |
| 10.45-11.15 | Coffee break |
| 11.15-12.00 | Art |
| 12.00-12.45 | History |
| 12.45-2.00  | Lunch |
| 2.00-2.45   | Literature |
| 2.45-3.30   | PE |

Monday

| 9.15-10.00  | Maths |
| 10.00-10.45 | Coffee break |
| 10.45-11.15 | English |
| 11.15-12.00 | History |
| 12.00-12.45 | Lunch |
| 12.45-2.00  | Lunch |
| 2.00-2.45   | PE |

5a  📔 Write today’s timetable.

5b  🎭 Play “My Favourite School Time”.
   e.g.  My favourite time is ... .
       We have ... .

Remember:

12  o’clock
midday
six a.m.
half past seven
in the afternoon

PE, Uzbek,
botany, geography,
computers, history, Russian, art,
literature, maths
LESSON 4 Do you like it?

1 Sing the song.

2 Play “I think it’s a chair!”

3a Find the frog.

3b Look and answer.
What is the frog’s job?

4 Chain Drill.
e.g. A: Do you like ... ?
B: Yes./No. Do you like ...?

5a Read.
Lucy: Do you go to school?
Aziz: Yes, I do.
Lucy: Do you have maths?
Aziz: Yes, we do.
Lucy: Do you like it?
Aziz: No, I don’t.
Lucy: Why?
Aziz: I think it’s difficult. (It’s difficult.)

5b Work in pairs. Complete Aziz and Lucy’s dialogue.

Remember:
Do you like ... ?
Yes, I do.
No, I don’t.

5c Role play.
LESSON 5 When does the school start?

1 🎵 Sing the song.

2 🎣 Play “True/False”.

3 Read and answer the questions.

1 When do children in Germany go to school?
2 When does the school start?
3 How many lessons do they usually have?
4 How many big breaks do they have?
5 What do they do in the afternoon?
6 Do they wear a uniform?

Children in Germany go to school every day from Monday to Friday. Children must come to school between 7:30-8.15am. There are usually five or six lessons. Lessons are 45 minutes. There is usually a five-ten minute break between lessons. There are two big breaks for 20 minutes. Sometimes children go and play in the playground. School lessons usually finish before lunch. In the afternoon, pupils can go home, or stay at school. They can go to clubs or do homework. Pupils don’t wear a uniform.

4a 🎧 Listen and answer the questions.

1 Do they wear a uniform?
2 When do children in England go to school?
3 How many lessons do they usually have?
4 How many big breaks do they have?
5 When does the school end?
6 What do they do in the evening?

4b Work in pairs. Read and say True or False.

1 English children have lessons on Saturday.
2 English children have lessons only in the morning.
3 They have a big lunch break.
4 They never wear uniforms.
5 School ends at a quarter past three.
6 They usually do their homework at home.
LESSON 6 Project

1. Sing the song.

2. Play “Time Race”.

3. Work in groups. Play “Language Expert”.

<table>
<thead>
<tr>
<th>long words</th>
<th>short words</th>
<th>regular verbs</th>
<th>irregular verbs</th>
<th>Yes/No</th>
<th>I like ...</th>
<th>Do you ...?</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
</tbody>
</table>

Unit 5 • Lesson 3

Activity 4b Work in pairs. Ask and answer.

Pupil B: Look at this timetable. e.g. What’s the first lesson on Monday?
LESSON 1 Classroom things

1 Listen and repeat.

2a Match the classroom things and words.

1) a map
2) a desk
3) a whiteboard
4) a computer
5) a marker
6) a portfolio
7) a shelf (shelves)

2b Listen and repeat.

3 Write labels and put them on things in the classroom.

Where is the cat?

at on in under

4 Picture dictation.

e.g. Group A: There are 2 windows. There is a big table. There are 6 desks. There is a map on the wall.

5 Read and match.

1 This room is big. There’s a whiteboard, a teacher’s table, 20 desks, three big windows and four shelves on the wall. There are nice pictures on the walls. There are 21 computers in the room.

2 This room is not big. There’s a whiteboard, a teacher’s table, 10 desks, two windows and flowers. There are nice posters on the walls. Pupils like this room. They speak English, sing songs and play games.

3 This room is very big. There’s a whiteboard, a teacher’s table, 24 desks, three big windows and five shelves on the wall. There are maps, pictures and flags.

Remember:

on the wall in the desk at the door under the chair

UNIT 6 In the classroom
LESSON 2 Lucy’s pen is blue.

1 🎧 Listen and repeat.

2a 🎧 Watch, listen and match.

- red
- orange
- yellow
- green
- blue
- indigo
- violet

- oluvrang, to’q sariq
- yashil
- qizil
- ko’k, zangori, moviy
to’q ko’k
- binafsharang, siyohrang
- sariq

2b Work in pairs. Listen and guess.

- e.g. A: It’s green, orange, yellow and indigo.
- B: A flower?
- A: No, try again.
- B: A parrot?
- A: Yes!

3 🎧 Listen and match.

- e.g. Lucy’s pen is blue.

- Lucy’s pen
- Andy’s pen
- Sally’s pen
- Jenny’s ruler
- Teddy’s ruler
- Kate’s ruler

- yellow
- red
- green
- blue
- pink
- white

4a Work in pairs. Look and find five differences.

- e.g. The girl’s desk is white. The boy’s desk is green.

4b 📝 Write five sentences.

- e.g. The girl’s pencil case is pink.
The boy’s pencil case is blue.
LESSON 3 It’s my book.

1. Listen and sing.

2a. Listen and repeat.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>he</td>
<td>my</td>
<td>we</td>
</tr>
<tr>
<td>he</td>
<td>she</td>
<td>his</td>
<td>you</td>
</tr>
<tr>
<td>she</td>
<td></td>
<td>her</td>
<td>they</td>
</tr>
</tbody>
</table>

2b. Show and say.

e.g. A: (shows his sharpener) I have a sharpener. My sharpener is black and orange.

   B: His sharpener is black and orange. My sharpener is red.

3. Look, listen and answer.

e.g. Teacher: Whose book is it? Is it your book, Jasur?

   Jasur: No, it’s not my book.

   Teacher: Is it your book, Aziz?

   Aziz: Yes, it’s my book.

4a. Look, read and complete.

Whose chair is it?

Is it your chair, Davron?

Is it ... chair, Umid?

No ...

No, it’s not my chair.

4b. Work in groups of 4. Role play.

5. Listen, look and find.

e.g. Kamols’ rucksack ....

   Davron’s rucksack ....

   Aziz’s rucksack ....

6. Complete the sentences. Use: my, your, his, her.
LESSON 4 This – that, these – those

1. Listen and sing.

2. Play “I Spy”.

3. Work in groups. Point and say.
   e.g. this desk – that desk
   these desks – those desks

   e.g. Touch this/that chair.
   Touch these/those desks.

5. Work in pairs. Make a dialogue.

Teacher: I spy with my little eye something beginning with ‘d’.

Pupil 1: Is it a door?
Teacher: No.
Pupil 2: Is it a desk?
Teacher: Yes.

Remember:
this book – that book
these books – those books
Can you show/give me ...?
LESSON 5 Our school is old but nice.

1 Listen and sing.

2a Match the pictures and words.
   1) a classroom
   2) a playground
   3) a gym
   4) a canteen
   5) a staff room
   6) a library

2b Listen and repeat.

2c Look and say.
   e.g. There’s a canteen in the school. There are tables in the canteen.

3 Work in pairs. Listen and guess.
   e.g. A: This room is big.
        There are tables in it.
        There are two flowers.
        B: It’s a canteen (A canteen).

4a Read the letter.
   Answer the questions.
   1 Where’s Iris from?
   2 What’s her favourite subject?

Dear Madina,
How are you? I am fine. My brother Ted is 4 years old. He goes to kindergarten. He likes his kindergarten and his teacher Mrs Green. I go to school. My school is in West Street in London. It’s old but beautiful. There is a big library, a staff room, a gym, a canteen and a lot of classrooms. The first lesson is at 9.15. We have four lessons in the morning and two in the afternoon. At school we have English, French, maths, history and music. I like French very much. I like listening to French songs and I can sing French songs. I like reading. I have a lot of French books.
What about you? What’s your favourite subject?
Please write to me.
Love,
Iris

4b Complete the sentences.
   e.g. Her school is in London but our school is in Tashkent.

Remember:
There is a canteen in the school.
There are maps on the wall.
It’s old but beautiful.
I can

1) **I can use the words ‘half past’, ‘quarter to/past’ to tell the time.**
   Vaqtini aytish uchun “half past”, “quarter to/past” so‘zlaridan foydalana olaman.
   e.g. It’s half past 6.

2) **I can ask what time it is.**
   Men soat nechaligini so‘ray olaman.

3) **I can talk about a school day of children in Great Britain and Germany.**
   Buyuk Britaniya va Germaniyada bolalarning maktab kuni haqida gapira olaman.

4) **I can describe a classroom.**
   Men sinf xonasini tasvirlay olaman.

5) **I can say whose things are.**
   Men narsalar kimni ekanligini aya olaman.
   e.g. It’s my book.

6) **I can say what colour things are.**
   Men narsalarning qanday rangda ekanligini aya olaman.
   e.g. Lucy’s pen is pink.

7) **I can use this/that and these/those in sentences.**
   Men “this/that” va “these/those” so‘zlarini gaplarda ishlay olaman.
LESSON 1 I usually wake up at ...

1 Listen and repeat.

2 Play “Clock Line”.

3a Look, listen and repeat.

3b Chain Drill.

   e.g. A: I wake up at 7 o’clock. When do you wake up?
   B: I wake up at 7.10. I get dressed at 7.30. When do you get dressed?

3c Chain Drill.

   e.g. A: I always leave home at 7.45. And you?

4 Look and make sentences.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I usually get washed at 7.10.</td>
<td>I don’t usually get washed at 7.10.</td>
</tr>
<tr>
<td>You always work on Saturday.</td>
<td>...</td>
</tr>
<tr>
<td>We often play football.</td>
<td>...</td>
</tr>
<tr>
<td>They go home on foot.</td>
<td>...</td>
</tr>
</tbody>
</table>

5 Work in pairs. Make sentences with: always, usually, often, sometimes, never

   e.g. My friends always work hard.

   go to school, play football on Sunday, do my homework, wake up at 6.00, get up at 6.15, have geography on Monday, like English lessons, go to the park, fly a kite, play sew-saw play tag, play hopscotch

Remember:

   I always brush my teeth.
   I usually do (brush) my hair.
   I sometimes wake up at 6 o’clock.
   I often have breakfast at 7 o’clock.
   I never go to school at 5 o’clock.
   I never don’t go to school at ...
LESSON 2 Aziz always wakes up at ...

1 Listen and repeat.

2 Look, listen and repeat.

3a Listen, repeat and read.

<table>
<thead>
<tr>
<th>wakes</th>
<th>gets</th>
<th>writes</th>
<th>walks</th>
<th>eats</th>
<th>cleans</th>
<th>tells</th>
<th>comes</th>
<th>reads</th>
<th>leaves</th>
<th>goes</th>
<th>does</th>
<th>plays</th>
<th>finishes</th>
<th>washes</th>
<th>watches</th>
<th>teaches</th>
</tr>
</thead>
</table>

3b Say the words.

has is writes listens speaks touches

3c Listen and check your answers.

4a Listen and say what Aziz does in the morning.

Use: before, after, then.

e.g. Aziz always wakes up at 7 o’clock and gets up at 7.10 in the morning. Then he makes his bed. After this he ... Before breakfast he ...

4b Listen. Read Aziz’s words and the sentences you say about him.

Aziz: I don’t eat manti, palov, soup, salads, eggs and sausages. I don’t drink tea or milk.

You: Aziz doesn’t eat manti, palov, soup, salads, eggs and sausages. He doesn’t drink tea and milk.

4c Write the sentences about Aziz.

Remember:
I/we/you/they play football.
S/he plays football.
I/we/you/they don’t play football.
S/he doesn’t play football.
have – has
watch – watches
LESSON 3 The Whitfields visit Tashkent.

1. Sing the song.

3a. Look, read and guess the new words.

Mrs Whitfield works at the university and she has a lot of students.

Work in groups. Play “Snowball”.

e.g. A: I don’t ride a horse.

B: A doesn’t ride a horse.

I don’t...

Tashkent is a beautiful city. Lucy and Daniel have a lot of friends in Tashkent.

3b. Listen and repeat.

university, student, visit, historical places, interest

3c. Listen and answer.

1 What historical places do the Whitfields visit?
2 Do the Whitfields like Uzbekistan?
3 What do Lucy, Daniel and their friends in Tashkent do very often?

The Whitfields sometimes visit historical places in Uzbekistan. They interest the Whitfields very much.

The Registan in Samarkand is very beautiful.

Yes, it is. Bukhara and Khiva are beautiful, too.

4a. Work in pairs. Ask and write.

Pupil A: You are Aziz. Look at this table. Ask Lucy questions.

Pupil B: Look at page 47.

4b. Tell the class about Aziz/Lucy.

<table>
<thead>
<tr>
<th>Aziz</th>
<th>Lucy</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 years old</td>
<td>11 years old</td>
</tr>
<tr>
<td>Istiqbol</td>
<td>Istiqbol</td>
</tr>
<tr>
<td>25 Navoi Street, Istiqbol</td>
<td>25 Navoi Street, Istiqbol</td>
</tr>
<tr>
<td>6784392</td>
<td>6784392</td>
</tr>
<tr>
<td>6 people pupil</td>
<td>6 people pupil</td>
</tr>
</tbody>
</table>
LESSON 4 What do you do after school?

1 Sing the song.

2 Play “Ball”.

3a Look, listen and repeat.

3b Chain Drill.

- e.g. On Sundays I do the shopping.
  What do you do on Sundays?

4 Chain Drill.

- e.g. After school I do my homework.
  What do you do after school?

5 Read and give a title.

He is strong and healthy. He gets up very early in the morning and he does 100 sit-ups. Then he has a cold shower. He gets dressed. After this he has a big breakfast: five cups of tea, bread, sausages, eggs, biscuits and a lot of fruit. Then he brushes his teeth. After this he goes to work. He goes to work on foot. He never goes by bus. He works in a sports centre. At two o’clock he has a big lunch: a salad, a bowl of soup, bread, 2 somsas, 4 shashliks and 3 glasses of fruit juice. Then he works hard. He goes home at six o’clock. He has dinner at eight o’clock. He goes to bed at ten o’clock. What is his job?
LESSON 5 Does he ...? Yes, he does.

1 Sing the song.

2 Read and find differences.

3a Read and say.

3b Complete the table.

3c Report.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Interrogative</th>
<th>Answer</th>
<th>Interrogative</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I get up at seven o’clock.</td>
<td>Do you usually get up at 7 o’clock?</td>
<td>Yes, I do. No, I don’t.</td>
<td>Does your friend get up at 7 o’clock?</td>
<td>Yes, he does. No, he doesn’t.</td>
</tr>
<tr>
<td>I get washed at eight o’clock.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I play football on Sundays.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Play “Does s/he...?”

5 Look, read and match.

1 She is never late. She always gets to school on time and comes home from school at one o’clock. Usually she has her lunch at home.

2 He likes sport very much. He is a very good football player. He always plays football with his friends. But he is not good at maths at all.

3 He is a very good pupil. He is always on time for his lessons. There are a lot of books on his desk. His favourite subject is English. He does his homework in the evening and gets good marks.

4 She is always good at lessons. She always does her homework. At home she likes to help her mother. She cleans the table, washes dishes, sweeps and mops the floor, does the ironing...

Remember:

Do I/we/you/they play football?
Does s/he play football?
LESSON 6 Project

1 Sing the song.

2a Write questions about Heggy.

- e.g. Does Heggy like biscuits?
- Does Heggy have breakfast at 7 o'clock?

2b Ask your teacher questions about Heggy.

3a Draw your robot.

3b Write sentences about what the robot does/doesn't do.

- e.g. She doesn't go to sleep.

- 1 have a rest
- 2 do the shopping
- 3 usually get up at
- 4 always get washed at
- 5 brush (my) hair every day
- 6 have breakfast
- 7 have two cups of tea
- 8 do the washing
- 9 often take a shower
- 10 always do (my) homework
- 11 do the ironing on Sundays
- 12 watch TV
- 13 sometimes have geography lessons
- 14 come home late
- 15 usually air the room
- 16 go to school on time
- 17 often eat biscuits

3c Report.

Unit 7 Lesson 3

Activity 3a Work in pairs.

Ask and write.

Pupil B: You are Lucy. Look at this table. Ask Aziz questions.

<table>
<thead>
<tr>
<th>Lucy</th>
<th>Aziz</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 years old Westley, near Cambridge 4 Clover Road, Westley 283207 4 people pupil</td>
<td>12</td>
</tr>
</tbody>
</table>
LESSON 1 I like playing ...

1 Listen and repeat.

2a Look, listen and repeat.

2b Look and say.
   e.g. do sums – doing sums
        sew – sewing

2c Work in pairs. Ask and answer.
   e.g. Do you like playing chess?
        Yes, I do./No, I don’t.

2d Report.
   e.g. I like doing sums. Umida likes doing sums.
        I like sewing. Nargiza doesn’t.

3a Look and read.
   e.g. I like doing sums. Umida likes doing sums.
        I like doing sums and Umida does too.
        I like sewing. Nargiza doesn’t.
        I like sewing but Nargiza doesn’t.

3b Write 3 sentences with ‘but’.

Remember:
play + ing = playing
write + ing = writing
sit + ing = sitting
I like/don’t like + (v + ing).
I like cooking and Umida does too.
I like football but Nargiza doesn’t.

4 Listen. Tick the things
the boys like.

<table>
<thead>
<tr>
<th></th>
<th>Aziz</th>
<th>Ali</th>
<th>Vali</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>see-sawing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>playing draughts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>playing chess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>playing football</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>running</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>writing poems and drawing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>doing crosswords and puzzles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>cooking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON 2 Do you have a hobby?

1 Listen and repeat.

2 Look, listen and repeat.

3 Chain Drill.

e.g. A: Do you have a hobby?
    B: I like collecting coins.
        And you? Do you have a hobby?

4a Play “My friend likes…”.
    Write the names.

4b Report.
    e.g. Rustam likes writing poems.

5a Listen and choose a title.
    1 Lucy’s hobbies
    2 Lucy’s letter
    3 Lucy and her brother

5b Read and write Lucy’s hobbies.

Dear Aziz
I hope you and your family are well. Thank you for your letter. I like reading about your family. It’s half-term and we have one week of holiday. It’s great! I like half-term because I do all the things I like. For example, I go to the park. There is a playground and my brother Daniel likes playing football. I like playing computer games and collecting coins. I have a collection of coins from a lot of countries: America, India, France, Germany, Australia, Russia and Uzbekistan. What about you? What do you like doing?
Do you have a hobby? Please write and tell me. There are two things I don’t like. I don’t like washing the dishes and cooking!
Love
Lucy
LESSON 3 Do you like singing?

1 Listen and sing.

2a Match the pictures and words.

1) roller-skate
2) ride a skateboard
3) do the long-jump
4) do the high-jump
5) jump/skip a rope
6) go fishing
7) fly a kite
8) skate
9) ski
10) sledge

2b Listen and repeat.

3 Do, ask and answer.

   e.g. A: (mimes an activity)
   B: Do you like skating?
   A: Yes I do./No, I don’t.

4a Read and answer.

1 Do you like sewing?
2 Do you like reading?
3 Do you like collecting coins?
4 Do you like doing puzzles?
5 Do you like playing chess?
6 Do you like playing draughts?
7 Do you like dancing?
8 Do you like watching TV?
9 Do you like listening to music?
10 Do you like cycling?
11 Do you like swimming?
12 Do you like cleaning the room?
13 Do you like doing the ironing?
14 Do you like doing the shopping?
15 Do you like doing the washing?
16 Do you like feeding the animals?
17 Do you like laying the table?
18 Do you like mopping/sweeping the floor?
19 Do you like taking the rubbish out?

4b Write the scores and total them.

   Yes, I do. | Sometimes. | No, I don’t.
---|---|---
1 a = 3 | b = 2 | c = 1
2 a = 3 | b = 2 | c = 1
3 a = 3 | b = 2 | c = 1
4 a = 3 | b = 2 | c = 1
5 a = 3 | b = 2 | c = 1
6 a = 3 | b = 2 | c = 1
7 a = 3 | b = 2 | c = 1
8 a = 1 | b = 2 | c = 3
9 a = 3 | b = 2 | c = 1
10 a = 3 | b = 3 | c = 3
11 a = 1 | b = 2 | c = 3
12 a = 3 | b = 2 | c = 1
13 a = 1 | b = 2 | c = 3
14 a = 1 | b = 2 | c = 3
15 a = 3 | b = 2 | c = 1
16 a = 3 | b = 3 | c = 3
17 a = 1 | b = 2 | c = 3
18 a = 3 | b = 2 | c = 1
19 a = 3 | b = 2 | c = 1

4c Read and answer. Are you quiet?

32 + You are a quiet girl/boy.
26 + You are sometimes quiet and sometimes active.
19 — You are usually an active girl/boy.
LESSON 4 I like music.

1 Listen and sing.

2 Listen, repeat and read.

3 Listen and repeat.

What music do you like?
I like jazz, jazz, jazz.
What music do you like?
I like pop, pop, pop.

4 Chain Drill.

e.g. A: What music do you like?
   B: I like pop but I don’t like jazz.
   What music do you like?

5a Look, listen and repeat.

A: What do you do in the evening?
B: I listen to the radio. I like music.
A: What music do you like, Bobur?
B: I like pop. What about you?
A: I like classical Uzbek music.
B: I do too.

5b Work in pairs. Complete the dialogue.

6a Read. Say what Lucy’s favourite music is.

Dear Aziz
Thank you for your letter.
I like reading about your hobbies. I like listening to music. My favourite music is pop. I don’t like jazz or rock. My favourite singer is Whitney Houston. I like her singing. She’s fantastic! What’s your favourite music? And who is your favourite singer?
Please write to me soon.
Love
Lucy

6b Write about Lucy.

7 Chain Drill.

e.g. A: I play the doira. What about you?
   B: I don’t play the doira. I play the piano. What about you?

Remember:

What music do you like?
I don’t like pop or rock.
I play the guitar/the doira.
LESSON 5 What’s on Channel 4?

1 Listen and sing.

2 Match the pictures and words. Listen and repeat.

1) nature programme
2) sports programme
3) music programme
4) comedy
5) cartoon
6) horror film
7) on Channel 4

3 Chain Drill.

   e.g. A: What programmes do you like? 
   B: Nature programmes.

4 Read and say what programmes Sarah and Scott like/don’t like.

   Hello. I’m Sarah. I sometimes watch TV. I like watching nature and music programmes. They are interesting. I like cartoons too. They are fun. I don’t like horror films. My favourite programme is Musical Parade.

   Hi. I’m Scott. I often watch TV. I like watching TV. My favourite programme is football. I like horror films and cartoons too. I don’t like nature programmes. They are boring.

5 Work in pairs. Say what programmes your family like/don’t like.

   e.g. My father likes ... but he doesn’t like ... .

6a Look and choose two programmes. Write them.

<table>
<thead>
<tr>
<th>Time</th>
<th>Channel</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>7 o’clock</td>
<td>Children’s BBC Breakfast, Little Polar Bear</td>
</tr>
<tr>
<td>My friend</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Remember:
   I like nature programmes.
   I like the Aladdin.
   I like to watch ... .

6b Work in pairs. Ask and answer.

   e.g. A: What do you want to watch? 
   B: Children’s BBC Breakfast on Channel 2 at 7 o’clock.

6c Report.

   e.g. I want to watch ... at ... .
   My partner wants to watch ... at ... .
LESSON 6 Project

1 Listen and sing.

2 Work in groups. Copy and write your group TV interview.

   **Group A:** Write about sport and famous sportsmen. (Unit 7)
   **Group B:** Write about famous film stars, music and singers. (Unit 8)
   **Group C:** Write about school. (Unit 6)

   **Name of Programme**
   - Channel ...
   - Name of Programme ...
   - Day of Programme ...
   - Time of Programme ...
   - ‘Hello. Today our programme is about ... (name of famous person) ...

3 Act out your group TV interview.

<table>
<thead>
<tr>
<th>Interview</th>
<th>Famous man/woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Hello. Today our programme is about ...</td>
<td>I am a ... .</td>
</tr>
<tr>
<td>What do you do?</td>
<td>Oh, yes, yes, yes.</td>
</tr>
<tr>
<td>Do you like your job?</td>
<td>At ... .</td>
</tr>
<tr>
<td>When do you get up?</td>
<td>...</td>
</tr>
<tr>
<td>What do you have for breakfast?</td>
<td></td>
</tr>
</tbody>
</table>

I can

1) **I can describe my day.** Men har kunlik faoliyatimni tasvirlay olaman.
   e.g. I wake up at 6.30. I get up at ... . I ... at ... .

2) **I can say how often I do things.**
   Men biror ishni qanchalik tez-tez qilib turishimni ayta olaman.
   e.g. I always leave home at 7.45.

3) **I can use the 3rd person singular.**
   Men 3-shaxs birlikni ishlata olaman.
   e.g. Aziz always wakes up at 7 o’clock. He doesn’t drink tea and milk.

4) **I can say the events in sequence.** Men voqealarni ketma-ketlikda ayta olaman.
   e.g. Aziz gets up at 7.10. Then he ... . After this he ... . Before breakfast he ... .

5) **I can ask and say my likes/dislikes.**
   Men yoqtingan/yoqtirmagan narsamni ayta olaman.
   e.g. I like doing sums. Do you like skating? Yes, I do./No I don’t.

6) **I can use “and” and “but”.** Men “and” va “but” bog’lovcilarini ishlata olaman.
   e.g. I like cooking and Umida does too. I like football but Rano doesn’t.

7) **I can say my and my friend’s hobbies.**
   Men o’zimning va o’rtog’imning sevilmli mashg’ulotini ayta olaman.
   e.g. Do you have a hobby? I like collecting coins. Rustam likes writing poems.

8) **I can talk about my favourite music and singer.**
   Men sevilmli musiqam va xonandam haqida gaplasha olaman.
   e.g. My favourite music is pop. My favourite singer is ... . He/She ... .

9) **I can talk about my favourite TV channels and programmes.**
   Men sevilmli televizion kanal va dasturlar haqida gaplasha olaman.
   e.g. A: What programmes do you like? B: Nature programmes.
LESSON 1 Pets

1 Listen and repeat.

2a Match the pictures and words.

1 dove
2 quail
3 rabbit
4 canary
5 parrot
6 goldfish
7 tortoise
8 hedgehog
9 dog – puppy
10 cat – kitten

2b Listen, repeat and point.

2c Work in pairs. Say and point.

2d Write the plural of the words in 2a.

3a Read and answer.

How many pets does Lucy’s family have?

Dear Sabina
Thank you for your letter. Today I want to write about our pets. Last year we had two cats: Fluffy and Tiger. But this year we have more pets. My mother has two cats and three kittens. My father likes rabbits and we have two. Their names are Flossie (white) and Blackie (black). My brother Daniel likes dogs and he has a dog Paws and two puppies. He has two hedgehogs and a tortoise too. I like fish and I have three goldfish. We like canaries and we have a canary.
Do you have pets? Please write to me about your pets.
Love
Lucy

3b Work in pairs. Say what Lucy/ her brother has/doesn’t have.

e.g. Lucy has three goldfish. She doesn’t have a tortoise.

4 Work in pairs. Say what pets you/ your family have/don’t have.

e.g. We have a cat and a dog. We don’t have a parrot or a dove.
LESSON  2  Domestic animals

1  Listen and repeat.

2a  Match the pictures and words.

1 goose – gosling  
2 goat – kid  
3 turkey – poult  
4 donkey – foal  
5 horse – foal  
6 pig – piglet  
7 duck – duckling  
8 sheep – lamb  
9 cow – calf  
10 hen – rooster – chick

2b  Listen and repeat.

3a  Read and find.

It is a domestic animal. It lives in the yard. 
It has two legs. It has a long neck. It likes water. What animal is it?
It lives on the farm. It has four legs. It has long ears. It’s grey. What animal is it?

3b  Work in pairs. Say what animals you like/don’t like. Use ‘but’.

  e.g. I like ducks but I don’t like geese.

4a  Listen and repeat.

4b  Say what animals your family like/don’t like.

  e.g. Mum likes cows but I don’t like them.
  I like sheep but my sister doesn’t like them.

5  Draw your animal(s) or the animals you like. Write about them.

  e.g. This is my kid. I like it and it likes me.
  These are my sister’s chicks. I don’t like them and they don’t like me.

6  Sing the song ‘There is/are’. 

Remember:

  a sheep – two sheep
  a goose – two geese
  a calf – two calves
LESSON 3 My dog can ...

1  Listen and sing.

2a Match the pictures and words.
1 milk  5 corn
2 meat  6 bite
3 bone  7 bark
4 grass

2b Listen, repeat and read aloud.

3a Listen and repeat.
   loud — loudly  soft — softly  slow — slowly
   happy — happily  noisy — noisily

3b Chain Drill.
   A: My puppy barks loudly. And yours?
   B: My puppy barks softly. And yours?

4a Listen and number the animals.
   a sheep  b hens  c a dog  d a horse  e a cat  f a pig  g a donkey
   h ducks  i a cow  j a goat  k geese  l a rooster  m a turkey

4b Look at the table. Listen and repeat the words for animal sounds.

4c Choose animals. Make sentences.
e.g. Dogs bark loudly. They like eating meat and bones. They can bite.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Sound</th>
<th>How</th>
<th>Eat</th>
</tr>
</thead>
<tbody>
<tr>
<td>dogs</td>
<td>bark</td>
<td>loudly</td>
<td>bone, meat</td>
</tr>
<tr>
<td>cats</td>
<td>meow</td>
<td>softly</td>
<td>milk, meat</td>
</tr>
<tr>
<td>sheep</td>
<td>baa</td>
<td>happily</td>
<td>grass</td>
</tr>
<tr>
<td>horses</td>
<td>neigh</td>
<td>noisily</td>
<td>grass</td>
</tr>
<tr>
<td>hens</td>
<td>cluck</td>
<td>slowly</td>
<td>corn</td>
</tr>
<tr>
<td>roosters</td>
<td>crow</td>
<td>noisily</td>
<td>corn</td>
</tr>
<tr>
<td>turkeys</td>
<td>gobble</td>
<td>loudly</td>
<td>corn</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Animal</th>
<th>Sound</th>
<th>How</th>
<th>Eat</th>
</tr>
</thead>
<tbody>
<tr>
<td>donkeys</td>
<td>bray</td>
<td>loudly</td>
<td>grass</td>
</tr>
<tr>
<td>cows</td>
<td>moo</td>
<td>noisily</td>
<td>grass</td>
</tr>
<tr>
<td>goats</td>
<td>bleat</td>
<td>happily</td>
<td>grass</td>
</tr>
<tr>
<td>geese</td>
<td>honk</td>
<td>noisily</td>
<td>corn, grass</td>
</tr>
<tr>
<td>ducks</td>
<td>quack</td>
<td>softly</td>
<td>corn, grass</td>
</tr>
<tr>
<td>pigs</td>
<td>oink</td>
<td>noisily</td>
<td>corn, grass, vegetables, fruit</td>
</tr>
</tbody>
</table>

5 Think about a fantasy pet. What animal is it?

What can it do?
e.g. My donkey can ... .
   sing English songs
   draw pictures
   watch TV
   do Uzbek dances
   write poems
   speak to me and my parents
   play chess with my cat
   drive a car

Remember:
My dog can bark loudly.
   happy — happily
My donkey can sing.
   It eats grass.
LESSON 4 I look after my pets.

1 Listen and sing.

2 Listen, repeat and match.
1 feed a pet
2 be kind to a pet
3 keep a pet clean
4 take a pet for a walk
5 look after a pet

(a)+b+c+d= look after

3 Chain Drill.
e.g. A: I feed my dog. And you?
   B: I keep my dog clean. And you?

4 Answer the question.

How many times a day/week do you do these things?

   My pet
   I clean my pets ... times a week.
   I feed ... times a day.
   I take my pet for a walk ... times a week.
   I brush my pet ... times a week.

   Myself
   I clean my room ... times a week.
   I watch TV ... times a day.
   I go for a walk ... times a week.
   I do my hair ... times a day.

5c Complete the sentences.

5d Say the sentences in order.

Remember:
look after
be kind to
feed BUT
take
keep a dog
for a walk
clean
How many times a day do you eat?
I eat three times a day.
LESSON 5 Happy pets

1 Listen and sing.

2a Draw a pet and write.
Animal: Colour:
Name: Look after:
Food:

2c Work in pairs. Ask and answer.

3 Imagine you are a fantasy dog.
Talk about your human.
O’zingizni gapiradigan it deb tasavvur qiling.
O’z egalaringiz to’g’risida suhbatlashing.

- clean, wash,
- feed, play with,
- go for a walk with,
- talk to, give meat/bones/
milk/water, look after, be
kind to, keep clean, brush,
wash, take a photo, take a
video, play draughts with, play
chess with, read fairy tales/
tales to, cook
meals for

4 Listen and sing the
song ‘On the farm’.
The cow and her calf
Say moo-moo-moo.
The horse and her foal
Say neigh-neigh-neigh.
The sheep and her lamb
Say baa-baa-baa
On the farm.
The duck and her duckling
Say quack-quack-quack.
The goose and her gosling
Say honk-honk-honk.
The hen and her chicks
Say cluck-cluck-cluck.
On the farm.

2b Write the questions.
1 pet/What/do/want/you?
2 pet’s/is/name/What/your?
3 your/What/pet/colour/is?
4 pet/you/look after/your/Do?
5 you/food/give/What/do/it?
6 clean/keep/you/pet/Do/your?

My human cleans my house
every day.
My human cleans my house
every week.
My human gives me water
every day.
My human gives me water
two times a day.

Woof, woof.
LESSON 6 Project

1. Listen and sing.

2. Work in groups. Draw your fantasy pet. Write about it.
   e.g. Our pet is a... .
   Its name is... .
   It has a red body and four purple legs.
   It has long green ears.
   It can dance and sing.
   It likes jazz and horror films.

3. Report about your group’s fantasy pet.
   e.g. Our pet is a... .

4. Say the tongue twister.
   Eleven hens with twelve eggs in ten nests.
LESSON 1 Habitat is home.

1. Listen and repeat.
2a. Find the new animals. Listen and repeat.
   - lion, deer, tortoise, camel, varan, fox, wolf, lizard, whale

2b. Write the plural of the words in 2a.
   - camels, varans, lizards, deer, tortoises, foxes, wolves, turtles, dolphins, sharks, whales

2c. Listen and repeat.

3a. Answer the question.
   - What is habitat?

3b. Match the animals and habitats.
   - the forest, the mountains, the desert, the ocean

3c. Work in pairs. Ask and answer.
   - e.g. A: Where do wolves live?
        B: They live in the mountains and forests. Where do crocodiles live?
        A: They live in water. Where do ...?

Remember:
- a tortoise - a lot of tortoises
- a fox - a lot of foxes
- a deer - a lot of deer
- a wolf - a lot of wolves
- bear, hare, hyena, crocodile, giraffe, lion, hippo, zebra, fish, spider, bird
People live in cities and villages. Look at the boy in the picture. He lived in the jungle. His name was Mowgli. 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. Mowgli had a lot of friends: the bear Balu, the black panther Bagira and the big snake Kaa. They were kind to Mowgli and looked after him. The tiger Sher Khan wanted to eat him up. There were a lot of monkeys in the jungle. They wanted to take Mowgli because he looked like a monkey. Mowgli was happy in the jungle because it was his home.

Read and match the animals and their names.

1. Ruksha  a. black panther
2. Bagira  b. tiger
3. Balu  c. big snake
4. Kaa  d. bear
5. Sher Khan  e. wolf

Write T for True or F for False.

Write what animals in the jungle can do.

e.g. Bears can run, climb and swim.
LESSON 3 At the zoo

1 Listen and sing.

2 Look and name the animals at the zoo.

3a Look and read.
   The elephant eats bananas every day. Now it is washing the tiger. It isn’t singing.

3b Read and find the missing animal.

A special Sunday

Usually the animal keeper cleans and feeds the animals every day. Usually the lion and crocodile sleep. The elephant eats bananas. The gazelles run. The ducks swim and the bear asks for food. But this Sunday the keeper is sick and the animals are having fun. The elephant is washing the tiger. The snake is singing to the lion. The little tigers are playing with the bear. The ducks are listening to music. The gazelles are roller-skating. The little wolves are playing football. The monkeys are dancing.

3c Read and complete.
   Use is/are.
   e.g. The elephant is washing the tiger now.

Remember:
Usually the crocodile sleeps.
The crocodile is reading now.
The crocodile is not sleeping now.
The wolves are playing now.

3d Work in pairs. Say about animals.
   e.g. A: The ducks.
       B: The ducks are listening to music. The bear.

4 Read and complete the story.

The zoo director visits the animals every Sunday afternoon at four o’clock. He visits the animals this Sunday. The animals are not having fun. The elephant is not washing the tiger. The gazelles are not roller-skating. ...
LESSON 4 Dangerous animals

1 Listen and sing.

2a Read and answer the question.
What is a safari park?

There are a lot of safari parks in Great Britain. A safari park is like a very big zoo. The animals there do not live in cages. They are free. Safari parks are good for animals. You can visit a safari park on foot or by car. In the park with lions and tigers you must be in a car. There are a lot of dangerous animals. You must not open the car doors or windows. The lions can attack you.

2b Read about safari parks and say True or False.
1 In safari parks animals must live in cages.
2 The dangerous animals must be free.
3 You must go on foot in a safari park.
4 You must be in a car in a safari park.
5 You must not open the car doors and windows.

2c Match the animals and activities.

2d Work in pairs. Find five differences.
Pupil A: Look at the picture in 2a.
Pupil B: Look at the picture on page 115.
e.g. A: Is the elephant getting washed now? B: No, it isn’t.
A: Is it walking now? B: Yes, it is.

3a Listen and repeat.

3b Listen and complete.

3c Write about leopards.

Remember:
Is the elephant walking now? Yes, it is./No, it isn’t.
LESSON 5 How long can animals live?

1 Listen and sing.

2a Match the numbers.

<table>
<thead>
<tr>
<th>Number</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>eighty</td>
</tr>
<tr>
<td>40</td>
<td>one hundred</td>
</tr>
<tr>
<td>50</td>
<td>thirty</td>
</tr>
<tr>
<td>80</td>
<td>forty</td>
</tr>
<tr>
<td>100</td>
<td>fifty</td>
</tr>
</tbody>
</table>

2b Write the numbers.

e.g. 150 one hundred and fifty
60, 70, 90, 100, 150

3 Work in pairs. Find the answer in the graph.

e.g. A: How long can snakes live?  
   B: They live about 20 years. How long ... ?

4a Read and answer.

Was Jackie a clever monkey?

Jackie was a little monkey. He lived in the zoo. Children liked him and gave him sweets. The animal keeper said to Jackie’s parents, “Don’t give him sweets. It is not good for him.” “Oh, Keeper”, said his mother. “We don’t give him sweets. But every day children come to him. They give our Jackie sweets.” “I can help you”, said the keeper. He wrote a sign on the cage: DON’T GIVE JACKIE SWEETS. When children came to Jackie’s cage again, they saw a big sign on it. They didn’t give him any sweets. But Jackie liked sweets. Look at the picture. What did Jackie do? Was Jackie a clever monkey?

4b Put the sentences in order.

a Children didn’t give him sweets.  
b Jackie lived in the zoo.  
c Every day children gave Jackie sweets.  
d Jackie liked sweets.  
e The keeper wrote a big sign.  
f Jackie was a clever monkey.

Remember:

How long can snakes live?  
About 20 years.  
three thirteen thirty  
five fifteen fifty  
eight eighteen eighty  
a hundred
LESSON  6  Project

1  Listen and sing.

2 Work in groups. Ask and guess.
   e.g. Is it a domestic/wild animal? Where does it live? Is it big?
   What colour is it? Does it have/eat ... Can it...

3a Work in groups. Choose a habitat. Prepare a presentation about it.
   1) What is your habitat like?
   2) Which animals live there?
   3) Write about one of the animals.
   4) Draw this animal.

3b Make the presentation on the habitat.

   I can

1) I can name domestic and wild animals. Men uy va yovvoyi hayvonlarni bilaman.
   e.g. a sheep, a donkey, a turkey, a gazelle, a tortoise, a dolphin ...

2) I can say the plural of animals. Men hayvonlarni ko‘plik sonda ayta olaman.
   e.g. a sheep – a lot of sheep; a deer – a lot of deer; a goose – geese ...

3) I can say sentences with “me/him/her/it/us/you/them”.
   Men “me/him/her/it/us/you/them” olmoshlari bilan gaplar ayta olaman.

4) I can say how I look after my pet. Uy hayvonimga qanday qarashimni ayta olaman.
   e.g. I clean my pet three times a week.

5) I can name five habitats and say what animals live there.
   Men beshta yashash muhitini va u yerda qanday hayvonlar yashashini ayta olaman.
   e.g. the ocean, the forest, the mountains ...
   In the desert camels, varans, snakes, lizards and tortoises live.

6) I can ask and say what the animals are doing now.
   Men hayvonlar ayni paytda nima qilayotganliklarini so‘rab, ayta olaman.
   e.g. The dolphins are swimming now. Is the fox eating?

7) I can ask and say how long some animals can live.
   Ayrim hayvonlar qancha yashashini so‘ray va ayta olaman.
   e.g. How long can snakes live? The snakes can live about 20 years.

8) I can say the events in the past. Men voqealarni o‘tg’an zamonda ayta olaman.
   e.g. Jackie was a little monkey. He lived in the zoo.

9) I can describe an animal. Men biror hayvonni tasvirlay olaman.

5 – New Fly High 5
LESSON 1 My favourite season

1 Listen and repeat.

2a Look and answer the questions.
1) How many seasons are there in Uzbekistan?
2) What are winter/spring/summer/autumn months?
3) Which is your favourite season?

2b Read and match with the pictures.

A After hot days it is cool. The days are shorter. But I can eat a lot of fruit and vegetables. Every day my friends and I go for walks and play football. We go to school.

B The days are so beautiful! There is snow on the trees and houses. It is cold. But I can ski and play snowballs. At home I play computer games and read books.

C The sun shines a lot. The days are sunny and hot. It does not rain. I can eat ice cream and swim in the river. The water in the river is warm.

D The days are longer and the nights are shorter. The days are nice and warm. There are a lot of beautiful flowers. Swallows and other birds are here. I can fly a kite, run, jump and play games in the yard.

2c Listen and check.

3a Work in pairs. Look, copy and complete.

3b Work in groups. Make sentences and talk about the seasons.

E.g. It’s spring. It’s warm. In spring the trees are green. We have clean yards. On the farms there are baby animals. I can play...
LESSON 2 Summer holidays are fun!

1 Listen and repeat.

2 Listen and put the pictures in the correct order.

3 Work in pairs. Ask and write five differences.
   e.g. A blue sky – a grey sky
   Pupil A: Look at this picture.
   Pupil B: Look at page 71.
   Is there a ...? Do you have a ...?
   What colour is/are ...?
   What is/are ... doing?

4 Read and say True or False.

Last summer my parents, my elder brother and I went to a small town near the Black sea. We got there by train. I like to go by train, look in the window and see beautiful nature. When we came to the town, it rained a lot. We went to the hotel by taxi. We got up at eight o'clock in the morning and went for breakfast. For breakfast we ate porridge. I did not like it. After breakfast we went to the sea. We wanted to swim and sunbathe but it was cloudy and cool. So we did not swim. In the evening we stayed in the hotel and watched TV.

1 They went to a big city near the Black Sea.
2 She likes to look in the window and see beautiful nature.
3 They went to the hotel by taxi.
4 They got up at seven o'clock.
5 After breakfast they went to the cinema.
6 In the evening they watched TV.
LESSON 3 Autumn

1 Listen and sing.

2a Work in groups. Copy the table. Ask and complete.

    e.g. Dilnoza, do you read books (when it rains)? Yes, I do.
         Do you do your homework (when it rains)? No, I don’t.

<table>
<thead>
<tr>
<th>name</th>
<th>read books</th>
<th>watch TV</th>
<th>play games</th>
<th>do homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dilnoza</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

2b Report. e.g. Dilnoza reads books and watches TV (when it rains).

3a Answer the questions.

1 How many seasons are there in Uzbekistan?
2 How many seasons are there in Africa?

3b Listen and choose the right words.

Thumbelina is a girl/boy. She had a sister/mother. They lived in a big house/flat. In Uzbekistan there are two/four seasons: winter, spring, summer and autumn. It was summer. It was hot/cold. In autumn swallows go to Africa/England. In Africa there are only two/three seasons: winter and summer. Thumbelina likes to live in a flat/flower.

4 Work in two groups. Read, choose and write the sentences.

1 I like autumn because it rains a lot and I like rainy weather. 2 I like winter because it is cold and I like fresh air. 3 It is cool. 4 It is snowy. 5 Yellow, red, and orange trees are fantastic! 6 There is snow on trees and houses. 7 I like autumn flowers. 8 I like skiing in the mountains. 9 These flowers are wonderful. 10 I like playing hockey. 11 It is time to go to school. 12 I feel very healthy and happy. 13 I have a lot of friends at school. 14 I like fresh air and beautiful nature.

Group A: Autumn.

e.g. 1 I like autumn because it rains a lot and I like rainy weather. ...

Group B: Winter.

e.g. 2 I like winter because it is cold and I like fresh air. ...

5 Read and answer the questions.

1 Why does Sabina write the letter to Lucy?
2 When is Teachers’ Day in England?

15 September
Dear Lucy
I hope you are well. Please give my best wishes to your mother for Teachers’ Day on 1 October.
I hope she has a happy holiday.
Love
Sabina

1 October
Dear Sabina
I hope you and your family are well. My mother thanks you for your best wishes. It is interesting for us. We don’t have Teachers’ Day in England. My Mum likes this holiday. Now in our family we want to have Teachers’ Day too!
Love
Lucy
LESSON 4 Winter days

1. Listen and sing.

2. Look, listen and repeat.

21 first
22 twenty
23 second
24 third
25 
26 
27 + th
28 
29 
30 

4a Write the sentences.

*Bob’s birthday is on the twenty-seventh of December.*

4b Work in pairs. Ask and guess your partner’s birthday.

*Example:*

A: My birthday is in June/September...
B: Is it on the twenty-second?
A: Yes, it is. /No, it isn’t.

5a Read the text and answer the questions.

1) Who teaches a polar bear to swim?
2) Why do polar bears put their noses in the snow?

5b Say True, False or Don’t know.

- Polar bears are good mothers.
- They like water.
- All children like playing with polar bears.
- Polar bears are brown.
- Polar bears are domestic animals.
- Father bears find fish for baby bears.

Polar bears are very big. They are three metres long. They live in the Arctic. It is very cold there but polar bears swim in the Arctic Ocean. The mother polar bear teaches her baby to swim. The mother polar bear makes a house in the snow. The little bears are with the parents for a year. They like playing. Baby polar bears put their noses in the snow when they play Hide and Seek.

Remember:

21 twenty-first
22 twenty-second
23 twenty-third
24 – 30 } th
LESSON 5 Spring is coming.

1. Listen and sing.

2. Play “Find Your Partner”.

4a. Read and put the verbs in the Past Simple.

The Ugly Duckling

When spring came, there were a lot of baby animals on the farm. Mother Duck (1 have) five little eggs and one big egg. One day the five little eggs (2 open) and five little ducklings came out. The ducklings were very nice. Then the big egg opened and a big ugly duckling came out. He went to the farm yard. There were a lot of baby animals. A foal played with a little lamb and a kid. But they (3 not want) to play with the ugly duckling. “Go away! You are ugly,” they said. The ugly duckling (4 see) little yellow chicks. They were funny. But they did not swim. The ugly duckling did not have friends. Winter came. The ugly duckling went to a small house and (5 live) there. In spring the ugly duckling (6 go) to the river. In the water he saw a beautiful white bird. “Who is it?” he asked. The other beautiful white bird said, “It’s you. You are a beautiful white bird”. Now the ugly duckling had a friend and he (7 be) happy.

4b. Listen and check.

4c. Read and write T for True and F for False.

   e.g. 1 F

   1 Mother Duck had five big eggs and one little egg.
   2 A foal, a lamb and a kid did not want to play with him.
   3 Little chicks were funny.
   4 In winter the ugly duckling lived in a small house.
   5 In spring he went to the farm yard.
   6 The ugly duckling was a beautiful white bird.

5. Write in order.

December October, March, June, April, August, February, November, July, May, September, May
LESSON 6 Project

1 Listen and sing.

2a Read and write your answers. Say what you like doing:

<table>
<thead>
<tr>
<th>1 on a warm spring</th>
<th>2 on a rainy day</th>
<th>3 after lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>a sitting in the yard</td>
<td>a going to the cinema</td>
<td>a reading books</td>
</tr>
<tr>
<td>b going for a walk</td>
<td>b having a rest at home</td>
<td>b visiting my friends</td>
</tr>
<tr>
<td>c playing tennis or football</td>
<td>c playing chess and draughts with my family</td>
<td>c playing games with my friends</td>
</tr>
</tbody>
</table>

2b Find and write your score.

<table>
<thead>
<tr>
<th>scores</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>c</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

2c Read. How active are you?

| results | 5 – 6 Great! You are very active. | 2 – 4 You are active. | 0 – 1 You are not active. |

3 Work in groups. Copy and complete the table about Uzbekistan.

<table>
<thead>
<tr>
<th>Uzbekistan</th>
<th>spring</th>
<th>summer</th>
<th>autumn</th>
<th>winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>months</td>
<td>June</td>
<td>July</td>
<td>August</td>
<td></td>
</tr>
<tr>
<td>days</td>
<td></td>
<td>cold</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Listen and complete the table.

<table>
<thead>
<tr>
<th>Australia</th>
<th>spring</th>
<th>summer</th>
<th>autumn</th>
<th>winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>months</td>
<td>December</td>
<td>January</td>
<td></td>
<td></td>
</tr>
<tr>
<td>days</td>
<td></td>
<td>cool</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 Work in groups.

Group A: Talk about seasons in Uzbekistan.
Group B: Talk about seasons in Australia.

Unit 11 Lesson 2

Activity 3 Work in pairs. Ask and write five differences.
Pupil B: Look at this picture.

Is there a ...?
Do you have a ...?
What colour is/are ...?
What is/are ... doing?
LESSON 1 What’s the weather like?

1 Listen and repeat.
2 Look at the pictures.
   Guess the new words.
   fine bad freezing

3a Copy and write the words under the line.
   hot cold freezing
   warm cool

<table>
<thead>
<tr>
<th>45°</th>
<th>35°</th>
<th>25°</th>
<th>15°</th>
<th>-5°</th>
<th>-15°</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g.</td>
<td>very</td>
<td>hot</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3b Chain Drill.
   e.g. A: What do you do when it’s freezing/hot/
cool/warm/cold?
   B: I put on my coat/stay at home/go for walks/
go swimming/watch TV/play in the yard...

4 Look, read and translate.
   a) Why are you happy? ☺ Because the weather is nice.
   b) Why are you sad? ☹ Because the weather is bad.

5a Listen and say what weather Akmal likes and why.

5b Work in pairs. Ask and answer.
   e.g. A: What weather do you like?
       B: I like cool/cold/... weather.
       A: Why do you like ... weather?
       B: Because when it’s ... I can ... .
       What weather do you like?

5c Report about your partner.
   e.g. B stays at home when it’s cold. S/he reads books and watches
       TV because s/he doesn’t like
cold weather.

The weather is different in the morning,
in the afternoon and in the evening.
1 _______ the weather is nice again. Children go to the yard and play games.
   They climb, run, play hopscotch, play tag and play hide and seek. People come
   home from work.
2 _______ the weather is nice. A cool wind blows. The sun shines, the sky is
   bright. It is a good time to go for walks. Children go to kindergarten.
3 _______ it’s very hot. There are no clouds in the sky. There is no wind.
   People stay under the trees. Many people stay at home.

Remember:
What do you do when it’s cold?
I put on my coat (when it’s cold). (When it’s cold) I put on my coat.
LESSON 2 Sunny days are lovely!

1. Listen and repeat.

2a. Match the words and pictures.
   - Ice – icy
   - Fog – foggy

   1. Rainy
   2. Sunny
   3. Foggy
   4. Icy
   5. Windy
   6. Cloudy

2b. Look and say what kind of day it is.
   - E.g. It’s a rainy day.

2c. Work in pairs. Ask and answer.
   - A: (Points to a picture.) What kind of day is it?
   - B: It’s a windy day. What kind of day is it?

3a. Look at the map of Uzbekistan and say what the weather is like.
   - E.g. It’s foggy in Kokand.

Remember:
- It’s a rainy day.
- It’s a foggy day.
- It’s an icy day.

3b. Work in pairs. Ask and answer.
   - E.g. A: What’s the weather like in Kokand?
   - B: It’s foggy in Kokand. What’s the weather like in Nukus?

3c. Write the weather in your place.
   - E.g. In Nukus it’s cold and icy.
LESSON 3 What’s the temperature?

1 Listen and sing.

2a Look and guess the new words.

2b Listen, repeat and read.

3 Look and write the temperature.

Use “It’s minus...” when the temperature is under 0.

E.g. It’s minus five degrees.

4 Work in pairs. Speak about the temperature and the weather.

E.g. A: Picture one.

B: It’s sunny. It’s hot. The temperature is 40 degrees. Picture five.

5 Place weather in spring temperature clothes

<table>
<thead>
<tr>
<th>place</th>
<th>weather in spring</th>
<th>temperature</th>
<th>clothes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>on rainy days</td>
<td>on sunny days</td>
<td></td>
</tr>
<tr>
<td>e.g.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>London</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5a Listen, copy and complete the table.

5b Say what you know about British weather.
LESSON 4 Seasons and weather

1 Listen and sing.

2 Talk about the weather in Uzbekistan in winter.

3a Read and find the word with*.

Phew. This is not for me. It’s dry and hot. The sun is shining. I don’t like the sun because I melt*. Help me! I’m sick. I must have cold because I must have snow. I must have freezing weather because I must have fresh air. I must have snow and ice. Sun, sun, go away!

3b Say the sentences about the snowman.

e.g. 😊 I like winter because it’s freezing.
😊 I don’t like sun because I melt.
😊 winter ... freezing
😊 wind ... cold
😊 cold ... can have snow
😊 snow ... can play snowballs
😊 ice ... can sledge
😊 warm weather ... melt
😊 dry and hot weather ... melt
😊 warm days ... melt

4 Work in groups. Say what season and what weather you like/don’t like.

e.g. I like summer because it’s hot. I like hot weather because I can go swimming. / I don’t like summer because it’s hot. I don’t like hot weather because I can’t play football.

5 Read about Tashkent. Answer the question.

Which months are dry/cold/hot/rainy?

The weather in Tashkent is very dry. The summer is long, hot and dry. But in the mountains near Tashkent there is snow in summer. In July the temperature is about 37 degrees. There are about 200 sunny days. The spring is wet and very rainy in the mountains. In winter there is snow, but not a lot. In January the temperature is usually 1 to -2 degrees.

Remember:

I like + noun ... because ...
I like winter because it’s cold and I can have snow.
LESSON  5  Stormy weather

1  Listen and sing.

2a Match the words. Write the meaning.

| 1 hailstone          | a his qilmoq        |
| 2 hail               | b yorqin; quyoshli |
| 3 bright             | c do‘l, do‘l yog‘moq|
| 4 duststorm          | d qorbo‘ron, izg‘irin|
| 5 feel               | e chang-to‘zon      |
| 6 snowstorm          | f do‘l              |
| 7 thunderstorm       | g momaqaldiroq      |

2b Listen, repeat and read.

2c Chain Drill.

e.g. I like/don’t like hailstorm.
     What about you?

3a Read and say.

I am happy. = I feel happy.
I feel sad/angry/hot/warm/cold.

3b Chain Drill.

I like/don’t like hailstorm. I feel happy/sad.

3c Listen and complete the sentences.

1 The boy feels ... because he ... hailstorm.
2 The girl feels ... because she ... rain.

4 Work in pairs. Look and speak about
the people in the pictures.

e.g. A: How does s/he feel? (How do they feel?)
     B: S/he feels ... because s/he likes ...
     (They feel ... because they don’t like ...)

5 Read and say the season.

Remember:
I feel happy (angry, sad).
I feel angry because ...
I am happy/angry/sad.

The sky is not so bright. There are usually
dark clouds and it is very windy. The sun
does not shine and there are often hail-
storms. The days are short and dark.
LESSON 6 Project

1  Listen and sing.

2a Work in groups. Copy and complete the maps of Uzbekistan and England, Scotland and Wales with symbols and temperatures.

2b Write the reports about Uzbekistan and England, Scotland and Wales and get ready for the TV programme.

e.g. Tuesday 7 June. In Fergana the weather is nice. It’s warm and sunny. The temperature is 20°-24°.

2c Report.

e.g. Today is Tuesday 7 June. Here is the weather forecast. In Bukhara it is...

I can

1) I can talk about my favourite season. Sevimli faslim haqida gaplasha olaman.
e.g. I like spring. The grass and trees are green. On the farms there are baby ... .

2) I can talk about my summer holidays. Yozgi ta’tilim haqida gaplasha olaman.
e.g. Last summer my parents and I went to the Black sea.

3) I can talk about special days. Men maxsus kunlar haqida gaplasha olaman.
e.g. When is your birthday? My birthday is on the twenty-second of July.

4) I can say the months of a year in order. Oylarni tartib bilan aytma olaman.
e.g. January, February...

5) I can ask and say what people do when it’s hot/warm/cool/cold/freezing.
Issiq/iliq/salqin/sovug/muzdek havoda odamlar nima qilishini so’ray va aytma olaman.
e.g. I put on my coat/stay at home/go for walks...

6) I can tell what the weather is like in different parts of a day.
Kunning turli paytlarida ob-havo qanday bo’lishini aytma olaman.
e.g. In the morning the weather is nice. A cool wind blows.

7) I can talk about the weather and temperature in Uzbekistan and England.
Men O’zbekiston va Angliya ob-havosi va harorati haqida gaplasha olaman.
e.g. What’s the weather like in Kokand? It’s sunny. It’s hot. The temperature is 40°.

8) I can ask and say how people feel about the weather.
Odamlar ob-havoda ozlarini qanday his qilishini so’ray va aytma olaman.
e.g. I feel angry because ... . How does s/he feel? S/he feels ... because s/he ...

9) I can say what people do when it’s cold/hot ...
Sovug/issiq ... bo’lganda odamlar nimalar qilishini aytma olaman.
e.g. In summer it’s always hot. People go swimming and play football.
LESSON 1 I like Navruz.

1 Listen and repeat.

2a Read and match.

2b Look and say the dates.

e.g. 21 March = the twenty first of March

1 New year begins a in July.
2 Independence Day is b on 21 March.
3 Children do not study c on 8 March.
4 Women’s Day is d on 1 September.
5 Teachers’ Day is e on 1 January.
6 Navruz is f on 1 October.

3a Read and give a title. Answer the question.

How do you say “Assalom Navro’z” in English?

21 March is the Navruz holiday. It is the Asian New Year. People in Central Asia celebrate this holiday. There is a lot of music, dancing and singing. People in our country like it very much. They do not work on this day. They visit their friends and family and say “Happy Navruz”. They invite them to their homes. Often they take their children to the park. This is the first day of the spring holidays in schools. Children love Navruz.

3b Answer the questions.

e.g. Where do people celebrate Navruz?

People celebrate Navruz in Central Asia.

1 Is Navruz the Asian New Year?
2 When do people celebrate Navruz?
3 What do people do on this holiday?
4 Do people go to work at Navruz?
5 What do children do at Navruz?
6 Do people love Navruz?

4a Read and add two sentences.

Remember:

1 May - the first of May
In July
On 21 March
Happy Navruz!
Happy Birthday!

I like Navruz because it’s a good holiday. the weather is nice. I like spring. there is a lot of music. we visit our friends. the spring holidays begin.

4b Work in groups. Ask and answer.

Why do you like Navruz?

e.g. I like Navruz because it’s a good holiday.
LESSON 2 Come and stay with us.

1 Listen and repeat.

2a Read and give a title.

At Navruz people cook palov, mantı and shashlik. There are a lot of cakes, jam and sweets. And of course women cook sumalak. They must be good at cooking it. Children like sumalak. All the children in the Abdullaev family like eating sumalak very much. Their mother cooks it every year.

2b Write questions to the answers.

e.g. At Navruz people cook palov, mantı and shashlik.

What do people cook at Navruz?

1 Women cook sumalak. What ... ?
2 Children like eating sumalak. What ... ?
3 The children in the Abdullaev family like sumalak. What ... ?
4 The mother cooks sumalak very well. What ... ?

3 Write the invitation.

Dear ... 
Thank you for your invitation. 
See you at Navruz. 
Love ...

4 Write an invitation to your friend.

5 Answer your friend’s invitation.

6 Play “Four Corners”.

Remember:

At Navruz
At New Year
On Sunday
At Hayt
LESSON 3 Navruz in Bukhara

1 Listen and sing.

2a Listen and answer.
Who is staying in Bukhara?
What holiday is it?

2b Listen again. Put the sentences in order.

3a Read and answer.
Is Nancy happy in Bukhara?
Which words tell us this?

Dear Meg
I'm having a good time here in Bukhara. We are visiting people and eating a lot of food. My new friends are great! Bukhara is a beautiful town with a lot of interesting places. Look at my photos. They're beautiful! What's your favourite? I like the Ark. The weather is fine. Look at the sky! Blue, blue, blue!
Love
Nancy

3b Answer the questions.
What is Nancy doing?
What is Bukhara like?
What is the weather like?
Which places does Nancy visit?

4 Work in pairs. Read and answer.
Do you want to visit Bukhara or Shakhrisabz? Why?
e.g. I want to visit Shakhrisabz because it's a beautiful town. I can see...

Visit Shakhrisabz. Shakhrisabz is a beautiful town. There are a lot of interesting places. There is the Ak-Saray Palace, Kok Gumbaz Mosque and the old Mausoleum. Look at the photo. In spring the weather is warm and nice. Please visit beautiful Shakhrisabz.
LESSON 4 Fun in April

1 Listen and sing.

2a What do you do on this day?

2b Read and do.

3a Listen and answer the questions.
1 Do people always say true things on the first of April?
2 Do you think April Fool’s Day is a good day?

3b Listen again and put the sentences in order.

a For example, Lucy’s mother says to Lucy, “Look! There’s a black cat in your schoolbag. Lucy looks in her schoolbag but there is no cat there.
b April Fool’s Day is a funny day in England. It is on 1 April.
c Her mother laughs and says, “April Fool!”
d On 1 April people say things which are not true. When the things are funny, people laugh.
e But we can’t do it after twelve o’clock.

4 Read 1 April news. Is it true?

5a Read Aziz’s joke for 1 April.

There’s a spider on your head!

April Fool! Ah! Ah!

5b Work in pairs. Write a joke for 1 April.

5c Tell the class your joke for 1 April.
LESSON 5 May Day holiday

1 Listen and sing.

2 Look and answer.

1) Who do you see in the picture?
2) What colour are the girls’ dresses?
3) What are the girls doing?
4) What season is it?
5) What country is it?

3a Read and choose a title.

1 My favourite season
2 May Day in England
3 Dancing

May Day is a holiday in England. On May Day young people take flowers to their homes. They sing spring songs and choose a May king and May queen. The May king and May queen have beautiful spring flowers on their heads. Children dance round a maypole with coloured ribbons. The ribbons make a bright picture on the maypole. But not a lot of people do it now.

3b Look and match the sentences in 3a and the pictures.

3c Make pairs of words.

1 grey a queen
2 young b a lot of
3 not a lot of c bright
4 king d old

4 Put the words in order.

e.g. 1 May Day is a holiday in England.

Remember:

Who do you see in the picture?
What do you see in the picture?
On May Day/April’s Fool Day
girl’s dresses
girls’ dresses

5 Say True or False.

British people cook sumalak on 21 March.
People take a maypole to their homes.
May Day is a holiday in India.
On May Day people have a lot of flowers.
At Navruz children dance round the maypole with ribbons.
People like singing on May Day.
LESSON 6 Project

1 **Listen and sing.**

3 **Draw and describe a present for your new spring holiday.**

2 **Work in pairs. Make a new spring holiday. Copy and complete.**

<table>
<thead>
<tr>
<th>When ...</th>
<th>Name ...</th>
<th>What people do ...</th>
<th>What children do ...</th>
<th>What people eat ...</th>
<th>Presents ...</th>
</tr>
</thead>
</table>

4 **Work in groups of four. Ask and guess the present.**

**e.g.**
- Is it big/small?
- Is it round/square?
- What colour is it?
- What can we do with it?

5 **Report to the class. Describe your new spring holiday and present.**

**e.g.** Our new spring holiday is on 30 April. Its name is ... .

**I can**

1) **I can say about my favourite things/sport/subject/month/season/holiday.**

**e.g.** My hobby’s tennis.

2) **I can say about my family.**

**e.g.** My mother’s name is...

3) **I can say about who is the youngest/oldest in my family.**

**e.g.** My grandad is the oldest in my family.

4) **I can say about my favourite toys when I was a little girl/boy.**

**e.g.** My favourite toys were a train and a teddy bear.

5) **I can say about my house/flat.**

**e.g.** Our family lives in a house/flat. We have a kitchen...

6) **I can say about my parents’ jobs and where they work.**

**e.g.** My mother’s a doctor. She works at the hospital.

7) **I can say how people look like.**

**e.g.** She is tall/short. She is thin/plump. She has long straight blond hair.
I can

8) I can say what people did in the past.
   e.g. Yesterday I stayed at home. I helped my mother.

9) I can say what people must and mustn’t do.
   e.g. We must learn English words. We mustn’t play with matches.

10) I can say about school timetable.

11) I can ask and say the time.
    e.g. What time is it? It’s...

12) I can talk about school rooms (geography room, computer room...)

13) I can say the rainbow colours.

14) I can ask and talk about my day and my friend’s day.
    e.g. I always get up at 7 o’clock. S/he gets up at...

15) I can ask and say about things I like doing.
    e.g. I like playing ... Do you like playing chess? S/he doesn’t like doing sums.

16) I can say about baby animals and how I look after them.
    e.g. gosling, kid, poult, foal, lamb ... My puppy barks loudly/softly/noisily...
    I feed my pet.

17) I can talk about different habitats and the animals.
    e.g. Sharks, whales, dolphins and turtles live in the ocean.

18) I can ask and say about how long the animals can live.
    e.g. How long can snakes live? They live about 20 years.

19) I can say what people did on their summer holidays.
    e.g. Last summer we went to a small town near the Black sea.

20) I can talk and write about my favourite season.
    e.g. I like autumn because it rains a lot and I like rainy weather.

21) I can say a fairy tale.
    e.g. The ugly duckling.

22) I can ask and say about the weather and temperature in different cities.
    e.g. What kind of day is it? It’s cold. The temperature is minus three degrees.

23) I can say how people celebrate holidays.
    e.g. 21 March is the Navruz holiday.

24) I can write an invitation card.
    e.g. Dear Nancy
    Come and stay with us at Navruz.

25) I can sing a lot of songs.
    e.g. “I have a grandad”, “I like English”, “Seasons” and others.
Unit 1 All about me

Progress Check 1

1 Complete the sentences. Use the words: are, like, is, have, am. (5x2=10)

Hello. I (1) ... Lucy. My father’s name (2) ... Thomas. My parents (3) ... teachers. We (4) ... two cats. We all (5) ... football.

2 Write questions to the answers. (5x2=10)

1) My name is Akmal. your/What’s/name?
2) I am from Uzbekistan. are/Where/from/you?
3) I am 11 years old. you/are/How/old?
4) 10 Bobur Street, Istitqbol. address/your/What’s?
5) I am fine. are/How/you?

3 Complete the sentences about you. (5x2=10)

1) My name’s ... . 2) My favourite holiday is ... . 3) My hobbies are: ... . 4) My favourite sports are: ... . 5) My favourite subject is ... .

4 Complete the sentences about your family. (5x2=10)

e.g. There are four people in my family.

1) There are ... . 2) I have ... . 3) My father’s name ... . 4) My mother is ... . 5) My elder brother ... . 6) My younger sister ... .

5 Listen and choose the right words. (5x2=10)

1) There are four/five people in Kate’s family. 2) Kate’s father is 55/45 years old. 3) They have three/two cats. 4) Kate’s mother is younger/older than her father. 5) Tom is the oldest/youngest in the family. 6) Kate is 12/11 years old.

Total: 50 points

Unit 2 At home and at work

Progress Check 2

1 Complete the sentences. Use the words: sisters, lives, are, plays, is. (5x2=10)

Aziz (1) ... in a house. There (2) ... six people in his family. He has a father, a mother, a brother and two (3) ... . His favourite room (4) ... living room. He (5) ... chess and reads books there.

2 Look and match. e.g. 1b (5x2=10)

1) A doctor works a) at the college.
2) A secretary works b) at the hospital.
3) A teacher works c) at the police station.
4) A farmer works d) at the supermarket.
5) A policeman works e) on a farm.
6) A shop assistant works f) at the office.
3 Match the questions and answers. e.g. 1d (5x2=10)
1) Where do you work? 2) What do you do? 3) Do you have a grandmother?
4) How old is your sister? 5) How many people are there in your family?
6) What’s your address?
a) I’m a mechanic. b) 5 Amir Temur Street, Ferghana. c) There are four.
d) I work at the office. e) She is eight. f) Yes, I do. I have a grandfather too.

4 Write the sentences. (5x2=10)
e.g. 1) is/English/she. She is English. 4) you/Where/work/do?
2) She/a sister/and/has/a brother. 5) favourite/your/What’s/subject?
3) do/What/you/do? 6) goes/on/to/school/foot/He.

5  Listen and write T for true and F for false. (5x2=10)
1) Jessica has a sister. T 4) She goes to work on foot.
2) Jessica works at the hospital. 5) Her work starts at 6 o’clock.
3) Monica is a nurse. 6) She goes to bed at 11 o’clock.

Total: 50 points

Unit 4 My school life

Progress Check 3  (5x2=10)

1 Complete the sentences. Use the words: sixth, third, first, second, fifth.
1) Wednesday is the third day of the week. 2) Friday is the ... day of the week. 3) Monday is the ... day of the week. 4) Saturday is the ... day of the week. 5) Sunday is the ... day of the week.

2 Read and choose. e.g. 1 mustn’t (5x2=10)
1) We must/mustn’t play with matches. 2) We must/mustn’t go to school on Sunday. 3) We must/mustn’t get ready for our lessons. 4) We must/mustn’t learn English words. 5) We must/mustn’t work hard. 6) We must/mustn’t play football in the classroom.

3 Match. e.g. 1f (5x2=10)
1) go 2) see 3) buy 4) swim 5) eat 6) have
a) swam  b) bought  c) ate  d) saw  e) had  f) went

4 Complete the sentences about you. (5x2=10)
1) My head is big and round. 2) My eyes are ... . 3) My nose ... . 4) My mouth ... . 5) My ears ... . 6) My hair ... .

5 Listen and complete with: dancing, swimming, playing chess (5x2=10)

<table>
<thead>
<tr>
<th>Monday</th>
<th>e.g. swimming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td></td>
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<tr>
<td>Wednesday</td>
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<td>Thursday</td>
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<tr>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
</tr>
</tbody>
</table>

Total: 50 points
Unit 5 I like English. Do you?

Progress Check 4

1 Complete the sentences about you. (5x2=10)
   1) I like botany. It's interesting.
   2) My favourite lesson is ... .
   3) I like ... . It's fun.
   4) I don't like ... . It's boring.
   5) I don't like ... . It's difficult.
   6) I (don't) like ... . We sing songs there.

2 Look and write. (5x2=10)
   e.g. 8.00 - It's eight o'clock.
   1) 8.00 2) 10.30 3) 4.45 4) 8.15 5) 7.00 6) 12.15

3 Complete the sentences. (5x2=10)
   1) I play football in/at the evening.
   2) I go to school in/at 8 o'clock.
   3) I have lunch at/in 2 o'clock.
   4) We don't have lessons on/at Sunday.
   5) I go to school at/in the morning.

4 Write questions for the answers. (5x2=10)
   e.g. My sister has dark eyes. What colour eyes does your sister have?
   1) My sister has dark eyes. Have/What/eyes/colour/does/your sister?
   2) Her hair is long and straight. Her/What's/like/hair?
   3) He has brown eyes. Eyes/What colour/does/have/he?
   4) Yes, it is. Is/interesting/history?
   5) Yes. We have lessons on Friday. Lessons/Do/ have/you/Friday/on?
   6) My brother's name is Davlat. Your/What's/name/brother's?

5 Listen and match. e.g. 1c (5x2=10)
   1) What's your school like? a) I like music.
   2) Is there a library there? b) I like Shahzoda very much.
   3) Do you like PE? c) It's nice.
   4) What's your favourite subject? d) Yes, I'm good at singing.
   5) Do you like singing? e) Yes, there is.
   6) Who is your favourite singer? f) No, it's boring.

Total: 50 points

Unit 7 My day

Progress Check 5

1 Put the sentences in order. e.g. 1e (5x2=10)
   a) I come home and have lunch.
   b) Then I do my homework.
   c) I go to bed at 10 o'clock.
   d) I have breakfast and go to school.
   e) I get up at 7 o'clock.
   f) I get washed in the bathroom.

2 Write questions to the answers. (5x2=10)
   e.g. 1) He gets up at 7 o'clock. When does he get up?
   2) He gets washed in the bathroom. In/what/does/do/bathroom/he?
   3) Yes, he does. He/has/Does/breakfast?
   4) He comes home at 2 o'clock. He/come/does/breakfast/when?
   5) In the evening he does his homework. Do/does/he/does/When/homework?
   6) He goes to bed at 10 o'clock. Does/When/he/to/bed/go?
3 Complete the sentences about you. Use the words: always, never, often, usually, sometimes. (5x2=10)

**e.g.** 1) I never go to school by bus.
1) I go to school by bus. 4) I go to the park on Sunday.
2) I get up at 6 o’clock. 5) I play football.
3) I work hard. 6) I go home on foot.

4a Listen and underline. (5x2=10)

Sam Libby lives in Paris/London. He teaches history at the university and he has a lot of students. He gets up at 6 o’clock/6.30 and has breakfast at 7 o’clock/7.30. He starts work at 8 o’clock/9 o’clock. He goes home at 4 o’clock/4.30. He likes his job because it’s very interesting but he doesn’t work every day. On Tuesday and Thursday he stays at home/goes to work.

4b Read and match. e.g. 1d (5x2=10)

1) Where does Sam live? a) Yes, it is.
2) What does he do? b) No, he doesn’t.
3) When does he get up? c) At 4 o’clock
4) Is his job interesting? d) He lives in London.
5) When does he go home? e) At 6.30.
6) Does he work every day? f) He is a history teacher.

**Total:** 50 points

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**Unit 8 Things I like**

**Progress Check 6**

1 Read and answer the questions. (5x2=10)

My name is Henry. I like playing computer games. They are very interesting. My little sister doesn’t like computer games. She likes collecting dolls. She has a lot of beautiful dolls. On Sunday I like playing football with my friends. My sister likes playing see-saw in the playground.

**e.g.** 1) What is the boy’s name? The boy’s name is Henry.
1) What is the boy’s name? The/is/name/boy’s/Henry.
2) What is the boy’s hobby? hobby/His/playing/is/computer/games.
3) Does his sister like playing computer games? doesn’t/No./she.
4) What is her hobby? dolls/She/collecting/likes.
5) What does he like doing on Sunday? Sunday/On/he/playing/likes/football/his friends/with.
6) What does his sister like doing on Sunday? see-saw/She/likes/playing/in/playground/the.

2 Complete the sentences with: and, but. (5x2=10)

**e.g.** I like tea but my brother doesn’t.
1) I like tea ... my brother doesn’t.
2) I like pop music ... my friend does too.
3) Alisher likes cycling ... his sister doesn’t.
4) I play the dutor ... my father does too.
5) I like nature programmes ... my mother does too.
6) Karim likes playing chess ... his cousin doesn’t.

3 **Put the words in the correct boxes.** (10x1=10)

- nature, saxophone, comedy, botany, sports, playing draughts, sewing, rubob, maths, doira, collecting coins, mother tongue

<table>
<thead>
<tr>
<th>TV programmes</th>
<th>hobby</th>
<th>school subjects</th>
<th>musical instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>sports</td>
<td>collecting coins</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 **Write the sentences.** (5x2=10)

1) on time/He/his/always/for/lessons/is. 4) do/What music/like/you?
2) My/nature/favourite/programme/is. 5) a hobby/have/Do/you?
3) I/music/like/programme/don’t.

5 **Listen and complete. Use:** cartoons, dancing, sports programmes, rubob, guitar, piano. (5x2=10)

<table>
<thead>
<tr>
<th>likes</th>
<th>musical instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kate</td>
<td>e.g. cartoons</td>
</tr>
<tr>
<td>Jack</td>
<td></td>
</tr>
<tr>
<td>Dilbar</td>
<td></td>
</tr>
</tbody>
</table>

Total: 50 points

**Unit 9 Furry friends**

**Progress Check 7**

1 **Match the words. e.g. cow – calf** (10x1=10)

- 1) cow a) poult 7) pig g) foal
- 2) horse b) duckling 8) goat h) calf
- 3) sheep c) kid 9) camel i) lamb
- 4) goose d) calf 10) donkey j) piglet
- 5) duck e) foal 11) hen k) gosling
- 6) turkey f) chick

2 **Match.** (5x2=10)

- e.g. Horses neigh.

3 **Write the questions.** (5x2=10)

1) you/times a day/do/How many/eat?
2) you/Do/your pet/look after?
3) do/How many times/you/a week/watch TV?
4) do/times a week/you/clean/How many/your room?
5) times a week/How many/you/go/do/to school?

4 **Match. e.g. 1f** (5x2=10)

- 1) it a) them 4) he d) him
- 2) they b) us 5) we e) me
- 3) I c) you 6) you f) it
**Unit 11 Seasons**

**Progress Check 8**

1. **Complete the sentences. Use the words:** rains, warm, shines, beautiful, season, yellow. \((5\times 2 = 10)\)

   Spring is a nice (1) season in Uzbekistan. In spring it is (2) ... . In the parks and streets there are many (3) ... flowers. They are red, white and (4) ... . The sun (5) ... . The days are very nice. In March it often (6) ... .

2. **Write the questions.** \((5\times 2 = 10)\)

   1) seasons/How many/there/are?  
   2) What season/after/comes/spring?  
   3) the sky/the sun/in/Is there?

3. **Choose the correct word.** \((5\times 1 = 5)\)

   April is a (1) ... month. It’s the (2) ... month of the year. Friday is the (3) ... day of the week. December is the (4) ... month of the year. June, (5) ... and August are summer months.

   1) a autumn b winter c spring d summer  
   2) a second b fifth c sixth d fourth  
   3) a fifth b first c second d third  
   4) a tenth b twelfth c second d first  
   5) a May b March c April d July

4. **Find the odd word.** \((5\times 1 = 5)\)

   1) red thin brown black  
   2) mother leg daughter family  
   3) cow tiger elephant crocodile  
   4) desert flat forest mountains  
   5) climb swim run clever

5. **Read the text. Write T for true or F for false.** \((5\times 2 = 10)\)

   Hello! My name’s Tim. I’m a robot. I don’t go to school but I like reading. I like reading books about animals. I have a friend. He’s a boy. His name’s Sardor. He’s twelve. He goes to school. He gets up at 6.30. He likes English, maths and history. Sardor has a dog. His dog is big and white. Sardor likes playing with his dog but he doesn’t like cleaning his room.

   1) Tim likes playing with the dog.  
   2) Tim is a robot.  
   3) Sardor is twelve.  
   4) Sardor’s dog is black.  
   5) Tim and Sardor are friends.
6 **Listen and choose the right words.** \(5 \times 2 = 10\)

Last summer I with my little (1) **brother/sister** went to the village. Our (2) **grandparents/parents** live there. The village is near the (3) **ocean/river**. My sister (4) **likes/doesn’t like** swimming. We went (5) **fishing/swimming**. The weather was (6) **bad/nice**.

**Total:** 50 points

### Unit 12 The weather

#### Progress Check 9

1. **Match the sentences. e.g. 1b** \(5 \times 1 = 5\)

   1) On a rainy day  2) In winter it  3) Bears can  4) In July it is  5) Polar bears  6) Monkeys are

   a) are big and white.  b) I like watching TV.  c) winter in Australia.  d) climb and run.  e) is cold.  f) wild animals.

2. **Write the questions.** \(5 \times 2 = 10\)

   1) like/the/What’s/weather/today?  4) winter/can/you/do/What/in?  2) you/do/do/when/it’s/hot/What?  5) do/What/you/like/doing/in spring?  3) like/you/Do/hailstorms?

3. **Write True or False.** \(5 \times 1 = 5\)

   1) In winter the days are long.  2) In Australia it is hot in January.  3) We go swimming when it is cold.  4) It is freezing when the temperature is under 0.  5) When it is hot people like swimming.

4. **Write what animals are doing now.** \(5 \times 2 = 10\)

   e.g. Monkeys climb. = They are climbing now.
   The crocodile swims. = It is swimming now.

   1) Birds fly.  2) Gazelles run.  3) The dog jumps.  4) The tiger eats.  5) Elephants walk.

5. **Choose the correct answer.** \(5 \times 2 = 10\)

   1) Which animal gives milk? a) hen; b) rooster; c) cow; d) turkey  
   2) What can canaries do? a) speak; b) read; c) dance; d) sing  
   3) What do rabbits like eating? a) carrots; b) bones; c) cats; d) fish  
   4) What animal works hard? a) monkey; b) cow; c) donkey; d) lion  
   5) What animal looks like a tiger? a) dog; b) cat; c) turkey; d) goose

6. **Listen and write T for True and F for False.** \(5 \times 1 = 5\)

   1) The weather in Tashkent is very dry. e.g. **T**
   2) The summer is long, cool and dry.
   3) In the mountains near Tashkent there is snow in summer.
   4) In July the temperature is about 37 degrees.
   5) The spring is wet and very snowy in the mountains.
   6) In January the temperature is usually 1 to plus 2 degrees.

**Total:** 50 points
Lesson 1 My favourite things

**Homework**

Write 4 sentences about your friend. Use:

Quyidagilardan foydalanib, do'stingiz haqida 4 ta gap yozing:

1. She/He likes
2. She/He can
3. She’s/He’s good at
4. Her/His favourite

Lesson 2 I have two sisters.

**Classwork**

3a Read and complete.

1. There are ______________ children in the family.
2. The eldest sister’s________ is Sabina.
3. Sabina wants to be a ____________.
4. Davron and Madina cannot ____________ and ______________.
5. They can ________________.
6. The cat’s name is ______________.
7. Snowball likes______________.

**Homework**


   1. My father’s sister is my __________.
   2. My father’s brother is my __________
   3. My mother’s father is my __________
   4. My mother’s mother is my __________
   5. My uncle’s brother is my __________

2. Write three questions. Uchta savol yozing.

   e.g. What’s your uncle’s name?

   1. What’s your ______________
   2. What’s ______________
   3. What ______________

Lesson 3 Who is the youngest?

**Homework**

1. Write the questions. Savollar yozing.

   the youngest/Who/in your family/is?
   is/the eldest/in your family/Who?
Classwork and homework

2 Read the answers. Write the questions.
Javoblarni o‘qing. Savollar yozing.

1 _______________________. My name is Tom.
2 _______________________. My dad’s name is Harry.
3 _______________________. My mum’s name is Barbara.
4 _______________________. My sister’s name is Sara.
5 _______________________. My brother’s name is Ron.

Lesson 4 Where are you from?

Homework

Choose a letter and write an answer. Bir maktub tanlang va javob yozing.

Hi __________,
My name’s ______________. I’m ______________. I live ______________.
My hobbies are: ________________________________________________________
My favourite sports are: ________________________________________________
My favourite subject is _________________________________________________
Please write to me,
________________________________

Lesson 5 What’s your address?

Classwork

2 Look, read and complete.
Qarang, o‘qing va to‘ldiring.

Homework

Look at Activity 4.
Write about Lucy.
4-mashqqa qarang.
Lusi haqida yozing.

Istiqbol Musical School
Name ____________________________
Surname __________________________
School number _____________________
Class teacher’s name __________________
Address:
    Street __________________________
    House number ___________________
    Telephone number _______________
Classwork and homework

Lesson 1 They live in a ...

Classwork

2a Look and write the words.

| a kitchen | a bedroom | a living room |

Homework

Look at Activity 4. Complete the sentences.

Every day | Yesterday
---|---
e.g. I go to school at 8. | e.g. I went to school at 7.30.
I ________ home at 2. | I ________ home at 3.
I ________ with Ozoda. | I ________ with Umida.
I ________ tomato salad. | I ________ cucumber salad.
I ________ in my bedroom. | I ________ in the living room.

Lesson 2 What number is your house?

Classwork

3a Read and write the questions.

1) house/What number/your/is? __________________________
2) have/How many rooms/do you? _______________________
3) is/What/favourite room/your? _______________________
4) do you do/What/in your favourite room? _______________________

Homework

Complete the sentences. Gaplarni tugallang.

1) e.g. We ______ in the kitchen.
2) We __________________________ in the living room.
3) We __________________________ in the bedroom.
4) We __________________________ in the gym.
5) We __________________________ in the canteen.
6) We __________________________ in the library.
Lesson 3 What’s your job?

**Homework**

Answer the questions. Savollarga javob bering.

1) Where is Mrs Whitfield from? ________________________________
2) What is her job? ____________________________________________
3) Where does she work? ______________________________________
4) Where do her parents live? _________________________________
5) What is her father’s job? __________________________________
6) What is her mother’s job? ________________________________

Lesson 4 Where do you work?

**Classwork**

3b Complete the sentences.

1) Lisa is a ________________. She works at the ________________.
2) Andy is ________________. He works ____________________.
3) David ________________. He ____________________________.
4) Julia ________________. She ____________________________.

**Homework**

Write true sentences. Rost gaplar yozing.

1) Directors work at the shop. *e.g. No, directors work at the school.*
2) Teachers work at the hospital. _____________________________
3) Nurses work at the bank. _________________________________
4) Police officers work at the museum. ______________________
5) Doctors work at the police station. _______________________
6) Shop assistants work on the farm. _______________________
7) Farmers work at the college. ____________________________

Lesson 5 How do you go to ...?

**Homework**

Write answers to the questions. Savollarga javoblar yozing.

1) Do you live far from school? *Yes, it’s about 15 kilometres from the school.*
2) How do you go home? ________________________________
3) How do you go to your grandparents? ________________________

**Classwork**

Write true sentences. Rost gaplar yozing.

1) Directors work at the shop. *e.g. No, directors work at the school.*
2) Teachers work at the hospital. _____________________________
3) Nurses work at the bank. _________________________________
4) Police officers work at the museum. ______________________
5) Doctors work at the police station. _______________________
6) Shop assistants work on the farm. _______________________
7) Farmers work at the college. ____________________________
Classwork and homework

Lesson 1 His hair is short and curly.

2b Complete the sentences.

\[ \text{e.g.} \]

1) Roma has \underline{curly and blond} hair.
2) Lena has \underline{________________________} hair.
3) Barno has \underline{________________________} hair.
4) Alisher has dark \underline{________________________} hair.
5) Robot A has a \underline{________________________} head.
6) Robot B has a \underline{________________________} head.

Homework

1 Match the words and pictures.

So’zlarga mos rasmlarni toping.

1 long 2 red 3 big 4 round
5 brown 6 square 7 blue

2 Write the words.

So’zlarni yozing.

1) \underline{____________} = not short
2) \underline{____________} = not curly
3) \underline{____________} = not big
4) \underline{____________} = not square

Lesson 2 He is tall and thin.

Homework

1 Complete the sentences with is/isn’t, are/aren’t.

Gaplarni “is/isn’t” yoki “are/aren’t” bilan to‘ldiring.

1) His hair \underline{________} dark. It’s blond. 4) My hair \underline{________} blue.
2) Her eyes \underline{________} brown. 5) My eyes \underline{________} green.
3) Her hair \underline{________} long and curly. 6) His eyes \underline{________} yellow.

2 Look, read and find Bobur and Malika.

Qarang, o‘qing va Bobur hamda Malikani toping.

Bobur is a tall boy. He has short, straight, dark hair. His nose is small. His eyes are dark. Malika is 9 years old. She is short and thin. She has short, curly, dark hair. Her nose is small.

Bobur _________
Malika _________
Classwork and homework

Lesson 3 My robot has ...

Homework

1 Write the sentences. Gaplar yozing.

- e.g. have/eyes/I/brown. I have brown eyes.

1) father/my/tall/is ____________________________
2) sister/his/has/hair/long ____________________________
3) eyes/my/are/brown ____________________________
4) her/is/nose/small ____________________________

2 Write the words in the correct place. Add more words.

So‘zlarni to‘g‘ri joyga yozing. Yana so‘zlarni qo‘shing.

mother teacher red white leg green doctor son ear father
driver hair

family job colour body
e.g. mother

3 Look, read and find Tom, Dick, Pete and Mark.

Tom, Dick, Pete and Mark are friends. Pete does not have long legs. Dick does not have big ears. Mark and Tom have curly hair. The thin boy is not Tom.

Lesson 4 My family is ...

Homework

Write about your family.
Oilangiz haqida yozing.

There are _____________ _____________ in my family. This is my _____________. Her/his
name is _____________. I have _____________ sisters/brothers. My sisters/brothers are
___________ _____________ old. My sister’s/sisters’ name(s) is/are _____________. My
brother’s/brothers’ name(s) is/are _____________. My _____________ is tall/short.
Her/his hair is _____________. Her/his eyes are _____________.

Lesson 5 He didn’t stay at home.

Classwork

2c Read about Nodira and write about Ahror.

e.g. 1) Yesterday Nodira stayed at home. Ahror didn’t stay at home.

2) Nodira helped her mother. ____________________________
3) Nodira cleaned the room. ____________________________
4) Nodira swept the floor. ____________________________
Classwork and homework

5) Nodira washed the dishes.__________________________________________
6) Nodira mopped the floor.__________________________________________
7) Nodira took the rubbish out.________________________________________
8) Nodira talked to her friend on the phone.______________________________

3a Write two true sentences and one false sentence about yesterday.
   e.g. I played with my little sister. I had six lessons. I went to the doctor yesterday.
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

Homework

1 Complete the sentences. Use the Past Simple form.
   Gaplarni tugallang. O’tgan zamon shaklini ishlayting.
   Last Sunday I _______ (visit) my friend Laziza. We _______ (play) computer games. Then we _______ (listen) to music and _______ (dance). In the afternoon, we _______ (walk) to the park with her brother Alibek. And in the evening we _______ (watch) a funny film and _______ (laugh) a lot. It _______ (be) great.

2 Bring a photo of your favourite celebrity to your class.
   Siz uchun sevimli mashhur shaxsning fotosuratini keyingi darsga olib keling.

3a Find the words “pocket” and “surprise” in the Wordlist.
   “Pocket” va “surprise” so’zlarining ma’nosini lug’atdan toping.

3b Read the text and write T for True and F for False.
   Matnni o’qing va to’g’ri gaplar uchun T, noto’g’ri gaplar uchun F deb yozing.

Rufty Tufty is a black doll. He has a black face and curly black hair. His eyes are brown. His mouth is red. He has white teeth. Rufty Tufty does not like to get up early. One morning Mother says, “It’s time to get up, Rufty Tufty.” “I don’t want to get up,” says Rufty Tufty. “Do you want to get a surprise?” asks Mother. Rufty Tufty loves surprises. He opens his eyes and asks, “Can I play with it?” “No, you can’t. It’s a new red jacket.” “It isn’t a surprise. I don’t like it,” says Rufty Tufty. “But the jacket has five pockets,” says Mother. “Oh, five pockets!” says Rufty Tufty and jumps out of bed. He is happy.
Classwork and homework

1) Rufty Tufty is a boy.  5) He loves surprises?
2) He has a black face and hair.  6) The jacket has four pockets.
3) His eyes are blue.  7) He likes his new red jacket.
4) He likes to get up early.

Lesson 6 Project

Homework

1 Complete the sentences in the Past Simple form.
O’tgan zamon shakllarini ishlatib, gaplarni tugallang.

e.g. 1) Nilufar and Dildora watched (watch) a film last night.
2) Alim _________________ (clean) his teeth in the morning.
3) Guzal _________________ (phone) her friend yesterday.
4) We played with a dog and _________________ (laugh) a lot.
5) The children _________________ (play) tennis yesterday.
6) Olim _________________ (stay) at home last Saturday.

2 Find “hedgehog” in the Wordlist.
“Hedgehog” so‘zining ma’nosini lug‘atdan toping.

3 Read and write answers.
O‘qing va savollarga javob yozing.

My name’s Heggy. I’m a hedgehog. There are ten in my family. We live in a small house. My grandparents are nice. I have three brothers. Their names are Hoggy, Higgy and Huggy. So there are four boys in my family. I have two sisters. My sisters are small and nice. My parents are big and strong. I am strong too. I have a long face, dark eyes, a long nose and a small mouth. I have big ears and short legs.

Is Heggy a hedgehog?
e.g. Yes, he is.
Are there nine hedgehogs in Heggy’s family?
No, there aren’t.

Does Heggy have grandparents?
Does Heggy have three brothers?
Is Heggy’s father strong?
Is Hoggy Heggy’s sister?
Does Heggy have a long nose?
Does Heggy have blue eyes?
How many girls are there in Heggy’s family?

4 Draw Heggy. Heggining rasmini chizing.
Lesson 1 Today is ...

Classwork

2a Look and write the days.

<table>
<thead>
<tr>
<th>e.g.</th>
<th>Mon</th>
<th>Monday</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue</td>
<td></td>
<td></td>
<td>Sat</td>
</tr>
<tr>
<td>Weds</td>
<td></td>
<td></td>
<td>Sun</td>
</tr>
<tr>
<td>Thu</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Homework

Read the answers. Write the questions.
Javoblarni o‘qing. Ularga savollar yozing.

<table>
<thead>
<tr>
<th>e.g.</th>
<th>Where did they go?</th>
<th>On Tuesday they went to Chorsu Market.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>On Friday they went to Tashkent Zoo.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>They bought fresh fruits and vegetables.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>They saw old trains.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>They ate ice cream.</td>
</tr>
</tbody>
</table>

Lesson 2 The third day is Wednesday.

Homework

Complete the sentences. Gaplarni tugallang.

1 What’s the ___________ first month of the year? It’s January.
2 What’s the ___________ month of the year? It’s February.
3 What’s the ___________ month of the year? It’s March.
4 What’s the ___________ month of the year? It’s May.
5 What’s the ___________ month of the year? It’s August.
6 What’s the ___________ month of the year? It’s November.
7 What’s the ___________ month of the year? It’s December.

Lesson 3 We must do our homework.

Classwork

4a Look, read and complete.

I cannot _______________ and ____________________.
I must _______________ and ____________________.
Classwork and homework

4b Look, read and complete.

Daddy said:
Don’t ____________________________.
You must ____________________________.

Mum said:
Don’t ____________________________.
You must ____________________________.

Homework

Look at Activity 3. Write 2 sentences with must and 2 with mustn’t.
3-mashqqa qarang. „Must“ bilan 2 ta, „mustn’t“ bilan ham 2 ta gap yozing.

Lesson 4 On Thursday I ...

Classwork

3a Complete your diary.

Homework

Do the crossword. Krossvordni yeching.

1 It's the eighth month of the year.
2 It's the seventh day of the week.
3 It's the fourth day of the week.
4 It's the sixth day of the week.
5 It's the fourth month of the year.
6 It's the fifth month of the year.

Lesson 5 School subjects

Homework

Complete the sentences. Gaplarni tugallang.

1 I like ____________________________ because it is ____________________________.
2 I like ____________________________ because it is ____________________________.
3 I don’t like ____________________________ because it is ____________________________.
4 I don’t like ____________________________ because it is ____________________________.
Classwork and homework

Lesson 1 I like ... . It’s fun.

Homework

1. Choose a day and write your timetable.
   - Biror kunni tanlab, o‘z dars jadvalingizni yozing.

   (Day) ______________________________________.
   My first lesson is ______________________________________.
   My second lesson is ______________________________________.
   My third ______________________________________.
   My fourth ______________________________________.
   My ______________________________________.

   - My friend __________________ is a __________. He goes to __________ five days a week. He learns a lot of __________. His favourite subjects are __________ and __________. He doesn’t like __________.

   - 1. How many lessons do you have on Friday?  
   - 2. Is geography your favourite subject?  
   - 3. Is your first lesson English today?
   - a. No, it’s boring.  
   - b. No, it’s maths.  
   - c. Six.

Lesson 2 What time is it?

Homework

1a. Look and draw.
   - Qarang va soatlarni chizing.

1. 07.45 e.g.  15.30
2. 10.00
3. 12.15

1b. Look and write.
   - Qarang va vaqtlarni yozing.

1. e.g. 13.00
2. 2
3. 4

1c. Read, draw and write. O‘qing va soatlarni chizing va yozing.

1. It’s half past three.  
2. It’s two o’clock.  
3. It’s a quarter to seven.  
4. It’s a quarter past seven.
Lesson 3  Midday? Midnight?

**Homework**

Copy and complete the sentences. Gaplarni ko‘chirib oling va tugallang.

In the morning I ____________________________
In the afternoon I ____________________________
In the evening I ____________________________
I go to school ____________________________
What time is it? It’s ____________________________
My friend and I play football ____________________________

Lesson 4  Do you like it?

**Homework**

1a Match. So‘zlarga mos javoblarni toping.

1 have lunch  a boshlamaq
2 have a break  b tushlik qilmoq
3 have lessons  c darslar bo‘lmoq; o‘qimoq
4 begin  d tuga(la)moq, tamomlamaq
5 end  e tanaffusga chiqmoq

1b Check your answers in the Wordlist.

Javobingizni lug‘atdan tekshiring.

Lesson 5  When does the school start?

**Homework**

1 Answer the questions. Savollarga javob bering.

1 When do children in Uzbekistan go to school?
2 When does the school start?
3 How many lessons do you usually have?
4 How many big breaks do you have?
5 What do you do in the afternoon?
6 Do you wear a uniform?

2 Write 2 true and 2 false sentences about schools in Germany.

Germaniya maktablari haqida 2 ta to‘g‘ri va 2 ta noto‘g‘ri gap yozing.

e.g. In Germany children have lessons in the morning and in the afternoon.

3 Write in order. Gaplarni tartib bo‘yicha yozing.

e.g. Fred likes school.

a She likes music too.
b Fred has a sister Betsy.
c Fred likes school.
d Betsy likes literature and history.
e But he is not a pupil; he is four.
f She does not like maths.
g She is a pupil in the fifth class.
Lesson 1  Classroom things

**Homework**

1. Complete the sentences. Write about your classroom.
   Gaplarni to‘ldiring. O‘z sinfxonangiz haqida yozing.
   
   There is one ________ in the classroom.
   There are two ________ in the classroom.
   There are three ________ in the classroom.
   There are four ________ in the classroom.
   There are five ________ in the classroom.

2. Choose a classroom. Write four sentences about it. Do not write the name of the room.
   Biror sinfxona tanlab, u haqida 4 ta gap yozing.
   Xonaning nomini yozmang.

   Write the sentences. Use “his/her”.
   “His/her”dan foydalanib, gaplar yozing.

   1) The girl’s ball is orange.
   e.g. Her ball is orange.

   2) The boy's ball is white.

   3) Kamola’s bag is pink.

   4) Jasur’s pencil is brown.

   5) Setora’s eraser is red.

   6) Bobur’s eraser is black.

Lesson 2  Lucy’s pen is blue.

**Homework**

Write the sentences. Use “his/her”. “His/her”dan foydalanib, gaplar yozing.

1) The girl’s ball is orange. e.g. Her ball is orange.

2) The boy’s ball is white.

3) Kamola’s bag is pink.

4) Jasur’s pencil is brown.

5) Setora’s eraser is red.

6) Bobur’s eraser is black.

Lesson 3  It’s my book.

**Classwork**

6. Complete the sentences. Use: my, your, his, her.

      No, it’s Ulugbek’s book.

   2) Madina has a green bag. ________ bag is nice.

   3) My brother bought a new car. ________ car is black.

   4) Where’s my sister’s bag? It’s not ________ bag.
      ________ bag is red and pink.

**Homework**

Complete the sentences. Use: your, my, his.
“Your, my, his”dan foydalanib, gaplarni to‘ldiring.
**Classwork and homework**

**Lesson 4 This – that, these – those**

**Homework**

Answer the questions. Savollarga javob bering.

e.g. Madina’s hair is brown.

<table>
<thead>
<tr>
<th></th>
<th>hair</th>
<th>eyes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna</td>
<td>blond</td>
<td>green</td>
</tr>
<tr>
<td>John</td>
<td>red</td>
<td>blue</td>
</tr>
<tr>
<td>Dilnoza</td>
<td>black</td>
<td>brown</td>
</tr>
<tr>
<td>Madina</td>
<td>brown</td>
<td>black</td>
</tr>
<tr>
<td>Timur</td>
<td>brown</td>
<td>grey</td>
</tr>
</tbody>
</table>

1. Whose hair is brown?
2. Whose hair is blond?
3. Whose hair is black?
4. Whose eyes are green?
5. Whose eyes are blue?
6. Whose eyes are black?
7. Whose eyes are grey?

**Lesson 5 Our school is old but nice.**

**Classwork**

4b Complete the sentences.

e.g. Her school is in London but our school is in Tashkent.

1) Her school is in London but our school is in ________
2) Her first lesson is at 9.15 but our first lesson ________
3) She has four lessons in the morning and two in the afternoon but we have ________
4) She can sing French songs but we can ________
5) She has a lot of French books but we have ________

**Homework**

Write a letter to Iris. Describe your school.

Ayrisga xat yozing. Maktabingizni tasvirlang.

**Lesson 6 Project**

**Classwork**

2 Listen and complete the sentences.

e.g. Sally is in the garden. Sally is playing with her sister’s ________
She doesn’t go to ________ She cannot ________ but she can ________
Lesson 1  I usually wake up at …

**Homework**

1 **Write the sentences in order.** Gaplarni tartib bo’yicha yozing.

   a) I put on clothes.  
   b) I get washed.  
   c) I have breakfast with my family.  
   d) I wake up at 7.10 and get up at 7.20.  
   e) I get to school at 7.45.  
   f) I usually brush my teeth.  
   g) I brush my hair.  

2 **Write what you do at these times.** Bu paytlarda nima qilishingiz va qilmasligingizni yozing.

   6.00  6.30  7.00  7.15  8.00  8.00 – 9.00

Lesson 2  Aziz often plays football.

**Classwork**

4c **Write the sentences about Aziz.**

   I don’t stay at school. _______________  
   I don’t play tag. _______________  
   I don’t play computer games. _______________  
   I don’t lay the table for dinner. _______________

**Homework**

1 **Complete the sentences for s/he.** “S/he” uchun gaplarni to’ldiring.

   e.g. I clean the table. She ________ the table.  

   1 I teach English.  
   2 We come home at 2 o’clock.  
   3 We often watch TV.  
   4 You never play football.  
   5 They always brush their teeth.  
   6 I do my homework.  
   7 I get up at 7 o’clock.  
   8 We have a break for lunch.  
   9 I eat biscuits for lunch.  
   10 I finish my lunch at 12.30.  
   11 They leave school at 1.45.

2 **Write six sentences.** Oltita gap yozing.

   e.g. I always clean my room. My friend sometimes cleans his room.

<table>
<thead>
<tr>
<th></th>
<th>always</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>my friend</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>my friend</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| clean my room | ✓ | | ✓ | |
| do my hair    | ✓ | | ✓ | |
| do homework   | ✓ | | ✓ | |
| play football/tennis | ✓ | | ✓ | |
Classwork and homework

3 Write 3 things you and your family don’t do.
   Siz va oilangiz qilmaydigan 3 narsa yozing.
   e.g. I don't lay the table. Salim doesn't go shopping.

Lesson 3 The Whitfields visit Tashkent.

Homework

1 Write what your parents, brothers and sisters do/don’t do.
   Ota-onangiz, aka-uka, opa-singillaringiz qiladigan/qilmaydigan ishlar haqida yozing.

2 Copy and complete the words.
   1) s ___ ___ de ___ t
   2) be ___ ___ tifu ___
   3) h ____ s ____ ri ____ a ___
   4) uni ____ er ____ it ___

Lesson 4 What do you do after school?

Homework

1 What do you do after school? Write sentences.
   Maktabdan so’ng nima qilasiz? Gaplar yozing.

2 Write about your favourite sportsman or film star.
   Sevimli sportchi yoki kino yulduzingiz haqida yozing.

Lesson 5 Does he …? Yes, he does.

Homework

1 Read the texts in Activity 5. Write a similar text about a pupil in your class. Don't write his/her name. 5-mashqdagi matnlarni o'qing. Sinfdoshingiz haqida shunga o'xshash matn yozing, lekin uning ismini yozmang.

2 Complete the sentences. Gaplarni to'ldiring.
   1) Does she like maths?  5) _____ he read German books?
   2) Do you get up at 5 o'clock?  6) _____ they go to school on time?
   3) _____ she watch TV?  7) _____ this pen write?
   4) _____ you play hockey?

Lesson 6 Project

Homework

Write sentences about Heggy. Heggi haqida gaplar yozing.
   e.g. Heggy wakes up at ….
Classwork and homework

Lesson 1  I like playing ...  

**Homework**

1. Write four sentences about what your family likes and doesn’t like.  
   e.g. My father likes playing draughts but my mother doesn’t.

2. Write the -ing forms of these words.  
   speak  open  play  stop  run  live  sit

Lesson 2  Do you have a hobby?

**Classwork**

4a. Play “My friend likes...”. Write the names.  
   e.g. A: Do you like playing chess? Rustam: Yes, I do.
   - playing chess e.g. Rustam
   - collecting cards
   - playing computer games
   - writing poems
   - doing puzzles
   - collecting coins
   - playing draughts

**Homework**

1. Write Aziz’s letter to Lucy about his hobbies.  
   Aziz nomidan uning sevimli mashg’ulotlari haqida Lusiga xat yozing.

2. Complete the sentences.  
   e.g. My granny likes sewing. I don’t like ______.
   I like ______ letters. Ali likes ______ chess.
   I don’t like ______ early. Aziz doesn’t like ______ maths.
   Does he like ______ English? Does your brother like ______ tennis?
   He likes ______ puzzles. He doesn’t like ______ his homework.

Lesson 3  Do you like singing?

**Homework**

1. Complete the questions with “do”, “does” and the right words.  
   Savollar “do”, “does” va mos so‘zlar bilan to‘ldiring.
   e.g. Does she like cycling? Do you like doing puzzles?
   1) ______ she ______ roller-skating? 5) ______ you ______ fishing?
   2) ______ you ______ the long-jump? 6) ______ she ______ a rope?
   3) ______ you ______ cards? 7) ______ you ______ the high-jump?
   4) ______ she ______ a kite? 8) ______ she ______ a skateboard?

2. Write a quiz for your friend. Use Activities 4a, 4b and 4c as a model.  
   O‘rtog‘ingiz uchun savolnoma tuzing. 3-darsdagi 4a, 4b va 4c mashqlardan namuna sifatida foydalaning.
**Classwork and homework**

**Lesson 4 I like music.**

**Classwork**

5b Work in pairs. Complete the dialogue.

A: What do you do in the evening?
B: I __________ .
A: What kind of music do you like?
B: I __________ . What about you?
A: I __________ .
B: I do too. / I don’t.

6b Write about Lucy.

_______ likes _________, but she doesn’t like _________.

_______ _________ _________ is Whitney Houston.

_______ likes _________ to music.

**Homework**

1 Complete the letter. Xatni tugallang.

Dear Lucy
Thank you for your letter. I like ___ ___ too. My favourite music is ___.
I like ___ too. I don’t like ____. My favourite singer is ____. S/he is fantastic! Please write to me about your hobbies and favourite singers.
Love
_____

2a Interview your family and complete the table. Oila a’zolaringizdan so’rab, jadvalni to’ldiring. e.g. What music do you like, Mum?

<table>
<thead>
<tr>
<th>name</th>
<th>jazz</th>
<th>pop</th>
<th>Uzbek</th>
<th>classical music</th>
<th>classical music</th>
<th>rock</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Mum</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

2b Write sentences. Gaplar yozing.

e.g. Mum likes pop and Uzbek classical music but she doesn’t like jazz, rock or classical music.

**Lesson 5 What’s on Channel 4?**

**Homework**

1a Ask and write what programmes, channels your family like/don’t like.

Oila a’zolaringizdan qanday dastur va kanallarni yoqitsinishing sobrang va yozing.

<table>
<thead>
<tr>
<th>family</th>
<th>channel</th>
<th>programmes</th>
<th>likes</th>
<th>doesn’t like</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Mum</td>
<td>Yoshlar</td>
<td>Music, Tahlilnoma, Comedy Films</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

1b Write sentences. Gaplar yozing.

e.g. Mum watches Music, Tahlilnoma and comedy films on Yoshlar channel.
Lesson 1 Pets

**Homework**

**1 Write sentences with “have/has”.** “Have/has”dan foydalanib, gaplar yozing.

*E.g.* Murod has two cats.

Laziz __________________________________________

Asila and Komila __________________________________________

Sardor’s father __________________________________________ and _________________

Rasul __________________________________________ and _________________

**2 Write the correct sentences.** To’g’ri gaplar yozing.

Do you have a pet?

I have a dog.

There are/is two rabbits on the farm. There are/is a hedgehog in the yard.

Lesson 2 Domestic animals

**Homework**

**1 Look at the pictures and complete the letter.**

Rasmlarga qarab, xatni to’ldiring.

**Dear Lucy**

Thank you for your letter. I like it.

We like ______es. We have a big farm.

We have ______ animals on our farm. We have three _____ and three _____, two _____ and four ______, five ______ and two ______.

Madina and I have three _____ and four ______, a _____ and seven ______. Aziz and Davron have two ______ and eight ______, a ______ and three ______. The dog’s name is Olapar.

My father has a ______ and a ______.

Please write to me soon.

Love

Sabina

**2a Read, guess and write.** O‘qing, hayvonni toping va uning nomini yozing.

1 It lives on the farm. It has four legs. It is big. It has small ears. It is black and white and sometimes brown. It is a ________________________.

2 It lives in the house. It is yellow. It is small. It likes water. It is a ____________.

**2b Write about an animal for your partner to guess.**

Sherigingiz topishi uchun 3a mashqdagidek biror hayvon haqida yozing.
Lesson 3 My dog can ...

Homework

1. How much do you know about animals? Write T for True or F for False.
   Hayvonlarning qanchalik bilasiz? Rost gaplar uchun T, noto'g'ri gaplar uchun F deb yozing.

1. Kittens are young cats. 5. Dogs are old puppies.
2. Rabbits can bite. 6. Rabbits can sing.
3. Dogs often meow. 7. Donkeys do not have ears.
4. Dogs and cats can be friends. 8. Geese are always noisy.

2a Read the text. Matnni o'qing.

On a big farm there was a house. In this house lived a family: a father mouse, a mother mouse and a little mouse. The father said to the little mouse: “Son, you must be afraid of cats because they can eat you up. Let’s go to the yard and see the cat.” First they saw a green frog. The mouse asked: “Dad, is this the cat?” His father said: “No, it’s a frog, it’s small”. Then they met a cow. The son asked: “Is this the cat?” His father said: “No. The cat is not very big.” They went on and the son asked: “Is this the cat?” The father said: “No. It’s a sheep”. Now the mouse asked: “What colour’s the cat?” The father said: “It’s black and white.” “Are those cats?” asked his little son. “Those are ducks”, said his father, “and those are hens.” Suddenly, the father saw the cat and ran away. But the little son was not afraid of it. A dog saw the cat too and began to bark. The cat climbed the tree and the mouse said: “Now I know that the cat can eat me and it says: Woof-woof.”

2b Write the answers. Savollarga javob yozing.

1. What animals did the mouse see? Sichqoncha qanday hayvonlarni ko'rdi?
2. Why did the father mouse want to show the cat to his son?
   Nima uchun ota sichqon o'z o'g'liga mushukni ko'rsatmoqchi bo'ldi?
3. Was the mouse right? Does the cat say “Woof-woof”?
   Sichqoncha haqmi? Mushuk “Vov, Vov” deydimi?

Lesson 4 I look after my pets.

Classwork

5c Complete the sentences with the words:

Alisher goes to his granny in Samarkand this _________. He asks his friend to ________his_______. He has a dog, a cat, and hens. Aziz must ________the dog two times a day and take him _______ every morning and evening. There is______in the fridge for the_______ and_______for the_______. The hens eat________.
Classwork and homework

**Homework**

1. Write the dialogue between Nodira and her mother.
   Nodira va uning onasi o‘rtasidagi dialogni yozing.

   I like animals. / Can I have a pet? / OK. This birthday you can have a small dog. / A dog. / What pet do you want? / You must keep him clean and take him for a walk. / Don’t forget.

   Nodira: **I like animals. Can I have a pet?**
   Mother: ________________________________
   Nodira: ________________________________
   Mother: ________________________________

2. Write sentences. Gaplar yozing.

   1. my/look/you/can/after/pets. ________________________________
   2. feed/two/you/them/must/times/a day. ________________________________
   3. milk/don’t/and/forget/water. ________________________________

Lesson 5 Happy pets

**Homework**

1. Find and write twenty-one animals. Yigirma bitta hayvon toping va yozing.

2. Complete the words. So‘zlarni tugallang.

   1) h ___ r ___ ___
   2) ___ ___ b ___ ___ t
   3) s ___ ___ e ___
   4) ___ ___ ___ ck
   5) ___ o ___ ___ ey
   6) t ___ ___ k ___ ___
   7) ___ ___ ___ l ___ ng
   8) r ___ ___ s ___ ___ ___
   9) ___ ___ tt ___ ___
   10) ___ ___ dgeh ___ ___
   11) t ___ rt ___ ___ e
   12) p ___ ___ let
   13) ___ ___ ___ il
   14) ___ ___ pp ___
   15) ___ ___ pp ___
   16) ___ ou ___ ___
   17) ___ ou ___ ___
   18) ___ oldfi ___ ___

3. Find and write the odd word. Mantiqan mos bo‘lmagan so‘zni topib, yozing.

   1. donkey goat sheep rooster
   2. pig horse cow duck
   3. goose rooster horse turkey
   4. rabbit cow donkey fish

4. What pet animals are popular in Uzbekistan? Write them.
   O‘zbekistonda qaysi sevimli hayvonlar mashhur? Ularni yozing.

<table>
<thead>
<tr>
<th>Great Britain and the USA</th>
<th>Uzbekistan</th>
</tr>
</thead>
<tbody>
<tr>
<td>cats</td>
<td></td>
</tr>
<tr>
<td>dogs</td>
<td></td>
</tr>
<tr>
<td>horses</td>
<td></td>
</tr>
<tr>
<td>birds</td>
<td></td>
</tr>
</tbody>
</table>
Classwork and homework

Lesson 1 Habitat is home.

**Homework**

1. Find and write eight animals. ▶
   - Sakkizta hayvon nomini topib, ularni yozing.

2. Choose an animal and write about it. Do not write the name. 
   - e.g. They are green. They are big. They live in Australia. They live in water. They have four legs and a long tail. They eat fish. They like eating humans too!

Lesson 2 What can animals do?

**Classwork**

3c. Write T for True or F for False.

1. Wolves were Mowgli’s family. 5 Bagira looked after Mowgli.
2. Sher Khan was his friend. 6 The snake wanted to eat Mowgli up.
3. Balu was a black panther. 7 Mowgli didn’t like the tiger.
4. Mowgli looked like a wolf. 8 Mowgli liked to live in the jungle.

**Homework**

   - 1 Monkeys can ______________ but they can’t __________________________.
   - 2 Ducks can ______________ but they can’t __________________________.
   - 3 Tigers ca ______________ but they can’t __________________________.
   - 4 Gazelles can ______________ but they can’t __________________________.

2. Read and complete the sentences. Use these words:
   - Gaplarni o‘qing va to’ldiring. Bu so‘zlardan foydalaning:
     - The mountains in ________________ are beautiful.
     - There are a lot of ________________ there. In the mountains there are a lot of small animals, snakes, birds and ________________ butterflies too. It is very cold in the mountains in ________________.
     - Not many big animals live there. It is a ________________ for wild goats and sheep, hyenas and bears.

Lesson 3 At the zoo

**Classwork**

3c. Read, copy and complete. Use is/are.
   - e.g. The elephant is washing the tiger now.
   - The ducks ___ listening to music. The little tigers ___ playing with the bear. The snake ___ singing to the lion. The monkeys ___ dancing. The little wolves ___ playing football. The bear ___ playing with little tigers. The gazelles ___ roller-skating. The crocodile ___ reading.
Lesson 4 Dangerous animals

Classwork

2c Match the animals and activities.

1) an elephant  a) climb
2) zebras  b) eat
3) deer  c) fly
4) a monkey  d) eat
5) a lion  e) get washed
6) birds  f) swim
7) a crocodile  g) run

3b Listen and complete.

<table>
<thead>
<tr>
<th>Class of animals</th>
<th>Big/ Small</th>
<th>Eats</th>
<th>Habitat</th>
</tr>
</thead>
</table>

3c Write about leopards.

e.g. Leopards swim well.

Homework

1 Write the questions to the answers.

Javoblarga savollar yozing.

e.g. The elephant is walking.

Is the elephant walking?

1) The zebras are eating.  
2) Three deer are standing.  
3) The monkey is climbing.  
4) The crocodile is swimming.

2 Read and answer the questions.

Matnni o‘qib, savollarga javob bering.

1) Which pets do people usually have?
2) Which dangerous animals do people sometimes keep?
3) Where do people keep them?
4) Do you want to have a wildlife pet?

People’s dangerous pets

People like to have pets. A lot of people keep cats, dogs, goldfish and canaries. But some people want to keep dangerous animals in their homes and yards: monkeys, crocodiles, tigers, lions, bears, snakes, big lizards and other wildlife. We must not keep wildlife in our homes. It is dangerous. These animals can attack you. They must live in their habitat.
Lesson 5 How long can animals live?

**Homework**

1a Complete the sentences with verbs in Past Simple.
Qavs ichidagi fe'llarning o’tgan zamoni bilan gaplarni to’ldiring.

e.g. Jackie **was** (be) a little monkey.

Children _______ (give) him sweets. Jackie’s mother _______ (say) to the zoo keeper, “We don’t give him sweets”. The zoo keeper _______ (write) a sign. The children _______ (see) the sign on the cage. Jackie _______ (be) a clever monkey.

1b Number the pictures. Rasmlarni raqamlang.

![Rasmlar](image)

2 Read and answer the questions. Matnni o’qib, savollarga javob bering.

1 Where are the tugai forests?
2 Which animals live in the tugai?

There are tugai forests near the Syr Darya, Amu Darya and Zarafshan rivers. There are deer in the tugai. When you are in the tugai you can’t see the wild animals. They don’t like people. They run fast. But you can sometimes see birds, wild ducks, frogs, hedgehogs and beautiful butterflies. Usually the snakes in the tugai are not poisonous, but there are a lot of mosquitoes!

Unit 10 Lesson 4

Activity 2d Work in pairs.
Find five differences.

Pupil B: Look at this picture.

e.g. B: Is the elephant walking now?
   A: No, it isn’t.
   B: Is it getting washed now?
   A: Yes, it is.
Lesson 1 My favourite season

Classwork

3a Work in pairs. Look, copy and complete.

Homework

1 Write about your mother’s or your father’s favourite season but don’t write the season. Ota yoki onangizning sevimli fasli haqida yozing, ammo fasl nomini yozmang.

2 Read and name the seasons. O’qing va fasllar nomini yozing.

e.g. It’s autumn.

Hi Tom
I’m fine. There are a lot of interesting things here in Uzbekistan. Every day my friends and I go for walks. I eat a lot of fruit. It’s great!

Dear Janet
My holiday is great! The days are nice. It’s hot. We swim every day.
Love
Susan

Dear Kevin
I’m in a nice place now. I like it very much. I’m out on my skis all day!

Dear Mum
I’m OK. It’s very interesting here. The days are nice and warm. There are a lot of beautiful flowers. They are nice!

Dear Janet
My holiday is great! The days are nice. It’s hot. We swim every day.
Love
Susan

Lesson 2 Summer holidays are fun!

Homework

1 Read and choose the correct words. O’qing va mos so’zlarni tanlang.

My difficult/favourite season is summer, because I was born in summer. It is warm and sometimes cold/hot. There are a lot of flowers, fruit and vegetables. In summer I can go to the sea or a river. I like swimming/flying. My hobby is playing chess. I like playing chess with my father. I have a bicycle. My friends and I often ride horses/bicycles. With my family and our dog we go to the forest. We like nature. We like cooking/listening to birds. Sometimes I and my
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UNIT 11 Seasons

Classwork and homework

elder sister go to the village for a month. My grandmother and grandfather/live there. My sister and I help them in the garden. In summer I sometimes can see a snow/rainbow. Summer is a rainbow of colours!

2 Write a letter to your British friend about summer in Uzbekistan.

Britaniyalik do’stingizga O’zbekistonning yoz fasli haqida xat yozing.

Lesson 3 Autumn

Homework

1 Complete the sentences. Use first, second, third.

“First, second, third" so’zlaridan foydalanib gaplarni to’ldiring.

June is the _________ month of summer. Monday is the _________ day of the week. October is the _________ month of autumn. August is the _________ month of summer. Tuesday is the _________ day of the week.

2 Read and write the verbs in Past Simple.

O’qing va qavs ichidagi fe’llarni o’tgan zamonda yozing.

A big black dragon (live) in the mountains. There was a village near the mountains. One day the dragon attacked the people in the village. The people (give) a lot of food to the dragon. The dragon (eat) the food, but it attacked the village. The people (give) their cows, sheep, goats and horses to the dragon. The dragon (eat) the animals and attacked the village. The people (give) the most beautiful girl to the dragon. There was a young and strong boy. He (want) to help the girl. He (attack) the dragon and killed it. They (come) to the village. The people (be) happy.

Lesson 4 Winter days

Classwork

4a Write the sentences.

e.g. Bob’s birthday is on the twenty-seventh of December.

Lola  Shuhrat  Azamat  Nelly

Homework

1 Write.

The eighteenth of April.  e.g. 18 April  The twelfth of November.
The eleventh of September.  The twenty-eighth of June.
The twenty-first of December.  The third of July.
The thirtieth of January.  The twenty-fifth of April.

2 Write 5 sentences about your favourite season. Do not write the season.

Sevimli faslingiz haqida 5 ta gap yozing. Fasl nomini yozmang.
UNIT 11 Seasons

Classwork and homework

Lesson 5 Spring is coming.

**Homework**

1. **Choose the right word.** Mos keluvchi so‘zni tanlang.
   1. In spring the days are **shorter/longer**.
   2. In summer the days are the **hottest/coldest**.
   3. In autumn the nights are **shorter/longer**.
   4. In winter the days are the **hottest/coldest**.
   5. February is the **longest/shortest** month of a year.
   6. The **longest/shortest** days of a year is in June.
   7. The **longest/shortest** days of a year are in December.

2. **Write the questions.** Savollarni yozing.
   1. **It/is/hot/summer/in**?
   2. **Season/is/your/what/favourite/**?
   3. **The first/January/is/month**?
   4. **Like/you/swimming/do/**?

Lesson 6 Project

**Homework**

1. **Make the sentences correct.** Write capital letters.
   Bosh harflarni yozib, gaplardagi xatolarni to‘g‘rilang.
   - e.g. 1 Laura Jackson is from England.
     1. Laura Jackson is from England.
     2. Her friend Komila Hasanova is from Uzbekistan.
     3. The spring months are March, April and May.
     4. We have English on Monday, Wednesday and Saturday.
     5. Anvar’s favourite subjects are English and Maths.
     6. My friends from Australia want to visit Tashkent, Samarkand and Khiva.

2. **Put the sentences in order.**
   Gaplarni to‘g‘ri tartibda yozing.
   - e.g. 1f Hello, Nancy.
     a. Oh, it’s winter in Australia. It’s cold. I’m at home.
     b. Hello Rustam. How is Tashkent?
     c. Thanks.
     d. Great! It’s summer. We eat ice cream and swim. What about you?
     e. Come and visit us in Tashkent.
     f. Hello, Nancy.
Classwork and homework

Lesson 1 What’s the weather like?

Homework

1 Watch today’s programme or read the newspaper or listen to the radio. Find out the weather forecast for tomorrow. Bugungi televizion dasturlarini kuzating, gazeta o’qing yoki radio tinglang. Ertangi ob-havo ma’ulumotlari haqida oling.

e.g. It’s an icy day. It’s snowy. It’s cold.

2a Read the dialogue. Dialogni o’qing.

D: Hello Rustam.
R: Hi Dildora. How are you?
D: I’m fine. Today is the first day of spring.
R: What’s your favourite weather?
D: I like warm weather. What about you?
R: I like cold weather.
D: What do you do when it is cold?
R: I go sledging.

2b Correct the false sentences. Noto’g’ri gaplarni to’g’rilang.

e.g. It’s the first day of winter.

It’s the first day of spring.

Rustam likes hot weather. __________________________________________________
Dildora likes cool weather. __________________________________________________
Dildora goes sledging when it’s cold. __________________________________________

Lesson 2 Sunny days are lovely!

Homework

1 Find and write 13 weather words. Can you find more? Ob-havoga oid 13 ta so’z topib, ularni yozing. Yana-da ko’proq so’z topa olasizmi?

D Q R W A R M D I L
O J B A D F I N E J
B A F X I O S Q W E
C U R Z C N T D K W
O N E C A O Y S U P
L I E L H C D U F O
D K Z O I I C O O L
U D I U R I L K G P
W I N D Y L I L G E
A M G Y S U N N Y S

2 Look at the map of England, Scotland and Wales. Write the weather. Angliya, Shotlandiya va Uels xaritasiga qarab, ob-havoni yozing.

e.g. It’s sunny in London.

Lesson 3 What’s the temperature?

Homework

Look at the example. Draw thermometers and write sentences. Namunaga qarab, termometrlar chizing va gaplar yozing.

-5°C 40°C 20°C -10°C 0°C 9°C -12°C

e.g. The temperature is minus five.
Lesson 4 Seasons and weather

**Homework**

1a Read and write four sentences about Samarkand and Khorezm.

O’qing, Samarqand va Xorazm haqida to’rtta gap yozing.

**Samarkand**

| the weather | summer       | dry, hot, 28° - 32° in July, 20° - 24° in the mountains |
|            | spring       | rainy                                      |
|            | winter       | cold, often there is snow, -2° in January, -8° in the mountains |
|            | autumn       | warm and rainy, cool in October and November |
| sunny days  | 269          |

**Khorezm**

| the weather | summer       | very hot, dry, about 37° in July |
|            | spring       | rainy in March and April           |
|            | winter       | cold, freezing, there is no snow, -5° in January |
|            | autumn       | warm in September, rainy and cool in October and November |
| sunny days  | 200          |

1b Write four sentences about your home town.

Ona shahringiz haqida to’rtta gap yozing.

Lesson 5 Stormy weather

**Homework**

Look at the table and write about:

Jadvalga qarang va quyidagilar haqida yozing:

- a) **the season and weather** fasl va ob-havo
- b) **what people do/don’t do** odamlar nima qiladilar/qilmaydilar
- c) **how people feel** odamlar o’zlarini qanday his qiladilar

<table>
<thead>
<tr>
<th>season</th>
<th>weather</th>
<th>activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>summer</td>
<td>always hot</td>
<td>swim, play football</td>
</tr>
<tr>
<td>autumn</td>
<td>warm, often rains, wind, duststorm, sometimes hailstorm, thunderstorm, hail, cool and cold</td>
<td>eat a lot of fruit, don’t swim</td>
</tr>
<tr>
<td>winter</td>
<td>cold, freezing, often cloudy, foggy, sometimes sunny and warm, snow, rain, never hot</td>
<td>play snowballs, walk in the morning, skate, ski, don’t play football</td>
</tr>
<tr>
<td>spring</td>
<td>usually warm, often rains, wind, thunderstorm, sometimes hailstorm, hail and snow, warm</td>
<td>collect flowers, work on a farm, fly kites, feed animals with grass</td>
</tr>
</tbody>
</table>

*E.g.* In *summer* it is always hot. *People go swimming and play football.* *They feel happy because it is fun.*
Lesson 1 I like Navruz.

**Homework**

1. Write what your family do at Navruz.
   Navro’zda oila a’zolaringiz nimalar qilishini yozing.
   e.g. At Navruz we go to the park.

2. Complete the sentences with the words in the cloud.
   Gaplarni bulut ichidagi so’zlar bilan to’ldiring.
   1 Navruz is the Asian New _______ . 2 Is the _______ nice on this day? 3 My parents and I like this _______. 4 We are _______ at Navruz.

3. Make and write a card to your friend.
   Do’stingiz uchun tabrik xati yasang va yozing. e.g.
   To Sabina
   Happy Birthday!
   Love
   Lucy

Lesson 2 Come and stay with us.

**Homework**

1. Complete the sentences with the words in the cloud.
   Gaplarni bulut ichidagi so’zlar bilan to’ldiring.
   palov, Navruz, like, mother, traditional, sweets

   At _______ my father cooks special food. He is good at cooking _______. We eat a cake and _______ with tea. My _______ cooks sumalak. It is a _______ dish at Navruz. We _______ it very much.

2. Write a letter to your friend about Hayt.
   O’rtog’ingizga Hayit bayrami haqida xat yozing. e.g.
   Dear ...
   At Hayt we ...

Lesson 3 Navruz in Bukhara

**Homework**

1. Write about your home town. Tug’ilib o’sgan shahringiz haqida yozing.

   Visit beautiful ...
   ... is a beautiful town/city/village.
   There are a lot of interesting things.
   There is ...

   Look at the photo/picture.
   In ... the weather is ...
   Please ...

2. Answer the questions. Savollarga javob yozing.
   1 What does your city/town/village look like at Navruz?
   2 What do you like doing at Navruz?
   3 What does your mother cook well?
Lesson 4 Fun in April

**Homework**
Read about Fluffy and answer the questions. Flaffi haqida o‘qib, savollarga javob bering.

1. How does Fluffy feel? Why?
2. Is it a true story?

The weather is bad. It is cold and snowy. Fluffy, the polar bear is sad. She looks at her mother and says, “Mum, am I a polar bear?”

“Yes, of course you are, my dear. You are a beautiful polar bear.”

“Are you sure, mum?”

“Of course I’m sure. You are snow-white (like a snow), you can swim in the cold water, you can walk on the ice. I’m sure you are a polar bear. Why do you ask?”

Fluffy says, “Because I’m freezing cold.”

Lesson 5 May Day holiday

**Classwork**

4. Put the words in order.

   e.g. 1 May Day is a holiday in England.

   1 in/is/a holiday/May Day/England.
   2 May Day/On/young/people/to/their homes/take flowers.
   3 sing/spring/They/songs.
   4 Children/round/dance/a maypole.
   5 make/a/The ribbons/bright/picture.
   6 a lot/Not/of people/it/do/now.

**Homework**

1. Find 10 words. 10 ta so‘z toping.


   e.g.  **New Year**
   In England at 12 o'clock people say “Happy New Year!” They visit their family and friends.
1) Ot (Noun)

Predmetning nomini bildirib, kim? (who?) va nima? (what?) savollaridan biriga javob bo'lishchi so'z turkumi ot deyiladi. Ot artikllar bilan ishlatalishi mumkin. Ingliz tilida otlar bosh va qaratqich kelishiklarga ega: student (bosh kelishik), student's (qaratqich kelishik).


Otlarda ko‘plik

Otlarning ko‘plik shakli ularning birlik shaklida -s yoki -es qo‘shmasini qo‘shish yoki li bilan hosil qilinadi va otlar oldidan ishlatalgan 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‘shmasini otlarga quyidagi jadvalda keltirilgan qoidalarga ko‘ra qo‘shiladi va turlacha talaffuz qilinadi:

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


2) Artikl (Article)

Artikl ingliz tiliga xos bo‘lib, u otlar oldidan ishlataladi. O‘zbek tilida esa bunday so‘z turkumi mavjud emas.
Artiklning ikki turi mavjud: 1) noaniq artikl – a, an; 2) aniq artikl – the.

Undosh tovushlar (masalan, b, c, d, f, g, h) oldidan a noaniq artikl ishlataladi: a book, a coat, a house, a letter. Unli tovushlar (masalan, a, e, i, o, u) oldidan esa an noaniq artikl ishlataladi: an address, an egg, an idea, an old house.

Yodda tuting! a/an faqatgina birlikdagi sanaladigan otlar oldidan ishlatiladi. Ular ko‘plikdagi hamda sanalmaydigan otlar oldidan ishlatilmaydi.
<table>
<thead>
<tr>
<th>Noaniq artikl</th>
<th>Aniq artikl</th>
</tr>
</thead>
<tbody>
<tr>
<td>a [ɑ]</td>
<td>the [ðə]</td>
</tr>
</tbody>
</table>

Noaniq artikl quyi'dagi hollarda ishlatiladi:
- birlikdagi otlar bilan:  
  a cat, a zebra, an eye, an orange
- biror narsa haqida birinchi marta gapi-
  rilganda: This is a book.
- have (has); there is dan keyin ke-
  ladigan 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.

Aniq artikl quyi'dagi 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
- musiqi asboblar bilan: the guitar

Artiklning ishlatilmaslik hollari
- Odam va joy nomlari oldidan odatda artikl ishlatilmaydi:  
  Uzbekistan, England, Zafar.
- Ko'plikdagi otlar oldidan artikl ishlatilmaydi, m-n.:  
  Cats and dogs are animals.

3) Otlarning qaratqich kelishigi (Possessive case)

Otlarning qaratqich kelishigi ('s) ko'pincha odam va hayvonli anglatuvchi otlarning
oxiriga qo'shilib, egaliqini, tegishlikini bildiradi va o'zbek tilidagi "ning" qo'shimchasiga
to'g'ri keladi: John’s bike (Jonning velospedi); the dog's tail (itning dumi).

Otlarning qaratqich kelishigi ('s) birlikdagi va ko'pligini -s/-es bilan yasalmaydigan
otlarning ko'pligiga (masalan, men, women, children, people) qo'shiladi: the boy's
house, Chris’s birthday, the children’s park.

Ko'pligini -s/-es bilan yasalmaydigan otlarning ko'pligidan keyin esa faqatgina ‘ ’
tutuq belgisi qo'shiladi xolos: my parents’ bedroom, her friends’ school.

Taqqoslaymiz: the student’s books (talabaning kitoblarini)
  the students' books (talabalarning kitoblarini)

4) Sifat (Adjective)

Bad, big, boring, good, interesting, new, old, small kabi so‘zlar sifatlardir. Sifatlar
shaxs yoki buyumning belgisini, xususiyatini bildirib, qanday?, qanaq? degan savollariga
javob bo‘ladi. Ular otlardan keyin emas, balki ulardan oldin ishlatiladi: a big sifat
house.

Sifatlar otlarning birlik yoki ko'pligiga qarob o‘zgartmaydi: a fast car; fast cars.

Otlar oldida bir necha sifat ishlatilsa, ular orasida and bog'lovchisi ishlatilmaydi: a big
bad wolf (ammo a big and bad wolf emas). Shuningdek, ularning ishlatilish tilberti quyi-
dagicha bo‘ladi: 1) son; 2) o’lcham; 3) shakl; 4) rang; 5) millat; 6) material.

Masalan: My robot has three large round black eyes.

Sifatlar be, become, get, look, feel kabi fe’llardan keyin ham ishlatsiz hamin 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

Ingлиз 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 ni boshqa 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 sifatlar oldidan “more” so’zini ishlatish bilan sifatlarning qiyosiy darajasi yasaradi. Qiyosiy darajadagi sifatlarning keyin “than” bob’lochishi qo’llanadi hamda boshqa narsa va h.k. taqqoslanadi.

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

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

**Sifatlarning orttirma darajasi**

Biror narsani u taalluqlu 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 sifatlar oldidan “most” so’zini ishlatish bilan orttirma darajadagi sifatlari yasaradi. Ortirma darajadagi sifatlari oldidan aniq artikl “the” ishlatiladi.

Ortirma daraja o’zbek tiliga “eng” deb tarjima qilinadi, masalan: the tallest – eng baland; the longest – eng uzun va h.k.

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

**5) Buyruq gaplar**

Ingliz tilida fe’lning “to”siz shaklini gapning boshida qo’llash orqali buyruq mayli – buyruq ohangidagi gaplar yasaradi. Buyruq gaplarning inkor shaklini yasash uchun, quyidagi jadvaldagidek, “Don’t” inkor yasovchi ko’makchisi birinchi o’ringa qo’yiladi.

<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. Unga teg-ing.</td>
<td>Don’t touch it. Unga tegma-ng.</td>
</tr>
<tr>
<td>Go straight. To’g’riqa yur-ing.</td>
<td>Don’t go straight. To’g’riqa 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 miqдори yoki tartibini bildirgan so‘zlar sonlardir. Sonlar sanoq sonlar (Cardinal Numbers) va tartib sonlariga (Ordinal Numbers) bo‘linadi.

**Sanoq sonlar**

Sanoq sonlar shaxs yoki buyumlarning miqдорини bildirib, nechta? (how many?) so‘rog‘iga javob bo‘ladi, m-n.: one, two, three va h.k.

20 dan boshlab o‘nliklar va birliklar o’rtasida chiziqcha “-“ ishliladi, m-n.: twenty-five, thirty-seven, forty-eight, fifty-four, sixty-six, seventy-nine

<table>
<thead>
<tr>
<th>1 dan 100 gacha bo‘lgan sanoq sonlar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
</tr>
<tr>
<td>1 one</td>
</tr>
<tr>
<td>2 two</td>
</tr>
<tr>
<td>3 three</td>
</tr>
<tr>
<td>4 four</td>
</tr>
<tr>
<td>5 five</td>
</tr>
<tr>
<td>6 six</td>
</tr>
<tr>
<td>7 seven</td>
</tr>
<tr>
<td>8 eight</td>
</tr>
<tr>
<td>9 nine</td>
</tr>
<tr>
<td>10 ten</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>100 dan 1000 gacha bo‘lgan sanoq sonlar</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 dan yuqori sonlarda birlik hamda o‘nliklar oldidan “and”, 120 dan boshlab o‘nliklar va birliklar o’rtasida chiziqcha “-“ ishliladi.</td>
</tr>
<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>
</tbody>
</table>

**Tartib sonlar**

Tartib sonlar predmetlarning tartibini bildiradi va qaysi?, nechanchi? (which?) so‘rog‘iga javob bo‘ladi. Tartib sonlar oldida aniq artikl “the” ishliladi: the tenth, the sixth, the third.

1, 2, 3 dan boshqa hamma sanoq sonlarga “-th” qo‘shimchasini qo‘shish orqali tartib sonlar yasaladi. One, two, three ning tartib sonlari quyidagicha bo‘ladi: one – the first; two – the second; three – the third. “-th” bilan tartib sonlar hosil qilinganda quyidagi sonlarda aym o‘zgarishlarni kuzatish mumkin: five – the fifth; eight – the eighth; nine – the ninth; twelve – the twelfth.

<table>
<thead>
<tr>
<th>1 dan 100 gacha bo‘lgan tartib sonlar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
</tr>
<tr>
<td>1st the first</td>
</tr>
<tr>
<td>2nd the second</td>
</tr>
<tr>
<td>3rd the third</td>
</tr>
<tr>
<td>4th the fourth</td>
</tr>
<tr>
<td>5th the fifth</td>
</tr>
<tr>
<td>6th the sixth</td>
</tr>
<tr>
<td>7th the seventh</td>
</tr>
<tr>
<td>8th the eighth</td>
</tr>
<tr>
<td>9th the ninth</td>
</tr>
<tr>
<td>10th the tenth</td>
</tr>
</tbody>
</table>
7) Olmosh (Pronouns)
Ot o‘rnida ishlatisch mumkin bo‘lgan so‘zlар olmoshlar deyiladi.

<table>
<thead>
<tr>
<th>Shaxslar</th>
<th>Kishilik olmoshlar</th>
<th>Egalik olmoshlar</th>
<th>Obyekt kelishigidagi olmoshlar</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I (men)</td>
<td>my (mening)</td>
<td>me (meni, menga)</td>
</tr>
<tr>
<td>II</td>
<td>you (sen)</td>
<td>your (sening)</td>
<td>you (seni, senga)</td>
</tr>
<tr>
<td>III</td>
<td>he (u)</td>
<td>his (uning)</td>
<td>him (uni, unga)</td>
</tr>
<tr>
<td></td>
<td>she (u)</td>
<td>her (uning)</td>
<td>her (uni, unga)</td>
</tr>
<tr>
<td></td>
<td>it (u)</td>
<td>its (uning)</td>
<td>it (uni, unga)</td>
</tr>
<tr>
<td>Ko‘plik</td>
<td>we (biz)</td>
<td>our (bizning)</td>
<td>us (bizni, bizga)</td>
</tr>
<tr>
<td>II</td>
<td>you (siz)</td>
<td>your (sizning)</td>
<td>you (sizni, sizga)</td>
</tr>
<tr>
<td>III</td>
<td>they (ular)</td>
<td>their (ularning)</td>
<td>them (ularni, ularga)</td>
</tr>
</tbody>
</table>

Ko‘rsatish olmoshlar: this – these, that – those
Yaqin turgan narsani ko‘rsatishda “this” (bu), uzoq turgan narsani ko‘rsatishda esa “that” (ana u, anavi) ko‘rsatish olmoshlaridan foydalaniladi, m-n.: This is a cat – Bu mushuk. That is a dog – Anavi kuchuk.

“These” ko‘rsatish olmoshisi so‘zlovchisi yaqinida turgan ko‘plikdagi narsalarni, “those” ko‘rsatish olmoshi esa so‘zlovdan uzoqroqda turgan ko‘plikdagi narsalarni ko‘rsatib aytish uchun ishlataladi. “These” o‘zbek tiliga “(mana) bu ...lar” deb, “those” esa “(ana) u ...lar” deb tarjima qilinadi, m-n.: these photos – (mana) bu fotosuratlar; those pencils – (ana) u qalamlar.

8) Predlog (Prepositions)
Ingliz tilida ko‘plab predloglar mavjud bo‘lib, ularning ko‘pchiligini birdan ortiq ma’noga ega bo‘lganligini sabablasi murakkab predloglar hisoblanadi. Bir tildagi predlog boshqa bir tilda bir qancha tarjimalarga ega bo‘lishi mumkin.

Payt predloglar: at, on, in, before, after
“at” (...da) predlogi. Bu predlog soat vaqtlarini aytishda ishlataladi, m-n.: I get up at 6.30. I have breakfast at seven.

“Night, midnight, midday, a.m., p.m.” so‘zlari bilan “at” predlogi ishlataladi, m-n.: I go to bed at night. We watch cartoons at five p.m.

Bayramlarni bilan ham “at” predlogi ishlataladi, m-n.: We cook sumalak at Navruz. We have a lot of fun at New Year.

Yodda tuting! Soat nechada, qaysi paytda ekanlikni so‘rash uchun, odatda, “At what time...?” deb emas, balki “What time...?” deb so‘raladi, m-n.: What time is the film?

“on” (...da) predlogi. Bu predlog kunlar, sanalar va Monday morning, Friday afternoon kabi iboralar bilan ishlataladi, m-n.: I was at home on Wednesday. I get up late on Sundays. My birthday in on 15 May. I go swimming on Monday mornings. We don’t work on Constitution Day.

“in” (...da) predlogi. Bu predlog kun qismlari morning, afternoon, evening bilan ishlataladi: in the morning, in the afternoon, in the evening. I go to school in the morning.

Shuningdek, “in” predlogi oy, yil, va faslalar bilan ham ishlataladi, m-n.: My birthday is in April. I was born in 2008. Snow falls in winter.

Yodda tuting! “This, next, last, every” li iboralar oldidan predloglar ishlatalaydi, 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 biroz ish-harakatning biroz paytdan oldin, “after” (...dan keyin) predlogi esa keyin sodir bo‘lganligini aytishda ishlataladi, m-n.: Before breakfast I get up and have a shower. After lunch I play basketball.
O‘rin-joy predloglari: in, on, at

“in” (…ichi)da predlogi. Bu predlog predmet biror narsaning ichidaligini ifodalaydi, m-n.: ‘Where’s Botir?’ ‘In the kitchen.’ There’s nothing in the fridge.

Ko‘cha, tuman, shahar, viloyat, respublika, davlat, mamlakat ichida ekanlikni aytish uchun “in” predlogi ishlatiladi, m-n.: They live in Navoi Street. Farid is in Bukhara.

“on” (…ustida) predlogi. Bu predlog predmet biror narsaning ustidaligini ifodalaydi, m-n.: There are six books on the table. She has photos on the wall.

“on” predlogi biror narsaning o‘ng yoki chap tomonda ekanligini aytishda ham ishlatiladi, m-n.: The fridge is on the right. The cupboard is on the left.

“at” (…yonida) predlogi. Bu predlog predmet biror narsaning oldida, yonida ekanligini aytishda, shuningdek, uchramuv joyi, bekatlar bilan ishlatiladi, m-n.: The boy is at the door. Let’s meet at Aziz’s house this evening. Turn left at the bus stop/corner.

“at” predlogi quyidagi so‘zlarni bilan ham ishlatib turiladi: at breakfast/lunch/dinner, at home, at a restaurant, at work, at the office, at the theatre/cinema, at a party, at (the) school/college/university, at the hospital, at the bank, at the supermarket.

Boshqa o‘rin-joy predloglari

under – …ning tagida near – …ning yaqinida
in front of – …ning oldida opposite – …ning qarshisida
behind – …ning orqasida next to – …ning yonida
between – ikki narsa o‘rtasida from – …dan

The book is under the chair. The cooker is between the window and table. The sports club is opposite the library. The library is next to the school. Malik is in front of Tohir. Tohir is behind Malik. We live in a village near the town. Take it from him.

“By” va “on” predloglari

Biror transport vositasini orqali biror joyga borish, safar qilishi aytishda ingliz tilida odatda “by” predlogidan foydalaniladi, m-n.: by bus, by car, by minivan, by train, by bike, by motorbike, by plane. Bu predlog o‘zbek tiliga “bilan”, “orqali” deb tarjima qilinadi. Biror joyga piyoda, yayov borishni aytishda esa “on” predlogi ishlatiladi, m-n.: on foot.

Yo‘nalish predloglari

“to” (…ga) predlogi yo‘nalishni aytish uchun ishlatiladi: I go to school on foot. “from… to…“ (…dan …gacha) predloglari yo‘nalish va pyt predloglari bo‘lishi mumkin: I walk from school to home. I have lunch from 1 o’clock to 1.30.

Biror joyga yetib borishni aytishda “get to” (…ga yetib olmoq) predlogi ishlatiladi:
I get to school at 8 o’clock.

Yodda tuting! “get” va “home” o‘rtasida “to” ishlatilmaydi: I get home at 2 o’clock.

9) Oddiy hozirgi zamon (Present Simple Tense)

Oddiy hozirgi zamon quyidagi sallarda ishlatiladi:

a) hamma vaqt uchun umumi bo‘lgan ish-harakatlarni aytish uchun, m-n.: My parents live near Samarkand (Ota-onam Samarqand yaqinida yashaydilar).

b) takror-takror, tez-tez sodir bo‘lib turadigan ish-harakatlarni aytishda, m-n.: We play football on Saturdays (Biz shanba kunlari futbol o‘ynaymiz).

Bunda ko’pincha quyidagi ravishlar ishlatib turiladi: always (doimo), never (hech qachon), often (tez-tez), sometimes (ba‘zida), usually (odatda), once a day (bir kunda bir marta), twice a week (haftada ikki marta), every day/week/month/year (har kuni/hafta/o‘yil)

Oddiy hozirgi zamonda darak gapning yasalishi

Ill shaxs birlik (he, she, it)dan boshqa barcha shaxslar (I, you, we, they)nimg oddiy hozirgi zamon bo‘lishli gap egadan keyin fe‘lning “to”siz shaklini ishlatish orqali yasaladi. Oddiy
hozirgi zamon bo'lishli gapining III shaxs birliigi "to" siz fe'lga "-s" yoki "-es" qo'shimchalarini qo'shish orqali yasaladi (quydagi jadvalga qarang).

III shaxs birlikda fe'llar qachon "-s" yoki "-es" qo'shimchalarini oladi?
1) Ko'pchilik fe'llarga "-s" qo'shimchasi qo'shiladi: work → works;
2) -s, -sh, -ch, -x bilan tugagan fe'llarga "-es" qo'shimchasi qo'shiladi: wash → washes; teach → teaches;
3) O'qilmaydigan "-e" bilan tugovchi fe'llarga "-s" qo'shimchasi qo'shiladi: write → writes;
4) "-o" bilan tugovchi fe'llarga "-es" qo'shimchasi qo'shiladi: go → goes; do → does;
5) Qoidadan mustasno bo'lqan holat: have → has;
6) "-y" bilan tugovchi fe'llarning III shaxs birligi quyidagicha yasaladi: unli + y (-ay, -ey, -oy, -uy) bilan tugovchi fe'llarga "-s" qo'shimchasi qo'shiladi: say → says; play → plays;
7) Undosh + y (-dy, -ly, -py, -ry va h.k.) bilan tugovchi fe'llarning "-y" harfi "-ie" ga o'zgaradi va "-s" qo'shimchasi qo'shiladi: fly → flies.

Oddiy hozirgi zamonda so'roq gapning yasalishi
Oddiy hozirgi zamon so'roq gapini yasash uchun "do" yoki "does" ko'makchi fe'lidan foydalaniladi. Bunda III shaxs birlikdan boshqa hamma shaxslar uchun "do", III shaxs birlik uchun esa "does" ko'makchi fe'lini egadan oldinga qo'yish bilan so'roq shakl yasaladi. III shaxs birlik so'roq shaklini yasash uchun "does" ko'makchi fe'li egadan oldinga qo'yilganda, asosiy fe'l "-s" yoki "-es" qo'shimchasini olmaydi (quydagi jadvalga qarang).

Oddiy hozirgi zamonda inkor gapning yasalishi
Oddiy hozirgi zamon inkor gapini yasash uchun "do not (don't)" yoki "does not (doesn't)"dan foydalaniladi. Bunda III shaxs birlikdan boshqa hamma shaxslar uchun "do not (don't)"ni, III shaxs birlik uchun esa "does not (doesn't)"ni egadan keyinga qo'yish bilan inkor shakl yasaladi. III shaxs birlik inkor shaklini yasash uchun "does not (doesn't)" egadan keyinga qo'yilganda, asosiy fe'l "-s" yoki "-es" qo'shimchasini olmaydi (quydagi jadvalga qarang).

<table>
<thead>
<tr>
<th>Shaxslik</th>
<th>Bo'lishli gap</th>
<th>So'roq gap</th>
<th>Inkor gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I like ...  .</td>
<td>Do I like ... ?</td>
<td>I do not (don't) like ... .</td>
</tr>
<tr>
<td>II</td>
<td>You like ... .</td>
<td>Do you like ... ?</td>
<td>You do not (don't) like ... .</td>
</tr>
<tr>
<td>III</td>
<td>He likes ... .</td>
<td>Does he like ... ?</td>
<td>He does not (don't) like ... .</td>
</tr>
<tr>
<td></td>
<td>She likes ... .</td>
<td>Does she like ... ?</td>
<td>She does not (don't) like ... .</td>
</tr>
<tr>
<td>Ko'plik</td>
<td>We like ... .</td>
<td>Do we like ... ?</td>
<td>We do not (don't) like ... .</td>
</tr>
<tr>
<td></td>
<td>You like ... .</td>
<td>Do you like ... ?</td>
<td>You do not (don't) like ... .</td>
</tr>
<tr>
<td></td>
<td>They like ... .</td>
<td>Do they like ... ?</td>
<td>They do not (don't) like ... .</td>
</tr>
</tbody>
</table>

10) "to be" (bo'lmog, bor bo'lmog) fe'li Oddiy hozirgi zamonda: am/is/are

<table>
<thead>
<tr>
<th>Shaxslik</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 is (he's)</td>
<td>Is he?</td>
<td>He is (he's not)</td>
</tr>
<tr>
<td></td>
<td>She is (she's)</td>
<td>Is she?</td>
<td>She is not (she's not)</td>
</tr>
<tr>
<td></td>
<td>It is (it's)</td>
<td>Is it?</td>
<td>It is (it's not)</td>
</tr>
<tr>
<td>Ko'plik</td>
<td>We are (we're)</td>
<td>Are we?</td>
<td>We are (we're not)</td>
</tr>
<tr>
<td></td>
<td>You are (you're)</td>
<td>Are you?</td>
<td>You are not (you're not)</td>
</tr>
<tr>
<td></td>
<td>They are (they're)</td>
<td>Are they?</td>
<td>They are not (they're not)</td>
</tr>
</tbody>
</table>
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 (’m) working.</td>
<td>Am I working?</td>
<td>I am not (’m not) working.</td>
</tr>
<tr>
<td>II</td>
<td>You are (’re) working.</td>
<td>Are you working?</td>
<td>You are (’re not) working.</td>
</tr>
<tr>
<td>III</td>
<td>He/She/It is (’s) working.</td>
<td>He/She/It is working?</td>
<td>He/She/It is not (’s not) working.</td>
</tr>
<tr>
<td>Ko’plik</td>
<td>We/You/They are (’re) working.</td>
<td>We/You/They are working?</td>
<td>We/You/They are not (’re not) working.</td>
</tr>
</tbody>
</table>

Yasalishi. Ushbu zamonning bo’lishli gapini yasashda egadan so’ng “to be” ko’makchi fe’lining hozirgi zamon shakllari (am, is, are) dan biri va undan keyin, fe’lining “-ing” qo’shimchasi qo’shligan shakllidan foydalaniladi. (Fe’lga “-ing” qo’shimchasini qo’shish qoidalari haqiqadagi ma’lumotni “Gerundiy” mavzusidan topishingiz mumkin.)

Bo’lishli gaplarda “am”, “is”, “are” larning og’zaki nutqdagi qisqacha ko’rinishi ’m, ’s, ’re shakllarida bo’ladi: I’m working. He’s (she/it’s) coming. We’re (you’re/they’re) talking.

Hozirgi davolisi zamonning so’roq gapi “to be” ko’makchi fe’lining hozirgi zamon shakllari (am, is, are) ni egandan oldinga olib o’tish, egandan keyin esa fe’lining “-ing” qo’shimchasi qo’shligan shakl shakl ishlashish orqali yasaladi (yuqoridagi jadvalga qarang).

Hozirgi davolisi zamonning bo’lishsiz (inkor) gapini yasashda esa “to be” ko’makchi fe’li shakllaridan keyin “not” inkor yuklamasi va undan keyin fe’lining “-ing” li shakli qo’yladi. Inkor gaplarda uchuvchi “am not”, “is not”, “are not” larning og’zaki nutqdagi qisqacha ko’rinishi ’m not, ’s not, ’re not shaklida bo’ladi (yuqoridagi jadvalga qarang).

Ishlatilishi. Hozirgi davolisi zamon quyidagi ish-harakatlarini ifodalash uchun ishlatlaladi:

a) So’zlovching nutqi mobaynida davom etayotgan ish-harakatlar: I am speaking now (Men hozir gapiryapman). He is writing a letter (U xat yozyapti).

b) Kelasi zamonda bajarilishi aniq va oldindan rejalaashirilgan ish-harakatlar: Next week we are going to Bukhara (Kelasi hafta biz Buxoroqaga ketayapmiz).

12) Oddiy o’tgan zamon (Past Simple Tense)

Ishlatilishi. 1) Oddiy o’tgan zamon o’tgan zamondagi biror paytda sodir bo’lgan ish-harakatni aytishda ishlatiladi, m-n.: yesterday (kecha), last week (o’tgan hafta), last year (o’tgan yil), in 2016 (2016-yilda) va b. lar. Oddiy o’tgan zamonda faqat o’tgan zamon haqida gap boradi: I didn’t see you yesterday. What time did you come?

2) Shuningdek, bu zamon hikoyalarda birin-kekin sodir bo’lgan ish-harakatlarini aytishda ham ishlatiladi, m-n.: He went into the cafe, had a cup of tea and ...

Oddiy o’tgan zamon bo’lishli gapining yasalishi

Oddiy o’tgan zamonnning bo’lishli gapi egadan keyin fe’lining o’tgan zamon shakl shakl ishlashish orqali yasaladi. Oddiy o’tgan zamon fe’li oddiy hozirgi zamon fe’lidan farqli o’laroq III shaxs birlikda tuslanmanydi, balki barcha birlik va ko’plik shaxslar uchun bir xil shaklga ega bo’ladi (keyingi sahifadagi jadvalga qarang).

O’tgan zamon fe’lari ikki guruha bo’lib o’rganiladi: to’g’ri va noto’g’ri fe’lalar.

O’tgan zamon shakli -ed qo’shimchasi bilan yasaladigan fe’llar to’g’ri fe’llardir.

O’tgan zamon shakli -ed qo’shimchasi bilan emas, balki o’zak o’zgarishi yoki boshqacha usullar bilan yasaladigan fe’llar noto’g’ri fe’llardir.
O’tgan zamon to’g’ri fe’llari qanday yasaladi?

1) ko‘pchilik fe’llarga -ed qo’shimchasi qo’shiladi: work → worked; help → helped;
2) o‘qilmaydigan -e bilan tugaydigan fe’llarga -d qo’shiladi: hope → hoped;
3) -y bilan tugovchi fe’llarga o’tgan zamon shakli quyidagicha yasaladi:
   a) unli + y (-ay, -ey, -oy, -uy) bilan tugovchi fe’llarga -ed qo’shimchasi qo’shiladi: play → played; enjoy → enjoyed;
   b) undosh + y (-dy, -ly, -py, -ry va h.k.) bilan tugovchi fe’llarga -ed qo’shilganda -y harfi -i ga o’zgaradi: try → tried; reply → replied;

Fe’llarga -ed qo’shimchasi qo’shilganda undoshlarning ikkilanishi

1) bir unli + bir undoshdan iborat bir bo’g’inli so’zlarning o’xirgi undoshi -ed qo’shilganda ikkilanadi: plan → planned; stop → stopped;
2) ikki unli + bir undosh yoki bir unli + ikki undoshdan iborat bir bo’g’inli so’zlarning o’xirgi undoshi -ed qo’shilganda ikkilanmaydï: wait → waited; want → wanted;
3) ko’p bo’g’inli so’zlarning o’xirgi bo’g’ini urg’ulangan bo’lsa va shu bo’g’in bir unli + bir undoshdan iborat bo’lsa, -ed qo’shilganda so’z o’xirigidi undosh ikkilanadi: preFER → preferred; AMMO WONder → wondered.

O’tgan zamon noto’g’ri fe’llari qanday yasaladi?

Noto’g’ri fe’llarning o’tgan zamonini yasash uchun aniq qoidalar mavjud emas. Shu sababli, bu noto’g’ri fe’llarning o’tgan zamon shakllarini faqatgina ularni birma-bir yodlab olish orqali o’zlashtirib olish mumkin, m-n.: be – was/were, buy – bought, come – came, do – did, eat – ate, get – got, give – gave, go – went, have – had, say – said, see – saw, sit – sat, sleep – slept, sweep – swept, take – took, write – wrote.

Oddiy o’tgan zamonda so’roq gapning yasalishi

Hamsha shaxslarda did ko’makchi fe’lini egadan oldinga qo’yish bilan oddiy o’tgan zamon so’roq gapi yasaladi. So’roq gap yasash uchun did ko’makchi fe’li egadan oldinga qo’yilganda, undan keyin keladigan asosiy fe’l “to”siz infinitiv shaklda bo’ladi. Chunki did ko’makchi fe’l o’tgan zamondan anglatib turgan bir paytda, yana o’tgan zamondan anglatuvchi boshqa fe’lga ehtiyoj tug’ilmaydi (quyidagi jadvalga qarang).

Oddiy o’tgan zamonda inkor gapning yasalishi

Hamsha shaxslarda did not (didn’t) ni egadan keyinga qo’yish bilan oddiy o’tgan zamondan inkor shakli yasaladi. Inkor shakli yasash uchun did not (didn’t) egadan keyinga qo’yilganda, undan keyin keladigan asosiy fe’l “to”siz infinitiv shaklda bo’ladi. Chunki did not (didn’t) o’tgan zamondan anglatib turgan bir paytda, yana o’tgan zamondan anglatuvchi boshqa fe’lga ehtiyoj tug’ilmaydi (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 You He She It cooked cakes. saw the cow.</td>
<td>I You He She It cooked cakes. saw the cow.</td>
<td>I You He She It did not (didn’t) cook cakes. did not (didn’t) see the cow.</td>
</tr>
<tr>
<td>Did</td>
<td>Did</td>
<td>Did</td>
</tr>
<tr>
<td>We You They</td>
<td>We You They</td>
<td>We You They</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13) There is (There are) iborasi

Ingiliz tilida “there is” biror joyda birlikdagi biror narsaning borligini aytishda, “there are” esa biror joyda ko’plikdagi narsalarning borligini aytishda ishlatiladigan til qurilmalaridir, m-n.: There is an orange in the box – Quti ichida apelsin bor. There are oranges in the box – Quti ichida apelsinlar bor.
<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>

14) Modal fe’llar: **can va must**

Modal fe’llar ko‘makchi fe’larning maxsus bir guruhidir. Ular boshqa asosiy fe’llardan oldin ishlatalib, ma’lum bir ma’nolarni, masalan, ruxsat, jismoniy qobiliyat, mumkinlik, shartlilik kabillarni anglatib keladi.

**Can modal fe’li:**

Bu modal fe’l boshqa asosiy fe’llardan oldin ishlatalib, a) jismoniy qobiliyatni ifodalaydi va o’zbek tilida **qila olmoq, bajara olmoq** degan ma’nolarni ifodalaydi, m-n.: I can jump – Men sakray olaman. Can you count? – Sen/Siz sanay olasansiz/olasiymi?  
b) quyidagicha savol bilan ruxsat so’rashda ishlataladi: Can I/we ...? – biror narsa qilsam/gilsak bo’ladim? Masalan: **Can I use the phone, please? –** Itimos, telefonning(iz)dan foydalansam bo’ladim? Mum, can we play here? – Oyi, shu yerda o’ynasak bo’ladim?  
d) quyidagicha savolbilan narsalarni so’rab olishda ishlataladi: Can I/we have...? – ...ni olsam/olsak bo’ladim? Masalan: **Can I have your pen, please? –** Ruchkang(iz)-ni olsam bo’ladim, itimos?

**Must modal fe’li:**

Bu modal fe’l ham boshqa asosiy fe’llardan oldin ishlatalib, ish-harakat amalga oshirilishi **short, zarur, kerak** degan ma’nolarni ifodalaydi, m-n.: Pupils must go to school every day – O’quvchilar har kuni maktubga **borishlari short/kerak**.

Can va must modal fe’larning so’roq va inkor shakkirlari do, do not ko’makchi fe’li yordamida emas, balki bu modal fe’larni egadan oldinga olib o’tish, inkor shakli esa bu modal fe’llardan keyin not inkor yuklamasini 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>I</td>
<td>I</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
<td>He</td>
</tr>
<tr>
<td>He</td>
<td>She</td>
<td>She</td>
</tr>
<tr>
<td>She</td>
<td>It</td>
<td>It</td>
</tr>
<tr>
<td>It</td>
<td>We</td>
<td>We</td>
</tr>
<tr>
<td>We</td>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>You</td>
<td>They</td>
<td>They</td>
</tr>
<tr>
<td>She</td>
<td>can speak English.</td>
<td>must (can’t) speak English.</td>
</tr>
<tr>
<td>He</td>
<td>Can</td>
<td>Must</td>
</tr>
<tr>
<td>She</td>
<td>Must</td>
<td>speak English?</td>
</tr>
<tr>
<td>It</td>
<td>We</td>
<td>You</td>
</tr>
<tr>
<td>They</td>
<td>They</td>
<td></td>
</tr>
</tbody>
</table>

15) Gerundiy (otlashgan fe’llar) – Gerund


Fe’larning “-ing” li shakkirlari qanday yasaladi?

1) Ko’pchilik fe’llar: v + -ing. Masalan: work → working; sleep → sleeping.  
2) “-e” bilan tugovchi fe’llar: (-e) + ing. Masalan: make → making.

“-ing” qo’shilganda undoshlarning ikkilanishi

1) bir unli + bir undoshdan iborat bir bo’g’linli so’zlashning oxirgi undoshi **-ing** qo’shilganda ikkilanadi: plan → planning; stop → stopping;
2)ikki unli + bir undosh yoki bir unli + ikki undoshdan iborat bir bo’g’linli so’zlashning oxirgi undoshi -ing qo’shilganda ikkilanmaydi: wait → waiting; work → working.
16) like/don’t like/love + ot yoki gerundiy
Like, don’t like va love fe’llaridan keyin ot so’z turkumi ishlatladi, 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 ishlatladiagan 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 15-mavzuga qarang.)

17) Ravish (Adverb)
Ravishlar fe’l haqida ma’lumot beradi, ya’ni fe’lning qanday, qay tarzda, qay darajada, qay ravisha bajarilganligini bildiradi va, asosan, fe’ldan keyin ishlatladi, m-n.: I play fe’l tennis well ravish. (Men tennisi yaxshi o’nayman.)

   Ko’pchilik ravishlar siftatlarga “-ly” qo’shimchasini qo’shish orqali yasaladi, m-n.: Sifat: quick careful bad loud soft noisy slow happy
Ravish: quickly carefully badly loudly softly noisily slowly happily
Ayrim so‘zlarni o’zi asl ravish bo’lganligi sababli ularga “-ly” qo’shmaydi, m-n.: well (yaxshi), fast (tez), late (kech), hard (qattiq, tirishqoqlik bilan).

18) Bog‘lovchi (Conjunctions): and, but, before, after, then, because, or.
Gaplar va gap bo’laklarini bir-biri bilan bog’lash uchun ishlatladigan so‘zlar bog‘lovchilar deyladi. 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 uyuushib kelganda, bu uyu-
   shiq bo’laklarning oxirigli ikkitasi “and” bilan bog’lanadi, m-n.: I have a mum and a dad.
   I like watching football, playing chess, riding my horse and listening to music.

   “But” (lekin, ammo, biroq) zidlovchi bog‘lovchidir. Bu bog‘lovchi bildirilgan fikrga zid
   yana bir fikr bildirish uchun ular o’rtasida ishlatladi va shu bilan ikkita gapni bir-biriga bog‘-
   laydi, m-n.: It’s old but beautiful. Her school is in London but our school is in Tashkent.

   “Then” (keyin, so’ng, so’ngra) bog‘lovchisi biror voqeani hikoya qilib berishda ish-
   harakatlarning mantiqiy ketma-ketligini ko’rsatib berish uchun ishlatladi, 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” (chun, sababli, tufayli) bog‘lovchisi biror ish-harakatga sabab bo’l-
   gan boshqa ish-harakatni aytishda ishlatladi, 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 uyuushiq bo’laklarni bir-
   birlan bog‘laydi va quyidagi hollarda ishlatladi:
   a) ikkita imkoniyatdan birini tanlashda: You can go home or stay at school.
   b) noaniqlikni ifodalashda: There are usually five or six lessons.
   c) indor yoki inktor ma’noli gaplarda ikkita uyuushiq bo’lakni bog‘laydi va “na ... va na ...”
   degan ma’noni ifodalab keladi, m-n.: I don’t drink tea or milk — Men na choy va na sot ichaman. I don’t like jazz or rock. We don’t have a parrot or a dove.

19) Ingлиз tilida so’z tartibi
Ingлиз va o’zbek tillarida gapdagi so’z tartibi bir-biridan farq qiladi. Ingлиз tilida gapda oldin ega, keyin kesim, so’ng to’ldiruvchi va nihoyat, hol keladi. Ingлиз tilidagi gaplarda so’z tartibi almashibir yuborilsa yoki gapning mazmun o’zgaradi, yoki gap mantiqsiz bo’lib qoladi. O’zbek tilida esa ko’p hollarda ega, to’ldiruvchi va holning o’rni almashib qilib kelishi mumkin, lekin kesim har doim gap oxirida keladi. Agarda egandan keyin kesim qo’yilsa, gap bo’laklari bir-biri bilan mantiqoq bog‘lanmach qoladi. Buni quyidagi misollarda yaqqol ko’rish mumkin.

<table>
<thead>
<tr>
<th>English</th>
<th>ega</th>
<th>kesim</th>
<th>to’ldiruvchi</th>
<th>hol</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children</td>
<td>are playing</td>
<td>football</td>
<td>now.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uzbek</th>
<th>ega, to’ldiruvchi yoki hol</th>
<th>kesim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolalar</td>
<td>hozir</td>
<td>bolalar</td>
</tr>
<tr>
<td>Hozir</td>
<td></td>
<td>futbol</td>
</tr>
</tbody>
</table>

**Grammatik ma’lumotlar**

133
20) Ingliz tilida payt hollarining gaplardagi o‘rni
Every morning (day), on Fridays (Mondays ...) kabi payt hollari gap boshida yoki gap oixrida keladi.

<table>
<thead>
<tr>
<th>hol</th>
<th>ega</th>
<th>kesim</th>
<th>to‘ldiruvchi</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 hollari odatda egandan 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>

English-Uzbek Wordlist

**adj** - adjective - sifat
**adv** - adverb - ravish
**conj** - conjunction - bog‘lovchi
**det** - determiner - aniqlovchi
**int** - interjection - undov so‘z
**n** - noun - ot

a [ə] about prep, adv [əˈbaʊt]
about your friend
at about 8 o’clock
act (out) v [ækt (aʊt)]
active adj [ˈæktɪv]
activity n [ˈæktɪvəti]
address n [əˈdres]
after prep [əˈfɜːr]
afternoon n [ˌaːftəˈnʌn]
Good afternoon.
in the afternoon adv
again adv [əˈɡen, əˈɡɛm]
age n [eɪdʒ]
air n [ɛə]
air the room v+n [əə ðə ˈruːm]
album n [ˈælbəm]
all pron [ɔl]
all the things
aloud adv [əˈloud]
alphabet n [ˈælfəbet]
also adv [əˈlso]
always adv [əˈweɪz, əˈwiːz]
a.m. [ˌeərɪm]

**num** - number - son
**pl** - plural - ko‘plik
**prep** - preposition - predlog
**pron** - pronoun - olmosh
**v** - verb - fe‘l

noaniq artikl
1) haqida; 2) taxminan
do‘stingiz haqida
taxminan soat sakkizlarda
i jro etmoq
faol
1) faoliyat; 2) mashq
manzil
...dan keyin/so‘ng
tush vaqtı
Assalomu alaykum./Xayrli kun. (tush paytida)
tushdan keyin
yana, tag‘in
yosh
havo
xonani shamollatmoq
album
hamma
hamma narsalar
ovoq chiqarib
alifbo
ham
har doim, doimo
tungi soat 12 dan kunduzgi 12 gacha
bo‘lgan vaqt
Amrika
Amir Temur xiyoboni
noaniq artikl
va
Sizchi?
jahdor, jahi chiqqan
hayvon
1) javob; 2) javob bermoq

Wordlist
ant n [ænt]
any more [əˈmiːr]
apple n [ˈæpl]
apple juice n+n [ˈæpl ˈdʒuːs]
apricot n [ˈærɪkət]
April n [ˈæprɔːl]
April Fool’s Day [ˈæprɔːl ˈfʊlz deɪ]
Arab Sea n+n [ˈærab ˈsiː]
Arctic n [ˈɑːktɪk]
Arctic Ocean n+n [ˈɑːktɪk əˈʃən]
are v [ɑː]
Are you ...?
arm n [ɑːrm]
art n [ɑːrt]
Art Museum n+n [ɑːt ˈmjuːziːəm]
Asian adj [ˈæzɪən]
ask v [ɑːsk]
at prep [ɑt, ət]
at all
ate v [æt]
attack v [ˈɑːtæk]
August n [ˈɔːgəst]
aunt n [ɔːnt]
Australia n [ˌɒstrəliə]
autumn n [ˈɔːtəm]
awful adj [ˈɔːf(ə)l]
baa v [bɑː]
baby n [ˈbeibi]
bad adj [bæd]
bag n [bæɡ]
ball n [bɔːl]
banana n pl (-s) [ˈbænɑːnə]
bank n [bæŋk]
bark v [bɑːk]
basketball n [ˈbæskɪtbɔːl]
bath n [bɑːθ]
bathroom n [ˈbɑːθrʊm]
chumoli yana olma olma sharbati o’rik aprel 1-aprel hazil kuni Orol Dengizi Arktika Shimoloi Muz okeani bo’imaq (ko’plik shaxslar uchun) Siz ...misiz? qo’l tasviriy san’at San’at muzeyi Osiyoga oid, osiyo cha so’ramoq ...da umuman “eat” fe’lining o’tgan zamon shakli: ye(-dim, -ding, -di, -dik, -dingiz, -dilar) hujum qilmoq, hamla qilmoq, tashlanmoq avgust xola, amma Avstraliya kuz yomon, rasvo baramoq chaqaloq, go’dak yomon sumka, portfel to’p, koptok banan bank vovullamoq, hurmoq basketbol vanna yuvinish xonasi (uydagi xona) bo’imaq ...dan go’rqimmoq ehtiyot bo’imaq ...ga mehribonlik ko’rsatmoq loviya ayiq chiroyli chunki 1) karavot; 2) (yotish uchun) o’rin, joy uxlagani yotmoq yotqoxona (uydagi xona) asalari ...dan oldin boshlamaq, boshlanmoq ...ning orqasida eng yaxshi

Wordlist

A

B

135
between prep [brɪtwɪn]
big adj [bɪg]
bike n [baɪk]
biker n [ˈbaɪkə]
biking n [ˈbaɪkɪŋ]
bird n [bɜːrd]
birdhouse n [ˈbɜːrdhəʊs]
birthday n [ˈbɜːθdeɪ]
birthday cake n+n [ˈbɜːθdeɪ ˈkeɪk]
birthday card n+n [ˈbɜːθdeɪ ˈkɑːd]
birthday party n+n [ˈbɜːθdeɪ ˈpæti]
biscuit n [ˈbaɪskɪt]
bite v [baɪt]
black adj [blæk]
black panther adj+n [ˈblækˌpænθə]
blanket n [ˈbleŋkt]
blazer n [ˈbleɪzə]
bleat v [blaɪt]
blew [bluː]
blond adj [blɒnd]
blouse n [blaʊz]
blow v [blaʊ]
blue adj [blaɪ]
boar n [bɔːr]
board n [bɔːd]
body n pl (bodies) [ˈbɒdi]
bone n [bɔːn]
book n [bʊk]
book shop n+n [bʊkʃɒp]
boots n [bʊtʃ]
boiling adj [ˈbɒlɪŋ]
botany n [ˈbɒtənɪ]
bought v [bɔːt]
bowl n [bɔʊl]
a bowl of ... [ə ˈbɔʊl əv ...]
a bowl of salad [ə ˈbɔʊl əv ˈsæləd]
box n [bɒks]
boy n pl (boys) [bɔɪ]
branch n [ˈbreɪnʃ]
bray v [breɪ]
bread n pl (-) [bred]
brake n, v [breɪk]
brack n, v [breɪk]
bracket n [breɪk]tʃ]
brush teeth n+n [breʃ tʃiːθ]
bull n [bʊl]
bus n [bʌs]
go home by bus

(ikki narsa) orasida
katta
velosiped, mototsikl
velosipedchi
velosiped minish
qush
qush uyasi
tug’ilgan kun
tug’ilgan kun torti
tug’ilgan kun tabrik xati
tug’ilgan kun bazmi
pishirqlar
qopmoq, tishlamoq
qora
qora qoplon
sinf doskasi (qora)
jun adyol (ko’rpa)
yengil kurka
balamoq (qo’y-echkilar haqida)
“blow” fe’lining o’tgan zamon shakli
oq-malla, sarg’ish
bluzka (yengil matoli kofta)
esmoq (shamol haqida)
ko’k, zangori, moviy
to’ng’iz, yowvoi cho’chqa
sinf doskasi
gavda, tana
suyak
kitob
kitob do’koni
butsi (futbol botinkasi)
zerikarli
botanika
“buy” fe’lining o’tgan zamon shakli:
sotib ol(-dim, -ding, -di, -dik, -dingiz, -dilar)
kosa
bir kosa ...
bir kosa salat
quti
o’gil bola
novda, butoq, shox
hangramoq (eshak haqida)
non
1) tanaffus; 2) sindirmoq
nonushta
nonushta qilmoq
yorqin; quyoshli
1) britaniyalik; 2) britaniyaga oid, Britaniya ... aka; uka
jigarrang, malla
1) cho’tka; 2) cho’tkalamoq
tishlarni cho’tka bilan tozalamoq
ho’kiz, buqa
avtobus
uyga avtobus bilan bormoq
businessman n pl (-men) ['biznɪsmən]
businesswoman n (-women) ['biznɪswʊmən]
busy adj [ˈbɪzi]
but conj [bʌt]
butterfly n pl (-ies) [ˈbʌtəflaɪ]
buy v [bɔɪ]
by prep [bɪ]
by metro [bɔɪ ˈmɛtərɪə]
bye int [bɔɪ]
cabbage n [ˈkæbɪdʒ]
cage n [keɪdʒ]
cake n [keik]
calendar n [ˈkælɪndər]
calf n pl (calves) [kɑːf]
call v [kɔːl]
camel n [ˈkæm(ə)l]
camera n [ˈkæmərə]
can v [kən, kən]
Can I have ...? Can I help you? [kən ət help ju:]
Canada n [ˈkænədə]
canary n pl (-ies) [ˈkænərɪ]
cannot v [kənət]
canteen n [ˈkæntiːn]
at the canteen [ət ðə kæntiːn]
cap n [kæp]
capital n [ˈkæptɪl]
car n [kɑːr]
card n [kɑːd]
careful adj [ˈkɛəfl]
carrot n [ˈkærət]
cartoon n [ˈkɑːtən]
cat n [kæt]
caterpillar n [ˈkætəpɪlər]
CD (compact disk) [sɪˈdisk]
celebrate v [ˈsɛlbreɪt]
celebration n [sɛlˈbreɪʃən]
Central Asia adj+n [ˈsɛntrəl əˈsɪə]
centre n [ˈsɛntə]
chain n [tʃeın]
chair n [tʃeə]
chalk n [tʃɔːk]
champion n [ˈtʃæmpɪən]
change v [tʃeɪndʒ]
channel n [ˈtʃeɪnl]
chant n [tʃeɪnt]
check v [tʃeɪk]
cherry n pl (-ies) [tʃeəri]
chess n [tʃeɪs]
chick n [tʃɪk]
chicken n [tʃɪkɪn]
child n pl (children) [tʃaɪld] (erkak) biznesmen, tadbirkor
(ayol) biznesmen, tadbirkor
ish bilan band
lekin, ammo
kapalak
sotib olmoq
bilan, orqali, tomonidan
metro bilan
xayr
karam
qafas
tort, pirojniy
taqvim
buzoqcha, buzog
chaqirmoq; telefon qilmoq
“come” fe’lining o’tgan zamon shakli:
kel(-dim, -ding, -di, -dik, -dingiz, -dilar)
tuya
fotoapparat
qila olmoq, qo’lidan kelmoq
...ni olsam bo’ladimi?
Yordamim kerakmi?
Kanada
kanareyka
qila olmaslik, qo’lidan kelmaslik
oshxona
oshxonada
kepka, shapka
poytaxt
automobil
otkritka, tabrik xati
ehtiyotkor
sabzi
multfilm
mushuk
kapalakurt
CD (kompakt-disk)
bayram qilmoq, nishonlamoq
bayram
O’rta Osiyo
markaz
zanjir
stul
bo’r
champion
o’zgartirmoq
kanal (televizion)
chant (kichik she’r)
tekshirmoq
olcha
shaxmat
jo’ja
tovuq
bola
count v [kaunt]
country n pl (-ies) [kantri]
cousin n [kaʊzn]
cow n [kɔʊ]
crayon n [kreɪən]
crocodile n [ˈkrɒkədɪl]
cross n, v [kros]
crossword n [ˈkrɒs-wɔːrd]
do crosswords [duː ˈkrɒs-wɔːrdz]
crow v [kraʊ]
crown n [kraʊn]
cucumber n [ˈkuːkʌmbə]
cup n [kʌp]
a cup of tea [ə ˈkʌp əv ˈtiː]
cupboard n [ˈkʌpbɔːd]
curly adj [ˈkɜːli]
curtain n [ˈkɜːtən]
cycle v [ˈsaɪk(ə)l]
dad n [dæd]
dance, v [dɑːns]
dancer n [ˈdɑːnsə]
dangerous adj [ˈdeɪndʒərəs]
dark adj [dɑːrk]
date n [deɪt]
day n [deɪ]
dear adj [diər]
December n [dɪˈsembə]
decoration n [dɪˈkʌrəʃn]
deer n pl (-er) [dɪə]
degree n [dɪˈriː]
delicious adj [dɪˈlɪʃəs]
desert n [dɛzərt]
desk n [desk]
dialogue n [dɪˈɒlaʊ]
diary n pl (-aries) [ˈdaiərəi]
dictation n [dɪktˈeɪʃən]
did [dɪd]
difference n [ˈdɪfərəns]
different adj [ˈdɪfərənt]
difficult adj [ˈdɪfɪkəlt]
dinner n [ˈdɪnə]
have dinner
director n [dɪˈrektə]
dish n [dɪʃ]
do v [duː]
do homework [ˈduː ˈhəʊməwɜːk]
do morning exercises [djuː ˈmɔːrɪŋ ˈeksəsaɪzəz]
do sums v [djuː ˈsʌmz]
doctor n [ˈdɒktə]
dog n [dɒɡ]
doira n [dɔɪrə]
doll n [dɔl]
dolphin n [ˈdɒlfɪn]
sanamoq
mamlakat
ammavachcha, xolavachcha, amakivachcha, tog’avachcha
sigir
rangli bo’r
timsoh
1) X belgisi; 2) X (eks) qilib chizmoq
krossword
krossword yechmoq
qichqirmoq (xo’roz haqida)
toj
bodring
finjon, chashka
bir finjon choy
oziq-ovqat/idish-tovoq javoni (shkafi)
jingalak
parda
velosipedda uchmoq
dada; ota
1) raqs; 2) raqsga tushmoq
raqqos, raqqosa, o’yinchi
xavfli
1) qora, qoramir; 2) qorong’i
sana
kun
qadrli, aziz
dekabr
bezak
bug’u
daraja
shirin, mazali
cho’l, sahro
yozuv stoli, parta
dialog
kundalik daftar
diktant
“do” fe’lining o’tgan zamon shakli
farq
turlu, farqli, o’zgacha, boshqacha
qiyn
kechki ovqat
kechki ovqatni yemoq
direktor
1) idish-tovoq; 2) taom
1) qilmog, bajarmoq; 2) yordamchi fe’l
uy vazifasini bajarmoq
ertalabki badantarbiya mashqlarini bajarmoq
misolni ishlamoq
doktor, vrach, shifokor
kuchuk, it
doira (musiqiy asbob)
qo’g’irchoq
delfin
domestic animal adj+n [dəˈmɛstɪk ˈænɪml]
donkey n pl (-s) [ˈdɒŋki]
Don't ...! [duːnt ...]
Don't play with my dog!
door n [dɔːr]
dove n [dəʊv]
down adv [daʊn]
dragon n [ˈdræɡn]
dragon dance n+n [ˈdræɡn ˈdɑːns]
draughts n [ˈdrɑːfts]
draw v [d्रɔː]
dress n [dres]
dresser n [ˈdresə]
drill n [dɹɪl]
drink v [drɪŋk]
drive n [dɹɪv]
driver n [ˈdɹɪvə]
dry adj [dɹɪ]
duck n [dʌk]
duckling n [ˈdʌklɪŋ]
duststorm n [ˈdʌststɔːm]
dutor n [ˈdʊtər]
each adj [iːtʃ]
eagle n [ˈeɪɡ(ə)]
ear n [ɛər]
earache n [ˈeərɛk]
early adv [ˈɛəli]
Earth Day n+n [ˈɛəθ ˈdeɪ]
eat (up) v [iːt (əp)]
egg n [ɛɡ]
egplant n ['eɡplaːnt]
eight num [ɛt]
eighteen num [ˈetɪn]
eighth num [ˈetθ]
eight hundred num [ˈet hʌndrəd]
eighty num [ˈetɪ]
eighty-one num [ˈetɪ ˈwʌn]
elder adj [ˈɛldə]
electronic engineer [ˌɪlektrənɪk ,endʒɪˈnɪə]
elephant n [ˈelɪfənt]
eleven num [ˈelɪvn]
eleventh num [ˈelɪvenθ]
emperor n [ˈempiərə]
end v [end]
engineer [ˌendʒɪˈnɪə]
England n [ˈɛŋɡlənd]
English adj, n [ˈɛŋɡlɪʃ]
eraser n [ˈɛrəzə]
Europe n [ˈjʊərəp]
evening n [ˈɛvənɪŋ]
Good evening.
in the evening adv
every det [ˈɛvri]
every day adv [ˈɛvridə]

uy hayvoni
eshak
inkor buyruq gapni boshol beradi: ... qilma!
Itim bilan o‘ynamal!
eshik
kabutarkapta
past tomonga
ajdar
ajdar raqsi
shashka
chizmoq, rasm solmoq
ko‘ylak
komod (kiyim-kechak turadigan yashikli javon)
mashq
ichmoq
haydamoq (mashina)
haydvchi
quruq
o‘rdak
o‘rdakcha
chang-to‘zon, changli bo‘ron
dutor (musiqi ly asbob)

har bir
burgut
quloq
quloq og‘rig‘i
erta, erta bilan, barvaqt
Yer kuni
yemoq; yeb qo‘ymoq
tuxum
baqlajon
sakkiz
o‘n sakkiz
sakkizinchichi
sakkiz yuz
sakson
sakson bir
to‘ng‘ich, katta
muhandis elektronchi
fil
o‘n bir
o‘n birinchichi
imperator, xoqon
tuga(lla)moq, tamomlamaq
muhandis
Angliya
1) inglizcha; ingliz; 2) ingliz tili
o‘chirg‘ich
Yevropa
kechqurun, oqshom
Xayrli oqshom.
kechqurun, oqshomda
har bir, har...
har kuni
everybody pron [ˌɛvriˈbɔdi]  
everything pron [ˌɛvriˈθɪŋ]  
everywhere pron [ˌɛvriˈweə]  
Excuse me, who's this?  
eye n [ai]  

face n [feis]  
fairy tale adj+n [ˈfeəri ˈteɪl]  
fall v [fɔːl]  
fall asleep v+adj [ˈfɔːsl əˈslɪp]  
false adj [fɔːls]  
family n pl (-ies) [ˈfæməli]  
family tree n+n [ˈfæməli ˈtriː]  
famous adj [ˈfeɪməs]  
fantastic adj [fænˈtæstɪk]  
fantasy n [ˈfæntəsi]  
far adv [fər]  
far from adv [fərˈfrɔm]  
farm n [fɔːm]  
farmer n [færəm]  
fast adv [fɑːst]  
father n [fɑːðə]  
Father’s Day n+n [ˈfɑːðəz ˈdeɪ]  
favourite adj, n [ˈfɜːvər(ə)rt]  
February n [ˈfɛbruəri]  
feed v [fiːd]  
feed the animals v+n [fiːd ˈəʊɪməlz]  
feel v [fiːl]  
feel happy v+adj [fiːl ˈhæpi]  
feel angry v+adj [fiːl ˈæŋgrɪ]  
feel sad v+adj [fiːl ˈsæd]  
feel bored v+adj [fiːl ˈbɔːd]  
fell [fel]  
fifteen num [ˈfɪfɪtiːn]  
fifth num [ˈfɪfti, ˈfɪfti]  
fifty num [ˈfɪfti]  
fifty-one num [ˈfɪfti ˈwʌn]  
fight v [fart]  
film star n+n [ˈfɪlmstɑː]  
find v [fænd]  
fine adj [fain]  
I’m fine (OK).  
finish n, v [ˈfɪnɪʃ]  
fir tree n+n [fərˈtriː]  
fire n [faɪə]  
fireman n [ˈfaɪəmən]  
fireworks n [ˈfaɪəwɜːks]  
first num [fɜːrst]  
fish n pl (-) [fɪʃ]  
five num [fʌɪv]  
five hundred num [ˈfʌɪv ˈhʌndrəd]  
five hundred soums a kilo  
flag n [flæɡ]  
flat n [flæt]  
floor n [flɔːr]  

hamma  
hamma narsa  
hamma yerda  
Uzr, siz kimsiz (bu kim)?  
ko’z  
yuz, bet  
ermak  
1) tushmoq, pasaymoq; 2) yog’moq (qor)  
xlab qolmoq  
yolg’on, noto’g’ri  
oila  
shajara  
mashhur  
ajoyib, g’aroyib  
tasavvur  
uzoq  
...dan uzoq  
ferma  
fermer, dehqon  
tez  
ota  
Otalair kuni  
1) sevimli; 2) yoqtirgan narsasi  
fevral  
ovqatlantirmoq, boqmoq  
hayvonlarga yemish bermoq  
his qilmqo, sezmoq  
ursand bo’lmqoq  
achchiqlanmoq  
xafa (g’amgīn) bo’lmqoq  
zerikmoq  
“fall” fe’lining o’tgan zamon shakli  
o’n besh  
beshinchī  
elliq  
elliq bir  
urishmoq, kurashmoq, janjalashmoq  
kino yulduzi  
topmoq  
yaxshi  
Men yaxshiman.  
1) tugatmoq, tugallamoq; 2) oxir  
goraqaqar’ay, archa  
olov  
o’t o’chiruvchi  
mushakbozlik  
birinchī  
baliq  
besh  
besh yuz  
bir kilosi 500 so’m  
bayroq  
kvartrira  
1) qavat; 2) pol
Wordlist

flower n [ˈflaʊər]
flower shop n+n [ˈflaʊərʃoʊp]
fly v [flai]
fly a kite v+n [ˈflai əˈkɪt]
foal n [ˈfɔːl]
fog n [fɒg]
foggy adj [ˈfɒgɪ]
food n [ˈfʊd]
foot n [fʊt]
go on foot
football n [ˈfʊtɒbɔːl]
play football v+n
football player n+n [ˈfʊtɒbɔːl ˈplɛər]
for prep [fɔːr, fɔː]
for example = e.g. [fɔrˈɛmplə]
forecast n [ˈfɔːkast]
forest n [ˈfɔrɪst]
forget v [fəˈɡet]
fifty num [fɪˈtiː]
fifty-one num [fɪˈtiː ˈwʌn]
four num [fɔːr]
four hundred num [fɔːr ˈhʌndrəd]
fourteen num [fɔːrˈtiːn]
fourth num [fɔːrθ]
fox n [fɒks]
France n [ˈfrɑːns]
French adj, n [ˈfrentʃ]
free adv [frɪ]
freezing adj [ˈfrɪziŋ]
fresh adj [friʃ]
fresh air adj+n [freʃ ˈeə]
fresh fruit adj+n [freʃ ˈfrʌt]
Friday n [ˈfraɪdeɪ]
fridge n [frɪdʒ]
friend n [frend]
friendly adj [ˈfrendli]
frog n [frɒg]
from prep [frəm, frəm]
fruit n [fruːt]
fun n, adj [fʌn]
funny adj [ˈfʌni]
furry adj [ˈfɜːri]

game n [ɡeɪm]
garden n [ˈɡɑːdn]
gave v [ɡeɪv]
gazelle n [ɡəˈzel]
gel n [dʒel]
geography n [dʒəˈɡrɑːfi]
German adj, n [dʒərənmən]
Germany n [dʒərənˈməni]
get v [get]
get dressed v+adj [get ˈdrest]
get marks v+n [get ˈmɑːks]
get ready v+adj [get ˈredi]
gul

1) toycha; toy, ot bolasi; 2) xo‘tik, eshak bolasi
tuman

tumanli

1) oziq, ovqat, yemish
2) oyoq

piyoda bormoq

1) futbol
2) futbol o‘ynamoq

uchun

masalan

ob-havo ma’lumoti

o‘rmon

unutmoq

qirq

1) qirq bir
to’rt
to’rt yuz

2) o’n to’rt
to’rtinchisi

tulki

Fransiya

1) franzuzcha; fransuz; 2) franzuz tili

1) bo‘sh; 2) erkin

muzdek, sovuq

1) sof, musaffo; 2) yangi uzialgan
toza havo

yangi uzialgan mevalar

juma

muzlatgich, sovutgich
do‘st, o‘rtoq
do‘stona, xavfsiz

qurbaqa

...dan

meva

1) xursandchilik; 2) zaviqlanarli

qiziq, kulgili

yungli

o‘yin

do‘‘go’

“give” fe‘lining o‘tgan zamon shakli

1) nemischa; nemis; 2) nemis tili

Germaniya

do‘moq

kiyinmoq

baho olmoq
tayyor bo‘lmoq
get up [gɪtʌp]  
get washed v+adj [gɪt ˈwɒʃt]  
get home v+n [gɪt ˈhəʊm]  
get to school [gɪt təˈsku:ǀ]  
giraffe n [ˈgaɪrəf]  
girl n [ɡɜːl]  
give v [gɪv]  
glass n [ɡlæs]  
a glass of juice [əˈɡläs əv ˈdʒuːs]  
go v [ɡoʊ]  
go away [ɡoʊ ˈəwei]  
go fishing v+n [ɡoʊ ˈfɪʃɪŋ]  
go shopping v+n [ɡoʊ ˈʃɒpɪŋ]  
go straight [ɡoʊ ˈstrɛit]  
go to bed [ɡoʊtˈbed]  
go to school  
go to school by bus/on foot  
goat n [ɡəʊt]  
gobble v [ˈɡɒbl]  
goldfish n pl (−) [ɡɔldˈfɪʃ]  
Goldilocks [ɡɔldɪˈlɒks]  
good adj [ɡʊd]  
I’m good at ... [aɪm ˈɡʊd ət]  
Goodbye. [ɡʊdˈbai]  
Good morning! [ɡʊd ˈmɔrnɪŋ]  
goose n pl (ɡˈeɪz) [ɡuːs ɡiːs]  
gosling n pl [ɡɒsliŋ]  
got [ɡɒt]  

I got here by metro.  
grandad n [ˈɡrændd]  
grandfather n [ˈɡrændfaːðə]  
grandmother n [ˈɡrændmoʊðə]  
grandparents n [ˈɡrændpeərənts]  
granny n pl (−ies) [ɡræni]  
grape n [ɡreɪp]  
graph n [ɡræf, ɡrɑːf]  
grass n [ɡrɑːs]  
grasshopper n [ɡrɑːʃˈhɑːpər]  
grassland n [ɡrɑːsˈlaʊnd]  
great adj [ɡreɪt]  
It’s great!  
Great Britain n [ˈɡreɪtbrɪtən]  
green adj [ɡriːn]  
grey adj [ɡreɪ]  
group n [ɡruːp]  
grow v [ɡruː]  
guess v [ɡes]  
guitar n [ɡɪˈtɑː]  
gym n [dʒɪm]  

habitat n [ˈhæbɪtæt]  
had [hæd, had]  
hail n, v [heɪl]  
hailstone n [ˈheɪlstɔːn]  
o’r nidan turmoq  
yuvinmoq  
uyga yetib kelmoq  
maktabga yetib olmoq/bormoq  
jirafa  
qiz bola  
bermoq  
stakan  
bir stakan sharbat  
yurmoq, bormoq  
ketmoq (nariga)  
baliq ovalmoq  
bozorlik qilmoq, xarid qilmoq  
to’g’riga yurmoq  
uxlagani yotmoq  
maktabga bormoq  
maktabga avtobusda/piyoda bormoq  
echki  
qulqullamoq (kurka haqida)  
oltin (tilla) baliq  
Tillasoch qiz (ertakda)  
yaxshi  
Men ...da yaxshiman.  
Xayr.  
Xayrlı tong!  
g’oz  
g’oz bolasi, jo’ja g’oz  
“get” fe’lining o’tgan zamon shakli: yetib kel(-dim, -ding, -di, -dik, -dingiz, -dilar)  
Bu yerga metro bilan yetib keldim.  
bobo  
bobo  
momo, buvi  
bobo va buvi  
buvi, momo  
uzum  
grafik  
o’t, maysa  
chigirtka  
aylov  
1) buyuk, ulug’; 2) Zo’r! (Yaxshi! Ajoyib!)  
Zo’r!  
Buyuk Britaniya  
yashil  
kulrang  
guruhr  
o’stirmoq  
o’ylab topmoq, fahmlamoq  
gitara  
gimnastika (sport) zali  
vatan, makon, yashash joyi  
“have” fe’lining o’tgan zamon shakli  
1) do’l; 2) do’l yog’moq  
do’l
hailstorm n [hælstɔːm]
hair n pl (-) [heə]
do hair v+n
half adj [hɑːf]
half-term adj+n [hɑːftəm]
hand n [hænd]
handball n [hændbɔːl]
handicrafts n [hændɪkrɑːftz]
happily adv [hæpəli]
happy adj [hæpi]
Happy birthday! int [hæpi ˈbɜːdiː]
hard adv [hɑːrd]
work hard v+n [wɜːk hɑːrd]
hare n [hɑːr]
hat n [hæt]
hate v [hæt]
have v [hæv, hæv]
I have [ə hæv]
have a break v+n [hævə brēk]
have a good time [hævə ɡʊd ˈtaɪm]
have breakfast v+n [hæv ˈb्रɛkfast]
have dinner v+n [hæv ˈdɪnə]
have fun v+n [hæv ˈfʌn]
have lessons v+n
have lunch v+n [hæv ˈlʌntʃ]
he pron [hiː]
head n [hed]
headache n [hedɪk]
healthy n [hælθi]
hear v [hɪər]
hedgehog n [hedʒhɒɡ]
helicopter n [hɛlɪkɔptər]
Hello. [heloʊ]
helmet n [hɛlmɪt]
help v [help]
hen n [hen]
her adj, pron [hər, həː]
Her name is ...
here adv [hɪər]
Here you are.
hero n [hɪərəʊ]
Hi! [hɑɪ]
hide v [haid]
hide and seek [haidəndiːk]
high adv [hай]
high-jump n+n [hайdʒʌmp]
do the high-jump v+n [dəʊ hайdʒʌmp]
high temperature adj+n [hай ˈtemprətʃər]
him pron [him]
hippo n [hɪpʊ]
his adj, pron [hɪz]
His name is ...
historical place adj+n [hɪstəriˈkiː plɛts]
history n [hɪstərɪ]
hobby n pl (-ies) [hɒbi]
do’lli bo’ron
soch
sochni taramoq
yarim
yarim choraklik
1) qo’il; 2) tomon
qo’il to’pi
mehnat darsi
xursandlik bilan
xursand, baxtlı
Tug’ilgan kuningiz bilan!
qattiq; tirishqoqlik bilan
qattiq ishlamoq
quyon
shlapa
yomon ko’rmoq
1) ega bo’lmq; bor bo’lmq; 2) yemoq, ichmoq
menda bor, men egaman
tanaffusga chiqmoq
vaqtını yaxshi o’tkazmoq
nonushta qilmoq
kechki ovqatni yemoq
xursandchilik qilmoq
darsi bo’lmq; o’qimoq
tushlik qilmoq
u (erkaklar uchun)
bosh, kalla
bosh og’rig’i
sog’lom, foydali
eshitmoq
tıpratikan
vertolyot
Salom!
shlem, kaska
yordam bermoq
tovuq
(ayollar uchun) 1) uning; 2) uni, unga
Uning ismi ...
shu (bu) yerda
Mana, marhamat.
gahramon
Salom!
bekimmoq, yashirmoq
bekinmachen o’yini
baland
balandlikka sakrash
balandlikka sakramoq
baland hərarat
uni, unga (erkaklar uchun)
giipopotam, begemot
(erkaklar uchun) uning
Uning ismi ...
taxiyi joy
tarix
xobbi, sevimli mashg’ulot
hockey n  [ˈhoki]
play hockey v+n
holiday n  [ˈhaʊlɪdeɪ]
home n  [həʊm]
homework n  [ˈhɔɹmwɜːk]
do homework v+n
honk v  [hɔŋk]
hop v  [hɔp]
hope v  [həʊp]
hopscotch n  [ˈhɒpskətʃ]
horror film n+n  [ˈhɔːrərfɪlm]
horse n  [haːs]
horse riding n  [haːs ˈraɪdɪŋ]
hospital n  [ˈhɒspɪtl]
at the hospital [ət ðə ˈhɒspɪtl]
hot adj  [hɔt]
hot dog adj+n  [ˈhɒtdoʊg]
hotel n  [ˈhɔtel]
house n  [həʊs]
housewife n  [ˈhəʊswif]
how adv  [hau]
How are you?
How do you go home?
How did you get here today?
How much is it/are they?
How long ...
How many ...
How old are you?
human n  [ˈhjuːmən]
humming bird n  [ˈhʌmɪŋbɜːd]
hundred  [ˈhʌndrəd]
hungry adj  [ˈhʌŋgrɪ]
hyena n  [ˈhaɪnə]
hygiene n  [həˈdʒiːn]

I pron  [aɪ]
icc [ais]

ice cream n+n  [ˈaɪskrɪm]
icy adj  [ˈaɪsɪ]
in prep  [ɪn]
in front of prep  [ɪn ˈfrʌntɪv]
in the morning adv

Independence Day n+n  [ɪnˈdɪpendəns ˈdeɪ]
India n  [ɪnˈdɪə]
indigo adj  [ɪnˈdɪɡəʊ]
information n pl (−)  [ˌɪnfərˈmeɪʃ(ə)n]
insect n  [ˈɪnsekt]
interest v  [ˈɪntrəst]
interesting adj  [ˈɪntrəstɪŋ]
interview n, v  [ɪntərvjuː]
invitation n  [ˌɪnvɪtəʃ(ə)n]
invite v  [ɪnˈvайt]
iron n  [ˈaɪən]
do the ironing v+n  [ˈduː ðə ˈaɪənɪŋ]

xokkey
xokkey o′ynamq
1) bayram; 2) ta′til
uy (yashash joy)
uy vazifasi
uy vazifasini bajarmoq
g′aqilamoq (g′oz haqida)
sakramoq
umid qilmoq
sopolak, chertak
dahshatli (qo′rqinchli) film
ot
ot minish
kasalxona, shifoxona
shifoxonada
issiq
xot-dog
mehmonxona
uy
uy bekasi
1) qanday; 2) qanday qilib
Qalaysis?
Uyga qanday borasiz?
Bugun bu yerga qanday yetib keling(iz)?
Uning/ularning narxi qancha?
Qancha (vaqt) ...
Nehta? Qancha?
Yoshingiz nechada?
odam; inson
kolibri
yuz
och, ochiqqan, qorni och
sirtlon, yoldor bo′ri
gigiyena
gi
men
muz
muzqaymoq
muzli
1) ichida (joyga nisbatan);
2) ...da (paytga nisbatan)
...ning oldida
ertalab, ertalabki paytda
Mustaqillik kuni
Hindiston
to′q ko′k
ma′lumot, axborot
hasharot
qiziqtirmoq
qiziqarli, qiziq
1) intervyu; 2) intervyu olmoq
taklifnoma
taklif qilmoq
dazmol
dazmol
kiyim-kechakni dazmol qilmoq

10 – New Fly High 5
is v [iz]
it pron [ɪt]
It’s time to ...
It’s two o’clock. [ɪts tu: æklok]
It’s 2.05. [ɪts tu: æu ˈfæv]
It’s two thirty. [ɪts tu: ˈθɜ:ti]
It’s two thirty-five. [ɪts tu: ˈθɜːti ˈfæv]
its det, adj [ɪts]
jacket n [ˈdʒækt]  
jam n [dæm]  
January n [ˈdʒænjuəri]  
Japan n [dʒəˈpæn]  
jazz n [dʒæz]  
jeans n [dʒiːnz]  
job n [dʒɒb]  
joke n [dʒoʊk]  
July n [dʒuːli]  
jump v [dʒʌmp]  
jump a rope v+ɪn [dʒʌmp əˈrəʊp]  
jumper n [dʒʌmpə]  
jumping n [dʒʌmpɪŋ]  
June n [dʒuːn]  
jungle n [dʒʌŋɡl]  
kangaroo n [ˈkæŋɡəru:]  
Kazakhstan n [ˈkæzəkʃən]  
keep v [kiːp]  
keep clean [kiːp ˈkiːn]  
keeper n [kiːpə]  
kid n [kɪd]  
kill v [kɪl]  
kilo n [ˈkiːloʊ]  
a kilo of tomatoes [ə ˈkiːloʊ əv ˈtəʊmətəuz]  
kilometre n [ˈkɪləmətə]  
kind n, adj [kænd]  
kindergarten n [ˈkaɪndəɡɑːtən]  
king n [kɪŋ]  
kitchen n [ˈkɪtʃɪn]  
kite n [kait]  
kitten n [ˈkɪtn]  
know v [nəʊ]  
Korea n [ˈkɔrə]  
ladybird n [ˈleɪdbɜːd]  
lamb n [læm]  
language n [ˈlæŋgwɪdʒ]  
last adj [lɑːst]  
late adv [leɪt]  
be late  
laugh v [lɑːf]  
lay the table v+ɪn [lɛi ðə ˈteɪbl]  
lazy adj [ˈleɪzɪ]  
leaf n pl (leaves) [lɛf]  
learn v [lɜːn]  
bo’limq (3-shaxs birlik uchun)  
(3-shaxs birlik uchun) 1) u; 2) uni, unga (biror narsa qilish) vaqtı bo’ldi.  
Soat ikki bo’ldi.  
Soat ikkidan besh daqiqa o’tdi.  
Soat ikki yarim bo’ldi.  
Soat ikkidan o’ttiz besh daqiqa o’tdi.  
uning  
kurtka, kalta kamzul  
murabbo  
yanvar  
Yaponiya  
jaz (musiqa)  
jinsi  
ish  
hazil  
iyul  
sakramoq  
arqon (arg’amchi) sakramoq  
sakrovchi  
sakrashe  
iyun  
chakalakzor, changalzor, qalin o’rmon  
kenguru  
Qozog’iston  
saqlamoq, asramoq  
toza tutmoq  
qorovul  
1) uloq, echki bolasi; 2) bola, kichkintoy o’ldirmoq  
kilo  
bir kilo pomidor  
kilo ( = 1000 metr)  
1) tur, xil; 2) mehribbon, rahmdil  
bolalar bog’chasi  
qirol  
oshxona (uydagi xona)  
varrak  
mushukcha  
bilmoq  
Koreya  
xonqizi  
qo’zichoq  
til  
o’tgan  
kech, kech qolgan  
kechikmoq, kech qolmoq  
kulmoq  
dasturxon yozmoq  
yalqov, dangasa, ishyoqmas  
barg  
o’rganmoq
learn by heart [lərn ˈhɑːt]  
leave home/school [li:v ˈhɔːm /ˈskuːl]  
left adv [lɛft]  
on the left prep [ən ˈdəʊ ˈlɛft]  
leg n [lɛg]  
lemon n [ˈlemən]  
leopard n [ˈlepəd]  
lesson n [ˈlesən]  
Let's ... [lɛts]  
Let's go. [lɛtsgəʊ]  
letter n [ˈletər]  
library n pl (-ies) [ˈlaɪbrəri]  
light adj [laɪt]  
like v [laɪk]  
I’d like ... [aɪd ˈlaɪk ...]  
I like doing ...  
line n [lайн]  
lion n [ˈlaɪən]  
listen v [ˈlɪs(ə)n]  
literature n [ˈlɪtərətʃər]  
little adj [ˈlɪtl]  
live v [laɪv]  
living room n+n [ˈlaɪvɪŋrʊm]  
lizard n [ˈlaɪzd]  
London n [ˈlʌndən]  
long adj [lɔŋ]  
long-jump n+n [ˈlɔŋdʒəm]  
do the long-jump [dəʊ ˈlɔŋdʒəm]  
look v [lʊk]  
The beans look good. [ðə ˈbiːnz ˈlʊk ˈɡʊd]  
look after [lʊk ˈɑːftə]  
look at [lʊkət]  
look like [lʊklɪk]  
a lot of [əˈlətəv]  
loud adj [lɔʊd]  
loudly adv [ˈlaʊdlɪ]  
love n, v [laɪv]  
lovely adj [ˈlaʊvli]  
lunch n [ˈlʌntʃ]  
have lunch v+n  
make v [mek]  
make bed v+n  
man n pl (men) [mæn, men]  
mandrill n [ˈmændrɪl]  
many det [meni]  
map n [mæp]  
March n [mɑːtʃ]  
mark n, v [mɑːk]  
marker n [ˈmɑːkrər]  
market n [mɑːkɪt]  
match n v [mætʃ]  
mathematics n [ˌmæθəˈmatɪks]  
maths n [ˌmæθs]  
yodlamoq, yod olmoq  
uydan/maktabdan chiqmoq  
chap tomon, chap  
chap tomonda  
oyoq  
limon  
qoplon  
dars  
Kelinglar...  
Yur(ing), ketdik.  
1) harf; 2) xat  
kutubxona  
1) yorug'; 2) yengil  
yoqîrmoq, yaxshi ko‘rmoq  
... xohlayman/istayman  
Men ... qilishni yoqîrman.  
chiziq  
sheร, arsλon  
tinglamoq, eshitmoq  
adabiyot  
kichkina  
yashamoq  
mehmonxona (uydagi xona)  
kaltakesak  
London  
uzoq, uzun  
uzunlikka sakrash  
uzunlikka sakrmoq  
1) qaramoq; 2) ...ko‘rinadi  
Lovianing ko‘rinishi yaxshi.  
g’aмxо’rlik qilmoq  
bilor narşaga qaramoq  
O’xshamoq, ko‘rinmoq  
ko‘p  
baland ovozli  
baland ovoz bilan  
1) sevgi; 2) sevmoq, yaxshi ko‘rmoq  
sevimli  
tushlik  
tushlik qilmoq  
yasamoq, tuzmoq, qilmoq  
o‘rin (joy) solmoq  
(erkak) kishi  
mandril (maymun turi)  
ko‘p  
xarita  
mart  
1) bahо; 2) baholamoq  
marker (chizish uchun katta flomaster)  
bozor  
1) gugurt;  
2) mos kelirmoq, mos keladiganini tanlamoq  
matematika  
matematika
Mr n [mɪstə]
Mrs n [mɪsiz]
much det [mʌtʃ]
mulberry n [mʌlˈbɛri]
mum n [mʌm]
museum n [ˈmjʊzəm]
music n [ˈmjuːzɪk]
musical parade adj+n [ˌmjuːzɪk(ə)l pəˈreɪd]
must v [mʌst, mʌst]
my adj [maɪ]
My name is ...

name n [næm]
nature n [ˈnætʃə]
Navruz n [ˈnævruːz]
near adv [niə]
neigh v [nɛı]
nest n [nest]
never adv [ˈnevə]
new adj [nuː]
New Year adj+n [nju: ˈjɪə]
news n [njuːz]
news paper n [ˈnjuːspeɪpər]
next to prep [ˈnɛkst tə]
nice adj [naɪs]
night n [naɪt]
at night adv
nine num [nɛɪn]
nine hundred num [nɛɪn hʌndrɛd]
nineteen num [ˌnɪntiːn]
ninety num [ˈnɪnti]
ninety-one num [ˌnɪnti ˈwʌn]
ninth num [nɪnθ]
no adv [nəʊ]
No, I don’t.
No, sorry.
noisily adv [ˈnɔɪzɪli]
noisy adj [ˈnɔɪzɪ]
nose n [nəʊz]
notice n [ˈnəʊtɪs]
November n [nʌʊvəˈmbrə]
now adj [nɔʊ]
number n [ˈnʌmbər]
nurse n [nɜːs]
ocean n [ˈoʊʃən]
o’clock adv [əˈklɔk]
October n [ˈɒktəbər]
of prep [əv, əv]
of course [ˌɔv ˈkɔrs]
office n [ˈɔfɪs]
often adv [ˈɒf(ə)n, ˈɔf(t)ən]
oh [əʊ]
oink [ɪŋk]
old adj [əʊld]
on prep [on]
on foot adv [on 'fut]
one num [wan]
onion n ['anjan]
only adv ['anli]
open v ['aopən]
opposite prep [opəzit]
or conj [ɔː]
orange n, adj [ɔrmədʒ] orange juice n+n [ɔrmədʒ 'dʒuːs]
order n ['ɔːdə]
ornament n ['ɔstrənt]
other det ['əðə]
our adj [auə]
ox n [eks]

page n [peidʒ]
pair n [pεə]

palace n [pekəls] parade n [pə'reid]
parents n [peiərənts]
park n [pɑːk]
parrot n [pərɔt]
partner n [ˈpɑːtnər]

drop n pl (-ies) [ˈpærəti]
past prep [paːst]

half past [hæf paːst]

It's half past nine.
quarter past [kwɔːtə paːst]

PE n [piː]

pea n [piː]

peach n [piːtʃ]

peach juice n+n [piːtʃ 'dʒuːs]

peacock n [piːkɔk]

pear n [peə]

pear juice n+n [peə 'dʒuːs]

pen n [pen]

pencil n [pens(ɔ)l]

pencil case n+n [penskəlz]
penguin n [ˈpengwən]

people n [piːp(ɔ)l]

pepper n [ˈpɛpə]

perfume n [pɜːˈfjuːm]

person n [ˈpɜːs(ɔ)n]

pet n [pet]

phew int [juː]

phone v [foun]

photo n [foʊtəʊ]

piano n [piənəʊ]

pick v [pɪk]

picture n [ˈpɪktʃə]

pig n [pɪɡ]

piglet n [ˈpɪɡlɪt]

pillow n [ˈpɪləʊ]

1) ustida (joyga nisbatan);
2) ...da (paytga nisbatan)
piyoda, yayov
bir
piyoz
faqatgina, bor-yo'g'i
ochmoq
qarshisida, ro'parasida
yoki
1) apelsin; 2) olorvrang, to'q sariq
apelsin sharbati
tartib
tuyaqush
boshqa
bizning
buqa, ho'kiz

sahifa, bet
juft
saroy
parad, namoyish
ota-ona
istirohat bog'i
to'tiqush
sherik, hamkor
bazm
o'tgan
...dan yarim soat o'tgan
Soat to'qqiz yarim bo'ldi.
...dan chorak (15) daqiqa o'tgan
jismoniy tarbiya (dars)
nox'at
shaftoli
shaftoli sharbati
tovus
nok
nok sharbati
ruchka
qalam
qalamdon
pingvin
odamlar
qalampir, garmdori
duxi, atir
shaxs
uy hayvoni (sevimli hayvon)
uf
telefon qilmoq, qo'ng'iroq qilmoq
fotosurat
pianino
termoq
rasm, surat
cho'chqa
cho'chqa bolasi, cho'chqacha
yostiq(cha), bolish(cha)
pilot n [pailt]  
pinch punch v [pint[pant]]  
pink adj [pink]  
place n [pleis]  
plane n [plem]  
plant n, v [plant]  
play v, n [plei]  
play badminton v+n [plei ‘bædmɪntən]  
play hopscotch/games v+n [plei ‘hɒpskɒtʃ/ˈgɛmɪz]  
play tag v+n [plei tæg]  
play the guitar v+n [plei ðə ˈɡɜːtər]  
play the piano v+n [plei ðə ˈpɛnɪnəʊ]  
player n [ˈpleɪə]  
playground n [ˈpleɪgrɑnd]  
please int [pliːz]  
plum n [plʌm]  
plump adj [ˈplʌmp]  
plural adj [ˈplʊərəl]  
plus prep [plʌs]  
p.m. [piːˈem]  

pocket n [ˈpɒkɪt]  
poem n [ˈpɔːm]  
point v [pɔɪnt]  
poisonous adj [ˈpɔɪzənəs]  
polar adj [ˈpɔːlə]  
police officer n+n [pəlɪs ˈɒfɪsə]  
police station n+n [pəlɪs ˈsteɪʃn]  
at the police station [ət ðə pəlɪs ˈsteɪʃn]  
pop n [pɒp]  
popular adj [ˈpɒpjʊlər]  
porridge n [ˈpɔːrɪdʒ]  
portfolio n [pəˈfɔːtəʊl]  
postcard n [ˈpəʊstkɑːd]  
poster n [ˈpəʊstə]  
poult n [ˈpɔult]  
pour v [pɔː]  
present n [ˈprezənt]  
programme n [ˈprəʊɡræm]  
pumpkin n [ˈpʌmpkɪn]  
Pumpkin Museum n+n [ˈpʌmpkɪn ˈmjuːzɪəm]  
pupil n [ˈpjuːpl]  
puppy n pl (-ies) [ˈpʌpi]  
purple adj [ˈrʌrpl]  
put v [pʊt]  
put in  
put on  
puzzle n [ˈpʌzl]  
do puzzles v+n [duː ˈpʌzl]  

quack v [kwæk]  
quail n [kwel]  
quarter adj [ˈkwɔːtə]  
It is a quarter past nine.  
quarter to ... [ˈkwɔːtə tɔ]  

uchuvchi  
chimchilamoq  
pushti rang  
joy  
samolyot  
1) o’simlik; 2) ekmoq  
1) o’namoq; 2) o’ynin  
badminton o’namoq  
sopolak/o’ynlar o’namoq  
quvlashmachaq o’namoq  
gitara chalmoq  
pianino chalmoq  
o’yinchi  
o’ynin maydoni  
iltimos  
olko’ri  
semiz, to’ladan kelgan  
kop‘lik  
qo‘shuv, plus  
kunduzgi soat 12 dan tungi  
12 gacha bo‘lgan vaqt  
cho‘ntak  
she’r  
ko‘rsatmoq  
zaharli  
qutbga oid, qutb ...  
politsiyachi  
politsiya mahkamasi  
politsiya mahkamasida  
pop (musiqa)  
mashhur  
bo‘tqa, kasha  
muhim hujiyatlar jildi (papkasi)  
ochig xat, otkritka  
poster, plakat  
kurka jo’jasi  
quyomoq, yog’moq (yomg‘ir haqida)  
sovg’a  
dastur  
oshqovoq  
Qoqolar muzeyi  
o’quvchi  
kuchukcha  
to’q qizil, qirmizi  
qa‘yomoq  
(...ning ichiga) qa‘yomoq  
kiymoq  
topishmoq, boshqotirma  
boshqotirma yechoq  
g‘ag‘alamoq (o’rdak haqida)  
bedana  
chorak  
Soat to‘qqizdan o’n besh daqiqa o‘tdi.  
...dan chorak daqiqa o‘tdi
sad adj [sæd]
said [sed]
safari n [səˈfəri]
salad n [ˈsæləd]
sat v [sæt]
Saturday n [ˈsætədɪ]
sausage n [ˈsoʊzɪ]
saxophone n [ˈsæksəfəʊn]
saw [sɔː]
say v [seɪ]
say goodbye v+n [seɪ ˈɡʊdbai]
school n [skuːl]
at the school [æt ˈdə ˈskuːl]
schoolbag n [ˈskuːlbæg]
schoolboy n [ˈskuːlboʊ]
schoolchildren n [ˈskuːltʃɪldrən]
school things n+n [ˈskuːl ˈθɪŋz]
score n [skɔː]
Scotland n [ˈskəʊtənd]
sea n [siː]
season n [ˈsiːzn]
second num [ˈseknənd]
secretary n pl (-ies) [ˈsɛkrətri(r)i]
see v [siː]
see-saw n [ˈsiːsɔː]
play see-saw n+n
sentence n [ˈsentəns]
September n [ˈseptəmbr]
seven num [ˈsevn]
seven hundred num [ˈsevn ˈhʌndrəd]
seventeen num [ˈseventiːn]
seventh num [ˈsevnθ]
seventy num [ˈseventi]
seventy-one num [ˈseventi wʌn]
warm v [wɔːm]
shampoo n [ˈʃæmˌpuː]
shark n [ʃɑːk]
sharpener n [ʃaːpənə]
she pron [ʃi, ʃiː]
sheep n pl (-) [ʃiː]
shelf n pl (shelves) [ʃelf]
shine v [ʃaɪn]
shirt n [ʃɜːt]
shop n [ʃɔp]
do the shopping v+n [dəʊ ˈðəʊ ˈʃɔpɪŋ]
at the shop
shop assistant n [ʃɔp əˈsɪstənt]
short adj [ʃɔrt]
shorts n [ʃɔrts]
shoulder n [ˈʃɔuldə]
show v [ʃəʊ]
shower n [ˈʃɔʊə]
have/take a shower v+n

g’amgin, xafa
"say" fe’lining o’tgan zamon shakli:
de(-dim, -ding, -di, -dik, -dingiz, -dilar)
"safari" hayvonot bog’i (qafaslarsiz)
salat
"sit" fe’lining o’tgan zamon shakli
shanba
sosiska/kolbasa
saksafon
"see" fe’lining o’tgan zamon shakli:
ko’r(-dim, -ding, -di, -dik, -dingiz, -dilar)
aytmog, demog
xayrlashmoq
maktab
maktabda
sumka
maktab o’qvchisi (o’g’il bola)
o’qvchilar
o’qv qurollari
ochko
Shotlandiya
dengiz
fasl
ikkinchi
kotib, kotiba
ko’rmoq, ko’rishmoq
innana
innanada uchmoq
gap
sentabr
yetti
yetti yuz
o’n yetti
yettinchı
yetmish
yetmish bir
tikmoq
shampun
akula
qalam ochqich
u (ayollar uchun)
qo’y
tokcha (taxtadan yasalgan)
yargiramoq, charaqlamaq (quyosh haqida)
ko’ylak
do’kon
xarid qilmoq
do’konida
sotuvchi
kalta, qisqa
shortik, kalta shim
yelka
ko’rsatmoq
dush
dushga tushmoq, dush qabul qilmoq
sick n [sik]
sign n [saŋ]
sing v [sin]
singer n [ˈsinər]
sister n [ˈsistə]
sit v [sɪt]
Sit down. [ˈsɪtdaʊn]
sit-up n [ˈsɪtʌp]
six num [skiː]
six hundred num [ˈskiːs hʌnˈdrɔd]
sixteen num [ˈskiːstɪn]
sixth num [ˈskiːθ]
sixty num [ˈskiːsti]
sixty-one num [ˈskiːsti ˈwʌn]
skate n, v [sket]
skateboard n [ˈsketboʊd]
ski n, v [skiː]
skip v [skɪp]
skirt n [ˈskɜːt]
sky n [skiː]
sledge n, v [ˈslɛdʒ]
sleep v [slɪp]
slept v [slɛpt]
slow adj [sləʊ]
slowly adv [ˈsləʊli]
small adj [smɔːl]
snake n [snæk]
snow n [snoʊ]
snowball n [ˈsnoʊbɔːl]
snowman n [ˈsnoʊmən]
snowstorm n [ˈsnoʊstɔːrm]
snowy adj [ˈsnoʊi]
so conj, adv [səʊ]
soap n [səʊp]
soft adj [sɔft]
softly adv [ˈsɔftli]
some det, adj [səm]
sometimes pron [ˈsʌmtaɪmz]
something pron [ˈsʌmtɪŋ]
son n [sʌn]
song n [sɔŋ]
soon adv [suːn]
sore eye adj+n [sɔːr ˈeɪ]
sore hand adj+n [sɔːr ˈhænd]
sore leg adj+n [sɔːr ˈleg]
sore throat adj+n [sɔːr ˈθreʊt]
sorry v [ˈsɔrɪ]
Sorry, you have the wrong number.
sound n [saʊnd]
soup n [suːp]
sparrow n [ˈspærəʊ]
speak v [spiːk]
speak to v+prep [ˈspiːk tə]
special adj [ˈspɛʃəl]
spell v [spɛl]
kasal
bildirish, e’lon
kuylamoq, qo’shiq aytoq
qo’shiqchi, xonanda
opa, singil
o’tirmoq
O’tiring.
o’tirib-turish mashqi
olti
olti yuz
o’n olti
oltinchi
oltmish
oltmish bir
1) konki; 2) konki uchmoq
skeytbdord (asfaltda uchish uchun rolkli taxta)
1) chang’i; 2) chang’i uchmoq
sakramoq
yubka
osmon
1) chana; 2) chanada uchmoq
uxlamoq
“sleep” fe’lining o’tgan zamon shakli
sekin, asta
ohista
kichik, kichkina
ilon
qor
qor to’pi
qor odam
qorbo’ron, izg’irin
qorli
1) shunday qilib, shuning uchun; 2) shunchalik
sovun
yumshoq
yumshoq ovoz bilan
ba’zi, aymirim
ba’zida, ba’zan
nimadir, biror narsa
o’g’il
qo’shiq
tezda
ko’z og’rig’i
qo’l og’rig’i
oyoq og’rig’i
tomqo og’rig’i
kechiring, kechirasiz
Kechirasiz, noto’g’ri raqam terdingiz.
tovush
sho’rva
chumchuq
gapirmoq
... bilan gaplashmoq
maxsus
harflab aytoq yoki yozmoq
spend v [spend]
spider n [spidə]
spider monkey n+n [spaidəˈmʌŋki]
spot n [spot]
sport n [sport]
sportsman n pl (-men) [spɔːtsmən]
sports centre n+n [spɔːtsˈsentə]
sports uniform n+n [spɔːtsˈjuːnɪfɔːm]
spring n [spring]
spy n, v [spat]

square adj [skwɛə]
staff room n+n [stæfˈruːm]
stand v [stænd]
Stand up. [stændʌp]
start n, v [stɑːt]
stay (at) v [stei]
stay at school [stei ət ˈskuːl]
stay with v+prep [stei wið]
stone n [stɔːn]
stop v [stop]

story n pl (-ies) [stɔːrɪ]

straight adj [streɪt]
strawberry n [ˈstrɔːbərɪ]
street n [strɪt]
stripe n [strʌp]
strong adj [strɒŋ]

student n [ˈstjuːd(ə)nt]
study v [stʌdi]

subject n [ˈsʌbʃɪkt]
sum n [sʌm]
do sums v+n
summer n [ˈsʌmər]
sun n [sʌn]

sunbathe v [ˈsʌnbɛɪð]

Sunday n [ˈsʌndeɪ]
sunflower n [ˈsʌnˌflaʊər]
sunglasses n [ˈsʌŋɡləsɪz]
sunny adj [ˈsʌnɪ]
supermarket n [ˈsuːpərˌmɑːkɪt]
sure adj [ʃʊər, ʃʊr]

Are you sure?
surname n [ˈsɜːnəm]
surprise n [səˈpraɪz]
swallow n [ˈswəʊləʊ]

swep the floor v+n [swɪp də ˈfloʊ]
sweet adj, n [swɪt]
swept v [swept]
swim v [swɪm]
swimming n [ˈswɪmɪŋ]

table n [ˈteɪbl]
taekwondo n [ˌteɪkwɒndəʊ]
tail n [teɪl]
take v [teɪk]
take for a walk v+n

table n [ˈteɪbl]
taekwondo n [ˌteɪkwɒndəʊ]
tail n [teɪl]
take v [teɪk]
take for a walk v+n

o’tkazmoq
o’rgimchak
o’rgimchaksimon maymun
dog’, xol, qashqa
sport
sportchi
sport markazi
sport formasi
bahor
1) josus; 2) izlamoq
to’rtburchak, kvadrat
xodimlar (o’qituvchilar) xonasi
turmoq
O’rningizdan turing.
1) boshlanish; start; 2) boshlamoq
qolmoq, (vaqtinchalik) turmoq, yashamoq
maktabda qolmoq
1) ...bilan qolmoq; 2) ...bilan yashamoq
tosh
to’xtamoq
hikoya
1) to’g’ri; 2) tekis (soch haqida)
qulupnay
ko’cha
yo’l-yo’l chiziq, taram-taram yo’l
kuchli
talaba
o’qimoq, o’rganmoq
o’quv fani
yig’indi
masala yechmoq
yoz
quyosh
quyoshda toblanmoq
yakshanba
kungabqar
quyoshga qarshi ko’zoynak, qora ko’zoynak
quyoshi, serquyosh
supermarket
ishonchli
Ishonchingiz komilmi?
familiya
kutilmagan sovg’a, surpriz
qaldirg’och
polni supurmoq
1) shiriń; 2) shirińlik
“sweep” fe’lining o’tgăn zamon shakli
cho’milmoq, suzmoq
cho’milish, suzish

1) stol; 2) jadval
taekvondo (sport turl)
dum
olmoq
sayrga olib chiqmoq
take a photo v+n [ˈteɪkə əˈfaʊtə]
take the rubbish out [ˈteɪk də ˈrʌbɪʃ ˈaʊt]
talk v, n [tɔːk]
talk on the phone v+n
tall adj [ˈtɔːl]
tasty adj [ˈtɛstɪ]
taxi n [ˈteɪksi]
taxi-driver n [ˈteɪksi ˈdraɪvə]
tea n [tɛː]
teach v [tiːʃ]
teacher n [ˈtiːʃə]
Teachers’ Day n+n [ˈtiːʃəz ˈdeɪ]
team n [tiːm]
teddy bear n [ˈtedi ˈbɛə]
teeth n [tiːθ]
telephone n [tɛlˈfəʊn]
tell v [tɛl]
temperature n [ˈtempərətʃə]
ten num [ten]
tennis n [ˈtenɪs]
tenth num [ˈtentθ]
text n [tekst]
Thank you. [θæŋkjuː]
that adj [θæt]
the [ðə, ðɪ]
theatre n [ˈθeɪtə]
their adj [θeə, ðeə]
them pron [ðəm, ðəm]
then conj [ðen]
there adv [ðeə, ðɔ]
there is/are [ðerz / ðərə]
thermometer n [θɜːmɒmɪtə]
these pron [ðɪz]
they pron [ðeɪ]
thin adj [θɪn]
thing n [θɪŋ]
think v [θɪŋk]
third num [θɜːd]
thirteen num [θɜːtiːn]
thirty num [θɜːtiː]
thirty-one num [θɜːti ˈwʌn]
this pron adj [ðɪs]
those pron [ðəʊz]
three num [θriː]
three hundred num [θriː ˈhʌndrəd]
thunderstorm n [ˈθʌndərstɔːm]
Thursday n [θɜːzdi]
tick v [tɪk]
ticket n [ˈtɪkɪt]
tiger n [ˈtaɪɡə]
tights n [ˈtaɪts]
time n [taim]
on time
timetable n [ˈtaɪmteɪbl]
tired adj [ˈtɛd]
mavzu, sarlavha
1) ...ga (yo'nalish predlogi);
2) ...kam (payt predlogi)
maktabga bormoq
o'ntakam o'n bir
bugun
oyoq barmog'i
1) hojatxona; 2) unitaz
pomidor
pomidor salat
ertega
tez aytish
ham
“take” fe'lining o'tgan zamon shakli
tish
tish og'rig'i
tish cho'tkasi
tish pastasi
toshbaqa
jam'i
tegmoq, turtmoq
sayyoh, turist
London minorasi
(kichik) shahar
o'ynchoq
o'ynchoq do'konini
traktor
an'ana
an'anaviy
Trafalgar maydoni
poyezd
krossovka
tarjima gilmoq
transport
daraxt
shim
to'g'ri, haqiqat
urinib ko'rmoq; harakat gilmoq
futbolka
seshanba
to'qay
lola
qorin og'rig'i
kurka
1) navbat; 2) burilmoq
chapga burilmoq
o'ngga burilmoq
dengiz toshbaqasi
o'n ikkinchi
o'n iki
yigirma
yigirma bir
egizak
ikki
ikki yuz
ugly adj ['ʌgli]
umbrella n ['ʌmbrelə]
uncle n ['ʌŋkl]
under prep ['ʌnder]
understand v ['ʌndərənd]
unhealthy n ['ʌnhelθi]
uniform n ['ju:nɪfɔrm]
unit n ['ju:nɪt]
university n pl (-ies) ['ju:nivərsti]
up adv [ʌp]
Urgench n [ˈʊrɡəŋtʃ]
us pron [əs, əs]
use v [juːz]
usually adv [juːˈʒuəli]
Uzbek adj, n [uzbek]
Uzbekistan n [ˌʊzbɛkɪˈstæn]

varan n [ˈvəɾən]
vase n [ˈvæz]
vegetable n [ˈvedʒtəbl]
very adv [ˈvərɪ]
village n [ˈvɪlɪdʒ]
violet adj [ˈvərəlɪt]
visit v [ˈvɪzɪt]
volleyball n [ˈvɒlɪbɔːl]

wake up v [ˈweɪkʌp]
Wales n [ˈweɪlz]
walk v [wɔːk]
wall n [wɔːl]
want v [wɒnt]
warm adj [wɔːm]
was [wɔz, wəz]

was born [wɔz ˈbɔrn]
wash v [wɔʃ]
do the washing v+n [djuː əʊ ˈwɔʃɪŋ]
wash the dishes v+n [wɔʃ əʊ ˈdɪʃɪz]
watch v [wɔtʃ]
watch TV v+n [wɔtʃ tiːˈviː]
water n pl (-s) [ˈwɔtə]
watermelon n [ˈwɔtərˈmɛlən]
we pron [wi, wiː]
wear v [wɔr]
weather n [ˈweðə]
Wednesday n [ˈwenzdi]
week n [wiːk]
well adv [wel]
went [wənt]
were [wəː]

wet adj [wet]
whale n [weɪl]
what pron, adv [wɔt]

What about you?

xunuk, badbashara
soyabon
tog’a, amaki
tagida, ostida
tushunmoq
nosog‘lom, zararli
forma
bo’lim
universitet, oilygoh
yuqori tomona
Urganch
bizni, bizga
foydalanmoq, ishlatmoq
odatda
1) o‘zbek, o‘zbekcha; 2) o‘zbek tili
O‘zbekiston
echkemar
vaza, guldon
sabzavot
juda
qishloq
binafsharang, siyohrang
tashrif buyurmoq
VOLEYBOL

uyg‘onmoq
Uels
sayr qilmoq, piyoda yurmoq
dedor
xohlamoq, istamoq
iliq
edim, edi, bo‘lganman, bo‘lgan (o‘tgan zamonda birlikdagi shaxs uchun ishlatiladi)
tug‘ilgan
yuvoq
kir yuvoq
ishid-tovoqlarni yuvoq
1) ko‘rmoq; 2) kuzatmoq
televizor ko‘rmoq
suv
tarvuz
biz
kiymoq
ob-havo
chorshanba
hafta
yaxshi
“go” fe’lining o‘tgan zamona shakli
eding, edik, edingiz, edilar (o‘tgan zamonda ko‘plikdagi shaxs uchun ishlatiladi)
nam, ho‘l
kit
1) nima; 2) qanday
Siz(da)chi?
when adv [wen]
When’s he/she at home?
where adv [weə]
Where are you going? [weərə juː ˈɡænən]
Where can I buy ...? [weə kən aɪ ˈbaɪ]
which pron [wɪtʃ]
white adj [waɪt]
whiteboard n [ˈwaɪtbɔːrd]
who pron [huː]
whose pron [huːz]
why pron [waɪ]
wild adj [wɜːld]
wildlife n [ˈwɜːldlaɪf]
willow n [ˈwɪləʊ]
wind n [wɪnd]
window n [ˈwɪndəʊ]
windstorm n [ˈwɪndstɔːrm]
windy adj [ˈwɪndi]
winter n [ˈwɪntə]
wise adj [waɪz]
wish n, v [wɪʃ]
with prep [wɪð, wɪθ]
wolf n pl (wolves) [wʊlf] [ˈwʊlvz]
woman n pl (women) [ˈwʊmən] [ˈwʊmən]
wonderful adj [ˈwʌndərful]
word n [wɜːd]
wordlist n [ˈwɜːdlɪst]
work n, v pl (–) [wɜːk]
workbook n [ˈwɜːkbʊk]
world n [wɜːld]
write v [raɪt]
wrong adj [rɒŋ]

yard n [jɑːd]
year n [jɪə]
years old [jɛəz ˈəʊld]
yellow adj [ˈjeləʊ]
yes adv [jɛz]
yesterday adv [ˈjestədɪ]

you pron [juː, juː, juː]
your adj [jʊə]
yourly adj [jʊəli]
yummy adj [jʊmi]

zebra n [ˈziːbɹa]
zoological n [ˈzoʊələdʒɪkəl]

qachon
U qachon uyda bo'ladi?
qayerda, qayerga
Qayerga boryapsan/boryapsiz?
...ni qayerda sotib olsam bo'ladi?
qaysi
oq
sinf doskasi (oq rangli)
kim
kimning
nima uchun
yovvoyi
yovvoyi tabiat; yovvoyi hayvonlar
tol
shamol
deraza
kuchli shamol, bo'ron
shamollı
qish
don, oqil
1) tilak, istak; 2) tilamoq
bilan
bo'ri
ayol
ajoyib
so'z
lug'at

1) ish; 2) islamoq
mashq daftari
dunyo, jahon
yozmoq
noto'g'ri

hovli
yil
... yoshda
sariq
ha
kecha
1) sen, siz; 2) sizni, sizga
yosh
sening, sizning
yoqimsiz, bemaza
ishtahani qo‘zg‘atadigan, yeyishli

zebra
hayvonot bog‘i
**Ijaraga berilgan darslik holatini ko‘rsatuvchi jadval**

<table>
<thead>
<tr>
<th>№</th>
<th>O’quvchining ismi va familiyasi</th>
<th>O’quv yili</th>
<th>Darslikning olingandagi holati</th>
<th>Sinf rahbarining imzosi</th>
<th>Darslikning toshirlagandagi holati</th>
<th>Sinf rahbarining imzosi</th>
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</tbody>
</table>

**Darslik ijara berilib, o’quv yili yakunida qaytarib olinganda yuqorida jadval**

Sinf rahbari tomonidan quyidagi baholash mezonlariga asosan to‘ldiriladi:

<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 asosiy 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, darslikning asosiy qismidan ajralish holati bor, foydalanuvchi tomonidan qoniqarli ta’mirlangan. Ko‘chgan varaqlari qayta ta’mirlangan, ayirin betlariga chizilgan.</td>
</tr>
<tr>
<td>Q’i niqarsiz</td>
<td>Muqova chizilgan, yirtilgan, asosiy qismidan ajralgan yoki butunlay yo‘q, qoniqarsiz ta’mirlangan. Betlar yirtilgan, varaqlari yetishmaydi, chizib, bo’yab tashlangan. Darslikni tiklab bo‘lmaydi.</td>
</tr>
</tbody>
</table>

**Jo’rayev, Lutfullo.**


**Lutfullo J o’rayev, Svetlana Xan, Ludmila Kamalova,**

**O’rinboy Hoshimov, Hurmat G’aniyeva, Rozaliya Ziryanova, Shoira Ernazarova,**

**To’ti Tursunova**

**INGLIZ TILI DARSLIGI**

5- sinf

Qayta ishlangan to‘rtinchchi nashri

„O’qituvchi“ nashriyot-matbaa ijodiy uyi

Toshkent – 2017

Muharrir: L. Jo’rayev
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