
I. Jurayev, L.

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Authors
Lutfullo Jurayev, “O'qituvchi” publishing house
Mahprat Abdullayeva, School 10 (43), Buloqboshi, Andijon
Hayothon Tuhtarova, Fergana regional Teacher Training Institute
Svetlana Khan, School 257, Tashkent
Ludmila Tsoy, School 217, Tashkent
Klara Inogamova, Tashkent City Teacher Training Institute
Larisa Matskevich, School 18, Tashkent
Rozaliya Ziryanova, Language Centre, Samarkand

Project Consultant: Diana Lubelska, College of St. Mark and St. John, Plymouth, UK

«Respublika maqsadli kitob jamg'armasi mablag'larini hisobidan ijara uchun chop etildi»
Dear Pupil,

Welcome to *Fly High 9*.

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

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

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

We hope you will enjoy using the course and that your own English will continue to fly even higher!

Have fun.

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UNIT 1 COMMUNICATIONS

Lesson 1 On the telephone

1a Look and match.
1 telephone  
2 the emergency services  
3 fire brigade  
4 ambulance

1 Do you have a telephone at home?  
   If not, where do you go to make a telephone call?  
2 If so, what kind of telephone have you got?  
3 What is your telephone number?  
   What is the telephone number of your school?  
   What is the emergency number for the police, fire brigade or ambulance?

2a Copy and read. Listen and write answers to the questions.

1 Who does Jane telephone?  
   S: (ring, ring) Hello. Basildon ... .  
   J: Hello. ..., please?  
   S: Yes, ... .  
   J: Hi, ... . It’s Jane here.  
   S: Oh, hi. How are you?  
   J: Fine, thanks. I’m phoning to say ... .  
      I wish you happiness, health, success  
      and all the best in the world.  
   S: Thanks.  
   J: Have a wonderful day. ... . Bye.  
   S: ... .

2b Work in groups. Ask and answer the questions.

4 Do you use the telephone?  
   If so, who do you talk to on the telephone?  
   Why do you talk to them?  
   Do you use the telephone often?  
   How many phone calls did you make yesterday?  
5 Do you enjoy making and receiving phone calls?  
6 Do you ever speak in English on the telephone?  
   If so, what words or phrases do you use?
Lesson 2 Making phone calls

1 Work in pairs. Sit back to back. Take turns to phone each other.
Phone your friend. Wish him/her ‘Happy New Year!’
Phone your friend. Ask him/her to go shopping with you.
Phone your friend. Ask him/her to go to a concert with you.
Phone your friend. Ask him/her to help you with your homework.

2a Copy and read. Listen and say what the problem is.
J: Hello. It’s John here. Could I speak to Nick, please?
P: I’m sorry. … . Can I …?
J: Yes. Could you tell him John called?
Could you ask him to … ?
P: OK. I’ll tell him. Goodbye.
J: Bye.

2b Listen again and complete the conversation.

2c Translate the conversation.

2d Work in pairs. Take turns to phone each other.
Phone your friend. S/he is not there. Leave a message.
Phone your friend. S/he is not there. Leave a message.
Lesson 3 Business phone calls

1a Look and match.
answerphone  mobile phone
telephone directory

1b Work in groups. Ask and answer the questions.
1 Have you used a telephone directory?
   What can you find in it?
2 Have you ever used a mobile phone?
   Do you know anyone who has a mobile phone?
3 Have you ever seen an answering machine? What does it do?

2a Jamila phones Uztech International. Listen and say what the problem is.

2b Jamila phones again later, but there is still a problem. What is it?

4a Find the expressions in the Wordlist.
hold on    wrong number

4b Read and match the telephone calls and the messages.

1 A: Hello.
P: Could I speak to Mr. S…, please?
A: I'm sorry he isn't here at the moment.
   Can I take a message?
P: It's Mr. Procter. Please ask him to ring me back as soon as possible.
A: I'm sorry I didn't get your name. It's a bad line. Could you spell your name, please?
A: Right. I'll tell him.
P: Thanks very much. Goodbye.
A: Goodbye.

a Message
Date: 10 September
For: Mr. Smirnov
From: Mr. Petrov
Message: Please go to Mr. Petrov's office tomorrow at 10.00.

b Message
Date: 10 September
For: Mr. Smith
From: Mr. Procter
Message: Please call him back on 0207-135545.

4 Have you ever talked to an answering machine? If so, what was the message you heard? What was the message you left on the machine?

3 Work in pairs. Think of a name of your company. Take turns to phone the company and say the answerphone message.

5 Listen to the telephone calls and note down each message.
Lesson 4 At the post office

1a Work in groups. Ask and answer.
1 How far is the local post office from your place?
2 When did you last go to the local post office? What did you do there?
3 What can you do there?

1b Read and say what the dialogue is about.
A: Excuse me, I’m in Tashkent for the first time and I want to go to the main post office. How do I get there?
B: It’s not far from here. Go along this street as far as the bank and then turn right. You’ll see it on the opposite corner.
A: Thank you very much.
B: You’re welcome.

1c Work in pairs. Ask and answer.
You are a new pupil at the school. You want to get to:
the nearest post office to your school
the nearest post office to your home

2a Read the poster and say what you can do in a post office.

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<td>more than 600 km</td>
<td>700 soums</td>
<td>1000 soums</td>
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2b Which of these things have you done in a post office?

3a Read and find the words and expressions in the Wordlist and write the translation.
cash a postal order
an express telegram
weigh/weight
a registered letter
sign/signature
by air mail
per kilo

3b Listen to the four conversations in the post office and say what the customer does in each one.
a send a registered letter
b send a telegram
c send a parcel by airmail
d cash a postal order

4 Work in pairs. Take turns to be a customer and clerk in the post office.
You want to send a letter. You want to cash a postal order.
You want to send a parcel. You want to send a telegram.
Lesson 5 Letters

1a Answer the questions.
1 Do you have computers at school/college/home?
2 Can you work with a computer?
3 Do you use e-mail?
4 Do you use the Internet? If yes, what for?

1b Match the pictures with the words.
1 e-mail 4 computer
2 post box 5 letter
3 fax 6 fax machine

2a Match the phrases and what they are used for.
e.g. 1 Greeting Dear ....
1 greeting 6 giving bad news
2 making reference to something 7 showing it is the end of the letter
3 explaining the reason for writing 8 referring to future contact
4 apologising 9 closing
5 giving good news

I am pleased to tell you ....
Dear .... I apologise for ....
Unfortunately ....
Thank you for your letter of 22 September ....
I am looking forward to seeing you ....
I am writing to tell you about .... Yours sincerely
Please let me know ....
2b Can you think of other phrases you could use? Are they more or less formal than the phrases in 2a?

2c Write the letter in the correct order. Is it a fax, a postal letter or an e-mail?

From: Rustam

Dear Lobar

Thank you for your kind letter.

If you would like any information about the city or anything else, please contact me. I’ll be pleased to help you.

Subject: Your trip to Bristol.

I'm very sorry I haven't been able to write for a long time. I was doing my exams. Thank goodness they are over.

I'm looking forward to seeing you soon.

Congratulations! I'm very glad that you were successful in the competition and that you'll come to England to study.

I like Bristol very much and I'm sure you won't be bored here. It's great being near the seaside in the summer.

I want to show you everything, and I want you to meet all my friends. I didn't know that I could make so many friends here.

With best wishes, Rustam

Date: 26.09.2014
Lesson 6 Fax, Internet, e-mail … what next?

1a Work in groups. Ask and answer. Look at the pictures in lesson 5.
1 Which of the ways in 1b is the quickest way to send a message?
2 Which of the ways is the cheapest way to send a message?
3 Which is the easiest way to send a message?
4 Which ways have you used?
5 When did the idea of the Internet begin?
6 Which year did we begin to use the Internet in Uzbekistan?

1b Read and check.

The Internet was invented in the late 1960s by the US Defense Department’s Advanced Research Projects Agency. In 1969, there was a network of just four mainframe computers. A mainframe computer is a large, powerful computer, shared by many users. The idea of the electronic mailbox was born when users looked for a way to talk to each other electronically. By 1984, the Internet had begun to develop into the form we know today. Electronic mail is much faster than traditional mail, because once the message is typed out, it arrives in the electronic mail box of the recipient within minutes. It’s better to use e-mail to contact friends rather than phone them, because e-mail is cheaper for long distances than the phone. People can share their interests through the Internet and it makes it very easy to exchange ideas and information. Internet access in Uzbekistan began around 1997.

The fax machine is a very convenient aid to contact companies and friends because messages are transmitted immediately. Fax machines work like photocopiers. They make a copy of a document and then send it down a telephone line to another fax machine. In this way they can send and receive information from each other. You can send any kind of things by fax, but it is more expensive than e-mail.
1c How do you think the Internet can make our life easier?

2a Work in pairs. Match beginnings and endings.

How will life be different 100 years from now?

E.g. 1 Many people will live on the Moon in 2114.

1 Many people will live
2 All our news will
3 Everyone will
4 Maybe even newspapers will
5 Not only schools but kindergartens will
6 Each family will
7 People will
8 Computers will

a translate from one language to another.
b on the Moon in 2114.
c come through computers.
d also have computers.
e have a computer for each of their children.
f have disappeared.
g own a mobile phone.
h have their holidays on Mars and Jupiter.

2b Work in groups. Imagine you are in 2114. Use the expressions in the cloud.

Talk about
Where you will live
What kind of newspapers/TV – sets/computers/transport/telephone you will have
Where you will spend your holiday
Do you think that robots will do the housework
Do you think that the future will be happy

2c Report.

Live on Mars/to exchange information on computers/each person will have their own supercars, they will run on water too/spend holidays on Pluto/robots will help with the housework.
Lesson 7 The future language

1a Read the interview.

Reporter: You know that millions of people all over the world speak English as a foreign or second language. We are interested in speaking English in the next century. So we interviewed teenagers about how they imagine the future multi-lingual society and if English will still be important in the future. Here is what they said.

Nodir: I think languages change all the time. English is changing very quickly. But we need an international language. So I think English will continue to be the international language. It is the language of many countries – the USA, Canada, Australia, the UK, New Zealand, and an official language of many others such as South Africa.

Zokir: The language in the next century? I think it depends on people. There are more than one billion people in China. It’s the biggest single group in the world. I think Mandarin Chinese will be the International language in the future. And there are a lot of Spanish speakers too in Latin America and Central America – in the United States it’s the fastest growing language... I’m not sure...

Alice: I like English very much. I began learning English at kindergarten. But there are so many English words and expressions to learn and they are changing very quickly. Sometimes I feel sorry that it isn’t my first language. But I’m very happy I can speak English fluently now. I think English will be the first language in future too.

Nargiza: English is the future? I don’t know. I try to speak English well but I know I make a lot of mistakes. That’s why I am shy about speaking English but I’m a first year student at the moment. Maybe in four or five years I’ll be able to speak it fluently. I want English to be an international language.

Sobir: English is the first world language? Maybe. I’ve never thought about it.

Nigora: Everyone will speak English soon. The world is a very small place. We all need to understand each other. English will be the first world language in future. I’m sure of it because it’s the language of computers and business, of diplomacy – all the big agencies like the UN, the World Health Organisation, the World Bank and Asian Development Bank, NATO – they all work in English, international conferences for most subjects are in English – medicine, law, banking. I think English has a bright future!

1b Work in groups. What do you think? Discuss your ideas and give reasons for your opinions.

e.g. I think Spanish will be the International language in the future.

1c Write an essay on the theme ‘What is the future of English as a world language?’ Make sure you understand the task.

For example, this is a ‘for and against’ composition. So you should write reasons why English might be a future world language and why it might not.

2 Collect some facts to support your view.

For example, how many people in the world speak Chinese, Spanish, English as mother tongue, English as a foreign language – and compare them.

3 Organise your ideas and your writing.

1 Write an opening sentence which says...

2 Write a sentence which says what the first paragraph will be about...

3 Then give your ideas with supporting evidence.

4 Then write another paragraph with other views and the supporting evidence for them.

5 Write a final paragraph where you weigh up the evidence and give your conclusion.

4 Plan the language you will use.

facts – simple present
possibilities – may/might/could be
predictions – will

5 Write your first draft.

6 Read and check it. Ask yourself:

Is it logical? Are the ideas in a suitable order? Do you need to give more evidence? Have you repeated any ideas?

7 Give your work to a friend to check.
GRAMMAR EXERCISES

Grammar Exercise 1
Use verbs from the cloud to complete the sentences. Use each verb once.

ask find out tell get give wish invite say

e.g. I’m phoning to tell you there’s an interesting programme on TV.
1 I’m phoning ... you there’s an interesting programme on TV.
2 I’m phoning ... you ‘Happy Navro’z’.
3 I’m phoning ... you a message for Raisa.
4 I’m phoning ... you to a party on Saturday.
5 I’m phoning ... some help with my homework.
6 I’m phoning ... hello and find out all the news.
7 I’m phoning ... if you are feeling better.
8 I’m phoning... if you are going to the party tonight.

Grammar Exercise 2
Read the message and write the telephone conversation.

Mum
Anora phoned this morning to wish us ‘Happy Navro’z’. She said her family is going to cook palov this evening. She told me that her family invited us to go to their house to have palov at 6 o’clock. I told her we would be happy to visit them and that we were looking forward to it.

Grammar Exercise 3
Write definitions.

e.g. A fax machine is a machine which/that can send photocopies of letters and papers to another fax machine in a different place.
1 An answerphone
2 A telephone directory
3 A post office
4 A registered letter
5 An e-mail
6 A mobile phone

Grammar Exercise 4
1 Read the examples and the explanation. Write your example.
Have you got a telephone at home?
If so, what kind of telephone have you got?
If not, where do you go to make a telephone call?
‘So’ and ‘not’ are words which can be used to replace a clause.
They are used to give short answers.

2 Give suitable short answers with ‘so’ and ‘not’ and the verbs in the cloud.
be afraid expect hope think

be afraid
1 Are you a good cook?
I think so./I’m afraid not.
2 Are you a good singer?
3 Are you a good friend to have?
4 Are you a careful person?
5 Do people complain about you for any reason?
6 Are you successful?
7 Are you good at English?
8 Have you got all these answers right?

Word Building

1 Find four n+n combinations with telephone in this unit. Translate these word combinations.
e.g. telephone number
2 Find the antonyms.
e.g. cheap – expensive
quick easy send boring future
3 Write four words beginning with the prefix tele-. Say what tele- means.
e.g. telephone
HOMEWORK

Lesson 1 On the telephone

Translate the conversation in activity 2a. Say what is similar and what is different between telephone conversations in your language and in English.

Lesson 2 Making phone calls

Write the telephone conversations in order.
1 A: Hello. Could I speak to Chris, please?
C: Hello. Cambridge 390485.
C: OK. See you then. Thanks for calling.
A: Bye.
C: Speaking.
C: Bye.
A: Oh, Chris, hello. There’s a football match on TV tonight. Would you like to come and watch it with me?
C: Yeah. I’d love to. What time is it on?
2 S: Goodbye.
S: Yes. Could you tell her that Susan called and I’ll call back again later.
M: OK, I’ll tell her.
S: Hello. It’s Susan here. I’d like to speak to Victoria, please.
S: Thanks.
M: Sorry, she is out. Can I take a message?

Lesson 3 Business phone calls

Read the phone conversation and write the message John leaves for Jane.
Gemma: Hello. I’d like to speak to Jane, please.
Gemma: Yes, please. Can you tell her she’s invited to my birthday party on Sunday.
John: That sounds nice. What time?
Gemma: At 6.
John: OK. I’ll tell her. Bye.
Gemma: Good bye and thanks.

Lesson 4 At the post office

Read and write your telegram.

Lesson 5 Letters

1 This is the letter that Lobar wrote to Rustam. Find the hidden message.

DEARRUSTAMITWASGREATTOHEAR FROMYOUTHANKSFORYOURCONGRATULATIONSIMPLEASEDTOIN FORMYOUTHATIMARRIVINGINTH ECITYON12THOCTOBERIHOPETHAT YOUULLHELPMEWITHEVERYTHINGTHE EREILLHAVELOTSMORETOTTELLYOU WHENICOMEIMLOOKINGFORWARD TOmeetingYOUSOONLOBAR.

2 Write the letter with correct punctuation and capital letters where appropriate.

Lesson 6 Fax, Internet, e-mail ... what next?

Imagine that you are in 2114. Write a diary about your day off.

Lesson 7 The future language

Prepare for the Progress Check.
UNIT 2 THE WORLD OF WORK
Lesson 1 Attitudes to work

1 Chain Drill.  
   e.g. My father’s an engineer and my mother’s a doctor. What about yours?

2a Work in pairs. Answer the questions.  
   1 Why do your parents work?  
   2 What is work?  
   3 What is the difference between work, a job and a profession?  
   4 What is the difference between a wage and a salary?

2b Work in pairs. Read and choose three statements which define work.  
   • work is what you do every day as a paid job  
   • work is anything that you get paid for  
   • work is what you don’t enjoy doing, but have to do  
   • work can be anything – cooking, washing clothes, gardening – the things we have to do in our daily life  
   • work is hard – it’s what we do outside our free time  
   • work is the opposite of leisure

3a Read people’s opinions about their job and find who:  
   1 sometimes earns a lot of money.  
   2 thinks that she doesn’t get enough money for the job.  
   3 gets more money than just a salary.  
   4 wants to find another job to get more money.

Being a high school teacher is very demanding. I teach five classes a day with thirty-five kids to a class. I spend my evenings preparing lessons and correcting papers. At the end of the day I am very tired but I like my job. I’m pleased by young minds. I think I should be paid more.

I enjoy working as a waitress. I like the people who visit our place and those who I work with. That’s why I keep working here. I guess I should look for a job in a restaurant where I can get more money. Everything seems to be more expensive lately. I wish I had a job with perks.

The construction trade union gets me work in projects all over the city, and makes sure that I get two weeks of paid vacations a year plus public holidays. I make extra money by doing small jobs for people who need work on their houses.
I’m a trader in Chicago. Trading starts at 7am and finishes at 3.15pm. The whole time I’m competing against other traders to buy and sell. I have to be very aggressive, and my job is very stressful, but the work is exciting ... I like risk, and I can make a lot of money.

3b Read again. Guess the meaning of the words in bold and the part of speech. Then check your guesses in the Wordlist. Say how you could guess.

3c Say why Susan, Rita, Mike and Josef like their job.

4a Read and find what kind of job you would like/not like.

1 work in an office 7 work during the evening and at weekends
2 work outdoors 8 work for a big company
3 work indoors 9 have a lot of responsibility
4 deal with a lot of people 10 help people
5 spend a lot of time travelling 11 work with my hands
6 work with children 12 wear a uniform

4b Work in pairs. Share your ideas about jobs.

e.g. I would enjoy working outdoors, because ...

Remember:
Find someone who earns a lot of money.
I wouldn’t like a job where I have to wear a uniform.
Work is anything that/which you get paid for.
I don’t want a job which is very demanding.
Lesson 2 Personal qualities and jobs

1a Read the words and guess the professions.
Do you know any more which end in -ist?
biology – biologist economy – economist sociology – sociologist
ecology – ecologist hair style – stylist

1b Say what you know about these professions.
e.g. A biologist is a person who studies people’s bodies, animals and plants.

1c These professions are popular today in many countries. Why?
e.g. An ecologist works with the environment. Maybe s/he checks pollution or organises the protection of trees or animals. Pollution is a problem for us now.

2 Say what you want to be and why.

3a Read the extract from the book ‘How to choose a profession’ and choose the main idea.
1 how to get a job in a shop  3 about personal strengths and weaknesses
2 how to choose the right job  4 how to become an engineer

It’s not difficult to see that having certain abilities means that you can do certain jobs much better. If you have an ability to make friends quickly and get on with other people, it would be easier for you to work in a shop. If you are good at technical machinery and interested in operational problems, you should be an engineer. We should think about our personal strengths and weaknesses so that we can choose something more in line with our natural abilities.

3b Read and identify your personal qualities.
I enjoy physical activity. I am active.
I like to be around a lot of people. I am sociable.
I have a lot of energy. I am energetic.
I like to be around children. I am fond of children. I am good with children.
I enjoy being outside. I am an outdoor type.
I like to talk on the telephone. I am good with people.
I like sitting at a desk. I am good at paperwork.
I am a quiet person. I am quiet.
I like to fix things and figure out how things work. I am good at problem-solving.
I like being around animals and taking care of animals. I am fond of animals. I am good with animals.

3c Write what qualities you need for your future profession.
e.g. I want to be a teacher. A teacher should love children, be patient and open-minded.
4a Listen to the interviews and copy and tick the qualities people need for their job.

<table>
<thead>
<tr>
<th>Quality you need for your job</th>
<th>Mary Cliff a hair stylist</th>
<th>Mark Davis a waiter</th>
<th>Sarah Hodson a clerk</th>
</tr>
</thead>
<tbody>
<tr>
<td>have a friendly manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be smart</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be strong</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be pleasant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be polite</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be interested in fashion and beauty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be responsible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4b Write the qualities people need for these jobs:
1 dentist  2 lawyer  3 policeman  4 computer programmer

4c Work in groups. Choose who in your group could be a doctor, a lawyer, a policeman or a computer programmer. Explain why.

Remember:
I am good at paperwork/problem-solving.
I am good with people/animals/children/machines.
I am interested in fashion and beauty.
I am fond of children/animals.
I am active/strong/polite.
Lesson 3 Applying for a job

1a Answer the questions.
1 What can you find information about different jobs?
2 What do you know about applications and interviews?

1b Listen to the interview and complete the application form.

Application form
First name:
Surname:
Sex:
Date of birth:
Address:
Phone number:
When can work:
Character/Personality:
Interests:

2c Work in pairs. Write other suggestions about clothes and behaviour. Look at the Remember box.

2a Answer the questions.
1 What should you wear for the interview?
2 How should you behave at the interview?

2b Read the suggestions about what not to wear for an interview and how to behave.

- no hats
- no sunglasses
- not too much jewellery
- no food, drink or gum
- no mobile phones
- be on time
- try to look relaxed
- look directly at your interviewer from time to time
- if you do not understand a question, ask for an explanation
- if you have no questions, say that you have all the information you need
- thank the interviewer and smile
- if you are not successful, it might be useful experience for the future

3a Look at the picture: these people have come for an interview. Choose one person and say why you chose him/her.

3b Say why you have not chosen the other people.

Remember:
If you do not understand, ask a question.
Try to relax/listen carefully/be smart.
Lesson 4 A day in the life of ...

1a Read and guess the meaning of these words. Check them in the Wordlist and write.
full-time job     part-time job     flexi-time job

1b Answer the questions.
1  What kind of job do you want – full, part or flexi-time?
2  What are the advantages and disadvantages of a full/part/flexi-time job?

2a Listen to Anna Moran and say what you like and dislike about her job.

2b Listen again and complete Anna’s timetable for a day.
e.g. 7.30 am - Anna gets up
     8.30 am  9.00 am    11.00 am
     8.45 am 10.30 am 11.30 am

2c Answer the questions.
1  Do your parents have a full/part/flexi-time job?
2  How do your parents get to work?
3  Have you ever visited the place where they work?

3a Read the letter and say what ‘Take your daughter to work’ day is.

Dear Zilola,
It was great to hear from you. I always enjoy reading your letters.
Yesterday was ‘Take your daughter to work’ day. It’s not a holiday like Women’s Day in your country. It’s the day when mothers (and fathers) take their daughters to work with them. The daughters spend the whole day with them at work. They see what their parents do and they begin to understand the world of work. Everyone takes part in it when they are in Year 11 at school, that is when they are 15-16. It helps us to prepare for getting a job.
I really enjoyed the day. When we arrived at work there were other women with their daughters. It was interesting to see what it is like to be in an office all day, to answer the phone, to type a letter and I did some filing too, which was a bit difficult. I found out I’m not very good at A,B,C... I was very proud to see that people respect my mother for her efficiency and her pleasant manner, which helps her to solve problems. Now I know what she means when she talks about ‘her team’ and being part of a team. They all work together, helping each other. It was a nice feeling. I felt part of it too. We took some photos, which I’ll send next time I write.
Looking forward to hearing from you soon.
Love
Christy Moran

3b Answer the questions.
1  Why does Christy like ‘Take your daughter to work’ day?
2  Why does she think it is useful for her to spend a day at work with her mother?
3  Why is Christy proud of her mother?

4 Work in groups. Ask and answer the questions.
1  Have you ever visited your parents’ workplace? Would you like to?
2  What do you want to know or learn there?
3  Do you want to do the same job as your parents? Why/why not?

Remember:
a part-time job     n+n=adj n
It’s the day when ...
Lesson 5 A worthwhile job

1a Work in groups. List the most popular professions in Uzbekistan.

1b Say why you think these professions are popular.

2a Copy and complete the table for these professions.

10 = most useful, 1 = least useful

<table>
<thead>
<tr>
<th>Job</th>
<th>How useful</th>
<th>How much responsibility</th>
<th>Stress/Dangers</th>
<th>Qualifications/skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. doctor</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

2b Work in pairs. Compare your table with your partner’s table.

e.g. I think doctors are the most useful because they are responsible for people’s lives and they must have good qualifications and skills.
You want to know more before you choose a job. Read what some people wrote in a questionnaire about their jobs and say which job you would prefer and why.

e.g. I would prefer to be a ... because I ... and because it’s important ...

**Questionnaire.**
1. Name.
2. Job.
4. What do you like about the job?
5. What don’t you like about the job?
6. What abilities do you need for the job?
7. Is the job well-paid or badly-paid?
8. Are there any perks?

1. Ron Stewart
2. Engineer
3. Testing that electronic goods work properly.
4. The feeling of success when difficult work is done well; a good salary.
5. The environment in my work place.
6. A focus on getting the job done, ability to work in a team, being able to manage your work and yourself.
7. The pay is OK.
8. Not really.

1. Oliver Bennet
2. Computer network manager
3. Supporting people who use the computer network.
4. I love helping people to use their computers more efficiently. Also, there is something new to learn all the time.
5. Monday.
6. You must be able to work in a team. And you must be ready to work at night or early in the morning.
7. Could be a little more!
8. Free e-mail and Internet.

1. Julie Golos
2. Year 2 teacher
3. Teaching spelling, maths and reading.
4. Seeing improvements in my students. I just love to teach.
5. The pay is not very good. The students’ behaviour and attitudes can be difficult to handle.
6. Patience, gentleness, love of children and teaching, desire to do everything possible to reach the students.
7. No.
8. Free breakfast and lunch.

**4a** Think about the job you would like to have. Write answers for the questionnaire.

**4b** Work in pairs. Interview each other and take notes.
Lesson 6 Project

1 Preparation
Work in groups. You are in a hot air balloon. The balloon is too heavy so all except one person must leave the balloon or it will crash. Think of reasons why you should be the person who stays in the balloon because your job is the most important for society. Write your reasons.
e.g.
1 I should be saved because my job is the most important. I'm a ... and a ... is a very important job.
2 I know ... I have ... qualification. I am strong ... . I ....
3 When you ... I .... . If you ... I .... You all need me. Without a ... you cannot ...
4 You don’t need a ... or a ... . You can manage without a ... but you ... can’t manage without a ... . So I am the most important and I must be saved.

2 Presentation and judging
a In your group, take turns to explain why you should be saved. The rest of the class will listen. When all the groups have finished, the class will vote – and you will know which one person will be saved!
b You will listen to the members of other groups explain why they should be saved. For each group, write the name and job of the person who you think gives the best reasons to be saved.
e.g. Group 1
   Saodat – architect. She’s right, everyone needs buildings to live in. Without them we would die of cold and heat.

3 Voting
You may vote for one person in each group to be saved. Use the notes you made while you were listening to help you. The person in each group who gets the most votes is the winner.
GRAMMAR EXERCISES

Grammar Exercise 1
Write about yourself.
e.g. I'm good at telling jokes.
in, at, of, about, on
1 I'm good ...
2 I'm interested ...
3 I'm crazy ...
4 I'm fond ...
5 I'm not keen ...
6 I'm hopeless ...

Grammar Exercise 2
What advice would you give to a friend who is going for a job interview?
e.g. Go to bed early the night before. Don't stay up late.
1 be nervous
2 wear old jeans
3 have a good breakfast – and eat it all
4 think of questions to ask
5 breathe deeply, stay calm
6 talk too fast
7 be aggressive
Now add two more suggestions of your own.

Grammar Exercise 3
What happens if...? These things are always true. Complete the sentences.
e.g. If you stand in the cold for a long time, you catch a cold.
1 If you stand in the cold for a long time, ...
2 If you run fast, ...
3 If you don’t get enough sleep, ...
4 If you eat too much, ...
5 If you cool water to 0° centigrade, ...
6 ..., you get a headache.
7 ..., you get toothache.
8 ..., you lose weight.

Word Building Exercise 1
Answer the questions.
multi- flexi- well-
e.g. I'd like a multi-coloured dress so that you can't see any stains.
1 What kind of dress would you like? (colour)
2 What sort of job would you like? (pay)
3 What sort of job would you like? (hours)
4 If a bi-lingual person can speak two languages, what do we call someone who can speak three or more languages?
5 What kind of secretary do you want? (organised)

Word Building Exercise 2
Write the jobs with the suffix -ist.
e.g. He looks after your teeth. He's a dentist.
1 He looks after your teeth. He's a ...
2 She works with plants. She's a ...
3 He works in a laboratory. He's a ...
4 He works with chemicals. He's a ...
HOMEWORK

Lesson 1 Attitudes to work

1 Write what you would like to be and the qualities you need for that job.
   I would like to be a ...
   1 It would be ... (fun, a challenge, dangerous, different every day)
   2 I would have to be ... (good with my hands, good at listening, strong)
   3 I would be able to ... (make things, help people, travel, make a lot of money)
   4 I would enjoy it most when I ... (did things well, went on a holiday, was outside)
   5 I would not enjoy it when I ... (made a mistake, got cold, had to work late)
   6 My boss would expect me to be ... (on time, careful, smart, polite)
   7 I would have to wear ... (smart clothes, everyday clothes, a special uniform)
   8 I prefer to work ... (on my own, with other people, in an office, slowly)

2 Interview your parents. Write answers. Look at 3a.
   1 job/profession
   2 qualities they need
   3 why they chose their job

   e.g. Qudrat G’ofurov, father, a driver. He became a driver because he likes to travel and he
   likes big cars. He has a big lorry/truck. He likes engines. He would rather work on his own.
   He thinks a driver must be strong, clever and careful on the road.

Lesson 2 Personal qualities and jobs

Interview your parents. Ask what qualities they need for their job. Write a report.

Lesson 3 Applying for a job

1 You need a baby sitter for your girl aged 6 from 5 to 8 every day, except Sunday. 
   Write the questions you will ask the person you interview.
   e.g. What are your interests?

2 Say what jobs you can do to get some money for your extra lessons or other 
   things.
   e.g. I like to cook and I’d like to work in a restaurant.

Lesson 4 A day in the life of ...

Interview your parents and write about their working day.

Lesson 5 A worthwhile job

Interview your parents and write a report. Use the questionnaire in 3.

Lesson 6 Project

Prepare for the Progress Check.
Lesson 1 Education in Uzbekistan and the USA

1 Look and answer the questions.

<table>
<thead>
<tr>
<th>Types of schools</th>
<th>Age</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>3-6</td>
<td>0</td>
</tr>
<tr>
<td>Secondary school</td>
<td>7-16</td>
<td>1-9</td>
</tr>
<tr>
<td>Specialized school</td>
<td>6-16</td>
<td>1-9</td>
</tr>
<tr>
<td>Specialized boarding school</td>
<td>7-16</td>
<td>1-9</td>
</tr>
<tr>
<td>Academic lyceum and college</td>
<td>16-18</td>
<td>10-12</td>
</tr>
</tbody>
</table>

1 What types of schools are there in Uzbekistan?
2 Did you go to kindergarten? What age do children go there?
3 How old were you when you started school? What is the usual age for starting school?
4 When you finish class 9, where will you go?

2a Read about education in the USA. Guess the meaning of the words you don’t know. Check your guesses in the Wordlist.

Education in the USA
There are five types of schools in the US education system. They are: kindergarten, elementary school, middle school, high school and private school. Children go to kindergarten when they are 5 years old. They go to elementary school from ages 6 through 11 (1-5 grades), middle school from ages 12 through 14 (6-8 grades) and high school from ages 15 through 19 (9-12 grades).

About 90 percent of all children attend public school, which is free. The other 10 percent go to private schools, which often include religious education. They are similar to the public schools but parents must pay for their children to go to these schools. About half of all private schools are run by Catholics.

In the United States, education is mainly the responsibility of state and local governments, not the national government. The amount of money spent on education differs from state to state. The subjects studied also differ a little. The school year usually runs from September to June. At the high school level, there are some specialized schools. They include schools that emphasize vocational subjects like business or auto mechanics. Most high schools are general schools. High school students are often involved in the non-academic activities that their school offers – for example, in drama clubs, sports teams, or the school newspaper.

2b Read again. Copy and complete the table for the USA.

<table>
<thead>
<tr>
<th>Types of schools</th>
<th>Age</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2c Work in groups. Find and discuss similarities and differences in education between Uzbekistan and the USA.

e.g. In Uzbekistan and in the USA children go to kindergarten, but in Uzbekistan they go at three years old and in the USA at five years old.

3 Find the following words in 2a. Write what these words are in British English. Check your answers in the Wordlist.

emphasize   specialized   auto   ages 15 through 19
Lesson 2 Education in England and Wales

1a Make phrases with the word ‘school’ and guess the meaning.
nursery   primary   infant   junior   comprehensive public private secondary middle boarding grammar
e.g. nursery school

1b Read and check your guesses.

Education in England and Wales
There are four types of schools in the English and Welsh education system – nursery, primary, secondary and private schools. Scotland has its own education system, which is different. Children start school at the age of five, but there is some free nursery-school education before that age. The state nursery schools are not for all. They are for some families, for example for families with only one parent. In most areas there are private nursery schools. Parents who want their children to go to nursery school pay for their children under 5 years old to go to these private nursery schools.
Primary school is divided into infant school (pupils from 5 to 7 years old) and junior school (from 8 to 11 years old). In some areas there are middle schools instead of junior schools, which take pupils from 9 to 12 years old. Primary schools have from 50 to 200 pupils.
Secondary schools are usually much larger than primary schools and most children – over 80 per cent – go to a comprehensive school at the age of 11. These schools are for all. Pupils do not need to pass an exam to go to these schools. These schools are large. They have from 1,200 to 2,500 pupils. School lasts all day in the UK, so there is only one shift. In some areas there are grammar schools. Pupils must pass special exams to go to these schools.
Some parents prefer private education. In England and Wales, private schools are called public schools. They are very expensive. Only 5 per cent of the school population goes to public schools. Public schools are for pupils from 5 or 7 to 18 years old. Some public schools are day schools, but many public schools are boarding schools. Pupils live in the school and go home in the holidays.

1c Answer the questions.
1 What types of schools are there in England and Wales?
2 What age do children go to school in England and Wales?
3 What types of primary schools are there?
4 What is the difference between comprehensive schools and grammar schools?
5 What are private schools called in England and Wales?

1d Copy and complete the table.

<table>
<thead>
<tr>
<th>Types of schools</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td></td>
</tr>
<tr>
<td>Infant</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td></td>
</tr>
<tr>
<td>Comprehensive</td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td></td>
</tr>
</tbody>
</table>

1e Find similarities and differences in education between Uzbekistan, the USA and England and Wales. Use ‘is different from’ and ‘is the same as’ and ‘is not the same as’.
e.g. Kindergarten in the USA is different from kindergarten in Uzbekistan and in England and Wales. Children in the USA go to kindergarten when they are 5 years old, and in Uzbekistan children under 6 years old can go to kindergarten. Nursery school in England and Wales is a little different but the same as kindergarten in Uzbekistan. Children under 5 years old can go to nursery school.
2a Look at the text above. Find and translate the sentences with ‘which’.

2b Translate the following sentences.
1 About 90 percent of all children in the USA attend public school, which is free. The other 10 percent go to private schools, which often include religious education.
2 American specialized schools include schools that emphasize vocational subjects like business or auto mechanics too. High school students are often involved in non-academic activities that their school offers – for example, in drama clubs, sports teams, or the school newspaper.
3 In Estover Community College in England, pupils develop their understanding of the past, which will help them to live successfully in the present.
4 Estover Community College teaches pupils who will be responsible people in the future.

Remember:
Adding extra information – use a comma and which. Formal and mostly in writing.
E.g. About 90 percent of all children in the USA attend public school, which is free.
Telling us which person/thing/place/time – no comma and who/which or that/where/when.
Use in speech.
Where’s the pupil who needs a copy of the textbook?
Referring to a whole sentence – which.

Lesson 3 Estover Community College

1a Read the text. Guess the meaning of the bold words. If necessary look in the Wordlist.
Estover Community College is in Plymouth in the south-west of England. It is an exciting centre for learning. It offers high quality education to pupils from 11 to 18 years old. The College’s aims for pupils are that they should:
1 Develop into lively pupils who can ask questions and argue logically
2 Think and act creatively and with imagination
3 Gain knowledge, skills and understanding of the fast-changing world and be able to solve problems independently
4 Develop an understanding of the past, which will help them to live successfully in the present and to plan intelligently for the future
5 Grow in confidence and independence and experience the value of cooperation
6 Understand the feelings of others, respect their values and respect their own attitudes, values and beliefs
7 Be proud of their achievements and take pleasure in the achievements of others
8 Participate in the wider community

1b Read Estover Community College’s aims for pupils and answer the questions.
1 Does your school have aims for pupils? What are they?
2 If your school does not, what aims can you suggest?

2a Read the second part of the school brochure on page 31. Find the new words and guess the meaning. If necessary look in the Wordlist.
The College offers the following subjects:

<table>
<thead>
<tr>
<th>Years 7, 8 and 9 (for students 11-14)</th>
<th>English and Drama, Mathematics, Science (Biology, Chemistry, Physics), Art, Design and Technology, Humanities (Geography, History, Religious Education), Information and Communication Technology, Modern Foreign Languages (French or Spanish), Music, Personal and Social Education, Physical Education, Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 10 and 11 (for students 14-16)</td>
<td>English (including Language, Literature and Media Studies), Mathematics, Double Science, A Modern Foreign Language (French or Spanish), Personal and Social Education, Physical Education, Religious Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities Choice</th>
<th>1 Arts Choice</th>
<th>1 Design Technology Choice</th>
<th>1 Free Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Studies</td>
<td>Drawing and Painting</td>
<td>Food Technology</td>
<td>Art</td>
</tr>
<tr>
<td>Geography</td>
<td>Fashion and Textiles</td>
<td>Graphic Products</td>
<td>Business Studies</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>Fine Art</td>
<td>Resistant Materials</td>
<td>Child Development</td>
</tr>
<tr>
<td>Curriculum Plus</td>
<td>Graphic Design</td>
<td>Electronic Products</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>3 Dimensional Studies</td>
<td>Textile Technology</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td></td>
<td>Information Technology</td>
</tr>
</tbody>
</table>

The Year 12 and 13 students (students from 16 to 18 years old) learn academic and vocational courses such as Accounting, Administration, Animal Care, Beauty Therapy, Bench Joinery, Bricklaying, Business, Care, Carpentry, Electrical Installation, Electronics, Forestry, etc.

1b Find and write the subjects which will help to fulfil the College’s curriculum aims in 1a.

2c Find the subjects pupils of your age study, and talk about the similarities and differences with Uzbekistan.

*e.g.* In Uzbekistan many of the subjects we study are the same as ... but some are different. For example, we study ... but in England and Wales pupils of our age study ...

3 Listen to the Principal of Estover Community College and say what the curriculum does for students.

*e.g.* The curriculum offers a wide education.
Lesson 4 A day in the life of a pupil

1a Read and translate the sentences.
1  Before reading a book, I look through it.
2  Before going to school, I check my school things.
3  Before speaking, I think.
4  After doing my homework, I have a rest.
5  Before going to bed, I brush my teeth.

1b Chain Drill.
A: Before going to bed, I watch TV. What do you do before going to bed?
B: Before going to bed, I iron my uniform. What do you do before going to bed?

2a Work in pairs. You are going to interview the pair next to you about their day.
Write 10 questions.
e.g. When do you get up? What do you do before going to school?

2b Work in groups. Interview your partners. Use your questions.

2c Report your interview.
e.g. Tohir gets up at 7 o’clock but Salim gets up at 6.30. Before going to school, both of them have breakfast.

3a Read about an English pupil’s day. Guess the meaning of these words.
registration   standard   a set book   instead   the top set   available

A typical day at school starts at 8.50 a.m. with the first bell. We must go to registration, which lasts until 9 o’clock. After registration, lessons begin. Year 12 and 13 pupils attend the subject lessons that they have chosen, either at GCSE (General Certificate of Secondary Education) level or at ‘A’ level standard. My first lesson on a Wednesday morning is English. During this lesson, we usually read a set ‘A’ level book, and discuss it. For English we have several set books – you know, works of literature which we have to study for the exam: a Shakespeare play, a novel ... etc. After this I have two ‘free’ periods. Lessons last 45 minutes each. The courses chosen by Year 12 and 13 pupils are all mixed, and last for different amounts of time, depending on the subjects you have chosen. For example, pupils who do science have to do practical laboratory work and that takes a long time. So we have some free periods. In these periods we work privately and independently. After my two free periods, it’s breaktime. During the break, we can buy drinks, sweets and crisps from the school shop. I’m on a diet now so I try not to buy sweets during the break. I bring an apple to school instead. After break I have double geography. I’m in the top set. You know, there are two groups for geography so the fastest pupils are in the top set and the slower pupils are in the second set.

Then it’s lunchtime. Many pupils bring sandwiches for lunch, but hot and cold meals are available in the school canteen. School orchestra practice is at 1.45 on Wednesday. It’s quite a big orchestra with about 30 members. Lessons begin again at 2.20. Most Year 12 pupils have personal and social education on a Wednesday afternoon, which is held in the library, and taken by the Principal. This lesson lasts until 3.20 – the end of school.

After school I go home and spend a couple of hours on my homework. Three times a week I go to the sports centre. I’m a member of the gymnastics club. Sometimes I read novels. After doing my homework or going to the sports centre, I mostly watch TV. I like films, especially thrillers. Before going to bed I often chat to my friends on the phone. I go to bed around 10 o’clock.
3b Copy and complete the table for the English pupil.

<table>
<thead>
<tr>
<th>Time the school starts:</th>
<th>Length of lessons:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of lessons:</td>
<td>Routine things pupils do before lessons:</td>
</tr>
<tr>
<td>Types of lunch:</td>
<td>Time school ends:</td>
</tr>
<tr>
<td>Activities after school:</td>
<td>Evening activities:</td>
</tr>
<tr>
<td>Time she goes to bed:</td>
<td></td>
</tr>
</tbody>
</table>

3c Talk about the differences between Uzbek and English pupils’ days.

e.g. Here school starts at 8 o’clock but in England and Wales it starts at 8.50.

Remember:
After doing my homework, I have a rest.
Before going to bed, I brush my teeth.
Lesson 5 State versus private education

1 Work in groups. Answer the following questions.

1 Do you know what private school is? Have you heard about it?
2 Do we have private schools here in Uzbekistan?
3 What do you think of private school? Would you like private schools in Uzbekistan?
4 Do you think we will have private schools in the future? Why/why not?
5 Which schools do you think are better: private or public schools?

2a Read the interview with Vince Aquila, the Principal of an American private school – the Catholic High School, Huntsville, Alabama and answer the question.

Would you study for the price shown in the text if you lived in America? Why/Why not?

| Interviewer: | What percentage of students attends private schools here in Huntsville? |
| Principal:   | There are approximately 22,000 students in Huntsville City Schools. We have 18 private schools. About 5-6 percent out of the 22,000 go to private schools. |

| Interviewer: | What age groups are the private schools for? |
| Principal:   | Private schools accept students from the elementary school ages. So there are private elementary, middle and high schools. Private elementary and middle schools are mostly in the same building. |

| Interviewer: | Why do parents send their children to private schools? |
| Principal:   | Parents prefer private schools because private schools teach religion, have smaller classes and have stricter discipline compared to public schools. Also there are greater opportunities for pupils to attend extra-curricular activities. |

| Interviewer: | How much does it cost to go to a private school? How much is the cheapest and the most expensive? |
| Principal:   | Private elementary and middle schools cost $3,000 for a year. For private high schools like ours it costs $4,700 for a year. The highest price is $8000. In that school each pupil gets a laptop computer and other facilities that are superior to other schools. |

| Interviewer: | Are there any famous private schools? What are their names? Where are they in the US? |
| Principal:   | I don’t know about other states, but the most famous here is Randolph Academy. |

| Interviewer: | Do private schools have a uniform? |
| Principal:   | Yes. For example our uniform is beautiful. Look around and you’ll see it. |

| Interviewer: | Are private schools co-ed or single sex? |
| Principal:   | All of the private schools in Huntsville are co-ed. But I know some single sex private schools in Washington DC. |

2b Work in groups. Discuss the questions and write notes.

What are the advantages of private schools?
What are the disadvantages of private schools?
Lesson 6 Project

1a Listen to the programme about private schools and say who thinks they are good: teachers, pupils, or parents.

1b Listen to the programme again. Which statements are true and which are false?
1 Private schools are very good with all kinds of students: the very talented, those of average ability, and those in trouble.
2 At private school you have to overcome lots of things and work harder to learn.
3 In private schools the teachers make you learn; in public schools it is up to the pupil.
4 At private schools, school is the only thing in your life.
5 Students don’t get help from anybody in private schools.
6 Private schools must satisfy parents’ requirements.
7 In private schools traditions and moral education are strong because both the Principal and the teachers make students learn and behave.

2 You are going to take part in a debate. The motion is ‘Every pupil should have the same opportunities. We do not want private schools in our town/region.’

Preparation
Work in groups.

Group A: You agree with the motion. Write reasons why private schools are a bad idea.
Group B: You do not agree with the motion. Write reasons why private schools are a good thing.

Activity
Have a debate. Remember to use all the phrases you know.

I think/believe/agree/disagree/know that ...
So do I/I do too/Nor do I/Neither do I ...
In my opinion ...
GRAMMAR EXERCISES

Grammar Exercise 1
Make one sentence out of two. Use ‘which’ or ‘who’ and commas.

e.g. Labor Day, which is not a holiday in the UK, is a holiday in the USA.
1 Labor Day is a holiday in the USA. It is not a holiday in the UK.
2 The elementary schools are not usually in the same building as the comprehensive schools. They are called primary schools in England and Wales.
3 Secondary schools are called comprehensive schools. They are much larger than primary schools.
4 The Abdumavlonov brothers are karate champions. They live in Bekabod.
5 Pygmalion is an interesting play. Most British children read it at school.
6 A secretary’s job is not well paid. It is quite demanding.
7 Shakespeare lived in Stratford upon Avon. He is the best known British playwright.
8 I want to be a software engineer. It is a job that is interesting.
9 The doira is a type of drum. It is a traditional Uzbek musical instrument.

Grammar Exercise 2
Match the instructions and the situations.
1 Before printing out the letter, check that there are no mistakes.
2 Turn off the electricity before opening.
3 Check the contents carefully before signing for them.
4 After completing the application form, post it to this address: BBC, Bush House, London WC1 1NN.
5 Before signing the contract, check that all the figures are correct.
6 After completing the telegram form, take it to the counter and the clerk will send it.
7 Before leaving the office, check that all the machines are switched off.
8 Wash all the equipment carefully. After washing, dry it and replace it in its box.

a You receive a parcel.
b You are going to give your boss a letter to sign.
c You are applying for a job.
d The photocopier is not working. You want to find out why.
e You are in the post office. You want to contact your friend quickly.
f The laboratory technician is looking after the thing in the laboratory.
g You are closing the office.
h You are going to do business with a foreign company.

HOMEWORK

Lesson 1 Education in Uzbekistan and the USA

1a Read the Huntsville City Schools Calendar for 2014-2015 on page 37. Find the following words and guess their meaning. Then check in the Wordlist.
Labor Day, Institute-Day, Parenting Day, Thanksgiving Holiday, Graduation, return

1b Write a similar calendar for schools in your place.
Lesson 2 Education in England and Wales
Copy the crossword and complete it. Then look at the diagonal mark and find the type of school.

Clues - down
1 After grade 9 pupils in Uzbekistan go to ...
2 English people pay for this school.
3 Junior and infant school.
4 Pupils live and study in this school.
5 An American school for grades 1-6.

Clues - from left to right
6 Higher education.
7 Before high school in America.

Clues - up
8 An English school for children from 5-7.
9 Upper school in America.
10 After grade 9 pupils in Uzbekistan go to ... and learn a profession.

Clues - from right to left
11 A school for very young children in England.
12 An American pay school.
13 English pupils go to secondary school after ... school.

Lesson 3 Estover Community College
Write your school's aims. Write the subjects which will help to fulfil each aim.

e.g. Our school aim for us is to know our history and famous people. History and Literature will help to fulfil this aim.

Lesson 4 A day in the life of a pupil
Ask and write about the day of one of family members or friends.

Lesson 5 State versus private education
Write similarities and differences between private and public schools.

Lesson 6 Project
Prepare for the Test.
UNIT 4 SCHOOL AND COMMUNITY

Lesson 1 School rules in Uzbekistan, the UK and the USA

1 Work in groups. How well do you know your school rules? Write the rules you know.

   e.g. Come to school on time.

2a Read Estover Community School Rules. Which rules are the same as yours? Which are different? Are there any rules that you would like to add to your own school rules?

   Hello! My name’s Steve. I’m fifteen and I’m in Year 11 at Estover Community School. Our school rules are very strict – but I think that’s good. We need clear rules!

As a member of this school I will:
• listen when a member of staff is talking to me
• concentrate and allow others to learn
• respect people and their property
• wear the school uniform correctly
• come to school with an appropriate hair style and colour
• eat and drink only in the canteen
• walk in the corridor
• arrive on time
• prepare everything for all lessons (pens, pencils, ruler, crayons, calculator, geometry set, English dictionary)

2b Read Pleasant Valley High School Rules. Which rules are the same as yours? Which are different? Are there any that you would like to add to your school rules?

   Hello! I’m a junior at the Pleasant Valley High School. Tenth and eleventh grade students are called juniors, twelfth are seniors. Look at our school rules. Do you think they are strict?!

Don’t spend so much time improving yourself that you have no time left to give feedback to others.
Be better than you were yesterday.
Don’t wear shorts, very short skirts, high-heeled shoes, caps or hats on the school site.
Don’t bring jewellery to school. If you need to leave the campus during school hours, you must have written permission. And you must sign out at Reception before you leave. If you are absent from school, you must bring a letter from your parents or guardian explaining the absence.
1a Look at the school rules from the UK and the USA in Lesson 1 again. Find and write words which mean:

1. the things which belong to someone
2. the place where the school is and all the school buildings
3. rings, earrings, etc. made of gold and silver
4. the place where visitors to the school must report and where pupils must report if they leave the school
5. the person who is responsible for you but is not your mother or father
6. a letter which says you can leave

2 Translate the school rules in 2a in Lesson 1.

3 Work in pairs. Imagine pupils are in charge of the school. Write your rules. You can use the words in the cloud.

e.g. Teachers must wear uniform.

1b Look at the school rules from the UK and the USA again. How many different ways of expressing the rules can you find? Name the different structures/tenses.

1c Look and say: What other words can be used to say rules? Which way of saying rules in English do you like best?

Pupils must wear identity badges at all times.
Pupils should keep their fingernails short and clean.
No animals should be brought to school.

smile, no homework, high marks, be beautiful, sing the lesson, lessons in the garden, be kind, not be angry
Lesson 3 School Discipline Policy

1 Look at the picture and answer the questions.
What is happening in the picture?
Has something like this ever happened to you?
Why did someone punish you? Did it hurt?
Do you think it was good for you?

2a Find these words in the Wordlist. Write the part of speech and the translation.
bully detain discipline exclude expel maintain punish truant permit tolerate

2b Match the words in 2a with these nouns.
punishment expulsion detention truancy permission exclusion bullying maintenance tolerance

2c Say the words in 2a and 2b. Find the words where the stress is different in the verb and the noun.

2d Chain drill.
e.g. Pupil 1: detain.
    Pupil 2: detention.
    Pupil 3: permit.
    Pupil 4: permission.

3a Read the text and answer the questions.
1 Who is the text written for?
2 What does the writer of the text want?
3 The school uses two ways to help pupils behave well. What are they?

Estover School Discipline Policy
We expect a high standard of behaviour from our pupils at all times. We hope that parents will support us in developing the good behaviour of their children. A copy of the school rules is given below for parents’ information.
It is important that pupils behave well in class. Bad behaviour affects the learning of other pupils and is unacceptable.
Bullying is not tolerated in this school. There is a separate policy on bullying at the back of this information pack.
Truancy is a serious matter. Repeated truancy may result in exclusion from the school. Teachers and pupils are responsible for maintaining discipline. Our policy is to encourage good behaviour. The form teacher will help pupils with personal problems, and give academic advice about exams and school reports. All our teachers are trained to help pupils improve their behaviour. Teachers will punish pupils who break the rules. If the matter is serious, pupils must see the Head Teacher.

3b Work in groups. Talk about your School Discipline Policy.
e.g. In our school all pupils must behave well in school.
Lesson 4 School punishments

1a Work in pairs. Answer the questions.
1 Do your parents punish you? How?
2 Do your teachers punish you? How?

1b Read the second part of Estover School Discipline Policy and answer the questions.
Which punishments are the most serious? Why?

Punishments used in Estover School include:
Lines: When a teacher gives a pupil ‘lines’ s/he must write the same sentences again 50 or 100 times. For example, ‘I will never be late for school again’.
Detention: If a pupil is on detention s/he must stay after school to do extra work, e.g. lines for half an hour.
Report: If a pupil is on report s/he has a card which s/he gives to the teacher at the end of every lesson. Each teacher reports if s/he has behaved well or badly.
Exclusion: If a pupil is excluded s/he can’t come to school for a few days or weeks. His/her parents must see the Headmaster. Exclusion is serious.
Expulsion: If a pupil is expelled s/he is sent away from the school. This is very serious. The pupil has to go to another school where the teachers all know about his/her bad record.
Please note: It is against the law to use physical punishment. No pupil can be hit, beaten or punished in any other physical way.

1c Compare the punishments with punishments in Uzbekistan. Use ‘the same as’, ‘different from’ and ‘not the same as’.
e.g. Physical punishment is against the law in the UK the same as in Uzbekistan.

2a Look and say what is happening in this picture.

2b Listen and answer the questions.
1 What is bullying?
2 Does bullying happen in your school?
3 Is bullying a serious offence?

2c Write T for True and F for False
1 Bullying is a serious offence.
2 Bullying happens when somebody physically attacks a strong pupil.
3 The school cannot tolerate bullying.
4 Parents are happy when bullying happens.

2d Listen again and check.
Lesson 5 Extra-curricular activities

1 Look and say who you can see and what they are doing.

2a Read about extra-curricular activities in the USA and the UK and say which are the same in your school.

<table>
<thead>
<tr>
<th>Field trips:</th>
<th>geography</th>
<th>biology</th>
<th>modern languages</th>
<th>history</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other trips:</td>
<td>museum</td>
<td>exhibition</td>
<td>factory</td>
<td>monument</td>
</tr>
<tr>
<td>France</td>
<td>-----------</td>
<td>----------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>School clubs:</td>
<td>sports</td>
<td>photography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities:</td>
<td>video</td>
<td>debating</td>
<td>choir</td>
<td>dance</td>
</tr>
</tbody>
</table>

2b Listen and say which clubs/activities Lucy goes to.

2c Listen again and look at the list of advantages of clubs/activities. Say which of the advantages Lucy mentions.

Clubs are good because we can:
- learn to work in a team
- make the best of our time
- have fun
- be more active

- learn to take responsibility
- learn interesting things
- prepare for our future life

2d Work in pairs. Answer the questions.
1 Which clubs do you belong to?
2 What are the advantages, in your opinion?
3 What is your role in the club?
4 What could you do to be more active in the club?

2e Report.

Use this list of points to help you.
name
goal
how often, when, what days
what activities
teacher
members
roles for the members
Lesson 6 School Council

1 Find the words you don’t know in the Wordlist. For each word say if it is a noun, verb or adjective.
elect election vote voter government senate senator finance financial constitution

2a Look at the picture and answer the questions.
1 Who can you see?
2 Where do you think he is?
3 What do you think he is doing?

2b Listen to Michael talking about himself and check your answers in 2a

2c Work in pairs. Listen again and answer the questions.
1 What position does Michael hold?
2 How did he get the job?
3 What is his area of responsibility?
4 How many people are in his group?

3a Answer the questions.
1 Do you have a school council in your school?
   If yes, how do you choose the members?
   If not, why don’t you have one?
2 What does your school council do? Or, if you have no school council, what would you like it to do?
3 Would you like to be a member of a school council? Why/why not?

3b Work in groups. Read the speeches. Say who you would vote for and why.

1 Hello. My name is Shuhrat Tursunov. I hope you will vote for me. I want to represent you on the School Council. I want to make our school more aware about the environment. If you vote for me, we will:
   • keep the school cleaner
   • recycle more and reduce the amount of garbage the school produces
   • start a school garden to encourage wildlife
   • join Ecosan and help protect the environment in Uzbekistan
   • have litter days when we clean up litter in the school and in the mahalla
Live better! Live cleaner! Vote for me as your representative!

2 Hello. My name is Saodat Zakirova and I am hoping you will vote for me to represent you on the School Council. If you vote for me, we will:
   • help all the elderly people in our mahalla
   • invite them to the school once a week and put on a show for them
   • use our voluntary hours well
   • make our school into a model school
   • provide extra help for pupils who have low marks to help them raise the school standard
Do better at school! Look after our people! Vote for me as your representative and we’ll all have a bright future.
Lesson 7 School as a centre for community

1 Answer the questions.
1 Who uses the school building apart from teachers and pupils?
2 Which parts of the building do they use?
3 What do they use it for?

2a Read the page from Estover Community College's brochure and say what your family could do at the school.
e.g. My father could use the library. My grandmother could ...

2b Say which of the things your family can do in your school.

2c Say what the community can do for the school.
e.g. The factory can give us some paper.

3 Work in groups. Take turns describing your ideal community school and compare your ideas.
e.g. I think an ideal community school is a school which is/where ...

4a Work in groups. Discuss the following problems. Say what the problems are and what is needed.
Group A: the public welfare problem
Group B: family and children services
Group C: the school building

4b Work in pairs. Choose one topic from 4a. Find a person, agency or service in the telephone directory to help. Note in the table how the person/organisation can help.

| Problems: |
| Solutions: |
We need ...
Name of the person/organisation: 
Address: 
Phone number: 
Type of help: 

IT’S YOUR SCHOOL

We try to include the whole community in our work. We are here for YOU! Please let us know how we can help you – and we will let you know how you can help US! Together we can do more.

Our school has/is ...
- a place to hold meetings
- rooms of all sizes
- a library
- a dance hall
- a place for shows and plays
- a place where adults can learn too
- a ‘mothers and babies’ clinic
- health education classes
- an environmental centre
- a place to keep fit
- a place for a cup of tea and chat
- day and evening classes for all

Come and enjoy our garden.
Use our gym and tennis court and mini-nature reserve.

4c Answer the question. What is your school’s and your role in solving these problems. Is it important? Why? Why not?
e.g. I think we can help to solve the ... problem. We can do ... . It is important for us to solve our ... because ... I don’t think there is much we can do. It is not important for us to solve our ... because ...
Lesson 8 Project

1 Preparation
Design a brochure for your school. The brochure should include pictures and information about the school. The brochure is for new pupils and their parents, and for visitors to the school.
Include the following things:
- a plan of the school
- a picture of the school and some pupils
- details of the school’s facilities
- details of the study programme and timetable
- details of the extra-curricular activities the school offers
- details of the school uniform for boys and for girls
- a copy of the school rules
- a copy of the school policy on discipline and bullying
- a calendar for this year with all the holidays marked on it

2 Presentation
Display your brochure. Walk round and look at other groups’ brochures.

3 Evaluation
Say what you think are the best points about each group’s brochure.
**GRAMMAR EXERCISES**

**Grammar Exercise 1**
Make one sentence out of two. Use ‘which’ ‘where’ and commas.

*e.g.* The weather is wonderful here, which will make your holiday a success.

1. The weather is wonderful here. It will make your holiday a success.
2. I liked *The Secret*. It is written by Arthur C Clarke.
3. Arthur C Clarke lives in Sri Lanka. He has a house in the capital, Colombo.
4. Bullying must be stopped. It is becoming a problem in many schools now.
5. The National Curriculum of the UK includes maths, English, science, a modern foreign language and design and technology. These subjects are compulsory.
6. The food in the canteen is very cheap. It is tasty.
7. The sculpture of Amir Temur is very impressive. It is in the central square in Shakhrisabz.
8. American Independence Day is celebrated with fireworks, parties and other special ceremonies. It is on 4th July.

**Grammar Exercise 2**
In the UK on 31 December people make New Year’s Resolutions. They are promises to do things better in the new year. Write five promises you will make. *Use the words in the cloud to help you.*

*e.g.* I will make my bed and keep my room tidy.

- Be kind and pleasant
- Be polite and patient
- Do my homework on time
- Help my mother with the housework

**Grammar Exercise 3**
Complete the sentences with the Present Passive.

*e.g.* Bullying is not tolerated in this school.

1. Bullying *is tolerated* in this school.
2. In Wales lessons *teach* in Welsh.
3. Physical punishment *permit* in schools in the UK.
4. Food and drink *allow* in the computer laboratory.
5. Knives *not permit* on the school campus.
6. Good behaviour *encourage* in this school.
7. Chewing gum *allow* in this school.
8. All pupils *encourage* to take part in clubs and other extra-curricular activities.

**Grammar Exercise 4**
Say and write sentences about your ideal things.

*e.g.* My ideal person is a person who is honest and kind.
My ideal place is a place where there is good weather all year round.
My ideal book is a book which has an unusual ending.
My ideal time is the evening when it’s quiet and I can think.

**Word Building Exercise**
1. Write the person who does these things. Be careful. Some are with -er and some with -or. (And there are some words which can take both!)

*e.g.* drive – driver; visit – visitor; advise – adviser, advisor.

1. teach 8. drive
2. organise 9. work
3. telephone 10. vote
   operate 11. elect
4. garden 12. govern
5. child mind 13. senate
6. instruct 14. train
7. manage

And remember: a cook is a person, a cooker is a machine for cooking!

2. Use the words in sentences.

*e.g.* A senator is someone who works in government or on a school council or senate.
Lesson 1 School rules in Uzbekistan, the UK and the USA

Write your school rules.

Lesson 2 Ways of expressing rules

Write the rules for a school club. Use the words in the cloud.

attend, pay, complete, tasks and projects, work together with classmates

Rules for school Drama club
Be on time for club meetings.

Lesson 3 School Discipline Policy

Write your School Discipline Policy.

Lesson 4 School punishments

1a Look at the list of offences below and say which are bullying.
1 pulling somebody’s hair
2 beating another pupil
3 fighting in the classroom
4 running in the corridor
5 sleeping during the lesson
6 bringing a knife to school
7 frightening another pupil so that he or she gives you money

1b Have you ever seen bullying at school or on the way home from school? Write about it.

2 Remember and translate.
If a pupil is on detention, s/he must stay after school.
When a pupil has lines, s/he must write 50 sentences.
Pupils must behave well. Pupils who behave badly ...
Good behaviour is encouraged. Bad behaviour is not tolerated.

Lesson 5 Extra-curricular activities

1 Write a plan for a new club in your school.
e.g. Our club will be called the ...
Our aims are: to have fun, to ...
We will meet ...
We will organise the following activities: ...
Our leader will be ...
We hope to find ... members.
Members will have the opportunity to ...

Lesson 6 School Council

What would you do if you were a member of the council of your school?
Write a speech with your ideas. Use the speeches in 2b to help you.

Lesson 7 School as a centre for community

Write about the ideal community school which you discussed in class.
e.g. I think ...

Lesson 8 Project
Prepare for the Progress Check.
Lesson 1 National flags and emblems

1a Find the words in the Wordlist. Write the words and translations.
stripes  top left hand corner
crescent  union flag
background  represent

1b Work in pairs. Point and say.

1c Look at the flags and say what country they represent

1d Work in pairs/fours. Play ‘What flag is it?’.
e.g. It’s got a blue background. In the top left-hand corner is the Union flag. It’s got six stars.
Five of them have seven points and one five points. The stars represent the different states of the country. What flag is it?

2 Look and answer.
What are the official names of Uzbekistan, the USA and the UK?
3 Work in pairs. Match the emblem and the country.

Australia
UK
Canada
USA
New Zealand
Uzbekistan

4a Read the description and match the words with the parts of the UK emblem.
1 standing unicorn 4 standing lion
2 a motto 5 a crown
3 a shield

The British emblem consists of a standing lion on the left and a standing unicorn on the right. At the bottom there is a motto. At the top there is a crown and another lion. There is a shield in the centre.

4b Translate the text.

5a Match the words and phrases with the parts of the emblem.
1 flowering valley
2 shining Sun
3 spreading wings
4 wheat ears
5 cotton seed cloves
6 eight-pointed star

5b Work in pairs. Describe the national emblem of Uzbekistan.

Remember:
v + ing = adjective
flower + ing = flowering
shine + ing = shining
Lesson 2 Democracy in Uzbekistan

1 Look and answer.
1 What is the name of this building?
2 Where is it situated?

2 Find the words in the Wordlist. Write the words and translate them.
- executive, legislative, judicial, representative, democratic, sovereign, law, court, supreme, chamber, term of powers, appoint, authoritative, merit, territorial constituencies, on a multi-party basis, territorial representation

3 Read and match the definitions. Be careful – there is one extra answer!
1 constitution  3 representative
2 government   4 supreme

a) the highest (about a body, court, etc.)
b) the system of laws and principles for governing a country or an organisation
c) believing in or practising the principle of equality
d) the group of people who govern
e) a person who has been chosen to act for someone else or for a group of people

4a Work in pairs. Answer the questions.
1 When was our constitution adopted?
2 Who is the head of our state?
3 How many regions does Uzbekistan consist of?
4 What is the legislative branch of Uzbekistan? What chambers does it consist of?
5 How many members are there in the Legislative Chamber and how many in the Senate?
   How are these members called in each chamber?
6 How many members of the Senate can the President appoint? Who they may be?
4b Read the text and check your answers.

The sovereign Republic of Uzbekistan was founded on 31 August, 1991. The country is situated in the central and north-western part of Asia. Uzbekistan consists of 12 regions and the Republic of Karakalpakstan. The state language is Uzbek, and Karakalpak in Karakalpakstan. The state currency is soum. The Constitution of Uzbekistan was adopted on December 8, 1992. According to the constitution, the President is the Head of State, elected generally and directly by secret ballot. His term of office is seven years, with a right to re-election. The President is also the Head of the Senate of the Oliy Majlis. The supreme legislative body is the Oliy Majlis. The Oliy Majlis consists of two chambers – the Legislative Chamber (the Lower Chamber) and the Senate (the Upper Chamber). The term of powers of the Legislative chamber and the Senate of the Oliy Majlis is five years.

The Legislative Chamber of the Oliy Majlis consists of one hundred and twenty deputies elected by territorial constituencies on a multiparty basis. The Senate of the Oliy Majlis is the chamber of territorial representation and consists of members of the Senate (senators). Members of the Senate of the Oliy Majlis are elected in equal quantity – in six persons from the Republic of Karakalpakstan, regions and the city of Tashkent by secret ballot. Sixteen members of the Senate of the Oliy Majlis are appointed by the President from the most authoritative citizens with large practical experience and special merits in the sphere of science, art, literature, manufacture and other spheres of state and public activity.

5 Look at the leaflets and write sentences.

**The responsibilities of Deputies in the assemblies**

There are various assemblies in Uzbekistan to which Deputies are elected. These include the Oliy Majlis, regional and district assemblies, and City Councils. The responsibilities of Deputies in the assemblies are:

- to express the wishes of the people in the area he or she represents
- to raise questions for discussion
- to take part in debates so that matters being considered are discussed
- to help their assembly make good laws

**The responsibilities of Deputies in their areas**

The responsibilities of Deputies in their areas are:

- to take part in discussions with citizens at places of work and at community centres
- to study what people in their area need and to understand their wishes
- to explain to people the main questions that the assembly is considering
- to explain the policy of the assembly by writing in newspapers, and by contributing to radio and television programmes
- to listen to specific complaints and problems affecting anyone living in their area and to help find solutions
Lesson 3 The USA is a republic

1a Look and answer.

State Structure of the Federal Republic of the USA

<table>
<thead>
<tr>
<th>The branches of the US federal government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative</td>
</tr>
<tr>
<td>The Senate</td>
</tr>
</tbody>
</table>

1 What kind of state is the USA?
2 How many houses does the legislative branch consist of?
3 Who heads the executive branch of the country?
4 How many courts does the judicial branch consist of?

1b Listen and check.

1c Write the verbs in the correct form. Use the Present Simple Passive.

1. The US federal government (divide) into three branches.
2. The executive branch (head) by the president together with the Vice President.
3. The legislative branch (make) up of two houses: the Senate and the House of Representatives.
4. The US president (elect) for four years.
5. Federal judges (appoint) by the President with the approval of the Senate.

2a Copy and complete the table.

<table>
<thead>
<tr>
<th>Country</th>
<th>Official name</th>
<th>Capital</th>
<th>State Structure</th>
<th>Head Branch of government</th>
<th>Constitution adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uzbekistan</td>
<td>United States of America</td>
<td>Tashkent</td>
<td>Federal Republic</td>
<td>Oliy Majlis</td>
<td>1788</td>
</tr>
</tbody>
</table>

2b Work in groups. Answer the questions. Use the table in 2a to help you.

1. What is similar in the state structure of Uzbekistan and the state structure of the USA?
2. What is different?

E.g. The US government has the same branches as Uzbekistan has. The adoption date of the US Constitution is different from Uzbekistan’s.
Lesson 4 The UK is a constitutional monarchy

1 Look and match.

Buckingham Palace

1 Queen Elizabeth II
2 Prince Phillip
3 Prince Charles
4 Princess Anne
5 Prince Harry
6 Prince William
7 The caption for the picture is The Royal Family
2a Answer the questions.
1 Where does the Queen of England live?
2 What is the name of the British National Anthem?

2b Read and check.
Since 1066 there have been forty monarchs in England, thirty-five kings, five queens and seven dynasties. Only fourteen monarchs have stayed on the throne for more than twenty-five years, one of them is Queen Elizabeth II.
Every royal house or ‘dynasty’ has a surname. In Britain’s case that name is Windsor. Queen Elizabeth II is the fourth Windsor monarch. She is also the head of a very large family. She has three sons, one daughter, and many grandsons and granddaughters.
The most famous British royal home is Buckingham Palace. But it is not the only one. The Queen and her family have several other castles, official residences and country houses too. Today Buckingham Palace is the best known palace in the world. It stands at the end of a long boulevard called The Mall and it has 600 rooms on three floors, 400 staff, and 300 clocks.
After Queen Elizabeth II, Britain’s next monarch will probably be Prince Charles, the Prince of Wales. He will be King Charles III. Even further in the future his son, Prince William, will become king too. His title will be King William V. The National Anthem is called ‘God save the Queen’. But if Prince Charles becomes King, it will be ‘God save the King’.

2c Choose the best title.
1 The life of the monarchy.
2 The Royal Family.
3 Buckingham Palace.

2d Find and write the words from the text. Guess their meaning and write the translation.
dynasty \[\text{monarch}\] \[\text{castle}\] \[\text{boulevard}\]
\[\text{throne}\] \[\text{palace}\] \[\text{residence}\]

2e Answer the questions.
1 How many dynasties have there been in the British monarchy up to present?
2 Where is the official residence of the Queen?
3 Who will be the next monarch?

2f Find the phrases in the text and say why ‘the’ is used.
the Queen, the Mall, the best known, the Prince of Wales
e.g. Today Buckingham Palace is the best known palace in the world.

3a Read and write the missing words.
God save our gracious (1)...
(2)... live our noble Queen
God save (3)... Queen
Send her victorious
Happy and glorious
(4)... to reign over us
God (5)... the Queen.

3b Listen and check.
Lesson 5 Westminster and Washington

1 Find the words in the Wordlist. Write the words and translations.
- convention
- make up
- statute law
- common law
- legislature
- appoint
- cabinet
- make a decision
- delegate
- retain
- license
- provide
- maintain
- Capitol

2a Read and answer the questions.
1 How many parts does the UK Parliament consist of?
2 Who elects the Prime Minister of the UK?
3 What is another name for the Houses of Parliament?

Good morning. My name is James McLenan. I work here at Westminster. And I’m going to be your guide to the House of Commons. Britain is a parliamentary democracy with a constitutional monarch – Queen Elizabeth II – as Head of State. The British Constitution, unlike those of most other countries, is not written in one document. Instead it is made up of statute law, common law and conventions from the last 1,000 years. Parliament is the legislature and the supreme authority. It consists of three elements – the Monarchy, the House of Lords and the House of Commons. These meet together only for special ceremonies. The House of Lords and the House of Commons meet in the Houses of Parliament, which are known as Westminster. The government is formed by the political party with the most MPs (members of parliament). The Queen then appoints its leader as Prime Minister. The Prime Minister’s official residence is at 10 Downing Street in central London. As head of the government, the Prime Minister appoints about 100 ministers, 20 of them are in the Cabinet – the senior group which takes major policy decisions.
2b Copy and complete the table for the UK.

<table>
<thead>
<tr>
<th>Country and capital city</th>
<th>State Structure</th>
<th>Head of State</th>
<th>Head of the Government</th>
<th>Name of Government Building</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3a Read the interview and answer the questions.

1 What is the capital of the USA?
2 What is the name of the government of the USA?
3 What is the name of the place where the government buildings are?

Hello I'm John Tolbertson. I'm a representative of the Senate and I'm going to tell you about Washington, which is the nation's capital. The city of Washington is in the District of Columbia on the Potomac River. Its population is more than 3.4 million. The US Congress meets in the Capitol, where government officers discuss new laws and make decisions. Under the constitution the states delegate much of their sovereignty to this central government in Washington. But they keep many important powers for themselves. Each of the 50 states, for example, retains the right to run its own public school system, to license its doctors and other professionals, to provide police protection for its citizens and to maintain its roads.

The Capitol in Washington

3b Copy and complete the table for the US.

<table>
<thead>
<tr>
<th>Country and capital city</th>
<th>State Structure</th>
<th>Head of State</th>
<th>Head of the Government</th>
<th>Name of Government Building</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6 Project

You are going to set up a club with a self-governing committee. Decide on the club (it could be the one you worked on in lessons 1 and 2 of this unit).

1a Work in groups. Create and describe your self-governing club. Your club should include the following:

- What is it called?
- Who may join?
- What are its objectives?
- What is its slogan?
- What does it cost to join?
- What else is special about it?

1b Prepare the following:

- A club membership card
- A club constitution or list of rules
- An application form

1c Present your club and its committee to the class, e.g.

<table>
<thead>
<tr>
<th>The New English Club for Class 9</th>
<th>The committee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim</strong></td>
<td>Chairperson: Aziza G'ofurova</td>
</tr>
<tr>
<td>To give members opportunities to use English outside the classroom</td>
<td>Deputy chairperson: Abdurahim Tursunov</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>Secretary: Timur Sharipov</td>
</tr>
<tr>
<td>• A meeting every week for a debate, a talk by a visitor, a quiz, or similar activities</td>
<td>Treasurer: Rustam Niyozov</td>
</tr>
<tr>
<td>• An exhibition every term</td>
<td>Events organizer: Slava Minaychenko</td>
</tr>
<tr>
<td>• A party for invited native speakers of English</td>
<td>Exhibition planner: Gulnora Nizamova</td>
</tr>
<tr>
<td></td>
<td>Officers: Shahnoza Ikromova, Katya Kozinskaya, Saodat Azizxo’jaeva</td>
</tr>
</tbody>
</table>
Rules of The New English Club for Class 9

1. The club meets 4:00 – 6:00 p.m. every Wednesday during term time.
2. There is no membership fee.
3. Members are expected to attend every meeting.
4. Members must take it in turns to tidy the meeting room after each meeting.
5. English must be spoken during the meetings.

Application for membership of The New English Club for Class 9

Name:

Class:

Home address:

How good is your English?

<table>
<thead>
<tr>
<th></th>
<th>Speaking</th>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Special interests:

Art  □
Sport □
Reading □
Films □
GRAMMAR EXERCISES

Grammar Exercise 1

Use the -ing adjectives below to say what you think of these things. You can use them more than once.
exciting amusing boring shocking interesting frightening annoying tiring terrifying worrying

1 Computer games are ...
2 Exams can be ...
3 Adverts on TV are ...
4 Boxing is ...
5 Navro’z is ...
6 Horror films are often ...
7 Small children can be ...
8 Yoshlar TV channel is ...

Grammar Exercise 2

Write the following sentences with the, a, or with no article.
1 (the, —) Lake Issyk Kul is a popular place for holidays.
2 Sergei and Oleg live in (the, —) St Petersburg.
3 Go’zal is (the, a) youngest in my family.
4 Don’t sit in (the, a) sun too long. You’ll get a headache.
5 My father met (the, —) Prince Charles when he visited Tashkent in 1996.
6 (the, —) British national anthem is called “God save (the, a) Queen”.
7 Termez is in (the, —) south of Uzbekistan.
8 Yuri Gagarin was (the, a) first man in space.

Grammar Exercise 3

Complete the sentences with the Present Passive.
e.g. Uzbekistan is divided into twelve regions and the Republic of Karakalpakstan.
1 The Aral Sea ... (divide) between Uzbekistan and Kazakhstan.
2 The British monarch ... (not elect).
3 When ... Independence Day ... (celebrate)?
4 The British Houses of Parliament ... (situate) right beside the River Thames.
5 The legislative branch of the British government ... (make) up of two houses – the Lords and the Commons.
6 The party ... (lead) by an experienced politician.
7 In Britain government ministers ... (appoint) by the Prime Minister.
8 Uzbekistan ... (divide) into twelve regions and the Republic of Karakalpakstan.

Grammar Exercise 4

Write descriptions of the national flags of Kazakhstan and Turkmenistan. Use prepositional phrases such as: on the right on the left at the top at the bottom in the middle
e.g. The flag of Kazakhstan has a blue background. In the middle there is a bright yellow sun ...

![Kazakhstan Flag]

![Turkmenistan Flag]
HOMEWORK

Lesson 1 National flags and emblems

1 Write the descriptions of Uzbekistan flag and national emblem.

2 Draw an emblem for an English club (or another club).
   Describe the emblem. Write:
   what it consists of
   where the parts are
   what the things represent
   when it was adopted

Lesson 2 Democracy in Uzbekistan

1 Write your family members’ and your responsibilities at home.
   e.g. My father is responsible for financial support of our family.

2 Write the officers of the English club (or other club) and say what they are responsible for.

Lesson 3 The USA is a republic

1 Write about Uzbekistan.
   e.g. The official name of the country is ...

2 Write a leaflet about your English Club.
   Include the emblem you prepared in Lesson 1.
   Write when the constitution was adopted.
   Describe the membership card.
   Include the list of officers it has and what they are responsible for, which you prepared in Lesson 2.

Lesson 4 The UK is a constitutional monarchy

1 Put the articles in the right place.
   1 I love listening to (a, the) wind.
   2 He is (a, the) oldest in my family.
   3 Mary lives in (the, — ) England.
   4 (The, A) Irish have their own language.
   5 I want to see (a, the) President.
   6 (A, The) sky is beautiful tonight.

2 Learn the British national anthem.

Lesson 5 Westminster and Washington

Find information in your school library about another country. Do not write the name of the country. Write notes about its:
   flag, national emblem, state structure, capital city, type of government, head of state, constitution and government building. Do not write the name of the country.

Lesson 6 Project

Prepare for the Progress Check.
Lesson 1 Political parties in Uzbekistan and Great Britain

1a Work in pairs. Answer the questions.
1 How many political parties are there in Uzbekistan?
2 What are they?
3 What electoral system does Uzbekistan have?

1b Listen and check your answers.

2a Read and answer the questions.
1 What is the difference between the British and Uzbekistan electoral systems?
2 What is similar?

Every five years, British people over the age of 18 can vote in a general election. People vote for the candidate they want in their region. The candidate who wins becomes their MP (Member of Parliament) in the House of Commons, even if he or she gets only one vote more than the candidate who is second. This is called the first-past-the-post system. The first-past-the-post electoral system in Britain usually makes two parties powerful, while smaller parties do not have many MPs. Since the 1920s, the two main parties have been the left-wing Labour Party and the right-wing Conservative Party. The liberal Democratic party is not happy with the first-past-the-post electoral system. This is because it is a party which does not win many seats in Parliament, but comes second in many regions. It would prefer a system of proportional representation where the number of MPs is based on the number of people who vote for the party in the whole of the country.

2b Look at the diagrams and answer the questions.
1 What party has the highest percentage of votes?
2 What party has the highest percentage of MPs?
3 Why is the percentage of votes and MPs different?

2c Talk about the parties in the diagrams in 2b.
Use the example in the Remember box.

Remember:
The number of Labour MPs is greater/higher than the number of Conservative MPs.
The number of Conservative MPs is fewer/ lower than the number of Labour MPs.
**Lesson 2 Local government**

1a **Work in pairs. Answer the question.**
How is local government in Uzbekistan organized?

1b **Read and compare local government in Uzbekistan and in the UK.**

**Local Government in the UK**

England and Wales are divided into:

53 **County Councils**
Normally County Councils have between 250,000 and 1 million residents. County Councils provide the large-scale services – motorway maintenance, the police and the fire service.

369 **District Councils** (in London called Borough Councils)
They provide the smaller-scale services like refuse collection.

Scotland and Northern Ireland have their own systems.

2 **Listen and answer the question.**
Why is local government important for people?

3a **Work in groups. Imagine you are councillors. Look at the pie chart and make a finance plan for a year.**

3b **Report.**
e.g. We hope to spend more money on House Refuse Collection, because we need more equipment.

**Remember:**
We hope to spend more money on house refuse collection. We hope not to spend so much on street cleaning.
Lesson 3 Small political parties in the USA

1a Read the page from the Website and answer the question.
What is the traditional outlook of the Green Party USA?

Please join us as we build towards a more democratic, cooperative, cleaner, safer world where we the people, not the corporations, make the decisions that affect our lives.

Our Program and Platform are here for you to read. If you generally agree with our positions, please Join us as we fight to save Earth. We subsist solely on members’ dues and donations, and do not accept corporate money, so when you Join please be generous.

If you’d like a packet of printed materials including our newspaper Green Politics and Syntheses/Regeneration, a magazine of Green thought, please submit an Information Request. If you like what you read, you can get two other Green friends and form a Green Party USA local or caucus. With five or more people, your group can have decision making votes in our national meetings.

We’re heavily involved in the antiwar movement (see Statements) as well as many environmental and social justice battles, and we need your help. Please Join us today. Thanks for helping us build a better world.

National Coordinating Committee
Greens/Green Party US

1b Work in pairs. Read ‘Statements of Green Party USA’ and answer the questions.
1 What disaster was it?
2 Why does the world need new leaders?
3 What alternatives does the party suggest?

Just and Positive Alternatives:
Green Party USA Statement on the Disasters
All good people abhor the death and destruction of this past week. People of the world want peace. But they also want justice.

Looking past today, we need to learn how to stop terrorism, how to break the cycle of hatred and revenge. We need to come up with JUST AND POSITIVE ALTERNATIVES.
Clearly, the way countries now deal with one another isn’t working. The world needs leaders who will set good examples for Earth’s peoples.
Can we not be grown-ups and use this latest Disaster as a starting point for working together towards peace? There is no security in revenge, only a continuous escalation of killing once the hatreds are solidified.
What can we do so people do NOT feel they have to attack others?

1c Work in pairs. Write a letter to the National Coordinating Committee of Green Party USA.
Begin like this:
Dear friends
We think that ...
We want ...
We need ...

2 Work in pairs. Answer the questions.
Are small parties like Green Party USA important?
What can small parties do for people?
What can you do?

3a Listen to the BBC 1 programme and answer the question.
What do people in Newbury want?

3b Work in pairs. Compare your answers.
Lesson 4 This party believes that ...

1a Work in groups of 5/6. Compare the ideas you wrote for homework.

1b Put your ideas into different categories.
Water pollution  Streetlights
Air pollution  School equipment
Waste of resources

1c Choose a problem from 1b. Discuss the following.
a) the problem (describe the situation)
b) what you are going to do
c) who will do it, whose help you need
d) how you are going to get support
e) what things you need

1d Look at the example. Write an action plan. Use your sentences.

Action plan to repair broken streetlights

- List location of all broken streetlights.
- Visit office responsible for repairs. Ask for report on what will be done and by when.
- Check which lights are repaired.
- If nothing happens, plan action campaign.
  - Write letters to newspapers.
  - Visit influential people to ask for their support and ideas.

1e Prepare your group presentation.
It is important to ...
It is (high) time (we, they) ...
It is necessary to ...

1f Listen and write two sentences for each group presentation.
e.g. I like your idea to get support from the mahalla committee. You can get support from the local newspaper too.
Lesson 5 Our manifesto

1a Work in pairs. Use the questions you wrote for homework to interview your partner.

1b Write about your partner.
   e.g. Mr Abdukarimov started his political life when he was a student.

1c Check your partner’s report about you.

2a Work in pairs. Write three statements with your policy. Encourage voters to vote for you! Tell them what you have already done. Then tell them what it’s time to do now.

If we had had more money, we would have done more last year. As it is we did a lot.

   e.g. We controlled advertising. If we hadn’t controlled advertising, nobody would have done it.
   1 We controlled advertising.  5 We built a sports complex.
   2 We also built new classrooms.  6 We built a health centre.
   3 We built new houses.  7 We organised clean water.
   4 We put up new streetlights.  8 We cleaned up corruption.

Vote for us again. Now it’s time to clean our streets and yards. It’s time to...

2b Play Find Someone Who.

2c Work in groups of 4-5. Write your party policy leaflet. Use the information in Lesson 1 homework to help you.

Write
1 the name of your party
2 the history of your party
3 the traditional outlook
4 organisation
5 what you have done
6 what is your action plan (use Unit 6 Lesson 4 Activity 1d)

   e.g. Here is what pupils at Estover School wrote in answer to the questions in 2c.

   1 Young Parliamentarians

2 History It was formed in October 2000

3 Traditional outlook It stands for equality of young people with adults to influence life in society and to have the rights to make decisions. It stands for a democratic, cooperative, cleaner and safer world.

4 Organisation Policies must be agreed at the annual conference.

5 Things we have done Last year our party achieved a great deal. We:
• persuaded the local government to open a health centre in Estover Community school;
• persuaded the local government to spend more money on House Refuse Collection;
• helped the local government to build a playground for kids on wasteland in the centre of Estover Community;
• organised a School Reading Room, where junior pupils help primary school kids with reading;
• organised clean water in the school.

6 Action plan We must clean up our environment. A clean environment is not only clean streets and classrooms. A clean environment is life without alcohol and smoking. It’s time to stop this dangerous behaviour. We’re going to:
• raise this problem on local TV, on the radio and in local newspapers;
• carry out a survey of young people and inform the community about the real situation and the real facts;
• discuss the problem with adults;
• get support from all parents, teenagers, children and local government.

We work together to fight this problem!
Vote for us and live cleaner! Live better!

Remember:
If we had had more money, we would have done even more.
If we hadn’t controlled advertising, nobody would have done it.

Lesson 6 Vote for us!

1a Work in the same groups of 4-5. Prepare a poster for your party.

1b Present your ‘party’

1c Hold an election.

2 Class discussion.

Vote for the Labour Party in the school elections
• Support the party that will give most money for education.
• Should all health care be free? If you think so, support Labour.
• Support the party that will reduce crime among young people by providing work opportunities for all.
• Fair pay for work. Labour will ensure that everyone working will receive enough money.
**GRAMMAR EXERCISES**

**Grammar Exercise 1**

1 Complete the sentences with ‘We hope to’ and a suitable verb from the cloud.

get win organize buy build

e.g. We hope to build an extra classroom.
1 ... an extra classroom.
2 ... new clubs after school.
3 ... the English Olympiad in our region.
4 ... new textbooks for our library.
5 ... more computers.

2 Write three more sentences of your own.

**Grammar Exercise 2**

1 Complete the sentences.
e.g. Tuesday was a terrible day. I woke up late.
If I hadn’t woken up late, things would have been OK.
1 If I (not wake up) late, things (be) OK.
2 I was in a hurry and I spilled my tea over my clean white shirt. If I (not be) in a hurry, I (not spill) my tea over my shirt.
3 I ran and ran, but I missed the bus. If I (not wake up) late, I (not spill) my tea and I (not miss) the bus.
4 I was late for work. My boss was angry. If I (not miss) the bus, I (not late) for work and my boss (not be) angry.
5 Because I was late for work, my boss said I must stay late. If I (not late) for work, I (not stay) late.
6 I stayed at work until 7 o’clock. My family was worried about me. If I (not wake up) late, I (not be) late for work. If I (not be) late for work, I (not stay) late. If I (not stay) late, I (not get) home late and my family (not be) worried.

2 Add two more sentences to the story.

**Grammar Exercise 3**

Write about what the Jackson family think the district council should do to improve their town.
e.g. improve the street lighting (Dad).
Dad thinks they should improve the street lighting.
1 improve the street lighting (Dad)
2 keep the streets cleaner (Mum)
3 build a new sports centre (Jack and Paul)
4 modernise the local library (Sue and Tracy)
5 provide a free bus service for pensioners (Grandad)
6 stop kids writing on walls (Granny)
7 reduce local taxes (most people)

**Grammar Exercise 4**

Here are some questions a politician was asked by a journalist. Imagine you are the politician. Tell your wife/husband (in reported speech) what the journalist asked you.
e.g. Why did you choose politics as a career?
She asked me why I chose politics as a career.
1 Why did you choose politics as a career?
2 When did you enter parliament?
3 What does your party stand for?
4 How many MPs does your party have in parliament?
5 Do you believe in nuclear disarmament?
6 Why do MPs shout so much during debates?
7 Where is your constituency?
8 Are you an honest politician?
HOMEWORK

Lesson 1 Political parties in Uzbekistan and Great Britain

Read *A Guide to British Political Parties*. Write a Guide to a political party in Uzbekistan.

*A Guide to British Political Parties*

The Conservative Party

**History** The party developed from the group of MPs known as the Tories in the early nineteenth century and still often known informally by that name (especially in newspapers, because it takes up less space!)

**Traditional outlook** The party stands for hierarchical authority and minimal government interference in the economy. It gives great importance to national defence and internal law and order.

**Organisation** The leader has a great degree of freedom to direct policy.

The Labour Party

**History** It was formed at the beginning of the twentieth century.

**Traditional outlook** It stands for equality for the weaker people in society, and for more government involvement in the economy.

**Organisation** In theory, policies must be agreed at the annual conference, but in practice, the leader has a great deal of power.

Lesson 2 Local government

Read and answer the questions.

1 What are the general policies for Chiswick School?
2 Who controls the school?
3 Who can be a governor of the school?
4 What is the difference between the way Chiswick School is managed and your school?

Like most schools in Britain, Chiswick School is under the control of elected local government – not the central government in Westminster. The council of the London Borough of Hounslow pays for the school, and makes general policies for it – for example, the council decided that it should be co-educational and not single-sex. Hounslow is the employer of the teachers and other staff, such as cleaners. The council is a democratic body, with elections every five years. So if the people of Hounslow do not like the way the Labour Party runs their schools, they can vote Conservative or Liberal Democrat.

More directly in control of the school are the governors – a committee including councillors, the head teacher, a parent, a teacher and a representative from the Church. They meet about once a month. On a day-to-day basis the head teacher runs the school.

Lesson 3 Small political parties in the USA

Write three ideas your group can work on.

**e.g.** There is no park in our area for children. There should be one.

Lesson 4 This party believes that ...

Imagine you are going to interview a leader of a political party. Write ten questions for your interview.

**e.g.** When did you start your political life?

Lesson 5 Our manifesto

Do Grammar Exercise 4.

Lesson 6 Project

Prepare for the Test.
Lesson 1 What’s marketing and promotion?

1a Work in pairs. Ask and answer the questions.
1 Who want to have their own business?
2 Who wants to sell things for a company?
3 What will you sell?
4 How will you tell people about your company and products?
5 How will you get your products to your customers?
6 How will you make sure customers buy your products and not another company’s products?

1b Find in the Wordlist and translate.
product persuade

2a Match the words and the definitions.

| 1 promotion | a telling customers about your products |
| 2 marketing  | b persuading your customers to buy your products |
| 3 advertising| c deciding on a product, its price, how to get it to the customer and making promotion |

2b Work in pairs. You are all customers or consumers. You buy and use products. What persuades you to buy a product?
see on TV hear about on the radio read an advert in a magazine a friend recommended it cheap price evaluation in the newspaper it looks nice

e.g. I bought ... because I saw an advert for it on TV.

2c You are going to hear a talk about marketing. You will listen to the programme twice. Listen and complete the notes.

1 The four parts of marketing are ... 
2 The four parts of promotion are ...

2d What is the difference between a wholesaler and a retailer? Translate these words into your mother tongue. Do you have any wholesale markets in your region?
3 We asked some teenagers their opinions about promotion. This is what they said. Do you agree with them? Work in groups and say what you think.

What’s promotion?

I think promotion is the main element of business. Without promotion companies cannot achieve anything.

In my opinion promotion is advertising. It helps companies to develop and to be famous.

It seems to me that promotion is to make money. It helps to pay for TV, radio, newspapers and magazines.

Promotion can be helpful. I wrote to a company in my area and they gave us paper for our projects. We all felt very happy and we like that company.
Lesson 2 Special offers

1a Work in groups. Look at the promotions or ‘special offers’ you found. Can you find examples of:
- a price cut or discount
- a free gift
- a free small size extra product (called a sample)
- a money back offer
- a coupon (a small piece of paper which you can use to get the next packet you buy cheaper)
- a token (a piece of paper printed on the packet. You collect two or three and then you can get a free packet or a cheaper packet)

1b Answer the questions.
1 Which kind of promotion do you like best?
2 Which ones are very popular in Uzbekistan?

2a Look at the logo and answer the questions.
1 What kind of company is it?
2 Do you know any other companies that sell the same products?

2b Read and answer the questions.
1 Why do companies develop new promotion techniques?
2 How did the customer make money with this promotion?
3 How did Shell make sure the promotion wouldn’t cost them too much money?
4 What evidence is there that ‘Make Money’ was a successful promotion?

New promotion techniques
Techniques which are used to win customers include coupons, samples, money back, competitions, etc. Many of these techniques are over a hundred years old. New promotion techniques are not often developed and, even when they are, there is always a risk that they will not please customers. So why do companies still try to develop new promotion techniques? The answer is because companies which do develop a successful new promotion can win many customers because they are the first to use the technique.

The oil company Shell invented a new “matching-half” promotion called ‘Make Money’. Each time people bought a Shell product they were given half of a bank note. If they got the other half of the note they could get the money for the two halves. So for example, if they got two halves of a 500 soum note, they could get 500 soum in cash in the Shell shop. The competition was very successful because it was simple, it was easy to win and people liked getting cash immediately. Shell liked it because it could control the amount of money it had to pay. It printed a limited number of matching halves. ‘Make Money’ was a very successful promotion and paid for itself many times over. It helped Shell to increase its sales by 50% over a ten week period. When the promotion was over, sales remained high for several months. This was because some motorists who had changed to buy Shell products during the promotion continued to buy them after the promotion ended.
3 Look at the pictures and answer the questions.
1 Where can we see this kind of promotion?
2 Which of these promotions might attract you? Why?
3 Which ones would you ignore? Why?

4a Work in groups. Make your future company. Decide on:
   Name:
   Product:
   Price:
   Placement:
   Promotion technique:

4b Tell the class about your company.
Lesson 3 The power of advertising

1a Work in groups. Look at the adverts you wrote down in your exercise books and say:

1 where you found them
2 what products are advertised
3 which adverts you like and why
4 which you don’t like and why

1b Answer the questions.

1 What jobs are there in the advertising industry?
   e.g. There is the person who writes the advertising slogan.
2 Would you like to work in the advertising industry? Why/why not?
3 What kind of knowledge, skills and personal qualities do you need to work in advertising?
   e.g. You need to ...
4 How do adverts work? Why do they influence us, do you think?

2a Read and check your answer to question 4 in 1b.

Advertising as persuasion
Advertisements want to persuade us to buy particular products.
How do they do it?
Let’s imagine .... You’re watching TV. It’s a hot evening. You feel thirsty. You see an advert for a refreshing drink. You see people looking cool and relaxed. You notice the name of the refreshing drink because you think it could be useful for you to satisfy your thirst.
Advertisers study how people learn so that they can ‘teach’ them to respond to their advertising. They want us to be interested, to try something, and then to do it again. These are the elements of learning: interest, experience and repetition. If an advert can achieve this, it is successful. If an advert works well, the same technique can be used to advertise different things. So, for example, in winter if the weather is cold and you see a family having a warming cup of tea and feeling cosy, you may be interested and note the name of the tea ... Here the same technique is being used as with the cool, refreshing drink.
If advertisements are to be learned, there is a need for lots of repetition. But advertisers have to be careful because too much repetition can result in consumer tiredness and the message may fall on ‘deaf ears’.
Consumers learn to generalize from what they have learned. So advertisers sometimes copy a highly successful idea that has been well learned by consumers. For example, the highly successful ‘Weston Tea Country’ advertising for different tea has led to ‘DAEWOO Country’ for automobile dealers and ‘Cadbury Country’ for chocolate bars.

2b Read the text again and answer the questions.

1 Why do we need to see advertisements several times?
2 Why do advertisers use ‘generalization’?

3 Work in groups. Write an advertising slogan for the product you described in Lesson 2 Activity 4a.
Lesson 4 Advertising standards

1 Find in the Wordlist and translate.
claim   code of practice   decent   authority   withdraw

2a Work in pairs. Read the adverts. Do you believe their claims? Why/why not?

1 The best juice in Uzbekistan

2 The world's favourite juice

3 Simply the best!

2b Work in pairs. Answer the questions.
What other adverts do you know? Do you believe them?

3a Read about the Advertising Code and say what the purpose of the code is.
What is an advertising code? In some countries advertising is controlled. For example, in Britain there are rules called a ‘Code of Advertising Practice’. The code contains the standards for advertisements. It guides companies about what they can claim in their adverts. It is also the standard for evaluating adverts. Adverts must be honest, fair and decent. So, for example, if an advert claims that a car is the fastest in the world, the company must be able to show that this is true.

3b Read and say what happens if an advert breaks the code.
What happens if an advert breaks the code? There is an authority and a committee which checks adverts. If you have a complaint, you can write to them. Sometimes adverts break the regulations. In such a case the Advertising Standards Authority requests the company to withdraw the advert. Usually the company agrees. But if they do not, the Authority can ‘persuade’ them to do so. They can do this by publishing a report. Companies do not like this because everyone can read and hear about their dishonest or unfair advertising in the media. This makes people think that the company is bad, not just the advert. So the company gets negative advertising. Copies of all Advertising Standards Committee Reports are available in public libraries.
3c Work in pairs. Look at the adverts in 2a and answer the questions.
1 Would they pass the code? Why/why not?
2 How could you re-write them to make them pass?

4a Read and translate the sentences. Read Grammar Reference 14.
It’s worth having an advertising code.
It’s not worth breaking the code.

4b Work in pairs. Answer the questions.
1 Do you think that many adverts in Uzbekistan would pass this code?
2 Do we have a code in Uzbekistan?
3 Do you think it would be a good idea to have one?
e.g. Yes, it’s worth having an advertising code because ...
Advertisers would soon find out it’s not worth breaking the code ...
4 What would you include in it?
e.g. If we had an advertising code in Uzbekistan, I would include ...
Lesson 5 I want to make a complaint

1a You see an advert which is not true. What would you do?

1b Find in the Wordlist and translate.
- caller
- employee

2a Listen to the telephone call to the Advertising Standards Authority and answer the questions.
1 Why does the caller phone?
2 What does he want?

2b Listen again. Say what the Advertising Standards Authority employee agrees to do.

2c Listen and complete the notes.

CALL NOTES:

Name: ___________________________
Date: ___________________________
Address: _________________________
Tel.No. ___________________________

Purpose of call: ___________________
Details: __________________________
Name of person who took the call:  
Action: ___________________________

2d Listen and write how the telephone conversation begins and ends.

2e Listen and write how the caller explains the problem.

2f Write the questions the Advertising Standards Authority employee asks.

2g Listen and check if you are correct.

3a Read the memo the Advertising Standards Authority employee wrote after the phone call. Correct his mistakes.

A message for: Yusuf Pulatov
From: Shavkat Rasulov on tel #169-04-64
To solve the problem with the firm 'Princess'.
The meeting is on the 21st of March at 10 p.m. at the office.

3b Work in threes. Role play a complaint to the Advertising Standards Authority.

Pupil A - Mr Yarrulin. Read this page.
Pupil B - Mrs Nazarova is an Advertising Standards Authority employee. Read page 78.
Pupil C - The director of the firm Navro'z. Read page 76.
Pupil A - Mr Yarrulin, makes the first phone call.

You saw an advert about a special offer from the firm Navro'z. They advertised 1000 high quality personal business cards made for a cheap price. You ordered some cards. You received your cards. You were not satisfied because Navro'z printed your business cards on cheap paper. But their advert said they would print them on cardboard. You spoke to them yesterday but they refused to change their work. You phone the Advertising Standards Authority. You complain that their advert is untrue.
Lesson 6 My company is ...

1a Look and answer the questions.

1 Have you ever heard of these companies?
2 What products or services do these companies provide?
3 Where are their products used?
4 Do you know anything about their activities?

1b Listen and answer the question.
Which companies are the speakers talking about?

1c Listen to the second speaker again and answer.
1 What is the company’s turnover?
2 How many employees are there?
3 What is happening in the company at the moment?

2a Work in groups. Prepare to make a short presentation about a company to the class. Write notes.
Products/services
Main customers
Locations (factories, branches)
Size (number of employees/turnover)
Main strength
Current projects
Other information

2b Decide on the structure of your presentation.
The introduction
Ordering information
Checking understanding
Finishing

2c Give the presentation. Then answer the questions from your colleagues. Use the phrases in the cloud.

I’ll begin with …, I’d like to tell you about... ,
Now I’ll move on to …,
Are you with me? OK so far? Are there any questions? Is that clear?
Thank you very much. Thank you for your attention.

Activity 3b, Lesson 5

Pupil B - Mrs Nazarova is an advertising Standards Authority employee. Copy and complete the form in 2c on page 77.
You receive a phone call from Mr Yarrulin. He has a complaint about the firm ‘Navro’z’. There is a problem with their advert for business cards. Say you will look into the problem and that you will call back. Then you telephone the company Navro’z and ask to speak to the director. Explain Mr Yarrulin’s complaint. Ask the director what he will do to solve the problem.
GRAMMAR EXERCISES

Grammar Exercise 1
Complete the sentences with ‘I hope to’ or ‘I hope not to’ and a suitable verb from the cloud.

e.g. I hope to get a 5 in English.

go find get have be study

1 ... a 5 in English.
2 ... America soon.
3 ... at university.
4 ... a good job.
5 ... poor.
6 ... unhappy.
7 ... a peaceful life.
8 ... honest and strong like my parents.

Grammar Exercise 2
1 Complete the sentences.

e.g. If I had a company, I would sell plastic products.
1 If I had a company, I (sell) plastic products.
2 If I had a company, I (advertise) in the newspaper.
3 If I had a company, I (use) ‘buy one get one free’ to promote my products.
4 If I had a company, I (be) rich.
5 If I had a company, I (grow) fruit and vegetables.
6 If I had a company, I (develop) new promotion techniques.

2 Write five things you would do if you were rich.

e.g. If I were rich, I would travel round the world.

Grammar Exercise 3
Write these sentences in full, using the words given. Put the verbs into the correct tense.

e.g. If I / not / see / the advert / I / not buy / this soap powder.
If I hadn’t seen the advert, I wouldn’t have bought this soap powder.
1 If / I / not / see / the advert / I / not buy / this soap powder.
2 If / you / bargain / in the bazaar / you / got / a better price.
3 If / the company / market / the new product more aggressively / it / be / more successful.
4 If / I / not taste / the new tea myself / I / not believe / it was so good.
5 If / I / study / harder / I / got / a better mark in the exam.
6 If / she / met / Sanjar earlier / she / married / him rather than Rustam.
7 If / you / take / my advice / you / not wasted / your money on that CD.
8 If / Michael Jordan / not agree / to advertise Nike / they / not sell / so many trainers.

Grammar Exercise 4
Complete the following advertising slogans with one of the adjectives below. Put the adjective into the superlative form.

e.g. Buy a Chevrolet Nexia – the safest and the most reliable car in Uzbekistan.

1 Buy a Chevrolet Nexia - the (safe and reliable) car in Uzbekistan.
2 Watch Yoshlar Channel for the (entertaining and interesting) programmes.
3 Visit Samarkand to see Uzbekistan's (old and beautiful) buildings.
4 Drink milk – the (fresh and delicious) drink you can buy.
5 Travel by Metro – it’s (clean and quick) way to get around Tashkent.
6 Support Manchester United – the (largest and successful) football club in Britain.
7 Wear Nike training shoes – they’re (fashionable and comfortable) you can find.
8 Don’t miss Ozodbek Nazarbekov in concert – it’s the (big and good) show in town.
HOMEWORK

Lesson 1 What’s marketing and promotion?

1 Look in your cupboards at home, watch TV, listen to the radio, read newspaper or magazines, go on the Internet and find examples of promotions. Copy them into your exercise book and bring them to the next lesson. They can be in any language.

2 Do Grammar Exercises 1 and 2.

Lesson 2 Special offers

1 Find and copy advertisements from magazines. Bring them to the next class.
2 Find and translate all the passive sentences in the text.

Lesson 3 The power of advertising

1 Write five sentences about the effects of advertising.
e.g. If I hadn’t seen the advertisement, I wouldn’t have bought the product.

2 Do Grammar Exercise 3.

Lesson 4 Advertising standards

1 Do Grammar Exercise 4.
2 Do Grammar Exercise 2 on page 91.

Lesson 5 I want to make a complaint

You phoned the Advertising Standards Authority, but the office was closed. Write the message you leave on the answerphone. Ask the authority to phone you back. Give your name and telephone number, and say what you want to talk about.

Lesson 6 My company is ...
Prepare for the Progress Check.
Lesson 1  We’ve had the house painted.

1a Look at the pictures. Describe the differences between them.
   e.g. In the first picture in January the house looks old and dirty. But in the second picture
   in March it looks smart and clean.

1b Look and say who you think painted the house and repaired the windows.

1c Read the speech bubbles and translate them.

2 Imagine you are the two women in the picture. Talk about the changes to the
   house. Ask and answer.
   e.g. A: What have you had done?
        B: We’ve had the windows painted.
        A: Yes, they look beautiful. And what
           else have you had done?

3 Read and write the sentences.
   e.g. We have had our clothes washed.
        1 have, we, our, washed, had, clothes.
        2 I, painted, have, portrait, had, my.
        3 has, she, her, shoes, repaired, had.
        4 watch, repaired, he, his, has, had.
        5 taken, we, photos, have, our, had.
        6 You, have, hair, your, had, done.

4 Your cousin is getting married. Your family is ready to go to the wedding.
   Work in pairs. Say what they have had done.
   e.g. My mother’s had her hair done.
        1 mother/hair/do
        2 father/shoes/clean
        3 mother/nails/paint
        4 father/suit/clean
        5 father/shirt/iron
        6 father/hair/cut

Remember:
What have you had done?
I’ve had the room painted.
Lesson 2 At the hairdresser

1a Look at the picture and answer:
1 Where is it?
2 What is the girl having done?

1b Listen to the conversation and write when the appointment is.

(ring ring, ring ring)
Receptionist: Good morning. Legends hairdressers. How can I help you?
Lucy: Good morning. I’d like to make an appointment to have my hair cut.
Receptionist: OK. When do you want to come? I’m afraid next week is completely booked. I can fit you in on Monday 12th March at 10.00 in the morning.
Lucy: Monday is OK, but not in the morning, I’m afraid. Could I come in the afternoon?
Receptionist: Yes, OK. What about 3 o’clock?
Lucy: Yes, that’s fine.
Receptionist: Could I have your name, please?
Lucy: Yes, my name’s Whitfield.
Receptionist: Could you spell that for me, please?
Lucy: W-H-I-T-F-I-E-L-D.
Receptionist: Thank you. So, Monday 12th at 3 o’clock.
Lucy: Yes. Thanks very much. Goodbye.
Receptionist: Thank you. Goodbye.

Appointments

<table>
<thead>
<tr>
<th>Monday 12 March</th>
<th>Tuesday 13 March</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 Rick Croft</td>
<td>9.00 Alana Jones</td>
</tr>
<tr>
<td>10.00</td>
<td>10.00</td>
</tr>
<tr>
<td>11.00 Mrs Cross</td>
<td>11.00 James</td>
</tr>
<tr>
<td>12.00 Mrs Carr</td>
<td>12.00 Mrs Lee</td>
</tr>
<tr>
<td>13.00 Lunch</td>
<td>13.00 Mr.Dunn</td>
</tr>
<tr>
<td>14.00 Mr Price</td>
<td>14.00 Lunch</td>
</tr>
<tr>
<td>15.00</td>
<td>15.00</td>
</tr>
<tr>
<td>16.00 Helen Bas</td>
<td>16.00</td>
</tr>
<tr>
<td>17.00</td>
<td>17.00</td>
</tr>
</tbody>
</table>
1c Work in pairs. Pupil A use this page. Pupil B use page 84.

You are the hairdresser. Expect a phone call from a customer.

2a Find in the Wordlist and translate.
parting  colour chart  hairspray  perm
blow dry  a fringe

2b You don’t like your hair. You wish it was different. Talk about your hair.
e.g. I wish I had long hair. I wish my hair wasn’t (weren’t) short. I wish I didn’t have dark hair.
1 ... (have) long hair.  5 ... not (be) straight.
2 ... (have) fair hair.  6 ... (be) beautiful.
3 ... (have) curly hair.  7 ... not (have) a fringe.
4 ... not (be) curly.  8 ... not (be) fair.

2c You have had your hair done, but you don’t like it. You tell your friend about it.
e.g. I wish I hadn’t had my hair cut. I wish I had had it permed.
1 not have my hair cut.  4 not have my parting on the left.
2 have my hair coloured.  5 have my parting on the right.
3 not have my hair blow dried.  6 not have my fringe cut.

2d Read and say what Lucy would like to do with her hair.
Hairdresser: Hello. Please come and sit down. Now, what would you like to have done?
Lucy: Hello. I’d like to have my hair cut and coloured.
Hairdresser: How do you want it cut - medium, short?
Lucy: No, not too short. I want to have my ears covered. And I like my fringe long.
Hairdresser: How do you usually have your hair? Do you have a parting?
Lucy: Yes, I have a parting about here on the right.
Hairdresser: OK, so not too short and what about the colour? Here’s a colour chart.
Lucy: I want to have my hair coloured black.
Hairdresser: OK, let’s get started.
(two hours later)
Hairdresser: OK. Any hairspray?
Lucy: No, no hairspray, thanks.
Hairdresser: OK. That’s it. I hope you like it.
Lucy: Yes, it’s great. It’s just what I wanted. It makes me feel beautiful!
Hairdresser: Good – and you are beautiful!
3 Role play. Work in pairs. Take turns to be the hairdresser. Look at the price list and choose what you want to have done.

<table>
<thead>
<tr>
<th>Price list</th>
<th>Appointments for the day</th>
<th>Costs for a day</th>
</tr>
</thead>
<tbody>
<tr>
<td>wash</td>
<td>9.00 Mrs Smith: cut, wash</td>
<td>electricity £10</td>
</tr>
<tr>
<td>cut (women) £25</td>
<td>1 0.00 Mr Doff: cut &amp; colour</td>
<td>towels £10</td>
</tr>
<tr>
<td>cut (men) £15</td>
<td>11.00 Mrs White: perm</td>
<td>cleaning £10</td>
</tr>
<tr>
<td>blow dry £10</td>
<td>12.00 Vicky Tee: cut, wash</td>
<td>rent £30</td>
</tr>
<tr>
<td>colour £45</td>
<td>13.00 Mrs Pit: wash, blow dry</td>
<td>shampoo, etc. £15</td>
</tr>
<tr>
<td>perm £60</td>
<td>14.00</td>
<td>equipment £5</td>
</tr>
<tr>
<td>new style £15</td>
<td>15.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16.00</td>
<td></td>
</tr>
</tbody>
</table>

4 Compare the prices of the different services. Use the phrases in the cloud. e.g. The cost of a perm is greater than the cost of a wash and blow dry.

Remember:
I wish I had long hair.
I wish I didn’t have dark hair.
I wish my hair wasn’t/weren’t short.
I wish I hadn’t had my hair cut.
I wish I had done it.
I wish my hair hadn’t been short.

Lesson 2 At the hairdresser

1c Pupil B: telephone the hairdresser and make an appointment.
Name: John Ducane
You want: hair/cut on Tuesday
You can’t come in the afternoon.
Lesson 3 I’ve broken my heel.

1a Look at Andrew. What should he have done before he went for an interview?
   e.g. He should have his trousers ironed.

1b Translate your sentences in 1a.

2a Look and say what is wrong with the shoes.
   e.g. The heel is broken.

2b Work in groups. Look at your own shoes and talk about them.
   e.g. My shoes are clean and in good condition.

<table>
<thead>
<tr>
<th></th>
<th>shoes</th>
<th>boots</th>
<th>sandals</th>
<th>heel(s)</th>
<th>toe(s)</th>
<th>sole(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My</td>
<td>is</td>
<td>are</td>
<td>clean.</td>
<td>in good condition.</td>
<td>broken.</td>
<td>worn out.</td>
</tr>
<tr>
<td>The</td>
<td>need</td>
<td>repairing.</td>
<td>sticking.</td>
<td>new soles.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2c Work in groups. Give yourself and your friends advice about your shoes.
   e.g. I should have my shoes repaired. You should have your shoes cleaned.

3 Work in pairs. Read and give advice.
   e.g. A: There are a lot of dirty marks on my dress.
        B: You should have it cleaned.
        1 Our house is very old. (renovate)
        2 My DVD is broken. (repair)
        3 My shoes are very dirty. (clean)
        4 My hair is very long. (cut)
        5 Our car makes a strange noise. (check by a mechanic)
        6 The telephone doesn’t work. (the line/check)
        7 The tap doesn’t turn off properly. (repair)
        8 Something is wrong with my watch. (repair)

Remember:
My shoes need repairing. You should have the heels stuck.
Lesson 4 Industry in Uzbekistan

1a Find the names of industries in the Wordlist and translate them. Which word does not make a n+n combination but makes an adj+n combination?
e.g. energy industry (n+n)
mining and metallurgy energy manufacturing tourism agriculture telecommunications

1b Match the products and the manufacturing industry which makes them.
1 clothes  a  agro-chemical industry
2 cars  b  machine engineering industry
3 cotton picking machines  c  textile industry
4 airplanes  d  car manufacturing industry
5 fertilizer  e  aircraft industry

1c Write the kinds of energy you know. Which of these kinds of energy is produced or found in Uzbekistan? Look at the text below very quickly and check your answer.

2a Find in the Wordlist and translate.
reserves  raw materials

2b Read the leaflet and match the paragraphs and the headings.
a Joint ventures  b Silk, cotton and textiles  c Mining and metallurgy
d The energy sector  e Agro-chemicals

1 Uzbekistan is the world’s fourth cotton producer and the second largest cotton exporter. Only two countries in the world – the USA and Uzbekistan – have factories producing machinery for planting, growing and processing cotton. Uzbekistan is the only state in Central Asia with a silkworm breeding industry. Uzbekistan also has a strong textile manufacturing industry. The Tashkent and Andijan textile plants have won international prizes such as the ‘Golden Globe’ prize (awarded by Denmark) and ‘The Golden Star’ prize awarded by Holland to Tashkent garment manufacturers ‘Qizil Tong’ and ‘Yulduz’.

2 Uzbekistan is the seventh largest gold producer. It also has large amounts of other metals such as copper, zinc and uranium. But the republic imports steel products from the CIS countries, mainly from Russia and Kazakhstan.

3 Uzbekistan has a modern energy sector with 19 hydro-electric power stations. Enough electricity is produced to satisfy the needs of the national economy and electricity is also exported to neighbouring states. Uzbekistan has large oil and gas reserves.

4 The chemical industry is based mainly on its own raw materials. Uzbekistan exports nitrogen and phosphate fertilizers.
There are a lot of joint ventures in Uzbekistan such as ‘UzBat’ (tobacco industry), ‘Ucell’ (telecommunications) and ‘Amantaytau Gold Fields’ (gold extraction). A car manufacturing plant has been built jointly with the US concern ‘General Motors’ and produces a number of very popular models. Uzbekistan has a reputation for the quality of its manufacturing and services and this is reflected in the international prizes it has won and the number of joint ventures. Uzbekistan continues to seek partners for joint ventures in order to increase foreign investment in the country and so boost the economic growth of the country.

If you are interested in finding out more about the economy of Uzbekistan, visit the official government website at http://www.uzbekistan.org or www.gov.uz

2c Find words in the text which mean.
1 ‘a good name’
2 to look for, to try to find
3 to increase

2d Say what industries there are in your place and in your region.
e.g. In Angren we have gold mining and ...

2e Find and write all the words in the text with the following roots. Translate them.
e.g. exporter
export produce import manufacture grow
Lesson 5 Industry in the UK and the USA

1 Copy and complete the table.

<table>
<thead>
<tr>
<th>Place</th>
<th>Industry in the UK</th>
<th>Industry in the USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glasgow and Newcastle</td>
<td>Manchester</td>
<td>Sheffield and Leeds</td>
</tr>
<tr>
<td>Liverpool</td>
<td>Grimsby</td>
<td>London</td>
</tr>
<tr>
<td>Birmingham</td>
<td>Cambridge</td>
<td>West of England, Northern Ireland and Scotland</td>
</tr>
<tr>
<td>East and north-east coasts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2a Copy the information card into your exercise book.

Work in pairs. Pupil A read this page. Pupil B read the text on page 90. As you read your text, complete the table.

Industry in the UK
Britain is one of the most highly industrialised countries in the world: for every person employed in agriculture 12 are employed in industry. The original base of British industry was coal-mining, iron and steel, and textiles. Today the most productive sectors include high-tech industries, chemicals, finance and the service sectors, especially banking, insurance and tourism.

England is a steel producer for shipbuilding and car manufacture. Approximately 25 million tons of steel are produced annually. Sheffield and Leeds are important steel centres. Glasgow and Newcastle became great centres of engineering and shipbuilding. Liverpool is the centre of aerospace engineering, chemicals and car manufacture. Manchester is one of the world’s centres for the manufacture of cotton. Manchester’s industries also include aircraft, machinery, chemicals and electronics. Grimsby is Britain’s most important fishing port.

2b Work in pairs. Ask, answer and complete.

e.g. Pupil B: What industries are there in Sheffield and Leeds?
Pupil A: They have steel industries.

3a Listen and say what US industries are mentioned in the advert.

Machine-building Light Electronic Fishing
Chemical Shipbuilding Silkworm breeding Aircraft
Cotton cleaning Food Poultry-farming Vegetable growing
Cattle-farming Atomic Film business

3b Check activity 1. Were you right? Did you find the answers to your questions?
Lesson 6 Project

1 Work in pairs. Read and say what business foreign companies could set up in your area.

E.g. In Samarkand they could set up businesses for carpet production, silk production, leather, fur items, furniture manufacture, musical instrument manufacture, jewellery manufacture, plastic goods and marble products.

Basic guidelines for the development of small and medium enterprises for the production of consumer goods and other products in the Republic of Uzbekistan.

<table>
<thead>
<tr>
<th>Types of activity</th>
<th>Resource potential</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>carpet manufacture</td>
<td>raw wool, labour force</td>
<td>Kashkadarya, Djizzak, Andijan, Navoi, Samarkand, the Republic of Karakalpakstan</td>
</tr>
<tr>
<td>raw silk production</td>
<td>silk cocoons</td>
<td>Fergana, Bukhara, Andijan, Samarkand, Namangan</td>
</tr>
<tr>
<td>blankets, table cloths, men’s shirts, children’s and ladies’ footwear</td>
<td>excess labour force</td>
<td>Andijan, Fergana, Tashkent, Navoi, Samarkand, Bukhara</td>
</tr>
<tr>
<td>preparation of leather</td>
<td>raw hide</td>
<td>Samarkand, Fergana, Bukhara, Tashkent, Namangan</td>
</tr>
<tr>
<td>preparation of furs</td>
<td>raw karakul pelts</td>
<td>Bukhara, Navoi, Samarkand, Djizzak, the Republic of Karakalpakstan</td>
</tr>
<tr>
<td>manufacture of musical instruments and furniture</td>
<td>local resources, historical skills</td>
<td>Tashkent, Djizzak, Bukhara, Samarkand, Fergana</td>
</tr>
<tr>
<td>gold embroidery, skull caps</td>
<td>local resources, historical skills</td>
<td>Bukhara, Kokand, Margilan, Kitab, Baysun</td>
</tr>
<tr>
<td>jewellery production</td>
<td>raw materials, labour force</td>
<td>Bukhara, Tashkent, Samarkand, Fergana, Khorezm</td>
</tr>
<tr>
<td>manufacture of plastic goods</td>
<td>chemical waste</td>
<td>Tashkent, Fergana, Navoi, Samarkand, Djizzak, the Republic of Karakalpakstan</td>
</tr>
</tbody>
</table>

2 Work in three groups. Organize a joint venture. Draw a poster to explain your joint venture to the class.

1 Decide on roles. Half of the group should be from Uzbekistan. The other half are representatives of a foreign company.
2 Decide what the joint venture will manufacture.
3 Agree on who will do what and make two lists. In the cloud are the things you should agree on. You can add more if you like.

buy materials, manufacturing, sales, design, training of partner staff, financing
4 Agree on: How much each step will cost. Remember that in a joint venture each company is responsible for paying its own costs.
5 Imagine you have done the work and sold the goods (e.g. making teapots and selling them overseas and in Uzbekistan).
6 Add up the money and take away the costs from the money. What is left is the profit.
7 Agree on how to share the profit – 50/50 or 30/70?

Lesson 5 Industry in the UK and the USA

3a Copy the information card into your exercise book.

Work in pairs. Pupil B read this page. As you read your text, complete the table.

<table>
<thead>
<tr>
<th>Place</th>
<th>Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glasgow and Newcastle Manchester Sheffield and Leeds Liverpool Grimsby London</td>
<td></td>
</tr>
<tr>
<td>Birmingham Cambridge West of England, Northern Ireland and Scotland East and north-east coasts</td>
<td></td>
</tr>
</tbody>
</table>

Industry in Britain

Britain is one of the most highly industrialised countries in the world: for every person employed in agriculture 12 are employed in industry. The original base of British industry was coal-mining, iron and steel and textiles. Today the most productive sectors include high-tech industries, chemicals, finance and the service sectors, especially banking, insurance and tourism.

Birmingham developed engineering, chemicals, electronics and car manufacture. Cambridge is famous for software engineering (making programs for computers) and biochemical and bio-genetic products. Cattle-farming is the speciality of the west of England, Northern Ireland and Scotland. Wheat and fruit are widely grown in the south-east of England. Near the east and north-east coast of England and Scotland there are vast reserves of oil and gas. The UK is a member of OPEC – the Oil Producers and Exporters Cartel.
GRAMMAR EXERCISES

Grammar Exercise 1
Answer the questions.

e.g. It makes me feel happy when I go on holiday.

How do you feel when:
• you go on holiday
• you have to take an examination
• you walk through a forest at night
• you see an exciting film

Grammar Exercise 2
Complete with the appropriate phrase: it’s worth doing/it’s not worth doing.

1 ... dishonest in advertising because people will complain.
2 ... planning your advertising carefully so that it will be really effective.
3 ... advertising because it will increase your sales.
4 ... working hard because you can get a better job.
5 ... eating fast because you will probably get stomachache.
6 ... going to bed early because you will be fresh in the morning.
7 ... watching TV because there are some very good educational programmes.
8 ... staying up late to finish your homework because you will be sleepy the next day.
9 ... doing your homework in a rush because you will make mistakes.
10 ... being dishonest because in the end people usually find out.

Grammar Exercise 3

1 Ann is very practical: She likes doing things herself. Bill is not so practical: he has things done by other people. Complete the sentences.

e.g. Ann checks her car oil herself. Bill has his oil checked at the garage.
1 Ann checks her tyres herself. Bill ... at the garage.
2 Ann changes her oil herself. Bill ... at the garage.
3 Ann repairs her car herself. Bill ... at the garage.
4 Ann cleans her shoes herself. Bill ... on the way to work.
5 Ann does the gardening herself. Bill ... for him.

2 Make sentences with should have ...

John’s car is running badly. (check) ... He should have it checked.
1 Mary’s watch isn’t going. (repair) ...
2 Mike’s trousers are dirty. (clean) ...
3 John and Helen’s kitchen window is broken. (repair) ...
4 Peter’s hair is getting very long. (cut) ...
5 Tom and Janet’s new car has done 10,000 km. (service) ...
HOMEWORK

Lesson 1  We’ve had the house painted.

Answer the question and write the sentences.
What have they had done?

1  Dan/a suit/make  5  Alisher/photo/take
2  They/house/redecorate  6  My other/shoes/repair
3  I/tooth/fill  7  My father/car/repair
4  I/hair/colour  8  We/TV/repair

Lesson 2 At the hairdresser

I. 1  Read and find how much the hairdresser will earn for the day.
    2  Read and say what the hairdresser’s costs for a day are.
    3  Answer the questions:

    1  Does the hairdresser make a profit?
    2  If so, how much?
    3  Can she make more profit? How?

II. Write five sentences for Activity 2b.

Lesson 3 I’ve broken my heel.

Write a new sentence.
e.g. The tailor has made a new suit for Mansur.
Mansur has had a new suit made.

1  Her sons have beaten the carpets before the party. Mother ...
2  They have repaired the tape-recorder for Robert. Robert ...
3  The hairdresser has done Helen’s hair. Helen ...
4  The dentist has x-rayed my tooth. I ...
5  They have already typed the papers for him. He ...
6  A shoemaker has put on new soles for me. I ...
7  She has cleaned her clothes at the dry cleaner. She ...

Lesson 4 Industry in Uzbekistan

Answer the questions.
1  What are the main kinds of industry in Uzbekistan?
2  What do Uzbek industries produce?
3  What does Uzbekistan import and export?
4  How do Uzbekistan’s products rate on the world market?
5  What helps the economic growth of the country?
6  Are there any joint ventures in Uzbekistan? If so, what are their names and what do they produce?
7  Is Uzbekistan interested in setting up more joint ventures? Why/why not?
Lesson 5 Industry in the UK and the USA

<table>
<thead>
<tr>
<th>Location</th>
<th>Uzbekistan</th>
<th>The UK</th>
<th>The USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area</td>
<td>Central Asia</td>
<td>Western Europe</td>
<td>North America</td>
</tr>
<tr>
<td>Population</td>
<td>447,400 sq km</td>
<td>244,880 sq km</td>
<td>9,500,000 sq km</td>
</tr>
<tr>
<td>Main industries</td>
<td>30, 500,000</td>
<td>64,000,000</td>
<td>317,500,000</td>
</tr>
<tr>
<td>Capital</td>
<td>Tashkent</td>
<td>London</td>
<td>Washington</td>
</tr>
</tbody>
</table>

1 Compare Uzbekistan, the UK and the USA. Use the words in the cloud.

greater  higher  smaller  lower  less

e.g. The population of Uzbekistan is lower than the population of the USA.
1 The population of the UK is ...
2 The area of the USA is ...
3 The area of Uzbekistan is ...
4 The population of the USA is ...

2 Read the newspaper report and write 5 questions.

‘Obi Hayot’: Better Drinking Water

A new program of centralised water supply in the countryside is being carried out in the republic. During the realisation of the previous program 7,400 kilometres of water supplies were built in rural areas. The new program calls for the construction of more than 9,500 kilometres. Its financing will be both from centralised sources, and from the farms themselves, and credits from banks and investors. Specialized organisations in the system of the Ministry of Agriculture are trying to improve the quality of drinking water. The joint-stock company ‘Obi Hayot’ has established direct contacts with companies in Germany, Japan and other states. Their aim is together to develop new technology for water supply. They promise that the new pipelines will improve the taste of the water they will supply too!

Lesson 6 Project

Prepare for the Progress Check.
Lesson 1 Uzbekistan and the UN

1a Work in groups. Answer the questions.
1 What does ‘UN’ stand for?
2 What is the UN?
3 What is the purpose of the UN?
4 What are the official languages of the UN?

1b Find in the Wordlist and translate.
preserve conflict ferocity the Balkans provide a forum for

1c Read and check your answers to 1a.

People have dreamed of a peaceful and united world throughout history. The United Nations officially came into being at the end of the Second World War, in 1945, in order to achieve this dream. The primary purpose of the UN is to maintain peace and security throughout the world and to develop friendly relations among nations. Within this broad aim its agencies also try to assist with economic and social problems, and to promote human rights and freedoms.

Since 1945 there has not been another world war, but this does not mean that the UN has had nothing to do. There have been a number of small conflicts of terrible ferocity in places around the world such as Korea, Afghanistan, Vietnam, Iran and Iraq, the Gulf War in Kuwait and the conflicts in the Balkans. Such conflicts are great problems which can only be solved through international cooperation. The UN provides a forum for such international cooperation.

The only time that all member nations actually meet together is at the General Assembly. Here representatives from each of the 185 states which make up the UN meet to discuss the world’s problems and how to solve them. There are two working languages at the UN: English and French, but five official languages are used for meetings: Chinese, French, Russian, Spanish and English. Arabic is also used as an official language in the General Assembly.

1d Work in pairs. Summarise the text in four sentences in your mother tongue.
1 The purpose of the UN
2 Why the UN is still needed
3 How often the UN meets
4 The official languages of the UN

2a Listen and answer.
Is it important for Uzbekistan to be a member of the UN?

2b Listen and complete the notes.
Uzbekistan and the UN

Remember:
the UN, WHO, WWF, FAO
ECOSAN, UNICEF, UNESCO
Lesson 2 UNESCO and UNICEF in Uzbekistan

1a Work in pairs. A and B. Pair A read the text on page 96. Pair B read the text on page 101. Copy and complete the table.

<table>
<thead>
<tr>
<th>Name of agency:</th>
<th>UNESCO</th>
<th>UNICEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>When it was founded:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main areas of work:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What the agency is doing in Uzbekistan:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UNESCO World Heritage Site
UNESCO is a specialized agency of the UN. Its full name is the United Nations Educational Scientific and Cultural Organization. Countries which belong to UNESCO agree to contribute to peace and security by cooperating in the areas of education, science and culture. About 160 nations are members of UNESCO and provide most of the agency’s funds. UNESCO was founded in 1946 and has its headquarters in Paris. UNESCO promotes and supports developments in science, culture and justice. It tries to increase respect for justice and law, human rights and fundamental freedoms for all people. The agency carries out programmes to promote these aims at the request of its members.

On October 29, 1993 Uzbekistan became a member of UNESCO. Soon UNESCO began to have programmes in Uzbekistan. In 1996 in Paris an international conference was held in honour of Amir Temur. It was called ‘Science and culture in the age of Temur’. In 1995 at UNESCO’s headquarters in Uzbekistan the 28th session passed a resolution to celebrate the 600th jubilee of Amir Temur’s birth. In 2002 UNESCO organised a celebration of the 900th anniversary of the birth of A G‘ijduvoniy, the famous Uzbek poet and scientist, and in 2003 the 2700th anniversary of the founding of the town of Shakhrisabz, Amir Temur’s birthplace, etc. You may know that UNESCO contributed funds for the restoration of Khiva and has officially listed Khiva as a World Heritage Site.

For more information about UNESCO visit the website at www.unesco.org

1b Make groups of four. Take turns to ask and answer. Complete the information in your tables.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Wants</th>
<th>Needs</th>
<th>Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Education</td>
<td>We want to have a new school building</td>
<td>We need modern technology</td>
<td>We may help to build a new school; we need help to buy modern equipment and training to maintain it</td>
</tr>
</tbody>
</table>

2a Work in groups. Think about your place and your region. Copy and complete the table.

1 What problems and difficulties are there?
2 What things would you like to share with the world?
3 What could be done to improve the situation?
4 How could you/organisations in your place help?
5 What help could an organisation like UNICEF/UNESCO give?

2b Present your ideas to the class.

Remember: the first, the second, the third, the fourth the 28th, the 600th, the 2,000th
Lesson 3 NGOs are organizations which ...

1a Work in pairs. Read and answer the questions.

1 What do the letters NGO stand for?
2 What NGOs do you know?
3 What are the Red Cross and the Red Crescent?
4 What do they do?

1b Find the words in the Wordlist and translate them.

obey statute natural disaster war battle wounded voluntary volunteer

1c Listen to the first part of the radio programme and check your answers to 1a.

1d Listen to the second part and answer the question.

How did the Red Cross and the Red Crescent begin?

2a Read the text and find:

1 The names of three NGOs working in Uzbekistan.
2 An example of how the Red Crescent cooperates with the Uzbekistan Government.
3 An example of the kind of international help the Red Crescent gives.
4 Examples of Red Crescent help with disasters in Uzbekistan.
5 Examples of Red Crescent programmes to promote healthy citizens.

There are many NGOs working in Uzbekistan. They work to improve all areas of life – health, education, promoting small businesses, and so on. Some NGOs working in Uzbekistan are the Healthy Generation, the Business Women’s Association and the Red Crescent.

The Red Crescent was established in Uzbekistan on May 28, 1992. The organization holds a general assembly every five years. In 1995 the Uzbekistan branch of the Red Crescent became a member of ICRC (International Command of the Red Crescent). On June 5, 1998 the first general assembly was held and the principles of the organization were approved. The members of this organization are from the 12 regions, the Republic of Karakalpakstan, and organizations in Tashkent City, the Railways of Uzbekistan, and the 215 city and district organizations of Uzbekistan.

The ICRC co-operates with the Government of Uzbekistan on a number of programmes. For example, together with the Ministry of Public Education and the local Red Crescent of Uzbekistan, an important and excellent textbook called ‘The Individual and Society’ has been developed for secondary schools in Uzbekistan. The book was approved for use in schools in 2000. In 1998 the Red Crescent gave important help in Shahimardon after the floods, and in 1999 they helped in Soh after the terrible fire, and also in 1999 they sent humanitarian help to Turkey after the devastating earthquake there...

In Uzbekistan the Red Crescent and the ICRC are working to raise awareness about the problem of drugs, the effects of drugs and how to treat them. Many seminars have been organized. The Red Crescent also works with young people. So far the Red Crescent has organized a number of national youth camps with many interesting and educational programmes for young people in Uzbekistan.

If you want to find more about the Red Crescent of Uzbekistan, visit the official website at www.redcrescent.uz
2b Work in groups. What problems and difficulties are there in your place/region? Write three things the Red Crescent could do to help.

2c Work in groups. Say three things you could do to help the Red Crescent in Uzbekistan.

3 Claire is a Year 11 pupil. She supports the WWF. Read and say what you think about her activity.

“We have lots of organizations which try to help. There are NGOs like the WWF (Worldwide Fund for Nature) which try to protect animals and their environments, OXFAM which helps people in disasters and emergencies, and so on. I try to play my part. We have ‘Flag Days’ when we stand in the street and collect money from people. We have official badges so people can recognise us and we are licensed by the city authorities. People are generous. It usually takes me just four hours to collect £70. That’s about $115.”

4a Say how long it takes you to do these things.

E.g. It takes me 20 minutes.
1 How long does it take you to walk a kilometre?
2 How long does it take you to wake up in the morning?
3 How long does it take you to fall asleep at night?

4b Work in pairs. Ask and answer about how long things take.

Remember:
They organized a camp for young people.
It takes me ten minutes to wake up in the morning.
Lesson 4 Multi-nationals

1a Look at the logos and say if the companies work in Uzbekistan.

![Logos of UZ-Daewoo, Xerox, Siemens, British American Tobacco, Uzi, Xerox, Siemens, British American Tobacco](logos)

1b Match the companies with the country they come from.

USA/UK  Germany  South Korea  Sri Lanka  USA

1c Add more companies which work in Uzbekistan but have their parent company in another country.

E.g. General Motors

1d Say if the companies work in two countries or more than two countries.

1e What do we call companies that work in several countries?

joint ventures  multi-nationals  joint stock companies

2 You are interested in working for a multi-national. What do you want to know? Write your questions.

3a Listen to the interview with someone who works for a multi-national. Does the reporter ask the same questions as you have?

3b Listen again and complete the notes.

Good points about the company:
Differences from local companies:
Negative points about the company:

4 Say what kind of job you would like and what kind of place you would like to work in.

5a Read and say what happened and why in your mother tongue.

Be careful! Not all multi-nationals are good guys. Some multi-nationals have caused problems in the past. For example, there was the great baby milk scandal. In Europe, companies cannot promote dried milk for babies. In fact, every packet must carry a warning against giving the milk to babies. This is because a mother’s own milk protects babies from diseases and has more food value than dried milk. But some companies wanted to sell their dried milk. They could not sell very much in Europe because of the regulations. So they sold it in Africa instead. Because people there did not know that it was not the best thing for babies, they bought it. It was not cheap, but they thought it was modern, good and convenient. But it was not good for babies and some babies died.

5b Work in groups. Discuss what happened and say what could be done to prevent such situations.
Lesson 5 One world - in English?

1a Work in groups. Ask and answer.
1 Which language is the mother tongue of the most people in the world?
   a Spanish   b Russian   c Mandarin Chinese   d English   e Arabic   f Hindi/Urdu

2 Which language is spoken most as a foreign language?
   a Spanish   b Russian   c Mandarin Chinese   d English   e Arabic   f Hindi/Urdu

1b Read and check your answers to 1a.

Each year fewer people speak English as their mother tongue – but more people speak it as a second or foreign language. In 1950 nearly 9% of the world’s population spoke English as their first language. By 2050 the proportion will have dropped to just over 5%. Chinese is spoken by more speakers than any other language and the numbers of speakers of Spanish, Hindi/Urdu and Arabic are increasing rapidly. During the next few years, English will become a language mainly spoken by bilingual and multi-lingual people. It is estimated that 75% of the world’s mail is in English and 60% of the world’s telephone calls.

2a Answer the question. Why are you learning English?
   a because I like it
   b because I think it is important for my future job
   c because it is a school requirement
   d because I think educated people should know a foreign language
   e so I can understand the words of songs
   f so I can travel to other countries
   g ... (write your own reason)

2b Work in groups. Ask and answer the question in 2a. Take notes and be ready to report about your group’s reasons for learning English.

3a Work in groups. Ask and answer about your future professions. Then look at the table and say if you will need English for your work.
   e.g.
   A: What do you want to be, Latif?
   B: I want to be a network support manager.
   A: Will you need English?
   B: Yes, I will. Most companies require their ICT staff to speak English because the training courses with companies like Microsoft are run in English and the original training manuals are in English. Of course, there are translations available in Russian, Spanish, Chinese and all the major languages, but you have to wait to get a translation.

<table>
<thead>
<tr>
<th>Professions where English is the world language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and finance</td>
</tr>
<tr>
<td>Diplomacy</td>
</tr>
<tr>
<td>International law</td>
</tr>
<tr>
<td>ICT and software engineering</td>
</tr>
<tr>
<td>Banking and insurance</td>
</tr>
<tr>
<td>Aviation</td>
</tr>
<tr>
<td>Shipping</td>
</tr>
<tr>
<td>Tourism</td>
</tr>
<tr>
<td>Multi-national companies</td>
</tr>
<tr>
<td>Science and technology</td>
</tr>
<tr>
<td>Bio-sciences</td>
</tr>
<tr>
<td>Agro-chemicals</td>
</tr>
<tr>
<td>Medicine</td>
</tr>
<tr>
<td>Organizations such as the UN, WWF, UNICEF, UNESCO, WTO (World Trade Organization), etc.</td>
</tr>
</tbody>
</table>
3b Report.

4a Work in groups. Write the ways you can continue to improve your English.
e.g. We can listen to the radio and TV. There is news in English on (name of TV channel) and we can get the BBC and Voice of America on the radio.

4b Present your ideas to the class. Add your ideas to the list on the blackboard as you speak.

Lesson 2 UNESCO and UNICEF in Uzbekistan

1a Work in pairs. Pair B read the text below. Copy and complete the table.

<table>
<thead>
<tr>
<th></th>
<th>UNESCO</th>
<th>UNICEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of agency:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When it was founded:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main areas of work:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What the agency is doing in Uzbekistan:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UNICEF is a specialized agency of the UN. Its full name is the United Nations Children’s Fund. UNICEF works in more than 100 countries to improve conditions for children. The Fund is currently conducting programmes in about 150 countries in all continents to help protect children from disease and prepare them for healthy, productive adult lives. It was created in 1946 and has received the Nobel Prize for its work.

In Uzbekistan UNICEF is working with the government to improve four areas of health care: health and nutrition, water and environmental sanitation, education, and providing for the psychological and social needs of vulnerable children.

There are programmes to upgrade health care facilities (for example by providing them with disposable syringes for vaccinations as they are more hygienic) and to provide better nutrition (for example by distributing iodised salt for cooking).

In Khorezm and Karakalpakstan, two regions particularly badly affected by drought, there are programmes to repair desalination units, to provide chemicals to make water safe to drink, to provide water testing equipment so that scientists can monitor the quality of water provided and to provide hand pumps for pumping water.

In some areas the schools are not in good condition so UNICEF has programmes to help repair and equip the schools, and build new toilets to improve sanitation and health. The fourth area that UNICEF is currently working in is to support children who have special problems, those with no family, and those with physical and mental problems.

For more information about UNICEF visit the website at www.unicef.org/uzbekistan/
GRAMMAR EXERCISES

Grammar Exercise 1
1 Read Grammar Reference 13 and translate the examples.
Has the postman been? Yes, I saw him come half an hour ago.

2 Complete the sentences.
1 Has the postman been? Yes, (see, come).
2 Have the children gone to school? Yes, (see, leave)
3 Has dad cleaned the car? Yes, (watch, do)
4 Has the telephone engineer repaired the line yet? Yes, (watch, do)
5 Is it 10 o’clock yet? Yes, (hear, clock strike ten)
6 Is Tom still here? No, (see, go)
7 Has Tom done his homework? Yes, (watch, do)

Grammar Exercise 2
Read and answer the questions with ‘it takes (me/you, etc.) ... to do ...’.
e.g. It takes me 15 minutes to eat my breakfast.
1 How long does it take you to eat your breakfast?
2 How long does it take to make a cup of tea?
3 How long does it take your family to prepare dinner?
4 How long does it take you to get to school?
5 How long does it take your family to go to the market?
6 How long does it take your friend to eat his/her lunch?
7 How long does it take you to do your homework?
8 How long does it take to get your hair cut?
9 How long does it take to read a book?
10 How long does it take to tell a joke?

Grammar Exercise 3
Rewrite the following sentences using the passive. You also need to decide whether or not the subject should be mentioned.
e.g.
International Women’s Day is celebrated on March 8th each year.
1 People celebrate International Women’s Day on March 8th each year.
2 In 2002 UNESCO organized a celebration in honour of A. G’ijduvoniy.
3 Save the Children Fund (SCF) is distributing vitamin tablets in Karakalpakstan.
4 Engineers are constructing a new international terminal at Tashkent airport.
5 In Britain people do not elect their head of state.
6 UNESCO has listed Khiva as a World Heritage Site.
7 The Red Crescent in Uzbekistan has held many seminars to teach students about the dangers of drugs.
8 The Government is doing much to reduce unemployment.
HOMEWORK

Lesson 1 Uzbekistan and the UN

Look in your school library or on the Internet or ask people you know and find out:
1. What these acronyms stand for
2. What these organizations are in your language
3. What their work is
   1. UNESCO
   2. UNICEF
   3. WHO
   4. FAO
   5. WWF

Lesson 2 UNESCO and UNICEF in Uzbekistan

Translate the first two paragraphs of the text about UNESCO into your mother tongue.

Lesson 3 NGOs are organizations which ...

1. Find out what NGOs work in your area.
   You can do this by: asking your parents, friends and teachers; asking your local newspaper; contacting the Red Crescent and asking about their programmes, searching on the Internet using a search engine and keywords such as NGO, Red Crescent, etc.

2. Write a letter to an NGO asking for help with a problem in your place/region.
   Make sure you set out the letter correctly (see unit 1)
   • explain the problem
   • say what has been done already, if anything
   • say clearly what you want the NGO to do
   • say what you can do to help the NGO
   • give an address where the NGO can contact you

Lesson 4 Multi-nationals

1. Read and translate the radio report.

Coca-Cola has opened its fifth bottling plant in Uzbekistan in the Bektemir near Tashkent. The new plant, which will specialise in the production of carbonated soft drinks, is Coca-Cola’s largest plant in Central Asia. Equipped with the latest technology, it has created more than 160 new jobs for highly skilled specialists. William Casey, President of Coca-Cola’s Greater Europe Group said, ‘We are convinced that Uzbekistan will continue to make progress in creating support for international investment and we are proud to play a role in the development of the Uzbekistan economy.’

2. Do Grammar Exercise 3.

Lesson 5 One world - in English?

Look through this book. Prepare a test for your class mates. Write 10 questions and give them to your teacher.
LISTENING
1 Listen to the phone call and write down the message. (25 marks)

READING
2 Read the following. Find three wrong sentences. Correct them. (18 marks, 6 for each correct sentence)
A: Hello.
J: Hi. Ask Fiona to come to the telephone.
A: Wait for a minute. I’ll get her.
F: Hello.
J: Hi, Fiona. I’m Jack.
F: Oh, hi, Jack. How are you?
J: Fine, thanks. I’m phoning to say that I might be half an hour late today.
J: Bye.

3 Read and choose the best title. (10 marks)
1 The history of one invention.
2 The man who invented the telephone.
3 Why people use the telephone.
4 Scottish inventors.

The inventor of the telephone, Alexander Bell, was born in Scotland. He studied at the Universities of Edinburgh and London and then moved to Canada. But he is world famous as an American scientist and inventor because he lived and worked in Boston for many years. He trained teachers for their future work in schools for people who couldn’t hear. In 1876 he invented a machine which was called telephone, tele means distance and phone means sound. He also started the Bell Telephone Company.

GRAMMAR
4 Make questions and ask your teacher. Note down her/his answers. (10 marks, 2 for each correct question)
1 got/you/at home/have/a telephone?
2 do/use/often/the telephone/how/you?
3 on/you/who/to/the telephone/do/talk?
4 know/of/the telephone/do/you/ school/number/our?
5 pay/much/people/using/how/the telephone/do/for?

5 Report your teacher’s answers. Write the reported sentences. Begin like this:
My teacher said that s/he has/doesn’t have ...
(25 marks, 5 for each correct sentence)

VOCABULARY
6 Choose the right word. (12 marks, 2 for each correct answer)
There was a time when Latin played the role of a(n) (1)... language. Then it lost its importance and scientists started to think about (2)... a language that could be used for international (3) ..... . A number of languages were worked out, but probably the most widely (4) ... language is Esperanto. Several million people speak Esperanto, which is (5)... on various European languages. However, it has never become really (6) ... as an international language.

1 a official b traditional c international
2 a creating b copying c writing
3 a talks b conversation c communication
4 a sent b known c understood
5 a used b based c found
6 a popular b local c first

Total: 100 marks
Unit 2 The World of Work Progress Check

GRAMMAR (15 marks)
1 Fill in the gaps with the correct prepositions. Choose from the following:
at for in of with
1 My elder sister is really interested .... the problems of the environment.

VOCABULARY (15 marks)
2 Match. Careful, there are more words than definitions. Translate the words which have no definitions into your mother tongue.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ability a holidays</td>
</tr>
<tr>
<td>2</td>
<td>advantage b needing a lot of attention and work of mind or body</td>
</tr>
<tr>
<td>3</td>
<td>application c working during a part of the regular working day</td>
</tr>
<tr>
<td>4</td>
<td>demanding d something that may help one to be successful</td>
</tr>
<tr>
<td>5</td>
<td>part-time e money paid by a company or organization to their workers</td>
</tr>
<tr>
<td>6</td>
<td>salary f skills and knowledge that are needed to do something</td>
</tr>
<tr>
<td>7</td>
<td>smart</td>
</tr>
<tr>
<td>8</td>
<td>vacations</td>
</tr>
</tbody>
</table>

GRAMMAR (15 marks)
3 Each sentence has a mistake. Find it and correct it.
1 Nobody told me how to behave on the interview. (a grammar mistake)
2 If you’re good at drawing, you could be architect. (a grammar mistake)
3 It is the secretarys duty to answer the phone. (a punctuation mistake)
4 She is respected for her efficiensy at work. (a spelling mistake)
5 I preffer to work slowly. (a spelling mistake)

WRITING (20 marks)
5 Write about your mother’s (father’s, uncle’s, aunt’s) work. Write
• what s/he does
• how long s/he works every day
• what personal qualities help her/him in her/his job
• if the salary is good or not
• if s/he has perks and what they are

SPEAKING (15 marks)
6 Read and answer the questions.
‘Knowledge is power’.
Francis Bacon (1561-1626)
English philosopher and writer
1 Do you agree with Francis Bacon?
2 What (kind of?) knowledge would you need if you decided to be
   a a doctor?
   b a farmer?
   c a stage director?
3 What job would you like to do when you grow up? What knowledge would you need?

Total: 100 marks
Unit 4 School and community Progress Check

LISTENING
1 Listen to the two advertisements and answer the questions. (15 marks, 3 for each correct answer)
1 Which advertisement is for professionals who want to learn English?
2 Which advertisement tells us about teaching in small groups?
3 What does ESP mean?
4 Who can join an ESP course?
5 What lessons does the second advert offer besides regular ones?

READING
2 Read the two texts and find the right place for the italicised phrases. (18 marks, 3 for each correct answer)

to everyone’s surprise should not be given
have been discussed no proof
a survival skill for the real world

1 How many hours of homework do you do every day? Do you like homework? Does it help you at school? Or is homework a waste of time?

These questions are at the heart of a debate in a town called Half Moon Bay in California. A member of the school council Herbert Redmond said he thought that schoolchildren (1) homework. He said that there is (2) that homework leads to better academic achievement. But (3) many students at the Half Moon Bay school said they liked homework and thought homework was important for their education. One student, Jeanne Cory, said, “Homework is a way to practice at home what we learn in school”.

2 ‘Traffic Rules’, ‘Who Can Drive a Car?’ ‘Advice About Cars’. These are a few topics which (4) in the school club recently. Teachers were surprised to learn that so many teenagers are interested in driving and would like to have driving lessons at school. Teenagers are sure such lessons will prepare them (5). They think that driving is (6). However not all teachers agree that it is necessary to have driving lessons at school. A member of the school club Ra’no Baratova proposed having a debate on the motion ‘Schools must have driving lessons’. The debate is scheduled for December 5.

3 Read again and write True, False or Don’t Know. (15 marks, 3 for each correct answer)
1 A debate was held in an American school.
2 Herbert Redmond is not sure that homework can help us become better students.
3 Fifty per cent of students at the Half Moon Bay school think that homework is important.
4 The school club will have a debate about the importance of traffic rules.
5 Ra’no Baratova’s friends will take part in the debate.

PRONUNCIATION
4 Write the words in two groups: the words with 2 syllables and the words with 3 syllables. Mark the stress. (16 marks, 2 for each correct word)

Expel maintain discipline permission truant finance government citizen

WRITING (20 marks, 5 for each good sentence)
5 Write what you would do if you were a teacher and one of your pupils
1 was always late for your lessons
2 forgot to do his/her homework
3 bullied little kids
4 said that your subject is not interesting for him/her

SPEAKING (16 marks, 8 for each good answer)
6 Talk about how
• good behaviour can be encouraged
• bad behaviour can be punished

Here are some ideas: letters to parents, school radio and newspaper, teacher-parent meetings. What else?

Total: 100 marks
LISTENING (20 marks; 4 for each)

1 Listen and complete the notes.

Joining requirements:
Name of organizer:
Committees:
Day club meets:
Activities:

READING

2 Read and complete the notes. (24 marks)

India is separated from the rest of Asia by the Himalaya mountains so that India forms a subcontinent. India is the largest democracy in the world, and the country with the second largest population in the world (after China). It covers an area of 3.287,590 sq km. India is a multi-party democracy. The Lok Sabha (Lower House) is directly elected. All adult Indians have the right to vote. The Raihya Sabha (Upper House) is indirectly elected by the state assemblies. Beyond Delhi, the capital, there are 25 states and seven union territories, each governed by a parliament and cabinet. The President is Head of State, and the Prime Minister is Head of the Government.

<table>
<thead>
<tr>
<th>Country and capital city</th>
<th>State Structure</th>
<th>Head of State</th>
<th>Head of the Government</th>
<th>Name of Upper and Lower Houses</th>
<th>How the country is divided up for administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

GRAMMAR (10 marks)

3 Write ‘a’, ‘the’ or nothing as appropriate.

Bombay is (1) centre of India’s film industry, which is (2) world’s biggest producer of feature films. (3) Indian films are exported to over 100 countries. (4) stars of what is known as ‘Bodywood’, India’s Hollywood, live in (5) rich Malabar Hills neighbourhood.

4 Complete the sentences with the correct form of the adjective. (9 marks)

1 Sumalak is made from ... wheat. (sprout)
2 Japan is famous for its ... cherry trees. (flower)
3 Metro Goldwyn Mayer films begin with a ... lion. (roar)

5 Write about two of your responsibilities. (10 marks)

TRANSLATE (20 marks)

6 The Indian flag has three wide stripes. The top one is orange, the second one is white and the bottom one is quite a dark green. In the centre of the white stripe there is a wheel.

VOCABULARY

7 Complete the sentences with an appropriate word. (7 marks)

1 The ... of the flag is blue.
2 The emblem of Uzbekistan has an ... star on it.
3 It also has a ... sun on it.
4 The emblem of our club ... / ... a large ‘T’ for ‘Theatre’.
5 The constitution of Uzbekistan ... / ... in 1992.
6 Queen Elizabeth II is the fortieth ... since 1066.
7 The ... of Uzbekistan is the soum.

Total: 100 marks
Unit 7 Advertising and marketing Progress Check

LISTENING (15 marks)
1 Listen to the advert and answer the questions.
1 What does Uzbekistan-England-Russia JV Khiva produce?
2 How many tons of medical cotton wool does it produce?
3 How are the JV’s prices set?
4 How can the cotton wool be purchased?
5 What institutions is JV supplying with its cotton wool?

READING (20 marks)
2 Read the advert and write True or False.
Welcome to Uzbekistan Airways’ Business Class.
According to statistics, about 90 per cent of all passengers who use business class once, continue to use it. This is right because paying more for business class gives passengers additional services and comfort. Passengers flying on Uzbekistan Airways’ Business Class are offered:
• a comfortable cabin, and soft seats with a lot of space between the rows, making it possible to work or relax during the flight
• extra space for coats and hand luggage
• European and Uzbek dishes
• a wide selection of newspapers and magazines
• a wide selection of drinks
• helpful multi-lingual cabin crew

GRAMMAR
3 Read the answers and write the questions. (10 marks)
e.g. GM Uzbekistan produces cars. What does GM Uzbekistan produce?
1 Companies develop a successful new promotion.
1 What?
2 Companies use coupons, samples, money back, competitions etc. to win customers.
2 What?
3 Shell company invented the ‘Make Money’ promotion.
3 What?
4 Yes, advertisers want us to be interested.
4 Do?
5 Too much repetition can result in consumer tiredness.
5 What?

4 Write 5 sentences about the reasons for buying or not buying products. (15 marks)
e.g. If the price hadn’t been cheap I wouldn’t have bought the product.

WRITING
5 Describe one promotion technique used to win customers. Write 5 sentences. (20 marks)

SPEAKING (20 marks)
6 Talk about companies. Say 5 sentences about:
• name
• product
• price
• placement
• promotion technique

Total: 100 marks
LISTENING
1 Listen to the radio report and write what it is about. (20 marks)
2 Read and listen to the report again and write down the missing words. (18 marks)
Coca-Cola has opened its fifth bottling 1________ in Uzbekistan. The new plant, which will specialize in the 2________ of carbonated soft drinks, is Coca-Cola’s largest plant in Central Asia. Equipped with the latest 3________, it has created more than 160 new 4________ for highly skilled 5________. William Casey, President of Coca-Cola’s Greater Europe Group said: “We are convinced that Uzbekistan will continue to make 6________ in creating 7________ for international 8________ and we are proud to play a role in the 9________ of the Uzbekistan economy”.

READING
3 Read the article and write 5 questions. (20 marks)
The most important industrial development in Britain in the past 20 years or so has been the growth of the offshore oil and gas industries, as well as the wide application of new microelectronic technologies in industry and commerce. Although expanding service industries, like finance and tourism, now represent about 65 percent of Britain’s national output, manufacturing still plays a vital role in the economy. Britain takes a leading part in high technology industries like chemicals, aerospace and electronics where British companies are among the world’s biggest and most successful.

GRAMMAR
4 Write 5 sentences about what you have had done at each of these places. (20 marks)
1  tailor’s
e.g. I had my black suit made at the tailor’s.
2  dentist’s
3  dry-cleaner’s
4  hairdresser’s
5  photographer’s
6  shoemaker’s

VOCABULARY AND WRITING
5 Spelling dictation. (10 marks)
6 Make new words with suffixes -er, -or, -tion from produce, import, invest, manufacture, fertilize and reflect.
Translate them. (12 marks)
e.g. export - exporter
    product - production

Total: 100 marks
GRAMMATIK MA’LUMOTLAR

1 Bog‘langan ergash gaplar (aniqlamaydigan bog‘lovchili ergash gaplar): who/when/ which/where/that
7- sinfdan bog‘langan ergash gaplar haqida so‘z yuritilgan edi. Unda who, which va boshqa so‘roz so‘zlar bilan boshlanadigan ergash gaplar ko‘pincha odamlar va narsalarni yoki so‘zlovchisi haqida yoki so‘zlava haqida yoki haqida yoki qanday kishi yoki narsani turadigan ergash gaplar haqida yuritilgan edi. Bunday gaplarda bosh gap va ergash gap orasida vergul ishlatilgani.

m-n. The girl who is coming along the street is from my class.


m-n. Scotland has its own education system, which is different.

Bu yerda ‘which is different’ qo‘shimcha ma’lumot beradi. U aniqlamaydigan bog‘lovchili ergash gapdir, chunki u ‘education system’ni aniqlashda kerak emas. ‘which is different’ni gapdan tushirib qoldirsa ham bo‘ladi.

Odamlar haqida so‘z ketsa, aniqlamaydigan bog‘lovchili ergash gapda who bog‘lovchisi ishlatiladi.

m-n. I heard the new speaker, who was boring.

Payt haqida gap ketganda esa when bog‘lovchisi ishlatiladi.

m-n. The war began in 1941, when my father was born.

Where bog‘lovchisi o‘rin-joy haqida gapirilganda qo‘llaniladi.

m-n. Last summer we went to Samarkand, where my parents live.

Which esa narsalar haqida gap ketganda ishlatiladi.

m-n. In some areas there are middle schools instead of junior schools, which take pupils from 9 to 12 years old.

Which butun bosh gapga murojaat qilganda ham ishlatiladi.

m-n. I couldn’t speak to him, which I wanted to do all the time.

2 So‘z yasash: suffiks -ist
‘-ist’ suffiksi ish-harakatni bajaruvchi shaxsni aniqlashda ishlatiladi. Ko‘pincha ‘-ist’ otlarga qo‘shiladi.

m-n. biology - biologist, economy - economist, sociology-sociologist, ecology - ecologist, hair style - stylist

3 So‘z yasash: ot+ot = sifat
Ba’zida sifatlari ot+ot birikmalaridan yasaladi. Ular narsalarning qandayligini aniqlab keladi.

m-n. left-hand street, right-wing party, part-time job, va boshqalar.
4 Payt ergash gapli qo‘shma gaplar
Ba‘zida biror voqeadan oldin yoki keyin sodir bo‘ladigan voqelarni aytish uchun payt ergash gaplarda before va after dan foydalaniladi.

m-n. Before you go away, I want to tell you something.

After you arrived, I immediately phoned my colleagues.

Agarda bosh gap va payt ergash gaplaringning egasi bir xil bo‘lsa, payt ergash gapdagi ega ba‘zida tushib qoladi va before va after dan keyin fe‘lning -ing shakli (sifatdosh) ishlatiladi.

m-n. After finishing my classes, I go home by bus.

Before going to bed, I watch TV, etc.

5 When va if

When ni ishlatgan shaxs biror narsa sodir bo‘lishiga ishonchi komil bo‘ladi. If ni ishlatgan shaxs esa biror narsaning sodir bo‘lishi yoki bo‘lmasligiga ishonchi komil bo‘lmaydi.

Taqqoslang:

m-n. When everybody is here, we’ll begin the dinner.

If he comes, he may stay with us.

Takrorlanib turuvchi voqea va hodisalar haqida gapirliganda when ham if ham ma’no jihatdan biroz farq qilgan holda bir sharoitda ishlatalishi mumkin.

m-n. When/if a pupil has lines, s/he must write 50 sentences.

When/If a pupil breaks the rules, he or she is/will be punished.

6 Have something done

Biz ‘have something done’ ni biror shaxsga qandaydir ishni qildirayotganimizni aytish uchun ishlatamiz. Bu iboraning tuzilishi quyidagichadir:

have + to‘ldiruvchi+ o‘tgan zamon sifatdoshi. (O‘tgan zamon sifatdoshi fe’llariga 121-betga qarang).

have to‘ldiruvchi o‘tgan zamon sifatdoshi

m-n. I had my hair cut.

Yuqoridagi misol ‘I didn’t cut my hair myself, somebody cut it for me’. degan ma’noni beradi.

Bu ibora har qanday zamonda va modal fe’llardan keyin ishlatalishi mumkin.

Quyidagi boshqa misollarga qarang:

m-n. I’m having my door painted.

I’ve just had my phone repaired.

I’ll have my house built next year, etc.

I must have the car cleaned.

Have ning o’rminga get ham ishlatilishi mumkin. Ma’no o’zgarmay qoladi.

m-n. She had her hair coloured. = She got her hair coloured.

7 Need doing

Ba‘zida egaga nisbatan biror narsa qilinishi kerakligini aytishda need doing iborasi ishlataladi.

m-n. This room needs cleaning.
Будь-где гап ‘room has to be cleaned by somebody’ ма’носини беради. Мисолларга караган: Your hair needs cutting. This house looks very old. It needs painting, ва бoshqalar.

8 Шарт ергаш гаплар
8- синф дарсгилигда if ли шарт ергаш гапларга ҳақида ҳаҳий тўрдилган edi. 9- синфда ҳам бу ғавзу давом  MatSnackBar қилди. Шарт ергаш гапларнинг ғай.etида ма’ноларда ишлатилғида o’тишдан олин if ли шарт ергаш гапларни тақрофлаштириш ва шу билин бирға уларга ғай.тунчани киритишни қизим ғазалима топдики.

8.1 if ли шарт ергаш гаплар
Инглиз тилида турли ҳили шарт ергаш гаплар маъву. Улар содир бўлishi mumkin bo'lgan ҳолаларни ва ularнинг натиъияти нима бо'лиши mumkinligini ifodalab қилади. Шарт ергаш гаплар икки тапқан гапдан ташкил қилди: if ли шарт ергаш гап ва bosh gap. If ли шарт ергаш гап, bosh gapдан олин ғай. бини ғай.чизи mumkin. Бosh gap, gapлари тугаллаш ва ғапларга ма’но бериш ушбуғу ишлатилади.

8.1 a) Umuman olganda rost ва теz-tez sodir bo'lib turadigan нарсаларни айтнч ушбуғу bosh gapда ғай.ғар гапда ғай.змон ишлатилади.
m-n. If you heat ice, it melts.
If it is a holiday, pupils don't usually go to school.

Бosh gapда modal фе’ллар ишлатилши mumkin.
m-n. If it is hot, you can go swimming.
If it you join our school, you must wear a uniform.

8.1 b) Шарт ергаш гапда ғай.ғириз гап ғай.ғарлганда, bosh gapда теz-tez бую鲁q гаплар мамлакатлиб турлиди.
m-n. If you want to join our club, send us information about yourself.
If he comes, phone me immediately.

Бosh gapда modal фе’ллар ғамлани мамлакатлиши mumkin.
m-n. If you want to join our club, you should send information about yourself.
If he comes, you must phone me immediately.

8.1 c) Бирор нарсанин ғай.ғуғисида sodir bo‘lish ehtimoli borligi to‘g’risida gapirilayotganda, шарт ергаш гапда ғай.ғириз гамлани, bosh gapда ғай.чизи гамлани ишлатилади.
m-n. If I come late, I’ll let you know.
We will go for a walk, if the weather is good tomorrow.

Бosh gapда modal фе’ллар ғамлани мамлакатлиши mumkin.
m-n. If you want a good car, I can find one for you.
We can go for a walk, if the weather is good tomorrow.

8.1 d) Sodir bo’lmaydigan нарсалар ҳаҳийга gapirilayotgan bo‘lsa, шарт ергаш гапда қоди o‘тган гамлани, bosh gapда ғай.тунч вуга would+infinitive ишлатилади.
m-n. If I had a lot of money, I’d buy my family a new house.
We would work harder, if you paid us more.

Бosh gapда would нинг о’рнига might yoki could modal фе’ллари ишлатилishi mumkin.
m-n. If I had a lot of money, I could/might buy my family a new house.
We could/might work harder, if you paid us more.
Shu ma’noda *if* dan so‘ng *was* ning o‘rniga *were* ishlatiladi.

*m-n.* It’s a pity. If I were you, I *wouldn’t miss* the football and *would find some time* in the evening for the homework.

8.2 *If* li shart ergash gaplarining o‘tgan zamoni ifodalashda ishlatilishi

O‘tgan zamona sodir bo‘lishi mumkin bo‘lgan-u, lekin amalga oshmagan ish-harakatlarni aytish uchun ergash gaplarida tugallangan o‘tgan zamon ishlatiladi. Bosh gapda esa *would have* + o‘tgan zamon *sifatdosh* ishlatiladi.

*m-n.* If you *had come* earlier, we *would have had* lunch together.

You *wouldn’t have worried* so much if Alex *had phoned* you at once.

Bu yerda ham bosh gapda *would* ning o‘rniga *might* yoki *could* modal fe’lari ishlatilishi mumkin.

*m-n.* If you *had come* earlier, we *might/could have had* lunch together.

You *mightn’t have worried* so much if Alex *had phoned* you at once.

8.3 Shart ergash gaplarida aralash zamonlar


**Shart ergash gap**

*if* +tugallangan o‘tgan zamon, 

**bosh gap**

*would/might/could + hozirgi zamon*

*m-n.* If *you had brought* the book yesterday, *I wouldn’t be* so disappointed now.

*If* he *hadn’t had* problems last week, *he might be talking* to us now.

8.4 Shart ergash gap: wish

*Wish* ning ma’nosti *to want* dir.

*m-n.* I *wish to see* you tomorrow. *I wish you a Happy Navro’z*.

Ba‘zida *wish* shart ergash gaplarida ishlatiladi. Lekin bu gaplar u *to want* ma’nosini bermaydi. U afsus ma’nosini beradi va amalga oshmaydigan holatlarda ishlatiladi.

Zamonlar *if* li shart ergash gaplardagidek bo’ladi.

Kelgusida sodir bo‘lmaydigan ish-harakatlar uchun:

*m-n.* I *wish I had* a car. (= I *don’t have a car* and I *regret this.*)

*I wish it didn’t rain*. (= *It is likely to rain* and I *don’t like it.*)

O‘tgan zamona uchun:

*I wish I’d known* Carol. (= *I’m sorry that it didn’t happen*) va boshqalar.

9 So‘z yasash: fe’l + ing = sifat

Fe’larga *-ing* qo’shish orqali sifatlar yasalishi mumkin.

*m-n.* flower + *ing* = *flowering*

shine + *ing* = *shining*

spread + *ing* = *spreading*, va boshqalar.

10 So‘z yasash: tele- old qo’shimchasi

‘*tele*’- old qo’shimchasi grekchadan olingan bo’lib, uzoq degan ma’noni anglatadi. U otlar oldidan ishlatiladi va boshqa ot yasaydi.

*m-n.* tele + communication = telecommunication

tele + phone = telephone

tele + gram = telegram, va boshqalar.
11 Umumiy so’roq gaplarga beriladigan qisqa javoblar
Ba’zida umumiy so’roq gaplarga I think so, I hope so, I expect so. kabi qisqa javoblar berilishi kuzatiladi. Ular so’ralgan fikrni qaytarmaslik maqsadida ishlatiladi. Bunda so butun gapning o’mini egallaydi.

m-n. – Do you think it will rain? – I think so.
– Will we win the competition! – I hope so.


Bu yerda not butun gapning o’mini egallaydi.

m-n. – Do you think John will be at the party? – I hope not.
– Are you going with us? – I’m afraid not. I have some other things to do.

12 So’z yasash: -er va -or suffikslari
Bu suffikslar ba’zi fe’llarga qo’shilib odamlarning mansabi va mutaxassisligini anglatuvchi otlarni yasab keladi.

m-n. teach + er = teacher
employ + er = employer
present + er = presenter, va boshqalar.

educate + or - educator
senate + or = senator
govern + or = governor, va boshqalar.

13 See somebody do / See somebody doing iboralari
Bu iboralar deyarli o’tgan zamon voqea va hodisalarini tasvirlashda ishlatiladi. See somebody do oddiy o’tgan zamon voqea va hodisalari uchun qo’llaniladi. See somebody doing esa o’tgan davomli zamon uchun qo’llaniladi. Ularni quydagi misollar orqali taqqoslashin -giz mumkin.

Oddy o’tgan zamon:

<table>
<thead>
<tr>
<th>Jalil telephoned Malik</th>
<th>I saw this</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I saw Jalil telephone Malik</td>
<td></td>
</tr>
</tbody>
</table>

O’tg’an davomli zamon:

<table>
<thead>
<tr>
<th>Bahodir was reading a book</th>
<th>I saw this</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I saw Bahodir reading a book</td>
<td></td>
</tr>
</tbody>
</table>

Yodda tuting: Bu iboralarda fe’l to siz ishlatiladi.

14 Ibora: to be worth doing
Worth ish-harakatni qilishga arzish-arzimasligini xususida gapirilganda ishlatiladi. Undan keyin keladigan fe’l -ing shaklida bo’ladi.

m-n. This museum is worth visiting.
15 Ibora: It takes me ...
Ba’zida it + take (+shaxs) + vaqt + fel iborasi biror narsa qilishga qancha vaqt sarflanishi haqida gapirlaganda ishlatiladi.
m-n. It takes me 15 minutes to eat my breakfast.
It takes 10 minutes to make a cup of tea.
How long does it take you to eat your breakfast?
How long does it take to make a cup of tea?
ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

1 Придаточные предложения: who/when/which/where/that

В 7-м классе мы уже говорили о придаточных предложениях, которые употребляются для определения или выделения людей или предметов. Мы называем их "придаточные определительные предложения". В английском языке эти придаточные не отделяются запятой.

e.g. The girl who is coming along the street is from my class.

В этом предложении 'who is coming along the street' относится к слову 'The girl' и определяет его. Поэтому мы называем его определительное придаточное предложение. Его нельзя убрать, т.к. будет неизвестно о какой девочке идет речь.

Придаточные предложения так же употребляются в случаях, когда информация дается о человеке или предмете. Такие придаточные называются неопределенные и они отделяются от главного предложения запятой.

е.g. Scotland has its own educational system, which is different.

В этом случае придаточное предложение 'which is different' дает информацию, она не определяет образовательную систему и это можно убрать.

В неопределенных придаточных предложениях, если говорится о людях, то употребляется местоимение who.

е.g. I heard the new speaker, who was boring.

Мы употребляем when, когда говорим о времени.

е.g. The war began in 1941, when my father was born.

Where употребляется, когда определяется местоположение.

е.g. Last summer we went to Samarkand, where my parents live.

Мы употребляем which, когда говорим о предметах.

е.g. In some areas there are middle schools instead of junior schools, which take pupils from 9 to 12 years old.

Which может относится и ко всему предложению.

е.g. I couldn’t speak to him, which I wanted to do all the time.

2 Словообразование: суффикс -ist

Суффикс -ist используется для образования новых слов - профессий или то, чем человек занимается. В основном они образуются от существительных.

е.g biology - biologist, economy - economist, sociology-sociologist, ecology - ecologist, hair style - stylist

3 Словообразование: n+n = adjective

Иногда прилагательные образуются путем соединения двух существительных для выделения какого-либо признака.

е.g. left-hand street, right-wing party, part-time job, etc.

4 Придаточные времени

Мы употребляем before и after в придаточных времени, когда одно действие идет до или после другого.
e.g. Before you go away, I want to tell you something. After you arrived, I immediately phoned my colleagues. Если подлежащее в главном предложении и в придаточном одно и тоже, то иногда мы можем не употреблять его, и использовать -ing форму глагола (Participle I) после before и after. e.g. After finishing my class, I go home by bus. Before going to bed, I watch TV, etc.

5 When и if
When используется в том случае, если есть уверенность в том, что событие произойдёт в скором будущем. If используется если нет уверенности в том, что событие произойдёт или нет. Сравните: e.g. When everybody is here, we’ll begin the dinner. If he comes, he may stay with us.

When и If могут использоваться в случае повторяющихся ситуаций или в ситуациях предсказывающих развитие событий. e.g. When/if a pupil has lines, she/he must right 50 sentences. When/if a pupil breaks the rules, he or she is/will be punished.

6 Have something done
Выражение have something done употребляется, когда мы говорим, что кто-то что-либо нам делает. Это выражение имеет структуру: have + object + Past Participle (смотрите таблицу неправильных глаголов на стр. 121).

<table>
<thead>
<tr>
<th>Have</th>
<th>object</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have</td>
<td>my hair</td>
<td>cut.</td>
</tr>
</tbody>
</table>

В этом предложении говорится, что я не сам, а кто-то постриг мне волосы. Эта структура используется со всеми временами и после модальных глаголов. e.g. I’m having my door painted. I’ve just had my phone repaired. I’ll have my house built next year. I must have the car cleaned.

Иногда вместо have используется get, при этом значение предложения не меняется. e.g. She had her hair coloured. = She got her hair coloured.

7 Need doing
Выражение need doing употребляется в значении нужно что-то сделать с кем-либо или с чем-либо. e.g. This room needs cleaning. Т.e. комната должна быть кем-то убрана. e.g. Your hair needs cutting. This house looks very old. It needs painting, etc.

8 Придаточные условия
В 8-м классе мы говорили о придаточных условиях с if. В 9-м классе мы рассмотрим другие аспекты придаточных условий.
8.1 Придаточные условия с *if*

В английском языке существуют различные типы придаточных предложений. Они используются, когда мы говорим о ситуации, когда что-то может произойти и какой может быть результат. Придаточные условия состоят из двух частей: главного и придаточного с *if*. Это придаточное может стоять до и после главного.

8.1 a) Когда мы говорим об общепризнанных вещах или о том, что часто случается, мы употребляем настоящее время и в главном и в придаточном предложении.
   e.g. If you *heat* ice, it *melts*.
       If it *is* a holiday, pupils don’t usually *go to school*.

В главном предложении могут употребляться модальные глаголы.
   e.g. If it is hot, you can *go swimming*.
       If you *join* our school, you must *wear a uniform*.

8.1 b) Когда придаточное предложение стоит в настоящем времени, то часто в главном предложении используются повелительное наклонение.
   e.g. If you *want* to join our club, *send* information about yourself.
       If he *comes*, phone me immediately.

Модальный глагол может употребляться так же и в главном предложении.
   e.g. If you want to join our club, you should *send information about yourself*.
       If he comes, you must phone me immediately.

8.1 c) Когда мы говорим, что что-то может случиться в будущем, то в главном предложении мы употребляем будущее время, а в придаточном – настоящее.
   e.g. If I *come* later, I’ll *let you know*.
       *We will* go for a walk, if the weather *is* good tomorrow.

Модальные глаголы так же употребляются в главном предложении.
   e.g. If you want a good car, I can *find one for you*.
       We can *go for a walk*, if the weather is good tomorrow.

8.1 d) Если мы говорим о том, что могло бы случиться, то мы используем простое прошедшее время в придаточном предложении и структуру *would + Infinitive* в главном предложении.
   e.g. If I *had* a lot of money, I’d *buy* my family a new house.
       *We would work harder*, if you *paid us* more.

В этом случае мы употребляем *were*, а не *was* после *if*.
   e.g. It’s a pity. If I *were* you, I *wouldn’t miss* the football and *would* find some time in the evening for the homework.

8.2 Придаточные условия с *if* в прошедшем времени

Когда мы говорим о чем-то, что могло бы случиться в прошлом, но не случилось, мы употребляем *Past Perfect* (прошедшее совершенное время) в придаточных условиях. В главном предложении употребляется структура *would have + Past participle*.
   e.g. If you *have come* early, we might/could *have had* lunch together.
       You *mightn’t have worried* so much if Alex *had phoned* you at once.

Вместо *would* в главном предложении может употребляться модальный глагол *might* или *could*.
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e.g. If you had come early, we might/could have had lunch together. You mightn’t have worried so much if Alex had phoned you at once.

8.3 Разные времена в придаточных условиях
Иногда в придаточных условиях употребляются разные времена в главном и придаточном предложении. Это когда действие в прошедшем имеет результат в настоящем. В основном они представлены в такой структуре:

Придаточные условия                      главное предложение
If + Past Perfect                          would/might/could + Present tense

e.g. If you had brought the book yesterday, I wouldn’t be so disappointed now. If he hadn’t had problems last week, he might be talking to us now.

8.4 Придаточные условия с wish
wish имеет значение “хотеть”.
e.g. I wish to see you tomorrow. I wish you Happy Navro’z.

Иногда wish употребляется в придаточных условиях. Но значение его в этом случае меняется, оно приобретает оттенок сожаления, нереальности и невозможности чего-либо – хотел бы. Структура предложения с wish такая же как и с if.
I wish I had a car. (= I don’t have a car and I regret this.)
I wish it didn’t rain. (= It is likely to rain and I don’t like it.)
I wish I’d known Carol. (= I’m sorry that it didn’t happen), etc.

9 Образование прилагательных: глагол +ing
Прилагательные могут образовываться от глаголов при помощи окончания -ing.
e.g. flower – flowering, shine – shining, spread – spreading, etc.

10 Образование новых слов при помощи приставки tele-
Приставка tele- это греческое слово. Оно означает “дистанция”. Приставка tele- стоит перед существительным и образует новое слово.
e.g. tele + communication = telecommunication
tele + phone = telephone
tele + gram = telegram, etc.

11 Краткие ответы на вопросы Yes/No
Иногда на общие вопросы даются краткие ответы такие, как I think so, I hope so. Они употребляются для того, чтобы не повторять сказанное в вопросе. В этом случае so заменяет придаточное предложение.
e.g. – Do you think it will rain? – I think so.
– Will we win the competition? – I hope so.
Если вы хотите ответить на вопрос отрицательно, то краткий ответ может быть I hope not или I’m afraid not. В этом случае not заменяет придаточное предложение.
e.g. – Do you think John will be at the party? – I hope not.
– Are you going with us? – I’m afraid not. I have some other things to do.

12 Образование слов при помощи суффиксов -er u -or
Путем прибавления суффиксов -er и -or к глаголам образуются новые слова означающие профессии или занятия людей.
teach + er = teacher
employ + er = employer
present + er = presenter, etc.
educate + or = educator
senate + or = senator
govern + or = governor, etc.

13 Выражения see somebody do/see somebody doing

Эти структуры употребляются в основном для описания действия в прошлом. Выражение see somebody do описывает действие в простом прошедшем времени. Выражение see somebody doing описывает действие в прошедшем продолженном времени. Вы можете сравнить их в данных примерах:

Past Simple:

Jalil telephoned Malik + I saw this
I saw Jalil telephone Malik

Past Continious:

Bahodir was reading a book + I saw this
I saw Bahodir reading a book

Note: Глагол с to в данной структуре не употребляется.

14 Выражение: to be worth doing

Если мы хотим показать значимость какого-либо действия тогда используется worth. После worth используется -ing форма глагола.

e.g. This museum is worth visiting.

15 Выражение: It takes me ...

Иногда используется выражение It + take ( + person) + time + infinitive, когда мы говорим о том сколько времени нам потребуется для того чтобы что-то сделать.

e.g. It takes me 15 minutes to eat my breakfast.
It takes 10 minutes to make a cup of tea.
How long does it take you to eat your breakfast?
How long does it take to make a cup of tea?
# LIST OF IRREGULAR VERBS

<table>
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<tr>
<th>Present simple</th>
<th>Past simple</th>
<th>Past participle</th>
<th>Present simple</th>
<th>Past simple</th>
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<td>be (am, is, are)</td>
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<td>ненавидеть, питать отвращение, способность; умение</td>
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<td>qobiliyat, layoqat, qodirlik, qurb, qudrat, quvvat; biror narsa qila olish qobiliyati, mahorat, ep</td>
<td>отсутствие; способность; умение</td>
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<td>about prep [əbəut]</td>
<td>haqida</td>
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<td>about your friend</td>
<td>do’stingiz haqida</td>
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<td>yo'qlik, hozir emaslik, mavjud emaslik</td>
<td>отсутствие</td>
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<td>yo’q bo’lgan, kelmagan, qatnashmagan, hozir bo‘lmagan</td>
<td>отсутствующий</td>
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<td>academic lyceum adj+n [əkˈsədemik laˈrɪsiːəm]</td>
<td>akademik litsey</td>
<td>академический лицей</td>
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<tr>
<td>accept v [əkˈsept]</td>
<td>olmoq, qabol qilmoq, qabol qilib olmoq; tan olmoq, e’tirof qilmoq muvaffaqiyatsizlikni tan olmoq</td>
<td>принимать; признавать, признать неудачу, доступ</td>
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<td>accept failure v+n [-ˈfiːljo ]</td>
<td>1. kiradigan joy, kirish yo’li, yo’l; 2. kirish (yoki foydalanish) huquqi, kirish (yoki foydalanish) uchun jozat, ruxsat, kira (foydalana) olish</td>
<td>согласно ..., в соответствии с бухгалтерия</td>
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<td>access n [əkˈses]</td>
<td>1. kiradigan joy, kirish yo’li, yo’l; 2. kirish (yoki foydalanish) huquqi, kirish (yoki foydalanish) uchun jozat, ruxsat, kira (foydalana) olish</td>
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<td>according to adv [əkˈsədnɪtə]</td>
<td>...ga ko’ra, ...ga muvofiqlar, ...ga binoan, bo’yicha</td>
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<td>Accounting Administration [əkˈsəʊntɪŋ ədˈmɪnɪstreɪʃn]</td>
<td>buxgalteriya (hisob-kitob yuritish ishi, ilmi)</td>
<td>бухгалтерия</td>
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<td>yetishmoq, erishmoq</td>
<td>достигать, достижение, аббревиатура</td>
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<td>achievement n [əˈtʃiːvmənt]</td>
<td>yutuq, muvaffaqiyat</td>
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<td>acronym n [əkrəˈmæn]</td>
<td>qisqartma so‘z</td>
<td>аббревиатура</td>
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<td>act v [əkt]</td>
<td>1. harakat qilmoq, ish tutmoq; 2. o’zini tutmoq, muomalı qilmoq, muno-sabatda bo’lmqoq; 3. o’ynamoq (sah-nada), jiro etmoq</td>
<td>1. действовать; 2. вести себя, поступать; 3. играть (на сцене)</td>
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<td>action plan n+n [əkˈʃəʊn plæn]</td>
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<td>план действий</td>
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<td>active adj [əˈktɪv]</td>
<td>1. faol, faoliyatli, g’ayratli, serg’ayrat, serharakat; 2. harakatdagı</td>
<td>1. активный; энергичный; 2. действующий</td>
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activity n [æktɪvɪtɪ]
actually adv [ˈæktʃuəli]
additional adj [əˈdɪʃənl]
add up phr v [ædʌp]
adjective n [ədˈdʒɪktɪv]
administration n [ədˌmɪnɪˈstrep]n
adopt v [ədˈɔpt]
adult n [ədˈɔlt; ədˈɔlt]
advanced adj [ədˈvænst]
advantage n [ədˈvæntɪdʒ]
advert n [əˈvɜːt]
advertise v [ədˈvɜːtaɪz]
advertisement n [ədˌvɜːtɪˈmen]t
advertising n [ədˈvɜːtɪzn]g
advertising code n+n [ədˈvɜːtɪznˈkɔd]
advice n [ədˈvaɪs]
adviser v [ədˈvaɪz]
aerospace adj [əˈrəʊspeɪs]
affect v [əˈfɛkt]
age n [eɪdʒ]
ages 15 through 19 phr (=from 15 to 19 years old)
agency n [eɪˈdʒənsi]
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ago adv [əˈgoʊ]
agree v [əˈgriː]
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agro-chemical industry [əˈɡrəʊkɛmɪkəl ˈɪndstrɪ]
aid n [ɛd]
aim v, n [ɛm]

mash'g'ulot, faoliyat, harakat
asli, aslini olganda
qo'shimcha
jami ... ni hisoblamoq
(grammatikada) sifat
1. ish boshqarish; 2. ma'muriy
boshqarma, ma'muriyat
qabul qilmoq (qonun, qaror)
yoshi katta
1. ilg'or, yetakchi;
2. zamonaviy,
taraqqiy etgan
1. ilg'or, yetakchi;
2. zamonaviy,
taraqqiy etgan
1. ustunlik, ortiqlik, afzallik;
2. foyda, naf, bahra, manfaat
15 dan 19 yoshgacha
agentlik, bo'lim, vakolatxona
tajovuzkorlikka, bosqinchilikka asos-
tajozvokorlikka, bosqinchilikka asos-
ilgari, muqaddam, burun, oldin, avval
qo'shilmog (fikrga);
qo'shilmog, gapni
bir yerga qo'ymoq, shartlashmoq;
ko'nmoq, rozi bo'lmog
qishloq xo'jaligi
qishloq xo'jaligi
agrokimiyo sanoati
1. vosita (pul, mablaj', qurol); dori,
dori-darmon, davolash vositalari;
2. yordam, ko'mak, madad
bitor maqsadga intilmoq, maqsad
qilib qo'ymoq; maqsad, niyat, murod

deyatelnost', zanятie
fakhticheski, na samom dele
dobavnoy, dopolnitelnyy
skladovat', podgotovit'
ima priilagatel'noe
1. upravlenie delami;
2. администрация
prинимать (закон, резолюцию)
vzroslyy
1. vydivnutyy; pervoyy;
2. prodvinnuyy
1. primyushestvo, pravoosход-
sto; 2. vygoda; polza
reklama, obialjenie
1. reklamirovat'; 2. davat'
obraclenie
reklama, obialjenie

sovet
sovratovat'
aerokosmicheskiy
1. vliyat', vozdejstvovat';
2. volnovat'; trogat';
3. porazhit' (o bolezni)

agest
ot 15 do 19 let
agentstvo
agressivnyy; napadaet'nyy
tomu nazad
soglashatsya; dogовариваться

selskoye khozyaystvo
agrokhimicheskaya promyshlennost'
1. sredstvo;
2. pomoc
nacelyivat', stremit'sya;
ceel', namerienie
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<tr>
<th>English Word</th>
<th>Tajik Word</th>
<th>Arabic Word</th>
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<td>aircraft industry</td>
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<td>всякий; 2. кто-нибудь</td>
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<td>1. что-нибудь; 2. отриц. предлож. ничего; 3. утверж. предлож. всё</td>
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<td>apart from</td>
<td>кроме того, что</td>
<td>кроме того, что</td>
</tr>
<tr>
<td>apologise for</td>
<td>за</td>
<td>за</td>
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<tr>
<td>application</td>
<td>заявление; просьба; применение</td>
<td>заявление; просьба; применение</td>
</tr>
<tr>
<td>apply v [əˈplai]</td>
<td>1. iltimos bilan yozma murojaat qilmoq; 2. qo'llamoq, tatbiq qilmoq, ishlatmoq</td>
<td>1. обращаться письменно с просьбой; 2. использовать, применять, назначать</td>
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<tr>
<td>appoint v [əˈpent]</td>
<td>tayinlamoq, belgilamoq</td>
<td>1. встреча, свидание; 2. место, должность назначить встречу</td>
</tr>
<tr>
<td>appointment n [əˈpɔɪntmənt]</td>
<td>1. uchrashuv, uchrashish, ko'rishish; 2. lavozim, mansab, amal, o'rin, joy uchrashuv belgilamoq</td>
<td>1. район, область; 2. сфера, область</td>
</tr>
<tr>
<td>make an appointment v+n [ˈmeɪk an əˈpɔɪntmənt]</td>
<td>to'g'ri keladigan, loyiq, mos, munosib, muvofiq</td>
<td>1. спорить; 2. аргументировать, доказывать</td>
</tr>
<tr>
<td>appropriate adj [əˈprəʊpriət]</td>
<td>ma'qullamoq, qo'llab-quvvatlamoq</td>
<td>одобрение</td>
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<tr>
<td>approval n [əˈpruːvl]</td>
<td>ma'qullash, ma'qul topish, quvvatlash, manzur ko'rish</td>
<td>одобрять приблизительно</td>
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<tr>
<td>approve v [əˈpruːv]</td>
<td>ma'qul lamoq, isbot qilmoq</td>
<td>1. как (когда речь идѐт о рабо -ishi haqida gapirilganda qo'llaniladi); 2. как (в сравнениях); 3. когда, в то время как; 4. потому что, так как</td>
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<tr>
<td>approximately adv [əˈprɒksɪmətli]</td>
<td>taxminan, taqriban, qariyb, deyarli</td>
<td>вокруг</td>
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<td>area n [ˈɛərə]</td>
<td>1. hudud, maydon, joy; 2. soha</td>
<td>1. район, область; 2. сфера, область</td>
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<tr>
<td>argue v [əˈɡeɪr]</td>
<td>1. bahslashmoq, tortishmoq; 2. dalil biltirib (dalil bilan) isbotlamoq, asoslamoq, isbot qilmoq</td>
<td>1. как (когда речь идѐт о рабо -ishi haqida gapirilganda qo'llaniladi); 2. как (в сравнениях); 3. когда, в то время как; 4. потому что, так как</td>
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<tr>
<td>around prep [əˈraʊnd]</td>
<td>atrofida, tevaragida</td>
<td>прибывать</td>
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<tr>
<td>arrange v [əˈreɪndʒ]</td>
<td>1. tartibga keltirmoq; 2. shartlashmoq, va'dalashmoq, kelishib olmoq, gapni bir yerga qo'yib olmoq</td>
<td>1. как (когда речь идѐт о рабо -ishi haqida gapirilganda qo'llaniladi); 2. как (в сравнениях); 3. когда, в то время как; 4. потому что, так как</td>
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<tr>
<td>arrive v [əˈrɛv]</td>
<td>yetib kelmoq, kelmoq</td>
<td>1. как (когда речь идѐт о рабо -ishi haqida gapirilganda qo'llaniladi); 2. как (в сравнениях); 3. когда, в то время как; 4. потому что, так как</td>
</tr>
<tr>
<td>as conj, adv [əz, æz]</td>
<td>1. …sifatida, … bo'lib (boror kishining ishi haqida gapirilganda qo'llaniladi); 2. …dek, …day, kabi; 3. vaqtda, onda; 4. sababli, tufayli; chunki … gacha, …ga qadar, … ga doir … bilanoq, … zahoti, … zamon</td>
<td>1. как (когда речь идѐт о рабо -ishi haqida gapirilganda qo'llaniladi); 2. как (в сравнениях); 3. когда, в то время как; 4. потому что, так как</td>
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<tr>
<td>as far as phr</td>
<td>1. atomga oid, atom …</td>
<td>асамблея</td>
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<td>as soon as phr</td>
<td>2. hujum (tajovuz, hamla) qilmoq, bos(tir)ib kirmoq; shiddatli hujum qilmoq, tashlanmoq</td>
<td>помочь</td>
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<td>as well as phr</td>
<td>uychuma, assotsiatsiya, jamiyat</td>
<td>асамблея</td>
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<td>association n [əˈsəʊʃiəʃən]</td>
<td>1. hamma vaqt, doim, doimo, hamisha tubida, ostida, pastida</td>
<td>ассоциация, общество</td>
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<td>at all times phr</td>
<td>atomga oid, atom …</td>
<td>всегда</td>
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<td>at the bottom phr</td>
<td>hujum (tajovuz, hamla) qilmoq, bos(tir)ib kirmoq; shiddatli hujum qilmoq, tashlanmoq</td>
<td>внизу</td>
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<td>atomic adj [əˈtɒmɪk]</td>
<td>uychuma, assotsiatsiya, jamiyat</td>
<td>атомный</td>
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<td>attack v [əˈtæk]</td>
<td>hujum (tajovuz, hamla) qilmoq, bos(tir)ib kirmoq; shiddatli hujum qilmoq, tashlanmoq</td>
<td>нападать; атаковать</td>
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<td>attend v [əˈtend]</td>
<td>qatnamoq</td>
<td>посещать</td>
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<td>attention n [əˈtenʃən]</td>
<td>diqqat, e'tibor, diqqat bilan qarash, ziyraklik, hushyorlik, sinchkovlik</td>
<td>внимание, внимательность</td>
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<td>attitude n [əˈtjuːd]</td>
<td>munosabat, muomala; munosabatda (muomalada) bo’lish, qarash</td>
<td>отношение; позиция</td>
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attract v [əˈtrækt]
authoritative adj [ɔːθɔˈrətɪv]
authority n [ɔːθɔˈrəti]

auto adj [ɔːˈtʊə]
auto mechanics [ɔːˈtʊə məˈkænɪks]
automobile n [ɔːtəˈmoʊbɪl]
available adj [əˈvɛrəbl]
average adj [əˈveɪrɪdʒ]
aviation n [əˈvɪəʃən]
aware adj [əˈweə]

baby n pl (-ies) [ˈbeibi]
baby-sitter n [ˈbeibɪstə]
background n [ˈbækɡraʊnd]
ballet n [ˈbælɛt]

bank note n+n [ˈbæŋknɔt]
banking n [ˈbæŋkɪŋ]
bargain v [ˈbɑːɡən]
base n [beɪs]

basic adj [ˈberɪsk]
basis n [ˈberɪsɪs]
battle n [ˈbætl]
be able to do smth phr

be careful [brˈkiəfl]
be fond of phr

be in a hurry phr
be up to smb phr
beat v [biːt] (pt beat; pp beaten)
Beauty Therapy n+n [ˈbiːθi ˈterəpi]
become v [brˈkeɪm] (pt became; pp become)
behave v [brˈheɪv]

behaviour n [brˈhɪvɪə]
belief n [ˈbrli:f]
believe in v+prep [brli:v]  
bell n [bel]  
belong v [brľŋ]  
below adv [brľo]  
besides adv [brsədz]  
bi-lingual adj [bər'lıngwəl]  
billion num [bɪliən]  
bio-chemical adj [brəʊkəmɪk]  
bio-genetic adj [brəʊdʒiˈnetɪk]  
birthplace n [ˈbɜːθpleɪs]  
blanket n [ˈblæŋkɪt]  
blow dry v [bləʊ ˈdrɛɪ]  
boarding school adj+n [ˈbɔːdɪŋ ˈskuːl]  
body n [ˈbɔdi]  
book v [bʊk]  
boost v [bʊst]  
boot n [bʊt]  
borough n [ˈbʌrəʊ]  
bottling plant [ˈbɒtln ˈplænt]  
boulevard n [ˈbruːləd]  
branch n [brəntʃ]  
brake n [breɪk]  
brake v [breɪk] (pt broke; pp broken)  
breaktime n [ˈbreɪktɪm]  
bréed n [briːd]  
bréed v [breɪd] (pt, pp brought)  
broad adj [brɔːd]
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<th>brochura</th>
<th>kichik hajmdagi kitobcha, risola</th>
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<td>broken adj</td>
<td>1. singan, siniq, buzuz; 2. buzilgan</td>
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<td>building n</td>
<td>1. savdo-sanoat faoliyati; 2. ish, kasbekor, doimiy yumush, mashg'ulot; 3. savdo korxonasi, firma; 4. ish, vazifa, burch; 5. ish, voqea, hodisa</td>
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<td>bully v</td>
<td>1. kayuta (kemada); 2. kulba kichik uy; 3. samolyot kabinasi</td>
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<tr>
<td>bullying n</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
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<tr>
<td>by air mail prep+n+n</td>
<td>1. kayuta (kemada); 2. kulba kichik uy; 3. samolyot kabinasi</td>
</tr>
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</table>

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<tr>
<th>cabin n</th>
<th>1. kayuta (kemada); 2. kulba kichik uy; 3. samolyot kabinasi</th>
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<tbody>
<tr>
<td>cabinet n</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
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<tr>
<td>caller n</td>
<td>1. telefon qiluvchi; 2. mehmmon, tashrif buyuruvchi</td>
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<td>camp n</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
</tr>
<tr>
<td>campaign n</td>
<td>1. kayuta (kemada); 2. kulba kichik uy; 3. samolyot kabinasi</td>
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<tr>
<td>campus n</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
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<tr>
<td>candidate n</td>
<td>1. kayuta (kemada); 2. kulba kichik uy; 3. samolyot kabinasi</td>
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<td>canteen n</td>
<td>1. kayuta (kemada); 2. kulba kichik uy; 3. samolyot kabinasi</td>
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<td>Capitol Hill n+n</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
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<tr>
<td>carbonated adj</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
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<td>care n</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
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<td>career n</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
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<td>carefully adv</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
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<td>carpentry n</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
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<td>carpet n</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
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<td>carry v</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
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<td>carry out phr v</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
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<td>cartel n</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
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<td>case n</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
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<td>cash n</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
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<td>cash a postal order [kaʃəˌpɔstl ˈɔrəd]</td>
<td>1. idish-tovq qo'yladigan etajerka, javoncha, shkafcha; 2. vazirlar mahkamasi</td>
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<tr>
<td>English Word</td>
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<td>--------------</td>
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<td>castle n</td>
<td>замок</td>
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<tr>
<td>catholic adj</td>
<td>католический</td>
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<td>cattle-farming n+n</td>
<td>животноводство</td>
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<td>cause v</td>
<td>быть причиной; вызывать</td>
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<tr>
<td>celebrate v</td>
<td>праздновать</td>
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<tr>
<td>centralised adj</td>
<td>централизованный</td>
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<td>ceremony n</td>
<td>церемония, торжество</td>
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<td>chairperson n</td>
<td>председатель (в собрании)</td>
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<td>chamber n</td>
<td>палата</td>
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<td>chat n</td>
<td>беседоват; болтать</td>
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<td>cheap adj</td>
<td>дешёвый</td>
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<td>chemicals n</td>
<td>химикати</td>
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<td>Child Development n+n</td>
<td>разви́ть ребе́нка</td>
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<td>chair n</td>
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<td>church n</td>
<td>церковь</td>
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<td>citizen n</td>
<td>гражданин</td>
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<tr>
<td>classmate n</td>
<td>одноклассник</td>
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</table>
clear adj [klər] 1. ясный, светлый; 2. прозрачный; 3. отчётливый; понятный
clerk n [klɑːk] кляр; чиновник; секретарь
clock n [klɔk] часы
coal-mining n+n [koʊl məˈmɪŋ] добыча угля
coast n [ˈkɔːst] побережье
cocoon n [ˈkəʊkən] кокон
code n [kəʊd] 1. код, шифр; 2. кодекс, свод законов
code of practice n+n [ˈkɔʊdəfprækτɪs] кодекс деятельности
co-ed n [ˈkəʊəd] совместное обучение
collection n [ˈkəlɛkʃən] коллекция; собрание
college n [ˈkɒlɪdʒ] колледж
colour v [ˈkʌlər] красить, раскрашивать
come into being phr tashkil topmoq, yuzaga kelmoq возникать, создаваться
come up with smth topmoq найти решение
commerce n [ˈkɒmərse] коммерция, торговля
committee n [ˈkəmɪtɪ] комитет
common law adj+n umumiy huquq (hakamlar qarori va qonunlari) общее право (закон, установленный судом и народом в Англии)
communication n [kəˌmənʃən] связь, сообщение
community n [kəˈmjuːnəti] сообщество, община
company n [ˈkʌmpəni] общество
competition n [ˈkɒmpərɪtʃən] конкуренция, соперничество
complaint n [ˈkɔmplɛnt] жалоба, недовольство
complete adj [ˈkəmplət] 1. полный; 2. законченный
completely adv [ˈkəmplətli] совершенно, полностью
comprehensive school adj+n [kəmˈprɛhənsɪv ˈskɔːl] общееобразовательная школа
compulsory adj [kəmˈpʌlsəri] обязательный
concentrate v [kənˈsɛntreɪt] сосредоточивать(ся); концентрировать(ся)
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<th>English Meaning</th>
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<td>1. xula; 2. xulosa qism; 3. xotima, yakun, oxir</td>
<td>1. вывод; 2. заключительная часть; 3. заключение</td>
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<td>condition n</td>
<td>1. vaziyat, holat, ahvol; 2. shart-sharoit, hol; 3. shart, talab</td>
<td>1. состояние, положение; 2. обстоятельство; 3. условие проводить</td>
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<td>conduct v</td>
<td>o’tkazmoq</td>
<td>конфедерация; совещание</td>
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<td>конфедерация; совещание</td>
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<td>1. ishonch; ishonish; 2. maxfiy xabar, amin bo’lish, ishonch bilan harakat qilish</td>
<td>1. доверие; 2. конфиденциальное сообщение, секрет; 3. уверенность</td>
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<td>conflict n</td>
<td>ixtilof, to’qnashuv, janjal, nizo, mojaro</td>
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<td>tabrik, qutlov</td>
<td>поздравление</td>
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<td>consider v</td>
<td>ko’rib chiqmoq, muhokama qilmoq; puxta o’ylamoq, yaxshilab o’ylob ko’moq, chuqur mulohaza qilmoq; iborat bo’lmoq</td>
<td>рассмаитривать; обдумывать</td>
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<td>consist of</td>
<td>…dan tashkil topmoq, tuzilmoq, iborat bo’lmoq</td>
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<td>1. избиратели; 2. избирательный округ</td>
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<td>1. qurilish; qurish, bino qurish; 2. inshoot, bino, imorat, qurilish</td>
<td>1. строительство; 2. сооружение; конструкция</td>
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<td>consumer n</td>
<td>iste’molchim</td>
<td>потребитель</td>
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<td>consumer goods n+n</td>
<td>keng iste’mol mollar</td>
<td>товары широкого потребления</td>
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<td>contact n, v</td>
<td>aloqa; aloqa bog’lamoq</td>
<td>контакт; связь; устанавливать связь; связываться</td>
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<td>contain v</td>
<td>o’z ichiga olmoq</td>
<td>содержать; вмещать</td>
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<td>qit’a, mintaqa, materik</td>
<td>континент, материк</td>
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<td>davom et(tir)moq</td>
<td>продолжать(ся)</td>
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<td>contribute v</td>
<td>yordam bermoq (qilmoq, ko’rsatmoq); hissa qo’shmoq</td>
<td>способствовавать; вносить вклад</td>
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<td>control v</td>
<td>1. tekshirmoq, nazorat qilmoq; 2. boshqarmoq</td>
<td>проверять, контролировать; управлять</td>
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<td>convenient adj</td>
<td>qulay, o’ng’ay, soz, yaxshi</td>
<td>удобный, подходящий</td>
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<td>convention n</td>
<td>1. konvensiya (biror maxsus masala yuzasidan davlatlar o’tasida tuziladigan shartnoma, bitim, kelishuv), shartnoma, ahdoma; 2. qurultoy, majlis, yig’ilish</td>
<td>1. конвенция, договор; 2. съезд, собрание</td>
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<td>conversation n</td>
<td>suhbat, gaplashish, so’zlashish</td>
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<td>convince v</td>
<td>(uzil-kesil) ishon(tir)moq, inontirmoq</td>
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<td>cool adj</td>
<td>1. salqin; 2. sovuqqon, bosiq, og’ir, vazmin</td>
<td>1. прохладный; 2. хладнокровный</td>
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cooperate v [koʊəˈpɛrɪt] | hamkorlik qilmoq, hamkorlikda ishlamoq

cooperation n [koʊəˈpɛrɪtʃən] | hamkorlik, hamkorlikda ishlash

cooperative adj | 1. qo’shma, hamkorlikdagi; 2. kooperativ

copper n [ˈkɔpə] | mis

corporate adj | 1. qo’shma, hamkorlikdagi; 2. kooperativ

corporation n [ˈkɔpərəʃən] | 1. mahalliy o’z o’zini idora qilish or; 2. korporatsiya, birlashma

correct v [kərˈɛkt] | 1. tuzatmoq, to’g’rilamoq; 2. kamchi

correctly adv [kərˈɛktli] | to’g’ri usul bilan, durustroq, bexato

corridor n [ˈkɔrɪdər] | yo’lak, koridor

corruption n [ˌkɔrəˈpʃən] | 1. buzilganlik, yomon yo’lga kirganlik; 2. korrupsiya, sotqinlik, poraga sotilish; 3. chirish, irish, aynish

cost n, v [kɔst] (pt, pp cost) | narx, baho; turmoq (narx haqida), narx (qiymat) ga ega bo’lmoq

cosy adj [ˈkɔзу] | qulay, o’ng’ay, shinam, orom

cotton n [ˈkɔtn] | paxta

cotton cloves n+n [ˈkɔtn ˈkləuvz] | paxta chanoqlari

council n [ˈkɔunsəl] | kengash

councillor n [ˈkɔnsələr] | kengash a’zosi

country house adj+n [ˈkɔntri ˈhauz] | dala hovli, kottej

countryside n [ˈkɔntrəsайд] | qishloq joy

county n [ˈkɔuni] | graflik (Angliyada); 2. okrug (AQSHda)

couple n [ˈkəpl] | juft, par; ikki dona, ikkita

coupon n [ˈkuːpon] | kupon, talon (biror narsa olish huquqini beruvchi hujjat)

course n [kɔ:s] | kurs

court n [kɔ:t] | sud

cover v [ˈkʌvə] | qoplamoq, ustini yopmoq, bekitmoq, rangli bo’r

crayon n [ˈkreɪən] | yaratmoq, bunyodga keltirmoq, buynod gilmoq

create v [kriˈeɪt] | ijodiy

creative adj [kriˈeɪtɪv] | ijodiy, ijodkorlik bilan

creatively adv [kriˈeɪtɪvli] | kredit, qarz; nasiya

credit n [ˈkredɪt] | 1. yarim oy; yangi oy, hilol; 2. yarim oy shakildagi biror narsa

crescent n [ˈkrests] | 1. ekipaj, komanda; 2. brigada; guruh

crew n [kru:] | сотрудничать

1. совместный, сотрудничающий; 2. кооперативный

1. общий; 2. корпоративный

1. муниципалитет; 2. корпорация

1. исправлять; 2. указывать на недостатки

правильно

корпоративный

муниципалитет; 2. корпорация, бригада

сельский дом, коттедж

сяйвальная местность

1. графство (в Англии); 2. округ (в США)

пара

купон, талон

курс

суд

покрывать, закрывать

цветной мелок

создавать, творить

творческий

творчески

кредит

1. полумесяц; 2. что-то имеющее форму полумесяца

1. экипаж; команда; 2. бригада; группа
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<td>toj</td>
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<td>cultural adj [kaot]</td>
<td>madaniy</td>
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<td>valuta (bior mamlakatning pul tizimi va unga asos qilib olingan pul birligi), pul</td>
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<td>current adj [karant]</td>
<td>ayni paytdagi, joriy, hozirgi, hozirgi kundagi</td>
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<td>hozir, hozirda, hozirgi vaqtda, shu tobda, ayni paytda</td>
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<td>cut v [kat] (pt, pp cut)</td>
<td>sikl, davr (ma'lum davr ichida takrorlanib turadigan, ish, hodisa, jarayon va h.k.lar majmui)</td>
<td>1. резать; разрезать; рубить; 2. стричь, подстригать</td>
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<td>daily adj [deili]</td>
<td>kunlik, kundalik, har kungi, kunda bo'ladigan</td>
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<td>a great deal of phr</td>
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<td>deal with smth/smb phr v [di:lwi]</td>
<td>biror ish yuzasidan kimsa bilan yaqin munosabatda (aloqada, muomalada) bo'limoq</td>
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<td>1. bahs, munozara; 2. bahslashmoq, mukhokama qilmoq</td>
<td>1. дискуссия, дебаты; 2. спорить, дебатировать</td>
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<td>1. maqbul, ma'qul, qabul qilsa bo'ladigan; 2. odobli, tarbiyali, tartibli, odamshavanda, vijdonli, insofli, halol qorar, hukm</td>
<td>1. приемлемый; 2. приличный, порядочный;</td>
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<td>decision n [dr's3n]</td>
<td>qaror qilmoq, qarorga (xulosaga), kelmoq, ahd qilmoq</td>
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<td>make a decision v+n [meikro dr's3n]</td>
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<td>defense n [dr'fens]</td>
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<td>ko'p kuch talab qiladigan</td>
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<td>demanding adj [dr'mændin]</td>
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<td>democracy n [dr'mokrasi]</td>
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<td>требующий много усилий</td>
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<td>... ga bog'liq bo'lmq</td>
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<td>1. депутат; 2. заместитель</td>
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<td>1. d; 2. o'rinbosar, muovin</td>
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<td>1. ushlab (tutib) olmoq, qo'lg'a tushirmoq, qamamoq; qamqoq qamqoqa (xibsga) olmoq; 2. ushlab (tutib) qolmoq, ke-tishga ruxsat bermaslik</td>
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<td>to'kib) topmoq; 2. loyiq bo'lmoq,</td>
<td>1. зарабатывать; 2. заслуживать</td>
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<td>earthquake n [ˈɜːkweɪt]</td>
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<td>iqtisodiy iqtisodiy o'sish</td>
<td>1. результат, следствие; 2. воздействие</td>
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<tr>
<td>ecology n [ɒkˈɒlədʒi]</td>
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<td>ekologiya</td>
<td>экономический рост, экономика, хозяйство</td>
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<tr>
<td>economic adj [iː.kəˈɒnəmɪk]</td>
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<td>iqtisodi</td>
<td>экономический рост, экономика, хозяйственное образование; воспитание</td>
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<td>economic growth adj+n</td>
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<td>iqtisodiy o'sish</td>
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<td>economy n [ˈɛkənomi]</td>
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<td>iqtisod; xo'jalik</td>
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<td>oqibat, natija; 2. ta'sir, ta'sir etish</td>
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<td>effect n</td>
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<td>efficiency n [ɪˈfɪʃənsi]</td>
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<td>samardorlik, unumlilik, foydalilik; 2. foydali ish koeffitsienti</td>
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<td>efficiently adv [ɪˈfɪʃəntli]</td>
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<td>samardorlik bilan, unumli (foydalii)</td>
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<td>eight-pointed star adj+n</td>
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<td>sakkiz qirrali yulduz</td>
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<td>elderly adj [ˈeldəli]</td>
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<td>yoshi katta</td>
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<td>elect v [ɪˈlekt]</td>
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<td>saylamoq, tanlamoq, tanlab (saylab) olmoq, saylab qo'ymoq saylov saylov tizimi</td>
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<td>electoral system adj+n</td>
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<td>elektrik jihozlarni o'rnatish</td>
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<td>Electrical Installation adj+n</td>
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<td>electronic adj [iˌlektrənɪk]</td>
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<td>1. element; 2. tarkibiy qism</td>
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<td>electronics n [ɪˌlektrənɪks]</td>
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<td>boshlang'ich maktab</td>
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<td>element n [ˈeləmənt]</td>
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<td>yana, tag'ın</td>
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<td>elementary school adj+n</td>
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<td>elektron pochta</td>
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<td>else adv [els]</td>
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<td>ramz, belgi, timsol, gerb</td>
<td>1. результат, следствие; 2. воздействие</td>
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<td>e-mail (electronic mail) adj+n</td>
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<td>kashtadə'zilik, kashta, gul</td>
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<td>emblem n [ˈembləm]</td>
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<td>tasodifiy (favqulotda, kutilmagan)</td>
<td>1. результат, следствие; 2. воздействие</td>
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<td>embroidery n [ɪmˈbrɪdəri]</td>
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<td>hodisa; og'ir (tang, mushkul, qiyin) ahvol</td>
<td>1. результат, следствие; 2. воздействие</td>
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<td>emergency n [ɪˈmɔːrənsi]</td>
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<td>1. результат, следствие; 2. воздействие</td>
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exclude v [ɪkˈskluːd] chiqarmoq, chiqarib tashlamoq, o'chirmoq, haydamoq
exclusion n [ɪkˈskluːʒən] haydalish (maktab, klubdan)
executive adj [ɪɡˈzɛkjuːtɪv] ijjroya, ijjro etuvchi, amalga oshiruvchi
exclude v [ɪkˈspend] kengay(tir)moq, tarqa(t)moq, yoy(il)-moq
expect v [ɪkˈspekt] 1. kutmoq; 2. umid qilmoq, umid bog'lamoq, umidvor bo'lmоq
expel v [ɪkˈspel] haydamoq, haydab chiqarmoq, bog'lamoq, umidvor bo'lmоq
experience v [ɪkˈspəriəns] amalda sinab ko’rmoq, boshdan kechirmoq, totmoq, chekmoq, his qilmoq (sezmoq)
expiration n [ɪkˈspɜːɪʃən] tushuntirish
exporter n [ɪkˈspɔrtə r] eksport qiluvchi, eksportchi
facilities n [ˈfæsɪlɪti] 1. qulaylik, o'ng'aylik; xizmat ko'rsatish vositası; 2. asbob-uskuna, jihoz; mexanizm, qurilma, moslama
factory n [ˈfæktri] fabrika, zavod
fair adj [fɛə] 1. adolat yuzasidan qilingan, adolatli, odil, to'q’ri, haq, haqqoniy; 2. yaxshi-gina, durust, chidasa bo'ldigan, uncha yomon emas; 3. (ob-havo haqida) qulay, ochiq, quyoshli; 4. oq-malla, sarg'ish
fall asleep v+adj [fɔːl əˈsliːp] uxlab qolmoq, uyquga ketmoq
far adj [fɑːr] uzoq, yiroq, olis
fashion n [ˈfæʃən] moda, rasm, odat

F

facility n [ˈfæsɪlɪti] 1. qulaylik, o'ng'aylik; xizmat ko'rsatish vositası; 2. asbob-uskuna, jihoz; mexanizm, qurilma, moslama
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fashion n [ˈfæʃən] moda, rasm, odat
<table>
<thead>
<tr>
<th>English</th>
<th>Uzbek</th>
<th>Russian</th>
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</thead>
<tbody>
<tr>
<td><strong>fast adj</strong> [fæst]</td>
<td>tez, ildam, chaqqon, jadal</td>
<td>быстрый, скорый</td>
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<td><strong>fast-changing adj</strong> [fæstʧiŋdʒ]</td>
<td>tez o'zgarib borayotgan</td>
<td>быстро изменяющий</td>
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<td><strong>favourite adj</strong> [fɛvərɪt]</td>
<td>sevimli, yoqimli, yaxshi ko'rgan, yoqirgan</td>
<td>любимый, излюбленный</td>
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<td><strong>fax n</strong> [fæks]</td>
<td>faks (xat)</td>
<td>факс (письмо)</td>
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<td><strong>fax machine n+n</strong> [fæks ˈməʃɪn]</td>
<td>faks (apparat)</td>
<td>факс (аппарат)</td>
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<td><strong>federal adj</strong> [ˈfedərəl]</td>
<td>federal, federativ, ittifoqdosh</td>
<td>федеральный, союзный</td>
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<tr>
<td><strong>fee n</strong> [fɪ]</td>
<td>1. to'lov, vznos; 2. qalam haqi</td>
<td>1. взнос; 2. гонорар</td>
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<td><strong>feedback n</strong> [ˈfɪbəkr]</td>
<td>biror narsa to'g'risidagi fikr-mulohaza</td>
<td>обратная связь</td>
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<td><strong>feel v</strong> [fi:l] (pt, pp felt)</td>
<td>his qilmoq, sezmoq</td>
<td>чувствовать</td>
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<tr>
<td><strong>feel thirsty</strong></td>
<td>chanqamoq</td>
<td>испытывать жажду</td>
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<td><strong>feeling n</strong> [fi:lɪŋ]</td>
<td>his-tuyg'u, sezgi, hissiyot</td>
<td>чувство, ощущение, эмоция</td>
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<td><strong>ferocity n</strong> [fərəˈsɪti]</td>
<td>rahmsizlik, zolimlik, shafqatsizlik, yovuzlik, vaqshiylik</td>
<td>жестокость, свирепость</td>
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<td><strong>fertilizer n</strong> [ˈfɜːtəlaɪzə]</td>
<td>o'g'it, go'ng</td>
<td>удобрение</td>
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<td><strong>few adj</strong> [fju:]</td>
<td>kam, oz, ozgina, uncha ko'p emas, soni kam</td>
<td>немногие, немногочисленные</td>
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<td><strong>field trip</strong></td>
<td>ekskursiya</td>
<td>экскурсия</td>
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<td><strong>fight v</strong> [fæt] (pt, pp fought)</td>
<td>1. urushmoq, jang qilmoq, jang olib 1. сражаться, вести бой; 2. ругаться</td>
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<td><strong>figure out</strong></td>
<td>hisoblamoq, hisoblab chiqarmoq; 2. tushunmoq, anglamoq, tushunib yetmoq; fahmlamoq, payqamoq</td>
<td>вычислять; постигать; понимать</td>
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<td><strong>file n</strong> [fiːl]</td>
<td>1. skorosshivatel (ish papkasining 1. скоросшиватель; регистра для бумаг</td>
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<td><strong>financial adj</strong> [fənəˈmənts]</td>
<td>moliyaviy oid, moliyaviy, moliya …</td>
<td>финансовый</td>
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<td><strong>fine art</strong> [fɪnət]</td>
<td>tasviriy san'at</td>
<td>изобразительное искусство</td>
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<td><strong>fingernail n</strong> [ˈfɪŋənɔɪl]</td>
<td>qo'l barmog'idagi tirnoq</td>
<td>ноготь</td>
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<td><strong>fire n</strong> [faɪə]</td>
<td>1. olov, o't; 2. yong'in</td>
<td>огонь; пожар</td>
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<td><strong>fire brigade</strong></td>
<td>o't o'chiruvchilar komandasi</td>
<td>пожарная команда</td>
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<td><strong>fireworks n</strong> [ˈfaɪəwɜːks]</td>
<td>mushak, mushabozlik</td>
<td>фейерверк</td>
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<td><strong>fix v</strong> [fɪks]</td>
<td>1. o'nutmaq, qo'ymoq, qurmoq; mahkamlamoq, mustahkamlab</td>
<td>устанавливать, укреплять; назначать, определять</td>
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<tr>
<td>English Word</td>
<td>Uzbek Word</td>
<td>Translation</td>
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<td>flexi-time job</td>
<td>o'zgaruvchan jadvalli ish</td>
<td>работа с гибким графиком</td>
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<td>flood</td>
<td>suv toshqin, suv bosish; oqim</td>
<td>1. половодье, наводнение; 2. поток</td>
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<td>flowering valley</td>
<td>gullayotgan vodiy</td>
<td>цветущая долина</td>
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<td>fluently</td>
<td>ravon, mayin, ohista, shosh-kin, bekam-ko'st</td>
<td>плавно, бегло; свободно</td>
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<td>quyidagi, tubandagi; kelasi, kelgusi, kelar</td>
<td>следующий</td>
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<td>Food Technology</td>
<td>oziq-ovqat texnologiyasi</td>
<td>технология пищи</td>
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<td>food value</td>
<td>to'yimlilik</td>
<td>питательность</td>
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<td>footwear</td>
<td>oyoq kiyim</td>
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<td>foreign</td>
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<td>Forestry</td>
<td>o'rmonchilik, o'rmonshunoslik</td>
<td>лесоводство</td>
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<td>forget</td>
<td>qo'ymoq</td>
<td>забывать, не помнить</td>
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<td>form</td>
<td>1. shakl; shakllanmoq; 2. sinf</td>
<td>1. форма; формировать(ся); 2. класс (школьный)</td>
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<td>forum for</td>
<td>yig'ilish), anjuman</td>
<td>форум для</td>
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<td>found</td>
<td>asos solmoq, tashkil etmoq, barpo</td>
<td>основывать, учреждать</td>
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<td>1. karkas, sinch (bino, inshoot va sh.k.da); sxematik tuzilish; 2. qaddijomaq, bo'y-bast, jussa, bichim; 3. rom, ramka; rama; gardish (ko'z-oynakniki)</td>
<td>1. каркас; скелет; 2. рамка, рамка, оправа очков</td>
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<td>1. bepul, tekin; 2. bo'sh; erkin, ozod, hur, erki o'zida bo'l'gan; 3. ish yo'q, bo'sh, bekor, band bo'lmagan</td>
<td>1. бесплатный; 2. свободный; 3. незанятый</td>
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<td>fresh</td>
<td>sof, toza; yangi (buzzilangan), yangi uzilgan; salqin</td>
<td>свежий; новый; прохладный</td>
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<td>frighten</td>
<td>qo'rqitmoq, cho'chitmoq, hurkitmoq</td>
<td>пугать</td>
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<td>frightening</td>
<td>qo'rqinchli</td>
<td>страшный, ужасный</td>
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<td>fringe</td>
<td>1. popuk, shokila; popukli jiyak; 2. peshonagajak (peshonaga tushirib qo'ylingan soch); 3. chekka, yoqa, lab, hoshiya, uqa; shahar cheti; o'rmom cheti (chekkashi, yoqasi)</td>
<td>1. бахрома; 2. чѐлка; 3. кайма; окраина (города); опушка (леса)</td>
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<td>from time to time</td>
<td>vaqt-i-vaqt bilan, onda-sonda, goho, har zamonda</td>
<td>иногда, время от времени</td>
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<td>fulfill</td>
<td>bajarmoq, ado etmoq, amalga oshirmoq</td>
<td>выполнять, осуществлять</td>
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<td>full-time job</td>
<td>to'liq stavkadagi ish</td>
<td>работа на полную ставку</td>
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### fund n [fænd]
- 1. boylik, xazina, zaxira, rezerv; 2. fond, mablaq’, pul; jamg‘arma
- pul mablaq’lari

### funds n [fændz]
- asosiy, tub, bosh; eng muhim, eng katta

### fundamental adj [fændəˈmentəl]
- mo‘yna, teri, jun, yung
- uy jihozlari, mebel

### fur n [fɜːr]
- keyinroq, keyinchalik
- kasta
- meh, шерсть; пушнина

### furniture n [ˈfɜːrniʃər]
- mебель, обстановка
- batching

### further adv, n [ˈfjuːər]
- далее, далее

### future adv, n [ˈfjuːtʃər]
- будущее
- kelajak, istiqbol

### gain v [ɡeɪn]
- 1. ega bo‘lmoq, egallamoq, orttirmoq, olmoq; kasb etmoq; erishmoq, sazo-
- vor bo‘lmoq; 2. foyda olmoq

### garbage n [ˈɡærɪjəs]
- брешь; разрыв; пробел
- отбросы; мусор

### garment n [ˈɡɑːmənt]
- ут, бос, лос; би

### general adj [ˈdʒenərəl]
- umumiy, umum, hammaga xos
- общий
- General Assembly
- Генеральная Ассамблея

### generalize v [ˈdʒenərəlaɪz]
- обобщать
- обобщать

### generally adv [ˈdʒenərəli]
- обычно; в большинстве случаев
- поколение

### generation n [ˈdʒenərəʃən]
- поколение
- glacial

### generous adj [ˈdʒenərəs]
- щедрый, o’ziga tortadigan, fusunkor
- обаятельный, очаровательный

### gentleness n [ˈdʒentlnəs]
- доброта

### geometry set n+n [ˌdʒɪˈɒmətri set]
- набор для геометрии

### get v [ˈɡet] (pl, pp got)
- получать, доставать
- получать оплату

### gift n [ɡɪft]
- подарок, дар

### glamorous adj [ˈɡlæmərəs]
- обаятельный, очаровательный

### globalization n [ˌɡləʊˈbælərɪzən]
- глобализация

### glorious adj [ˈɡlɔːrɪəs]
- славный, знаменитый; 2. великолепный

### goal n [ɡəʊl]
- цель

### God n [ɡɒd]
- Бог

### goods n [ɡʊdz]
- товары
happen v [hæpn] — случиться, происходить
happiness n [ˈhæpɪnəs] — счастье
hard adj [hɑːd] — тяжёлый; твёрдый
hard adv [hɑːd] — сильно, упорно, настойчиво
hatred n [ˈhɛtrɪd] — ненависть
head n [hɛd] — 1. голова; 2. глава, вождь; руководитель; директор
head v [hɛd] — возглавлять, вести
headmaster n [ˈhedmɑːstər] — директор школы
headquarters n [ˈhedkwəːtəz] — 1. главное управление, центр; 2. штаб квартира
health care n+n [ˈhelθ kɑːr] — здравоохранение
hear v [hɪər] (pt, pp heard) — 1. слышать; 2. слушать, слышать; 3. услышать, узнать
heart n [hɑːt] — сердце
heavily adv [ˈhevəli] — сильно
heel n [hiːl] — 1. пятка; 2. каблуке
heritage n [ˈhɛrɪtɪdʒ] — наследство
hide n [hɑɪd] — 1. скрывать, маскировать; 2. утаивать
hierarchical adj [hɪərəkʃərəl] — иерархический
high school adj+n [ˈhɑːrskɔːl] — средняя школа (AE)
high-heeled adj [ˈhɑːhiːld] — высокий
high-tech industry n+n [ˈhɑːtɪk ˈɪndəstri] — производство высоких технологий (электроника)
hold v [həʊld] (pt, pp held) — держать; 2. проводить (собрание, демонстрацию)
hold on phr v [həʊldən] — подожди(те)
Holland n [ˈhɔːldən] — Голландия
honest adj [ˈɒnɪst] — честный, искренний
honour n, v [ˈɒnə] — честь, уважение, почтение; почитать, чтить; удостоивать
in honour of phr — в честь
hope v [hoʊp] — надеяться
House of Commons n+n [ˈhəʊsəf ˈkɒmənz] — палата общин
House of Lords n+n [ˈhəʊsəf ˈlɔːdz] — палата лордов
House of Representatives [ˈhəʊsəf,reprəˈzentətɪvz] — палата представителей
improvement
(tir)moq
imagination
basharti, mobodo

identity badge
gumanitarlik, insoniy

import
immediately
gidroelektrostansiya
gigienik, sog‘liqni saqlashga xizmat
qiladigan
hydro-electric power station
[haudroelektrik ‘pausta ‘streyn]
hygienic adj [hardz’ini:k]

idea n [ar’də]
1. g‘oya, mafkura; fikr; 2. tasavvur, tusshuncha; 3. o‘y, maqsad, niyat; reja xayoliy, tasavvur daggeri, ko‘ngildagidek shaxsiy guvochnoma

ideal adj [ar’di:sl]

identity badge n+n
[ar’dentəti ‘bædʒ]

ignore v [ig’naː]
agar, agarda, bordiyu; modomiki; basharti, mobodo e’tiborsiz qoldirmoq, nazardan chetda qoldirmoq, nazar-pisand qilmalslik

imagination n [imædʒin‘en]
tasavvur, faraz, fantaziya
tasavvur qilmoq, ko‘z oldiga keltirmoq, faraz qilmoq
darhol, tezlik bilan, zudlik bilan, kechiktirmay, … bilanoq, … hamon, zahoti

immediately adv [‘miːdɪətli]
darhol, tezlik bilan, zudlik bilan, kechiktirmay, … bilanoq, … hamon, zahoti

import v [im’pɔ:t]
tashib keltirmoq, import qilmoq, chetdan mol keltirmoq

importance n [im’pɔ:ns]
ahamiyatlik, muhimlik; ahamiyat

important adj [im’pɔ:nt]
muhim, zarur, ahamiyatlilik; ahamiyat

impressive adj [im’presiv]
zor‘taa ssurot qoldiradigan, ta’sirchan

improve v [im’pru:v]
tuzatmoq, yaxshila(n)moq, tuzalmoq; takomillash(tir)moq, mukammallash-(tir)moq

improvement n
[im’pru:vment]
yaxshilanish; mukammallashish, malaka oshirish

in order to phr
... (biror narsa qilish) uchun

include v [ɪnklju:d]
o‘z ichiga olmoq, qamrab olmoq

housing n [hauzɪn]
however conj [hau’vevə]

human rights n+n
[hju:man ˈraɪts]

humanitarian adj
[hjuːˈmænɪtəriən]

Humanities n [hjuːˈmenətɪz]
hurt v [hɜːt] (pt, pp hurt)

idea n [ar’də]

ideal adj [ar’di:sl]

identity badge n+n
[ar’dentəti ‘bædʒ]

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include v [ɪnklju:d]
o‘z ichiga olmoq, qamrab olmoq

1. idea, мысль; 2. представление; 3. план, намерение идеальный удостоверить

1. идея, мысль; 2. представление; 3. план, намерение идеальный удостоверить

1. идёт, мыслит; 2. представляет; 3. стремится

1. идея, мысль; 2. представление; 3. план, намерение идеальный удостоверить
increase v [ɪnˈkriːs] | ko'pay(tir)moq, kuchay(tir)moq, osh-(ir)moq, zo'ray(tir)moq, ort(tir)moq, o's(tir)moq, kengay(tir)moq

independently adv [ɪnˈdɪpəndəntli] | mustaqil ravishda, mustaqil, alohida, o'z kuchi bilan, o'zicha

individual n [ɪndɪˈvɪdʒuəl] | 1. individ, har bir shaxs, kishi, kimsa; 2. shaxs, odam, kishi, zot, inson

indoors adv [ɪnˈdɔːz] | (binoning) ichida, ichkarida, ichkari tomonda

industrialised adj [ɪndəˈstrɪlaɪzd] | sanoatlashgan, sanoati taraqqiy

industry n [ɪndəˈstreɪ] | 1. sanoat; 2. sanoat tarmog'i

infant school n+n [ˈɪnfənt ˈskjuːl] | boshlang'ich maktab (5-7 yosh)

influence v [ˈɪnfluəns] | ta'sir etmoq (ko'rsatmoq)

influential adj [ɪnˈfluənʃəl] | nufuzli, obro'li, e'tiborli

information n [ˌɪnfəˈmeɪʃn] | axborot, ma'lumot

information pack n+n [ˌɪnfəˈmeɪʃn ˈpæk] | axborot (xabar, ma'lumot) beradigan, axborot …

informatively adv [ˌɪnfəˈmeɪtɪv] | axborot buluteni

inside n [ɪnˈsaɪd] | ichkari tomon

instead adv [ɪnˈsteɪd] | o'r'miga

Institute Day [ˈɪnstɪtʃuːt deɪ] | o'qituvchilar majlisi (metodik yig'ilishi)

institution n [ˈɪnstɪtʃuːʃn] | 1. muassasa, idora, tashkilot; 2. ni - 1. uchrejdenie, organizatsiya; 3. tuz(is)tilish, 2. ustanovlenie; 3. uchrejdenie-
ta'sis qilish, tuzilish, o'rnatilish

insurance n [ɪnˈʃərəns] | sug'urta

intelligently adv [ɪntəˈlɪdʒəntli] | aql bilan, miya ishlatib, oqilona

interference n [ˌɪntərˈfɪrəns] | aralashish

internal adj [ɪntəˈnɛʃənəl] | ichki, ichkaridagi, ichidagi

international adj [ɪntəˈnɛʃənəl] | xalqaro, millatlararo

introduction n [ˌɪntrəˈdʌkʃn] | kirish, muqaddima, so'z bosh; kiritish

invent v [ɪnˈvent] | kashf qilmoq, ixtiro qilmoq

invention n [ɪnˈvenʃn] | ixtiro

inventor n [ɪnˈven tro] | ixtirochi

investment n [ɪnˈvestmənt] | 1. kapital qurilishga ajratilgan (sarf-langan) mablag'; biror ishga mablag'; sarflash; 2. investisitsiya, mablag'; qo'shilgan hissa, ulush

investor n [ɪnˈvestər] | investor, pul qo'yuvchi, omonatchi

involve v [ɪnˈvɔlv] | 1. tortmoq, jahl qilmoq, qatnash(tir)moq; aralash(tir)moq; 2. o'z ichiga olmoq; qamrab olmoq

возрастать, увеличиваться, усилить

самостоятельно

1. индивидуум; 2. личность, человек

внутри, внутри (помещения)

промышленный

1. промышленность; 2. отрасль промышленности

начальная школа (возраст: 5-7) (Br)

влиять

влиятельный

сообщение, информация

информационный бюллетень

внутренняя сторона

вместо, взамен

dень сбора (методического совещания) учителей

учреждение

страхование

умно

вмешательство

внутренний

международный

введение, внести

изобретать

изобретение

изобретатель

валюдчик, инвестор

1. вовлекать; впутывать;

2. включать в себя
<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
<th>Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>involvement</td>
<td>вовлечение</td>
<td>aralashish, qo'shilish, ishtirok etish, jalgilish</td>
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<tr>
<td>iod</td>
<td>йод</td>
<td>yod</td>
</tr>
<tr>
<td>iodised</td>
<td>йодированный</td>
<td>yod qo'shilgan, yodlangan, yodli</td>
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<tr>
<td>iron</td>
<td>железо</td>
<td>temir</td>
</tr>
<tr>
<td>issue</td>
<td>спорный вопрос, предмет обсуждения</td>
<td>masala, muammo; ish, gap</td>
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<tr>
<td>italicized</td>
<td>выделенный курсивом</td>
<td>og'ma qilib yozilgan</td>
</tr>
<tr>
<td>jewellery</td>
<td>ювелирные изделия, драгоценност</td>
<td>zargarlik buyumlari, qimmatbaho</td>
</tr>
<tr>
<td>joint venture</td>
<td>совместное предприятие</td>
<td>qo'shma korxona</td>
</tr>
<tr>
<td>joint-stock company</td>
<td>совместная акционерная компания</td>
<td>qo'shma hissadorlik kompaniyasi</td>
</tr>
<tr>
<td>joke</td>
<td>шутка; шутить</td>
<td>yubeliy (kimsa yoki narsaning tanta-nali nishonlanadigan muayyan bir payti, yilligi, tarixi)</td>
</tr>
<tr>
<td>judge</td>
<td>судья; судить</td>
<td>1. sudya; hakam, qozi; hay'at a'zosi; 2. sud qilmoq</td>
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<tr>
<td>judicial</td>
<td>судебный; заслуженный</td>
<td>1. sudga, (hakamlarga) oid, suddagi, sud ...; 2. betaraf, beg'araz, odil, xolis, adolatli</td>
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<tr>
<td>juice</td>
<td>сок</td>
<td>sharbat, shira</td>
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<tr>
<td>junior</td>
<td>младший; ученик</td>
<td>1. yoshi kichik; 2. 10-11 sinf o'quv-chisi (AE)</td>
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<tr>
<td>junior school</td>
<td>начальная школа (возраст: 8-11 yosh) (Br)</td>
<td>boshlang'ich maktab (8-11 yosh) (Br)</td>
</tr>
<tr>
<td>just</td>
<td>справедливый; заслуженный</td>
<td>1. adolatli, odil, haqqoniy, to'g'ri, haqiqiy; 2. o'rinli, haqli</td>
</tr>
<tr>
<td>justice</td>
<td>справедливость; право</td>
<td>1. adolatli, adolatlik, haqqoniylik, odillik, to'g'rilik; 2. adliya (davlating sud ishleri); 3. sudya, hakam (AE)</td>
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<td>karakul pelt</td>
<td>каракулевая шкурка</td>
<td>qorako'l teri</td>
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<tr>
<td>keep</td>
<td>хранить; беречь</td>
<td>saqlamoq, asramoq, tutmoq, ehtiyot qilmoq, avaylamaq</td>
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<tr>
<td>keep working</td>
<td>продолжать работать</td>
<td>ishlashni davom ettirmoq</td>
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<tr>
<td>keyword</td>
<td>ключевое слово</td>
<td>kalit (ochqich) so'z</td>
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<tr>
<td>kid</td>
<td>ребёнок</td>
<td>bola, go'dak</td>
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<tr>
<td>Term</td>
<td>Meaning</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>kill v [kil]</td>
<td>o‘ldirmoq, bo‘g‘izlamaq, so‘y moq</td>
<td></td>
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<tr>
<td>kind adj [kænd]</td>
<td>mehribon, marhamati; shafqati, rahmdil; xushmanomal, shirinso‘z</td>
<td></td>
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<tr>
<td>kindergarten n [kindəˌɡɑːdən]</td>
<td>bolalar bög‘chasi</td>
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<tr>
<td>king n [kɪn]</td>
<td>qirol, podsho</td>
<td></td>
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<tr>
<td>knife n [naɪf]</td>
<td>pichoq, tig‘</td>
<td></td>
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<tr>
<td>knowledge n [ˈnoʊlɪdʒ]</td>
<td>bilim</td>
<td></td>
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<tr>
<td>Kuwait n [ˈkwɔɪət]</td>
<td>Quvayt</td>
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<tr>
<td>Labor Day n+n ['leɪbər ˈdeɪ]</td>
<td>mehnat kuni</td>
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<tr>
<td>labour force n+n ['leɪbər fɔːs]</td>
<td>ischi kuchi</td>
<td></td>
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<tr>
<td>Labour Party n+n ['leɪbər ˈpærti]</td>
<td>Leyboristlar partiyasi</td>
<td></td>
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<tr>
<td>language n ['leɪvɪdʒ]</td>
<td>til</td>
<td></td>
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<tr>
<td>laptop computer n+n ['leɪptɒp ˈkɒmjuːtə]</td>
<td>qo‘lda ko‘tarib yuriladigan kompyuter</td>
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<tr>
<td>large-scale adj ['lɑːrʒ skəl]</td>
<td>keng ko‘lamdagi</td>
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<tr>
<td>last adj, v ['lɑːst]</td>
<td>1. oxirgi, so‘nggi; 2. davom etmoq, cho‘zimiq</td>
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<tr>
<td>late adv, adj ['leɪt]</td>
<td>1. kech; 2. oxirida</td>
<td></td>
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<tr>
<td>lately adv ['leɪtli]</td>
<td>keyingi paytlarda</td>
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<tr>
<td>law n ['lɔː]</td>
<td>1. qonun, qonuniyat; 2. huquq</td>
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<tr>
<td>leader n ['ˈliːdə]</td>
<td>rahbar, yo‘lboşchi, yetakchi, rahname, peshvo, dohiy</td>
<td></td>
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<tr>
<td>learning n ['ˈlɛərnɪŋ]</td>
<td>(bilim) olish, o‘qish, (ilm) o‘rganish; o‘quv, ta‘lim</td>
<td></td>
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<tr>
<td>leather n ['ˈleɪðə]</td>
<td>teri, charm</td>
<td></td>
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<tr>
<td>leave v [liːv] (pt, pp left)</td>
<td>1. ketmoq, ketib qolmoq, jo‘nab ketmoq, tark etmoq, tashlab ketmoq; 2. qoldirmoq, unutib (esdan chiqarib) qoldirib ketmoq; berib (topshirib, qo’yib, qoldirib) ketmoq</td>
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<tr>
<td>left-hand adj ['lefthænd]</td>
<td>chap tomon</td>
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<td>on the left</td>
<td>chap tomonoda</td>
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<tr>
<td>left-wing adj ['leftwɪŋ]</td>
<td>(siyosatda) so‘l, chap</td>
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<tr>
<td>legend n ['ledʒənd]</td>
<td>afsona</td>
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<tr>
<td>legislative adj ['legəstrətiv]</td>
<td>qonun chiqaruvchi (chiqaradigan)</td>
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<tr>
<td>legislature n ['legəstrərə]</td>
<td>qonun chiqaruvchi hokimiyat</td>
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<td>leisure n ['leʒər]</td>
<td>bo‘sh vaqt, ishdan holi vaqt</td>
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<td>length n ['lɛŋθ]</td>
<td>uzunlik, bo‘y; uzunlik, davomiylik</td>
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<tr>
<td>level n ['levəl]</td>
<td>1. sath; daraja, savya; boshqich, etap; 2. kenglik, kattalik (balandlik), ko‘lam liberal demokratlar</td>
<td></td>
</tr>
<tr>
<td>Liberal Democrats adj+n ['lɪbrərəl ˈdeməkraɪts]</td>
<td>ruxsat (ijoza) bermoq, yo‘l qo’ymoq; patent (litsenziya) bermoq</td>
<td></td>
</tr>
<tr>
<td>license v ['ˈlɛnsɪs]</td>
<td>hayot, tur mush, umr, yashash</td>
<td></td>
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<tr>
<td>life n ['laɪf]</td>
<td></td>
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<tr>
<td>English</td>
<td>Uzbek</td>
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<tr>
<td>like v, prep, conj [laik]</td>
<td>1. yoqtirmoq, yaxshi ko‘rmoq; 2. o‘xshab, kabi</td>
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<tr>
<td>limited adj ['lmitid]</td>
<td>chegaralangan</td>
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<tr>
<td>line n [laɪn]</td>
<td>chiziq; qator</td>
<td></td>
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<tr>
<td>in line with phr v</td>
<td>bilan mos, ...ga muvofiqlari, ...ga ko‘ra ro‘yxat; ro‘yxatga kiritoq; ro‘yxat qilmog (tuzmoq)</td>
<td></td>
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<tr>
<td>list n, v [lɪst]</td>
<td>axlat, supurindi</td>
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<tr>
<td>litter n ['lɪtə]</td>
<td>jonli, tirik</td>
<td></td>
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<tr>
<td>live adj [laɪv]</td>
<td>1. jonli, jo‘shqin, serg‘ayarat; quvnoq, xushchaqchaq, xushtabiat; 2. o‘tkir, kuchli, bilag‘on</td>
<td></td>
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<tr>
<td>lively adj [laɪvrɪ]</td>
<td>mahalliy aloqa (pochta) bo‘limi</td>
<td></td>
</tr>
<tr>
<td>local post office adj+n+n [ˈləʊkl ˈpɔst ˌɒfɪs]</td>
<td>o‘rnashgan joy, turgan joy; joylashgan yer</td>
<td></td>
</tr>
<tr>
<td>location n [ˈləʊkeɪʃən]</td>
<td>mantiqan, mantiqan olib qaraganda izlamoq, qidirmoq, axtarmoq</td>
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<tr>
<td>logically adv [ˈlɒdʒɪklɪ]</td>
<td>intizorlik bilan kutmoq, umid bilan kutmoq</td>
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<tr>
<td>look for phr v [lʊk fɔː]</td>
<td>yuk mashinasi (Br)</td>
<td></td>
</tr>
<tr>
<td>look forward to phr v [lʊk ˈfɔːwɔdə]</td>
<td>1. yo‘qotmoq, yo‘qotib qo‘ymoq; 2. yutqazmoq, yutqizib qo‘ymoq, boy bermoq; zarar ko‘rmoq</td>
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<tr>
<td>lorry n [ˈlɒrɪ]</td>
<td>past, uncha baland bo‘laman</td>
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</tr>
<tr>
<td>lose v [luːz] (pt, pp lost)</td>
<td>yuk, bagaj</td>
<td></td>
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<tr>
<td>low adj [ləʊ]</td>
<td>tushlik payt</td>
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<tr>
<td>luggage n [ˈlæɡɪdʒ]</td>
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<tr>
<td>lunchtime n [ˈlʌntʃtaɪm]</td>
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<td></td>
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<tr>
<td>machine n [ˈmæʃən]</td>
<td>mashina, mexanizm, dastgoh</td>
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</tr>
<tr>
<td>machine engineering industry [ˈmæʃən ˌɪndʒəˈnəri]ˈɪndəstri]</td>
<td>mashinasozlik sanoati</td>
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<tr>
<td>machinery n [ˈmæʃənəri]</td>
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<td></td>
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<td>mail n, v [meɪl]</td>
<td>pochta; pochta orqali jo‘natmoq</td>
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<tr>
<td>mail box n+n [meɪlbɔks]</td>
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<td></td>
</tr>
<tr>
<td>main adj [meɪn]</td>
<td>asosiy, bosh, eng muhim</td>
<td></td>
</tr>
<tr>
<td>main post office adj+n+n [ˈmeɪn ˈpɔst ˌɒfɪs]</td>
<td>bosh aloqa (pochta) bo‘limi</td>
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<tr>
<td>mainframe n [ˈmeɪnfrɛm]</td>
<td>bosh kompyuter</td>
<td></td>
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<tr>
<td>mainly adj [ˈmeɪnli]</td>
<td>asosan; ko‘pincha, ko‘proq, aksari</td>
<td></td>
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<tr>
<td>maintain v [meɪnten]</td>
<td>1. (qiziqish, tartibni) saqlamoq; 2. davom ettirmoq; 3. ta‘mirlamaq; tuzatmoq</td>
<td></td>
</tr>
<tr>
<td>maintenance n [ˈmeɪntənəns]</td>
<td>1. madad, yordam, ko‘mak, nafaqa, ta‘minot, aliment; 2. ta‘mir; ta‘mirlash, tuzatish; teknik xizmat ko‘rsatish</td>
<td></td>
</tr>
<tr>
<td>local post office adj+n+n [ˈləʊkl ˈpɔst ˌɒfɪs]</td>
<td>o‘rnashgan joy, turgan joy; joylashgan yer</td>
<td></td>
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major adj ['meɪdʒə] ko‘p, ko‘p qismi, aksariyati; asosiy, muhimroq
make reference to phr qayd qilmoq, eslatib o‘tmoq; dalil keltirmoq, guvoh sifatida (dalil qilib) ko‘rsatmoq
make sure v+adj [meɪk] ishonch hosil qilmoq, keltirmoq, guvoh sifatida (dalil qilib)
satmoq
make up n [meɪkʌp] usul, yo‘sini, ravish, tariqa, tarz, ish tarzi, usuli; fe’l-atvor, xulq ishonch hosil qilmoq, ubble, ustish, ustish olish; fə’l-atvor, xulq
manifesto n [mænɪfɛstəʊ] manifest, murojaatnoma, murojaat ma’ruf, marmartosh
manifest, murojaatnoma, murojaat
manner n [ˈmænə] usul, yo’sini, ravish, tariqa, tarz, ish tarzi, usuli; fe’l-atvor, xulq
manual n [ˈmeɪnjuːəl] grim, kosmetika
make up phr v tuzmoq, yaratmoq, tashkil etmoq marmartosh
make up phr v usul, yo’sini, ravish, tariqa, tarz, ish tarzi, usuli; fe’l-atvor, xulq
manifestation n [ˈmænɪfɛsɛɪʃn] manifest, murojaatnoma, murojaat
manner n [ˈmænə] usul, yo’sini, ravish, tariqa, tarz, ish tarzi, usuli; fe’l-atvor, xulq
mark v [mɑːk] 1. baho; baholamoq; 2. belgi; belgi-lamoq 1. оценка; ставить оценку;
2. отметка; отмечать
marketing n [ˈmækətɪŋ] marketing, bozorni organism
marketing, bozorni organism
matter n [ˈmeɪtər] ishlab chiqarish, tayyorlash
manufacture n [mæŋˈʃər] ishlab chiqarish, tayyorlash
manufacturing n [meɪnˈʃərɪŋ] ishlab chiqarish
marble (mass n) [ˈmærl] marmartosh, marmar
mark n, v [mɑːk] 1. baho; baholamoq; 2. belgi; belgi-lamoq 1. оценка; ставить оценку;
2. отметка; отмечать
marketing n [ˈmækətɪŋ] marketing, bozorni organism
marketing, bozorni organism
mass medium adj [ˈmeɪdʒəd] 1. aqliy; 2. ruhiy 1. умственный; 2. психический
mean v [miːn] 1. dalolat bermoq, ma’no anglatmoq; 2. ko’zda (nazarda) tutmoq 1. значить; 2. иметь в виду
meet v [miːt] (pt, pp met) 1. uchratmoq, uchrashmoq; 2. duch 1. встречать (ся); 2. встретить;
meeting n [ˈmiːtɪŋ] 3. tanishmoq; 3. знакомиться; 4. qoniqtirmoq, (talabga) javob bermoq 4. отвечать
member n [ˈmembə] a’zo
membership card n+n [ˈmembəʃip, ˈkærd] a’zolik bileti (guvohnomasi)
medal n [ˈmeɪdʒəl] xotira daftaridagi yozuvlar, eslatma;
medals medium adj [ˈmeɪdʒəd] o’rtacha, o’rtamiyona
medium adj [ˈmiːdiəm] o’rta, o’rtacha, o’rtamiyona
mean v [miːn] 1. dalolat bermoq, ma’no anglatmoq; 2. ko’zda (nazarda) tutmoq 1. значить; 2. иметь в виду
medium adj [ˈmiːdiəm] o’rta, o’rtacha, o’rtamiyona
mean v [miːn] 1. dalolat bermoq, ma’no anglatmoq; 2. ko’zda (nazarda) tutmoq 1. значить; 2. иметь в виду
medium adj [ˈmiːdiəm] o’rta, o’rtacha, o’rtamiyona
memorandum n [ˈmeɪmɔːrəndəm] xotira daftaridagi yozuvlar, eslatma;
memorandum n [ˈmeɪmɔːrəndəm] xotira daftaridagi yozuvlar, eslatma;
mention v [ˈmɛnʃən] 1. aqliy; 2. ruhiy (gap orasida) tilga olmoq, eslatma; (aytib) o’tmoq
message n [ˈmesɪdʒ] taqdirga loyiq ish, xizmat
metaphor n [ˈmeɪtəfər] maktub, nom, xat; xabar, ma’lumot, axborot
metallurgy n [ˈmeɪtəlɜːdʒi] metallurgiya, metal ishlab chiqarish
metal adj [ˈmeɪtəl] va u haqda qo‘llanma
middle school **adj+n**

might **modal v**

mind **n**

mini **adj**

minimal **adj**

mining **n**

mining **adj**

minister **n**

ministry **n**

miss **v**

mixed **adj**

mobile phone **adj+n**

model **n**

modern **adj**

modernize **v**

monarch **n**

monarchy **n**

money back **n+prep**

monitor **v**

monument **n**

moral **adj**

most **n**

mostly **adv**

motorist **n**

move **v**

movement **n**

MP=member of parliament

multi-lingual **adj**

multi-lingual society **adj+n**

multi-national **adj**

multiparty **adj**

on a multiparty basis

middle school *(AE)*

might *(AE)*

mind *(AE)*

mini *(AE)*

minimal *(AE)*

mining *(AE)*

mining *(AE)*

minister *(AE)*

ministry *(AE)*

miss *(AE)*

mixed *(AE)*

mobile phone *(AE)*

model *(AE)*

modern *(AE)*

modernize *(AE)*

monarch *(AE)*

monarchy *(AE)*

money back *(AE)*

monitor *(AE)*

monument *(AE)*

moral *(AE)*

most *(AE)*

mostly *(AE)*

motorist *(AE)*

move *(AE)*

movement *(AE)*

multi-lingual *(AE)*

multi-lingual society *(AE)*

multi-national *(AE)*

multiparty *(AE)*

on a multiparty basis
<table>
<thead>
<tr>
<th>English</th>
<th>Tajik</th>
<th>Uzbek</th>
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</thead>
<tbody>
<tr>
<td>nail n</td>
<td>нойд</td>
<td>ногой</td>
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<tr>
<td>nation n</td>
<td>нация, народ</td>
<td>страна, государство</td>
</tr>
<tr>
<td>national adj</td>
<td>национальный</td>
<td>государственный</td>
</tr>
<tr>
<td>native adj</td>
<td>родной, отечественный</td>
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<tr>
<td>natural adj</td>
<td>естественный, природный</td>
<td>обычный, нормальный</td>
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<td>natural disaster adj+n</td>
<td>стихийное бедствие</td>
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<td>nature n</td>
<td>природа</td>
<td>натура, характер, нрав</td>
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<tr>
<td>neatly adv</td>
<td>чисто, аккуратно, опрятно</td>
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<tr>
<td>need v</td>
<td>нуждаться; требоваться</td>
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<tr>
<td>needs n</td>
<td>потребности</td>
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<td>negative adj</td>
<td>отрицательный</td>
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<td>neighbour n</td>
<td>сосед(ка)</td>
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<td>neighbouring adj</td>
<td>соседний, смежный</td>
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<td>network n</td>
<td>сеть, сетка; плетёнка</td>
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<tr>
<td>never adv</td>
<td>никогда; 2. нисколько, ни-ким образом</td>
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<tr>
<td>next adj, adv, prep</td>
<td>следующий; в следующий раз, снова; рядом с, около</td>
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<tr>
<td>NGO=non government organization</td>
<td>неправительственная организация</td>
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<tr>
<td>nitrogen n</td>
<td>азот</td>
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<tr>
<td>noble adj</td>
<td>благородный, знатный, титулованный</td>
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<tr>
<td>nobody pron</td>
<td>никто</td>
<td></td>
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<td>non-academic adj</td>
<td>технический, проф-ориентационный</td>
<td></td>
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<tr>
<td>normally adv</td>
<td>обычно</td>
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<tr>
<td>note v</td>
<td>делать заметки; записать</td>
<td></td>
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<td>note down phr v</td>
<td>записать</td>
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<tr>
<td>nothing pron</td>
<td>ничего</td>
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<td>nuclear adj</td>
<td>ядерный</td>
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<tr>
<td>English Word</td>
<td>Pronunciation</td>
<td>Meaning</td>
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<tr>
<td>nuclear free zone</td>
<td>n+adj+n [ˈnjuːkliə friˈ zoʊn]</td>
<td>atomdan xoli zona</td>
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<tr>
<td>number</td>
<td>n [ˈnʌmbə]</td>
<td>son; miqdor</td>
</tr>
<tr>
<td>a number of phr</td>
<td></td>
<td>bir nechta, bir qator, bir talay, bir qancha</td>
</tr>
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<td>nursery</td>
<td>n [ˈnɜːsəri]</td>
<td>bolalar yaslisi (Br)</td>
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<tr>
<td>nutrition</td>
<td>n [ˈnjuːtrən]</td>
<td>oziqlanish, ovqatlanish</td>
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<tr>
<td>obey</td>
<td>v [ˈəʊbi]</td>
<td>bo'ysinmoq, bo'yin egmoq, itoat etmoq, aytiganni qilmoq</td>
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<tr>
<td>objective</td>
<td>n [əˈbɛkтив]</td>
<td>maqsad, muddao, niyat</td>
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<tr>
<td>occupy</td>
<td>v [ˈɔkjuəp]</td>
<td>1. (o'rin, lavozim, vaqt) egallamoq, omoq; 2. bosib olmoq, zabt etmoq</td>
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<tr>
<td>o'clock</td>
<td>adv [əˈklok]</td>
<td>1. haqorat, tahqir, ranj, alam, xafagar-chilik, dilsiyohlik; 2. jinoyat, qonunni buzish, qonunga xilof ish tutish taklif; taklif qilmoq, havola qilmoq, tavsiya qilmoq</td>
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<td>offence</td>
<td>n [ˈɔfens]</td>
<td>1. haqorat, tahqir, ranj, alam, xafagar-chilik, dilsiyohlik; 2. jinoyat, qonunni buzish, qonunga xilof ish tutish</td>
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<td>offer</td>
<td>n, v [ˈɔfər]</td>
<td>idora hujjatlari bilan ishlash</td>
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<td>Office Applications</td>
<td>n+n [ˈɒfis æplɪrət]</td>
<td>1. mansabdor, amaldor, davlat 1. chinnovnik, государственный служащий; 2. офицер официальный</td>
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<td>officer</td>
<td>n [ˈɒfɪsə]</td>
<td>2. zobit, ofitser</td>
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<td>official</td>
<td>adj [əˈfɪʃəl]</td>
<td>ochiq ko'ngil, beg'araz, boshqalar-oid</td>
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<tr>
<td>offshore</td>
<td>adj [ˈɔfʃər]</td>
<td>1. o'simlik moyi yoki mineral yog'lar; 2. neft</td>
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<td>oil</td>
<td>n [ˈɔɪl]</td>
<td>1. yagona; 2. faqatgina</td>
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<tr>
<td>once</td>
<td>conj [wʌns]</td>
<td>zahoti</td>
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<td>one another phr</td>
<td>[ˈwʌndərə]</td>
<td>bir-biri</td>
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<td>only adj, adv [əʊnli]</td>
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<td>1. yagona; 2. faqatgina</td>
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<td>open-minded</td>
<td>adj [ˈəʊpən ˈmændid]</td>
<td>ochiq ko'ngil, beg'araz, boshqalar-ning o'y-fiklariini inobatga oluvchان va qabul qiluvchан</td>
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<td>operational</td>
<td>adj [əˈpərətʃənl]</td>
<td>bilor narsaning ishlashi bilan bog'liq; texnik</td>
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<td>opinion</td>
<td>n [əˈpɪnjən]</td>
<td>fikr, mulohaza</td>
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<td>opportunity</td>
<td>n [əˈpɔrtjuənət]</td>
<td>qulay fursat (kez, payt, vaqt), imkon, imkoniyat</td>
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<td>opposite</td>
<td>n [ˈɔpəzɪt]</td>
<td>qarama-qarshilik, teskarilik, aksi bo'lishlik</td>
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<td>orchestra</td>
<td>n [ɔkˈstrɛθə]</td>
<td>orkestr</td>
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<td>ordinary</td>
<td>adj [ˈɔrdinəri]</td>
<td>oddiy, sodda, boshqalardan farqsziz, el qatori bo'lgan, o'rtacha, o'rtamiyona</td>
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</table>

### Additional Words

- **O**: свободная ядерная зона, число, количество, ряд, несколько, детское ясли (Br), питание, подчиняться, повиноваться, слушаться, цель, задача, 1. занимать (место, должность, время); 2. оккупировать час (время); 1. обида; оскорбление; 2. правонарушение, предлагать, работа с офисными документами, 1. чиновник, государственный служащий; 2. офицер официальный, связанный с работами на или под водой (море); 1. растительное или минеральное масло; 2. нефть, как только, друг друга, 1. единственный; 2. только, единствено, открытый, непредубежденный, операционный; технический, мнение, удобный случай, возможность, противоположность, оркестр, обычный; заурядный.
organization n
organize v
organizer n
original adj
other pron
outdoors adv
outlook n
output n
outside prep
over adv, prep
overcome v
overseas adv
own adj
pack n
paid adj
palace n
paper n
paperwork n
paragraph n
parcel form n+n
parent n, adj
parent company n+n
Parenting Day n+n
parliament n
parliamentary adj
part n
participate v
particular adj
particularly adv
parting n
partner n

organization
организовывать
организатор
1. первоначальный, первый;
2. оригинальный, своеобразный;
3. подлинный
на открытом воздухе; на улице
1. вид, перспектива; 2. перспектива, виды на будущее;
3. точка зрения
продукция, выпуск вне, за пределами свыше, сверх, больше преодолевать
заграницу; заморем собственный; свой; родной

пакет
оплаченный дворец
1. бумага; 2. документ канцелярская работа абзац
бланк для посылки
1. родитель; 2. родственный

головная компания
dень родителей
парламент
парламентский; парламентарный
часть, доля участвовать, принимать участие
особый, особенный особенно, в особенности
1. расставание, разлука, прощение; 2. разделение; 3. пробор (волосы)
1. партнёр; соучастник; напарник; 2. компаньон

tashkilot, muassasa
tashkilashtirmoq, yo'liga qo'ymoq
tashkilotchichi
1. dastlabki, boshlang‘ich, ibtidoiy;
2. asl, o’ziga xos, boshqalardan farqli;
3. asl, chin, haqiqiy, chinakam boshqa, boshqa bir, o’zga
tashqarida, ochiq havoda
1. ko’rinish, uzoqdan ko’rinish, manzara;
2. istiqbol, kelgusida kutilgan umid;
3. nuqtayi nazar, qarash
mahsulot, ishlab chiqarish
tashqarida, ochiq havoda
1. qog‘oz;
2. hujjat, rasmiy qog‘oz
1. бумага;
2. документ
канцелярская работа
g’ich, ibtidoiy;
1. dastlabki, boshlan
2. asl, o’ziga xos, boshqalardan
farqli;
3. asl, chin, haqiqiy,
chinakam
boshqa, boshqa bir, o’zga
1. dastlabki, boshlang‘ich, ibtidoiy;
2. asl, o’ziga xos, boshqalardan
farqli;
3. asl, chin, haqiqiy,
chinakam
boshqa, boshqa bir, o’zga
1. dastlabki, boshlang‘ich, ibtidoiy;
2. asl, o’ziga xos, boshqalardan
farqli;
3. asl, chin, haqiqiy,
chinakam

tashkilotchi
организатор
1. первоначальный, первый;
2. оригинальный, своеобразный;
3. подлинный
на открытом воздухе; на улице
1. вид, перспектива; 2. перспектива, виды на будущее;
3. точка зрения
продукция, выпуск вне, за пределами свыше, сверх, больше преодолевать
заграницу; заморем собственный; свой; родной

pack
paket
paid
to‘lanadigan
saroy, koshona; hashamatli (dang’il-
дворец
день родителей
парламент
парламентский; парламентарный
часть, доля участвовать, принимать участие
особый, особенный особенно, в особенности
1. расставание, разлука, прошение; 2. разделение; 3. пробор (волосы)
1. партнёр; соучастник; напарник; 2. компаньон

output
tashqarida, ochiq havoda
1. qog‘oz;
2. hujjat, rasmiy qog‘oz
1. бумага;
2. документ
канцелярская работа

outside
вне, за пределами свыше, сверх, больше

over
свыше, сверх, больше

overcome
преодолевать (pt-came; pp-come) chiqmoq, ustun (g‘olib) kelmoq

overseas
заграницу; заморем

own
собственный; свой; родной
part-time job adj+n
[part'taim 'dʒɔb]
party n [ˈpærti]
pass v [pɑːs]

pass an exam phr
passenger n ['pæsnɪdʒə]
passive adj ['pæsɪv]
passive n ['pæsɪv]
past n [pɑːst]
patience n ['peɪtɪns]
patient, adj [ˈpeɪʃənt]
be patient
pay n, v [peɪ] (pt, pp paid)
peace n [piːs]
peaceful n [ˈpiːsfəl]
pensioner n [ˈpɛnʃənə]
per kilo prep+n [pɜəˈkləʊ]
percentage n [ˈpɜəsɛntidʒ]
period n [ˈpɪərɪəd]
perk n [pɜək]
perm n [pɜəm]
permission n [pɜəˈmɪʃn]
permit v [pɜəmɪt]
person n [ˈpɜəsn]
personal adj [ˈpɜəsənəl]
personal and social education phr
persuade v [pɜəˈswiːd]
persuasion n [pɜəˈswɪʒən]
phone n, v [fəʊn]
phosphate n [ˈfɑsfeɪt]

yarim stavkadagi ish
partya (siyosiy)
1. o'tmoq, o'tib ketmoq; 2. uzatmoq, uztib yubormoq; 3. topshirmoq; 4. qabul qilmoq (qonun, qaror)
imtihon topshirmoq
passajir (yo'lovchi)
1. sost, sostkash, faoliyatsiz, hara - 1. пассивный, инертный; 2. послушный, покорный
majhul nisbat (grammatikada) страдательный залог (в грамматике)
прошлое, прошедшее; прошлый, минувший
мир 1. тихий, спокойный; 2. мирный
пенсионер
за килограмм
процентное содержание; процентное отношение
период, промежуток времени; срок, цикл; 2. эпоха, время; 3. урок
химическая завивка (перманент)
позволение, разрешение
разрешать, позволять; допускать
лицо, личность, человек
личный
личность и общество
убеждать; 2. склонять, угроживать
убеждение
звонит по телефону
fosfat (mineral modda, fosfor kislota-sining tuzi)
powerful adj [ˈpaʊəfl] 1. kuchli, quvvatli, qudratli; 2. azim, ulkan, zo‘r; 3. qattiq ta‘sir qiladigan, kuchli, katta quvvatga ega bo‘lgan

practice n [ˈpræktɪs] 1. amaliyot; 2. mashq, mashq’ulot; mashq qilish; malaka, ko‘nikma, mahorat

in practice phr [ɪnˈpræktɪs] amalda, aslida

prefer v [ˈprɪfər] afzal ko‘rmoq, ortiq deb bilmoq, yaxshiroyq deb bilmoq, ma’qul ko‘rmoq
tayyorlarlik, tayyoralish darajasini tayyorla(n)moq, hozirla(n)moq

preparation n [ˌprɛprəˈreɪʃn] predlog (grammatikada)

prepare v [prɪˈpeə] 1. hozir, ayni payt; 2. sovg’a, tuhfa, tortiq, hadya, in’om; 3. qatnashayotgan, ishtirok etayotgan

preposition n [ˌpriˈpozɪʃn] 1. saqlamoq, asramoq, ehtiyot qilmoq; 2. (meva, sabzavotlarni) saqlamoq, konservalamoq, konserva qilmoq

present n, adj [ˈprezn] 1. bosim; 2. tazyiq, jistov, siqiq, siquv; ta‘sir; 3. og’ir ahvol

preserve v [ˈprɪzvɜːv] oldini olmoq, ehtiyot chorasini ko‘rmoq

pressure n [ˈpreʃə] boshlan‘g‘ich maktab (Br)

prevent v [prɪˈvent] 1. eng muhim, asosiy, bosh; 2. a’lo darajadagi, ajoyib, eng yaxshi
congratulations, boshning ichiga qo’shimcha haq, sovrin

previous adj [ˈpriːvias] shahzoda

price cut n+n [ˈprɑːs kæt] malika

primary adj [ˈpræməri] maktab direktori; universitet rektori

primary school adj+n [ˈpræməri ˈskuːl] asosiy qonun, qoida

prime adj [prɑːm] xusuşi maktab (AE); davlat qaramoq-g‘idagi maktab (Br)

prince n [prɪns] yolg‘iz, yakka, alohida

princess n [prɪnsˈses] mukofot, qo‘shimcha haq, sovrin

principal n [ˈprænspl] ehtimol, balki

principle n [ˈprænsəpl] ishllov bermoq

print v [print] chiqarmoq, ishlab chiqarmoq; yetish-tirmoq, tayyoralmoq

private school adj+n [ˈprɑːvət ˈskuːl] 1. ishlab chiqaruvchi; 2. mahsulotchi

privately adv [ˈprɪvrəlti] 1. сильный, мощный; 2. могу-

probably adv [ˈprɒbəbli] щественный; 3. сильнодейству-

process v [prəˈses] вующий

produce v [prəˈdʒuːs] 1. практика; 2. тренировка,

producer n [prəˈdʒuːsə] упражнение; навык

na практике, фактически

prepare подготовка

predlog (в грамматике)

principle (в грамматике)

prepositional phrase (в грамматике)

present (в грамматике)

print (в грамматике)

private (в грамматике)

primary (в грамматике)

principal (в грамматике)

producer (в грамматике)
<table>
<thead>
<tr>
<th>English Word</th>
<th>Uzbek Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>product n [ˈprɒdʌkt]</td>
<td>mahsulot, mahsul, buyum, mol, fabrika mahsulotlari</td>
<td>продукт, изделие; фабрикат</td>
</tr>
<tr>
<td>production n [ˈprɒdʌkʃən]</td>
<td>1. ishlab chiqarish, yetishtirish; 2. mahsulot</td>
<td>1. производство; 2. продукция</td>
</tr>
<tr>
<td>productive adj [ˈprɒdʌktɪv]</td>
<td>unumli, natija beradigan, serhosil, hosildor</td>
<td>производительный; плодовитый</td>
</tr>
<tr>
<td>productively adv [ˈprɒdʌktɪvli]</td>
<td>samaradorlik bilan, unumli ravishda</td>
<td>продуктивно</td>
</tr>
<tr>
<td>profession n [ˈprəfəʃən]</td>
<td>kasb, hunar</td>
<td>профессия</td>
</tr>
<tr>
<td>professional n [ˈprəfərənl]</td>
<td>professional, o‘z kasbinin mohir ustasi</td>
<td>профессионал</td>
</tr>
<tr>
<td>profit n [ˈprɒfit]</td>
<td>1. foyda, daromad; 2. naf, foyda, bahra, manfaat</td>
<td>1. прибыль, доход; 2. польза; выгода</td>
</tr>
<tr>
<td>make a profit phr</td>
<td>foyda qilmoq (olmoq)</td>
<td>получить прибыль</td>
</tr>
<tr>
<td>programme n ['prəʊgrɑːm]</td>
<td>dastur</td>
<td>программа</td>
</tr>
<tr>
<td>project n [ˈprədʒekt]</td>
<td>1. loyiha, reja; 2. yangi qurilish; qurilish obyekti</td>
<td>1. проект, план; 2. новостройка, строительный объект</td>
</tr>
<tr>
<td>promote v [ˈproməʊt]</td>
<td>1. mavqeni (martabani) ko‘tarmoq, yuqori lavozimga ko‘tarmoq; 2. yordam (ko‘mak, madad) lashmoq, rag‘batlantirmoq, qiziqtirmoq, taqdirlamaq, qo‘llab-quvvatlamoq</td>
<td>1. продвигать (по службе); повышать в чине или звании; 2. помогать, содействовать, поощрять</td>
</tr>
<tr>
<td>promotion n [ˈproməʊʃən]</td>
<td>1. xizmatda (yuqori lavozimga) ko‘tarishi; 2. ko‘maklashish, yordam berish; yordam, madad, dalda; mukofot</td>
<td>1. продвижение (по службе); повышение в должности или звании; 2. содействие, поддержка, поощрение</td>
</tr>
<tr>
<td>proof n [pruːf]</td>
<td>isbot, dalil</td>
<td>доказательство</td>
</tr>
<tr>
<td>properly adv [ˈprəʊpəli]</td>
<td>1. tuzukroq, yaxshiroq, soz, tegishlich, to‘g‘ri, bexato; 2. yaxshilab, isho‘l, ishod, ishodnari ravishda, puxta</td>
<td>1. должным образом, правильно; 2. хорошоенно, основательно</td>
</tr>
<tr>
<td>property n [ˈprəpərti]</td>
<td>1. mulk, mol-mulk; 2. yer-mulk, yer uchastkasi; 3. xususiyat, xossa, xislat</td>
<td>1. имущество, собственность; 2. земельная собственность; земельный участок; имение; 3. свойство, качество</td>
</tr>
<tr>
<td>proportion n [ˈprəʊpərʃən]</td>
<td>proporsiya, mutanosiblik, nisbat</td>
<td>пропорция; соотношение пропорциональный, соразмерный</td>
</tr>
<tr>
<td>proportional adj [ˈprəʊpərənl]</td>
<td>teng hajmi, mutanosib</td>
<td></td>
</tr>
<tr>
<td>protect v [ˈprəktkt]</td>
<td>saqlamoq, himoya (muhofaxa)</td>
<td>защищать, охранять; ограждать</td>
</tr>
<tr>
<td>protection n [ˈprətɛkʃən]</td>
<td>himoya; himoya qilish</td>
<td>защита, охрана; охранение</td>
</tr>
<tr>
<td>proud adj [praʊd]</td>
<td>1. mag‘rur, g‘ururli, faxrlangan; 2. manman, dimog‘dor, takabbur, kekkaygan, kiborli, gerdaygan</td>
<td>1. гордый; 2. надменный, заносчивый</td>
</tr>
<tr>
<td>be proud phr</td>
<td>faxrlanmoq, iftixor qilmoq; mag‘rurlanmoq, gerdaymoq, kerilmoq</td>
<td>гордиться</td>
</tr>
<tr>
<td>be proud of smth phr</td>
<td>biror narsadan fuxrlanmoq, mag‘rurlanmoq</td>
<td>гордиться чем-либо</td>
</tr>
<tr>
<td>provide v [ˈprəvərd]</td>
<td>1. ta‘minlamaq, ta‘min qilmoq; yetkazib bermoq; taqdim qilmoq, havola</td>
<td>1. обеспечивать, снабжать; предоставлять; 2. предусмат-</td>
</tr>
<tr>
<td>English</td>
<td>Uyghur</td>
<td></td>
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<tr>
<td>---------</td>
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<td></td>
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<tr>
<td>psychological adj</td>
<td>psixologik, ruhiy</td>
<td></td>
</tr>
<tr>
<td>public n</td>
<td>публика</td>
<td></td>
</tr>
<tr>
<td>public school adj+n</td>
<td>davlat qaramoq'idagi maktab (AE); xususiy maktab (Br)</td>
<td></td>
</tr>
</tbody>
</table>
| publish v | bosib chiqarmoq, nashr qilmoq, mat-
| | tormoq, sudramoq |
| pull v | тянуть, тащить |
| pump n | насос, помпа |
| punctuation n | пунктуация |
| punish v | наказывать, карать |
| punishment n | наказание |
| purpose n | намерение; цель |
| put on phr v | надевать; включать, зажигать (свет, газ, радио) |
| qualification n | квалификация; годность к чему-либо |
| quality n | 1. качество; сорт; 2. достоинство |
| quantity n | количество |
| queen n | королева |
| quiet adj | 1. тихий, бесшумный; 2. спокойный; 3. скромный |
| quietly adv | тихо, бесшумно |
| quiz n | викторина (savol-javob o'yini) |
| railway n | железная дорога |
| raise v | поднимать; увеличивать |
| raise awareness v+n | развивать осознанное понимание |
| rapidly adv | быстро, скоро |
| rate v | оценивать |
| raw adj | сырьё |
| raw materials adj+n | сырьё, необработанный |

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1. xalq, jamoat, jamoatchilik, xaloyiq; 2. omma |
1. народ; общественность; 2. публика |

2. omma  2. | публика |

3. xususiy maktab | частная школа (Br) |
4. public school | государственная школа (AE) |
5. pull | тянуть, тащить |
6. punishment | наказание |
7. qualification | квалификация; годность к чему-либо |
8. raise awareness | развивать осознанное понимание |
9. rapidly | быстро, скоро |
10. rate | оценивать |
11. raw | сырьё |
12. raw materials | сырьё, необработанный |
<table>
<thead>
<tr>
<th>English Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>real adj</td>
<td>настоящий, реальный; подлинный</td>
</tr>
<tr>
<td>realisation n</td>
<td>осуществление</td>
</tr>
<tr>
<td>really adv</td>
<td>действительно, в самом деле</td>
</tr>
<tr>
<td>reason n</td>
<td>причина, основание</td>
</tr>
<tr>
<td>receive v</td>
<td>1. получать; 2. принимать</td>
</tr>
<tr>
<td>reception n</td>
<td>приемное отделение</td>
</tr>
<tr>
<td>recipient n</td>
<td>получатель, приемник</td>
</tr>
<tr>
<td>recognise v</td>
<td>1. узнавать; 2. признавать</td>
</tr>
<tr>
<td>recycle v</td>
<td>перерабатывать утильсырьё</td>
</tr>
<tr>
<td>Red Crescent adj+n</td>
<td>Красный Полумесяц</td>
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<tr>
<td>Red Cross adj+n</td>
<td>Красный Крест</td>
</tr>
<tr>
<td>redecorate v</td>
<td>декорировать заново</td>
</tr>
<tr>
<td>reduce v</td>
<td>уменьшать, сокращать</td>
</tr>
<tr>
<td>refer v</td>
<td>1. упоминать; 2. наводить справку, справляться; 3. иметь отношение, относиться</td>
</tr>
<tr>
<td>referring to future contact</td>
<td>ссылаться на будущие контакты</td>
</tr>
<tr>
<td>reflect v</td>
<td>отражать; 2. размышлять</td>
</tr>
<tr>
<td>refreshing drink adj+n</td>
<td>освежающий напиток</td>
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<tr>
<td>refuse n</td>
<td>отбросы, мусор</td>
</tr>
<tr>
<td>refuse v</td>
<td>отказываться от</td>
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<tr>
<td>regeneration n</td>
<td>регенерация</td>
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<tr>
<td>region n</td>
<td>область, край</td>
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<td>registered letter adj+n</td>
<td>заказанное письмо</td>
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<tr>
<td>registration n</td>
<td>регистрация</td>
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<tr>
<td>regular adj</td>
<td>1. правильный, нормальный; 2. регулярный; 3. постоянный</td>
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<tr>
<td>regulation n</td>
<td>1. правило; 2. регулирование</td>
</tr>
<tr>
<td>reign v</td>
<td>царствовать, господствовать</td>
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<tr>
<td>Term</td>
<td>Meaning</td>
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<td>-----------------------</td>
<td>-------------------------------------------------------------------------</td>
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<td>relation</td>
<td>1. qarindosh, urug'; 2. aloqa, munosabat, bog'liqlik, aloqadorlik</td>
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<td>relax</td>
<td>bo'shash(tir)moq, susay(tir)moq, yengil tortmoq</td>
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<td>ishonchli, ishonsa bo'ladigan</td>
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<td>repair</td>
<td>yamash, tuzatish</td>
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<td>repetition</td>
<td>1. takroralsh, qayтарish; 2. qayтарish, takror; 3. aynan o'zi, o'zginasi</td>
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<td>report</td>
<td>hisobot, raport, bildirishnoma</td>
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<td>o'zlashtirma gap</td>
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<td>1. ifodalamoq, ifoda etmoq; aks ettirmoq,bildirmoq; 2. vakil bo'lmooq, vakil bo'lib qatnashtmoq</td>
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<td>representation</td>
<td>vakil; namoyanda</td>
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<td>obro', e'tibor, shuhurat, nom</td>
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<td>iltimos, so'rov, o'tinch; talab, talabnoma</td>
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<td>1. ta'mirlamoq; tuzatmoq, yamamoq; 2. tuzatmoq, to'g'rilamoq, yaxshila- moq, kam-ko'stini yo'qotmoq, kem-chiligini bartaraf etmoq</td>
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<td>talab qilmoq, qattiq (qat'iy) so'ramoq</td>
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<td>qat'iylik, keskinlik, uzil-kesillik; 2. qaror, hukm, xulosa, to'xtam; hal etish, bartaraf etish; 3. qaror</td>
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<td>resource</td>
<td>ilmiy ish (tekshirish), tadqiqot</td>
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<td>1. xazira, boylik, xazina,rezerv; 2. qo'riqona; 3.(sportda) xaziradagi o'yinchi turar joyi, yashaydigan (istiqomat qiladigan) joyi, qarorgoh</td>
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<td>qarshilik ko'sratuvchi (ko'sratsadigan); chidamli, pishiq, puxta</td>
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<td><strong>safe adj</strong> [setf]</td>
<td>xavfsiz, xavfdan xoli, xatarsiz, bexatar, betahlilikha</td>
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<td><strong>salary n</strong> [sæləri]</td>
<td>maosh, oylik, ish haqi, moyana</td>
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<td><strong>sale n</strong> [sɛl]</td>
<td>1. sotuv; savdo, savdo-sotiq; 2. sotish, o’tkazish; sotilish; 3. „kim oshdi“ qilib sotish; 4. (arzonlashtirilgan narxda) sotib yuborish</td>
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<td><strong>salt n</strong> [sɔːlt]</td>
<td>tuz</td>
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<td><strong>sample n</strong> [saːmpl]</td>
<td>namuna, nusxa; (tahlil qilish uchun) namuna; misol</td>
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<td>bosonojka (dastaksiz oyoq kiyimi), bexatar, sandal, shippak</td>
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<td>sanitariya, tozalik</td>
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<td><strong>satisfy v</strong> [sætɪʃf]</td>
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<td><strong>save v</strong> [seɪv]</td>
<td>asramoq, saqlamoq; qutqarmoq, xavfsiz, xavfdan xoli, xatarsiz, bexatar, betahlilka</td>
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<td><strong>scandal n</strong> [skændəl]</td>
<td>1. janjal, mojaro, janjalli mojaro, mashmasha; 2. g'iybat, yolg'on-proisschestvo; 2. сплетни, злословие</td>
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<td><strong>schedule n</strong> [ˈʃedjuːl]</td>
<td>jadval, tartib</td>
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<td><strong>schedule v</strong> [ˈʃedjuːl]</td>
<td>1. oldindan belgilamoq (aniqlamoq, ko'z ostiga olib qo'y), mo'ljallamoq, rejalashtirmoq, reja tuzmoq; 2. jadval tuzmoq, grafikka (jadvalga) kiritmoq</td>
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<td><strong>science n</strong> [ˈsɛns]</td>
<td>1. fan; 2. tabiyy fanlar</td>
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<td><strong>scientific adj</strong> [səˈnɑːtʃɪk]</td>
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<td><strong>sculpture n</strong> [ˈskɑːltʃər]</td>
<td>haykal; haykaltaroshilik</td>
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<td><strong>search n</strong> [sɛtʃ]</td>
<td>1. qidiruv, qidirish, izlash, axtarish; 2. tintuv, taftish</td>
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<td><strong>search engine n+n</strong> [ˈsɛtʃiˌdʒɪŋ]</td>
<td>qidiruv tizimi (internetda)</td>
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<td><strong>search v</strong> [sɛtʃ]</td>
<td>1. qidirmoq, izlamoq, axtarmoq; 2. tintimqoq, tintib chiqmoq; axtarib chiqmoq</td>
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<td><strong>seat n</strong> [siːt]</td>
<td>o'rtanoy; joy (o'tirish uchun)</td>
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<td><strong>secondary school adj+n</strong> [ˈsɛkəndriˌskjuːl]</td>
<td>o'rta maktab</td>
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<td><strong>sector n</strong> [ˈsektər]</td>
<td>sektor, soha, maydon, guruh</td>
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<td>o'z-o'zini boshqarish (idora qilish), ichki ishlarini o'zi hal qilish</td>
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<td><strong>seem v</strong> [siːm]</td>
<td>uyulmoq, bo'lmoq</td>
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<td><strong>sell n</strong> [sɛl] (pt, pp sold)</td>
<td>uyulmoq, bo'lmoq</td>
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semester n [ˈseɪməstr] — semestr, yarim yillik
senate n [ˈsneɪt] — senat
senator n [ˈsenətər] — senator, senat a’zosi
send v [send] (pt, pp sent) — jo'natmoq, yubormoq, yo’llamoq
senior n [ˈsɪnjər] — 1. yoshi katta; 2. bitiruvchi o’quvchi
sense of humour [ˈsens of hjuəmər] — yumor hissi, hasil-mutoyibani tushu-
sentence n [ˈsentəns] — 1. gap (grammatikada); 2. hukm (sud hukmi), hukmnoma
sentence v [ˈsentəns] — hukm qilmoq, hukm chiqarmoq, jazo belgilamoq, kesmoq
separate adj [ˈsəprət] — alohida, ayrim, bo’lak
serious adj [ˈseriəs] — jiddiy, qattiq, og’ir
service n [ˈsərvis] — 1. xizmat; xizmat ko’rsatish, servis; 1. обслуживание, сервис;
2. xizmat (yaxshilik) qilish, iltifot ko’rinish; 2. услуга, одолжение, помощь;
satish, yordam berish; 3. (armiyada- gi) xizmat
session n [ˈsɛʃən] — 1. sessiya; 2. yig’ilish, kengash, majlis
set book adj+n [ˈset buk] — imtihonlarga tayyorlanish uchun qo’llanma
set out v [ˈsetaʊt] — 1. (g’ayrat bilan) kirishmoq, ish boshlamoq, isha
garon ko’rsatish, servis; 2. batafsil bayon (hikoya) qilmoq; 3. sayohatga alohida, ayrim, bo’lak
qilmoq, jo’nab ketmoq, sayohatga qilmoq; 3. sayohatga izlagat; 3. отправляться в
set up phr v [ˈset aʊp] — tuzmoq, tashkil qilmoq, barpo qilmoq
several adj [ˈsevrəl] — 1. bir qancha, bir qator, bir talay;
2. turli, har xil, turli-tuman
sex n [ˈsɛks] — jins
share v [ʃeə] — 1. bo’lishmoq, sheriklashmoq, baham ko’rmoq; taqsimlamoq, taqsim qilmoq,
bo’lmoq, bo’lib chiqmoq; 2. sherik (hissador) bo’lmoq, ulush qo’shmoq
shield n [ʃaɪld] — qalqon; himoya, to’isq, g’ov, himoya
shift n [ʃɪft] — 1. o’z joyini (o’rnini) o’zgartirish, ko’-
chish, o’z joyidan qo’zg’alish; 2. sme-
na, almashish
shipbuilding n [ˈʃɪpˈbaɪldɪŋ] — kemosozlik, kema(lar) quirish
shipping n [ˈʃɪpiŋ] — 1. (savdoga oid) flot; 2. kemachilik;
3. yuklash, ortish
shoemaker n [ˌʃuːˈmeɪkə] — poyafzal ustasi, etikdo’z
shout v [ʃaʊt] — qichqirmoq, baqirmoq, qiyqirmoq,
hayqirmoq, dod solmoq
shy adj [ʃaɪ] — uyatchan, tortinchoq; iboli

semestr, yarim yillik
senat
senat a’zosi
jo’natmoq, yubormoq, yo’llamoq
senator, senat a’zosi
посылать, отправлять, отсылать
1. старший; 2. выпускник
чувство юмора
предложение (в грамматике); 2. приговор
приговаривать, осуждать, выносить приговор
отдельный
серьёзный
обслуживание, сервис;
услуга, одолжение, помощь;
выносить приговор
основывать, учреждать
несколько; 2. разный, различный
попол
щит; защита; защитник
1. перемещение, перестановка; свдвиг; 2. смена
судостроение
1. флот (торговый); 2. судоходство; 3. погрузка, отгрузка
потрясающий, шокирующий
основывать, учреждать
1. энергично браться, приступать к чему-л.; 2. подробно
излагать; 3. отправляться в (сама) выезжать
основывать, учреждать
1. делить(ся); распределять; разделять; 2. участвовать в чём-либо, иметь долю
щит; защита; защитник
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<td>be shy</td>
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<td>sign</td>
<td>подписать(ся); 2. подавать знак (рукой), ставить знак</td>
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<td>sign out</td>
<td>выписываться (из гостиницы и т. п.)</td>
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<td>подписать знак (рукой), ставить знак</td>
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<td>skill</td>
<td>мастерство, сноровка; умение</td>
</tr>
<tr>
<td>skull-cap</td>
<td>тюбетейка</td>
</tr>
<tr>
<td>sleepy</td>
<td>тапочки, комнатные туфли</td>
</tr>
<tr>
<td>slipper</td>
<td>лозунг</td>
</tr>
<tr>
<td>slogan</td>
<td>мало масштабный</td>
</tr>
<tr>
<td>smaller-scale</td>
<td>мало масштабный</td>
</tr>
<tr>
<td>smart</td>
<td>элегантный; 2. умный, сообразительный; 3. сильный, резкий (удар); 4. модный, шикарный</td>
</tr>
</tbody>
</table>
smoking n [sməʊkɪŋ] chekish 1. shunday, demak, shunday ekan, shunday qilib, alqissa; 2. shu daraxda, shu qadar, shunchalik; 3. shunday qilib, shu tarzda, shu ravishda

so adv [səʊ] 1. так; итак; 2. до такой степени, настолько; 3. таким, подобным образом

so conj [səʊ] 1. следовательно, поэтому; 2. для того чтобы

so far phr so many phr so that phr 1. shunday qilib, shuning 1. следовательно, поэтому; 2. …shi uchun 2. …shi uchun 2. …shi uchun 2. do'stona murshidagi, do'stona, 1. kirishimli, hamsuhbat, dilkash; 1. общественный; социальный

social adj [səʊʃəl] ijtimoiy; jamiyatga (jamoaga, jamoat-chilikka) oid 1. общественность; 2. общественность

society n [səʊsəti] 1. jamiyat; 2. jamoatchilik, jamoat 1. общество; 2. общественность

sociology n [səʊsɪələdʒi] sotsiologiya, jamiyatshunoslik 1. социология

soft drink adj+n [soft 'drɪŋk] 1. kirishimli, hamsuhbat, dilkash; 1. общительный; дружелюбный; дружеский

software n [ˈsɔtware] dasturiy ta'minot (kompyuter uchun) 1. программное обеспечение (для компьютера)

sole n [səʊl] 1. oyoq kafti; 2. tufli tagligi, tagcharm 1. ступня, подошва; 2. подмётка

solely adv [səʊli] 1. oyoq kafti; 2. tufli tagligi, tagcharm 1. ступня, подошва; 2. подмётка

solution n [səˈluːʃən] yechim 1. решение, разрешение (задачи, проблемы) решать; разрешать

solve v [sɔlv] yechmoq, hal qilmoq, to’g’ri javob topmoq 1. твердеть, застывать; 2. укреплять

some adj [səm; sam] ba’zi нередко; некто, кто-нибудь

somebody pron [ˈsʌmbədi] kimdir, birov, allakim, biror kishi кто-то, некто, кого-нибудь

someone pron [ˈsʌmweɪn] kimdir, birov, allakim, biror kishi кто-то, кого-нибудь

something pron [ˈsʌmtʃɪn] kimdir, birov, allakim, biror kishi что-то, что-нибудь, нечто

soon adv [sʊn] tezda (yaqin orada), tez kunda, hade-skoro, вскоре

sound n [saʊnd] tovush, ovoz, sado, sas, un; shovqin, g’ovur-g’uvur, shov-shuv звук; шум

sound v [saʊnd] 1. ovoz (tovush) chiqarmoq (bermoq), sado bermoq, jaranglaqmoq, yangralamoq; 2. taassurot 2. o’zishmoq, …bo’lib tuyulmoq (ko’rinmoq), …ga o’xsha-moq, … ga o’xshab (-dek) ko’rinmoq впечатление, казаться

source n [sɔs] manba, asos, negiz; boshi, boshlanish joyi источник; основа; начало

sovereign adj [ˈsoʊvrən] suveren, mustaqlil, erkin, hur суверенный, независимый
sovereignty n [sovrənti] suverenitet, mustaqillik

space n [spers] 1. fazo, bo'shliq; keng sath, maydon; 2. vaqt oraligi; o'trادي mosafa, oraliq; 3. masofa, ora; uzoqliq, yo'l; 4. kosmos, olam, koinot; fazoviy bo'shliq maxsus, ixtisoslashtirilgan; o'ziga xos, alohida

special adj [speʃəl] 1. fazo, bo'shliq; keng sath, maydon; 2. vaqt oraligi; o'trادي mosafa, oraliq; 3. masofa, ora; uzoqliq, yo'l; 4. kosmos, olam, koinot; fazoviy bo'shliq maxsus, ixtisoslashtirilgan; o'ziga xos, alohida

specialized adj (=specialised) [speʃələzd] 1. fazo, bo'shliq; keng sath, maydon; 2. vaqt oraligi; o'trادي mosafa, oraliq; 3. masofa, ora; uzoqliq, yo'l; 4. kosmos, olam, koinot; fazoviy bo'shliq maxsus, ixtisoslashtirilgan; o'ziga xos, alohida

specialty n [speʃəlti] 1. fazo, bo'shliq; keng sath, maydon; 2. vaqt oraligi; o'trادي mosafa, oraliq; 3. masofa, ora; uzoqliq, yo'l; 4. kosmos, olam, koinot; fazoviy bo'shliq maxsus, ixtisoslashtirilgan; o'ziga xos, alohida

specific adj [spəsɪfɪk] 1. fazo, bo'shliq; keng sath, maydon; 2. vaqt oraligi; o'trادي mosafa, oraliq; 3. masofa, ora; uzoqliq, yo'l; 4. kosmos, olam, koinot; fazoviy bo'shliq maxsus, ixtisoslashtirilgan; o'ziga xos, alohida

spend v [spend] (pt, pp spent) sarflamoq, sarf qilmoq, xaratq qilmoq, ishlatoq

spill v [spil] (pt, pp spilled) to'k(или)moq, проливать(ся), разливать(ся)

spreading wings adj+n [spredɪŋ 'wɪŋz] икки yoqqa keng yozilgan qanotlar, расправленные крылья

sprout n [spraut] o'simta, o'siq, yangi novda (shox, bu toq)

sprout v [spraut] kurtak (quloq) chiqarmoq, nish urmoq; o'smoq, urmoq, o'qmoq

square n [skweə] 1. kvadrat; 2. maydon

staff n [staff] xodimlar, kadrlar, персонал; кадры

stage director n+n [steɪdʒ də'rektə] rejissor, режиссёр

stain n [stɛm] 1. dog'; 2. isnod, dog'; 3. bo'yoq

stamp n [stɛmp] 1. shtamp (to'retburchak muhr), muhr; 2. tamg'а, belgi, muhrcha, tamg'acha; 3. tovar ustidagi yorliq yoki qo'rg'o-shin tamg'а; 4. marka

stand v [stænd] biror joyda turmoq, joylashmoq, находиться, быть расположенным

stand for phr v [stændfɔː] 1. anglatmoq; 2. yoqlamoq, qo'llab-quvvatlamoq

standard n [stændəd] standard; andaza, o'chov, mezon; qat'iy belgilangan o'lcham (miqdor, me'yor)

star n [staː] yulduz

start v [stɑːt] boshla(n)moq, начинать(ся), приступать

starting point adj+n [stɑːtɪŋ point] boshlanish nuqtasi, начальная точка

state n [steɪt] 1. davlat, mamlakat; 2. shtat (ba'zi mamlakatlarida: federatsiya tarkibiga kiradigan har bir mustaqil o'lka)

statement n [stɛɪtment] 1. (aytilgan) fikr, bayonot; axborot, xabar; 2. rasmiy hisobot; vedomost

независимость, суверенитет

1. пространство; площадь;
2. промежуток времени; интервал;
3. расстояние; 4. космос, космическое пространство
специальный; особый
специализированный, специальный
специальность
особый, особенный; специальный
тразить, расходовать
проливать(ся), разливать(ся)
отросток, побег
пускать ростки; расти
находиться, быть расположенным
1. пято; 2. позорящий факт, пятно; 3. краситель
1. штамп, штемпель, печать;
2. клеймо, печатка; 3. ярлык
пломба на товаре; 4. марка
находиться, быть расположенным
1. означать; 2. поддерживать, выступать за кого-л., что-л.
стандарт; эталон, критерий; норма
звезда
начинать(ся); приступать
начальная точка
1. государство; 2. штат
1. утверждение, заявление;
2. официальный отчёт; ведомость
statute n [stætʃu:t] qonun chiqarish ishi; statut; nizom, qonun, tartibot
statute law n+n parlament tomonidan qabul qilingan qonun
stay up phr v [ˈstɛərəp] uxlagani odatdagidan kech yotmoq
steel n [sti:l] 1. po‘lat; 2. qilich, shamshir, tig‘
stick v [stɪk] 1. sanchmoq, suqmoq, tiqmoq; 2. yelimlamoq, yopish(tir)moq
still adv [stɪl] shunga qaramay (qaramasdan), har holda
streetlight n [ˈstriːtlɔt] svetofor
strength n [ˈstreŋθ] 1. kuch, quvvat, tinka, mador, majol, darmon; 2. kuch (quvvat) manbai; 3. mahkamlik, mustahkamlik, chidamlik, salohiyat; 4. kuchli tomon (xislat)
strike v [strɪk] (pt, pp struck) 1. zarba bermoq; shikast (talafot) yet-kazmoq; 2. harakatga keltirmoq; chaqmoq (gugurt); bong (zang) urmoq (soat haqida); 3. miyaga (kallaga) kelmoq; 4. ish tashlash
 complaint: 5. ish tashlash
strike out phr v [strɑːkət] o‘chirib tashlamaq, chizib tashlamaq
stripe n [straɪp] taram-taram yo‘l, yo‘l-yo‘l chiziq
structure n [ˈstrʌktʃər] 1. tuzilma, tuzilish, tuzum; 2. bino, imorat, inshoot, qurilish
study n, v [ˈstʌdi] 1. o‘qish, o’rganish; taddiq qilish; 2. o’qimoq, o’rganmoq
subject n [ˈsʌbdʒɪkt] 1. fan; 2. ega (grammatikada)
submit v [ˈsəbmit] ko‘rib chiqish uchun bermoq, bermoq (hujjat)
subsist v [ˈsəbsɪst] yashamoq, kun ko‘rmqoq, hayot kechirmoq
success n [səkˈsɪs] muvaffaqiyat, yutuq
successful adj [səkˈsɪsfl] muvaffaqiyatl; yaxshi natijali
successfully adv [səkˈsɪsflɪ] muvaffaqiyat (yaxshi natija) bilan
such adj [sætʃ] shunday, bunday, ana shunday
such as kabi; misol uchun, masalan

законодательный акт; статут; устав
ложиться спать позже обычного
1. сталь; 2. меч, сабля
всё же, тем не менее, однако
светофор
1. сила; 2. источник силы;
2. точный, определённый
напряжённый
ударять, наносить удар
поражать; 2. приводить в действие; высекать (огонь), зажигать (спичку);
бить (о часах); 3. приходить в голову;
4. бастовать, объявлять забастовку
вычеркивать, зачеркивать полуоса
1. структура, устройство;
2. здание, сооружение
представлять на рассмотрение, подавать (документ)
sуществовать
удачный; успешный
удачно, успешно
такой, подобный
как например; такой как
<table>
<thead>
<tr>
<th>English</th>
<th>Uzbek</th>
<th>Russian</th>
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<tbody>
<tr>
<td>suit n</td>
<td>костюм</td>
<td>костюм</td>
</tr>
<tr>
<td>suit v</td>
<td>быть к лицу, идти</td>
<td>соответствовать, подходить</td>
</tr>
<tr>
<td>summarise v</td>
<td>суммировать, резюмировать, подводить итог</td>
<td>излагать кратко</td>
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<td>sunglasses n</td>
<td>солнцезащитные очки</td>
<td>солнцезащитные очки</td>
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<td>superior adj</td>
<td>высший, превосходящий</td>
<td>вышнее качество</td>
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<td>supply n</td>
<td>снабжение</td>
<td>снабжать, поставлять</td>
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<tr>
<td>supply v</td>
<td>снабжать, поставлять</td>
<td>восполнять, возмещать</td>
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<td>support n</td>
<td>поддержка; 2. опора; 3. средство к существованию</td>
<td>поддерживать</td>
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<tr>
<td>support v</td>
<td>поддерживать</td>
<td>удивлять, поражать</td>
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<td>supreme adj</td>
<td>верховный, высший; 2. высочайший, величайший</td>
<td>верховный, высший</td>
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<td>surname</td>
<td>фамилия</td>
<td>фамилия</td>
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<td>surprise n</td>
<td>удивление, изумление; 2. неожиданность, сюрприз</td>
<td>удивление, изумление</td>
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<tr>
<td>surprise v</td>
<td>удивлять, поражать</td>
<td>удивлять, поражать</td>
</tr>
<tr>
<td>survey n</td>
<td>обследование, осмотр</td>
<td>обследование, осмотр</td>
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<td>syllable n</td>
<td>слог (в грамматике)</td>
<td>слог</td>
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<tr>
<td>symbol n</td>
<td>символ, знак</td>
<td>символ</td>
</tr>
<tr>
<td>syringe n</td>
<td>шприц</td>
<td>шприц</td>
</tr>
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<td>table cloth n</td>
<td>скатерть</td>
<td>скатерть</td>
</tr>
<tr>
<td>tailor n</td>
<td>портной</td>
<td>портной</td>
</tr>
<tr>
<td>take away phr v</td>
<td>вычитать, отнимать</td>
<td>вычитать, отнимать</td>
</tr>
</tbody>
</table>
take part in phr

take pleasure in smth phr

talented adj  [tæləntɪd]  рохатланмоқ, рохат олоқ, завวลанмоқ

talk n  [tɔːk]  таланти, иқтидорли, исте’додли

tap n  [tæp]  сухbat

tape-player n  [ˈteɪpleɪər]  магнитофон

task n  [tæks]  солиқ

technique n  [tekˈniːk]  иш усулі, техника

technology n  [tekˈnɒlədʒi]  технологии

teenager n  [ˈtiːniɪdʒər]  o’лар, о’ларин

telecommunications n  [ˌtelɪkəˈmjuːnɪkətɪzən]  подросток

telegram form n+n  [ˌtelɪɡræm fɔːm]  подросток

telephone box n+n  [ˈtɛlɪfəʊn bʊks]  телекоммуникация

telephone directory n+n  [ˈtɛlɪfəʊn dɪˈrektəri]  дальня связь

term n  [ˈtɜːriːm]  телеграфный бланк

term of office phr  [ˈtɜːriːm əv ˈɔfɪs]  телефонная книга

terminal n  [ˈtɜːrmiən]  1. период, срок; 2. семестр; 3. срок; 4. условия

terrible adj  [ˈterəbl]  конечный пункт, конечная станция

terrifying adj  [ˈtɜːrɪfɪŋ]  страшный, ужасный

territorial adj  [ˈtɜːrɪtorɪəl]  ужасающий

terrorism n  [ˈtɜːrərɪzəm]  территориальный; местный

textile n  [tekˈstɪl]  терроризм

textile industry n+n  [tekˈstɪl ɪndəˈstrɪ]  текстиль

textile Technology n+n  [tekˈstɪl ɪndəˈstrɪ tiˈknɒlədʒi]  текстильная промышленность

thank goodness phr  [θæŋk ˈɡʊdnəs]  слава богу

Thanksgiving Holiday n+n  [θæŋkˈsɪŋgɪŋ ˈhɒlədeɪ]  День благодарения

the Balkans n  [ˈbælkənz]  (официальный праздник в США и Канаде)

themselves pron  [ðəmˈsɛlvz]  Балканские горы

theory n  [ˈθɪəri]  себя; сами

in theory phr  [ɪnˈθɪəri]  1. теория; 2. теоретические правила

участовать, принимать участие в чём-л.
получать удовольствие, наслаждаться
талантливый
разговор, беседа
кран
магнитофон
задача, задание, урок
напог
техника, технический прием
подросток
телекоммуникация, дальня связь
телефонная будка
телефонная книга
1. период, срок; 2. семестр; 3. срок; 4. условия
конечный пункт, конечная станция
страшный, ужасный
терроризм
текстиль
текстильная промышленность
слава богу
День благодарения
(официальный праздник в США и Канаде)
Балканские горы
себя; сами
1. теория; 2. теоретические правила
в теории; теоретически
think v [θɪŋk]  
(pt, pp thought)  
1. o’ylamoq, fikrlamoq, fikr yuritmoq, mulohaza qilmoq; 2. … deb o’ylamoq (bilmq), hisoblamoq, faraz qilmoq; 3. ko’zda (nazarda) tutmoq  
thirst n [θɜːst]  
1. chanqoqlik, tashnalik, suvsash, chanqash, chanqoq; 2. ishtiyoq, havas, tashnalik, orzumandlik  
thriller n [θrɪlə]  
triller, qo’rqinchli film  
throne n [θrəʊn]  
tron, престол  
through prep [θruː]  
throughout adv, prep [θruː'aut]  
tiredness n [taɪrədəs]  
charchaganlik, horg’inlik, toliqqanlik,усталость, утомлённость  
tiring adj [ˈtaɪərn]  
utomительный  
title n [ˈtaɪtl]  
1. sarlavha, nom; 2. unvon  
tobacco n [ˈtɒbækəʊ]  
tabak  
toe n [təʊ]  
1. oyoq barmoqlari; oyoq uchi; oyoq  
too adv [tuː]  
1. haddan tashqari, juda, o’ta; 2. ham, shuningdek, shu bilan birga  
top n [tɒp]  
верхняя часть  
top set adj+n, (top ‘set)  
sильный класс  
touch v [tʌʃ]  
1. bir-biriga tegmoq, tegib turmoq, tutashmoq; 2. tegmoq, qo’l tegizmoq; teginmoq; tegib ketmoq, tegib o’tmoq; 3. (taom va sh.k.) tatib (til tegizib) ko’rmoq, qo’l urmoq; 4. (biror masala, mavzu haqida) tilga olmoq; til tegizmoq, gapirib (to’xtalib) o’tmoq, og’izga olmoq; 5. taassurot qoldirmoq; ta’sir qilmoq, to’lqinlantirib yubormoq  
tourism n [ˈtʊərɪzəm]  
tourism  
towards prep [tɔˈwədz]  
towel n [ˈtəʊəl]  
towel  
toy n [tɔɪ]  
toy  
trade union n+n  
[trɛid ˈjʊənɪən]  
trades union  
trader n [ˈtredər]  
savdogar, do’kondor  
traditional adj [trəˈdɪʃənl]  
an’anaviy
train n, v [treɪn] | 1. поезд; 2. обучать, готовить к чему-л.; 3. тренировать(ся)
trainer n [treɪnə] | 1. тренер; инструктор; 2. тренер-(ся)
transmit v [trænzɪmɪt] | транслировать, передавать
tresurer n [treʒər] | 1. казначей
trip n [trɪp] | поездка, путешествие; экскурсия
truant n [trjuənt] | прогулы уроков
try v [trɪ] | пытаться, стараться
turn n, v [tɜːn] | 1. поворот; изгиб; поворачивать, вертеть; 2. очередь закрывать (кран); выключать (свет, радио и т.п.)
turn off phr v [tɜːnof] | оборотные средства консультация (в английских школах и университетах) тип
unacceptable adj | неприемлемый
understand v [ənˈdəSTAUND] | 1. понимать; 2. осознавать
understanding n [ənˈdəSTAIND] | понимание
unemployment n [ənˈɪmplɔɪmənt] | безработица
unfair adj [ənˈfɛə] | 1. несправедливый; 2. недобросовестный; 3. нечестный к нечестно, к сожалению
unfortunately adv | единорог (в мифологии)
unicorn n [ˈjʊnɪkɔn] |
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
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<td>union</td>
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<td>prep</td>
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<td>vice-</td>
<td>pref</td>
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<td>adj</td>
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<td>vote</td>
<td>v</td>
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<td>voter</td>
<td>n</td>
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<td>vulnerable</td>
<td>adj</td>
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<td>W</td>
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<td>wage</td>
<td>n</td>
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<tr>
<td>wait</td>
<td>v</td>
</tr>
<tr>
<td>English Word</td>
<td>Uzbek Word</td>
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<tr>
<td>--------------</td>
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</tr>
<tr>
<td>waitress</td>
<td>офіціантка</td>
</tr>
<tr>
<td>wake up</td>
<td>вставать, просыпаться</td>
</tr>
<tr>
<td>war</td>
<td>война; боевые действия</td>
</tr>
<tr>
<td>warning</td>
<td>предупреждение, предостережение</td>
</tr>
<tr>
<td>waste</td>
<td>отбросы, отходы</td>
</tr>
<tr>
<td>wasteland</td>
<td>свалка</td>
</tr>
<tr>
<td>watch</td>
<td>часы (карманные, наручные)</td>
</tr>
<tr>
<td>weakness</td>
<td>слабость, хилость</td>
</tr>
<tr>
<td>wear</td>
<td>носить (одежду); быть одетым во что-либо</td>
</tr>
<tr>
<td>weigh</td>
<td>взвешивать; весить</td>
</tr>
<tr>
<td>weight</td>
<td>вес</td>
</tr>
<tr>
<td>wheat ears</td>
<td>колосья пшеницы</td>
</tr>
<tr>
<td>wheel</td>
<td>колесо</td>
</tr>
<tr>
<td>whether</td>
<td>вилять</td>
</tr>
<tr>
<td>whole</td>
<td>целый</td>
</tr>
<tr>
<td>wholesaler</td>
<td>оптовик, оптовый торговец</td>
</tr>
<tr>
<td>wide</td>
<td>широкий, широко</td>
</tr>
<tr>
<td>wildlife</td>
<td>живая природа</td>
</tr>
<tr>
<td>wish</td>
<td>желание, пожелание</td>
</tr>
<tr>
<td>withdraw</td>
<td>изымать, забирать</td>
</tr>
</tbody>
</table>

**Definitions:**
- **waitress:** a person employed to serve food and drinks in a restaurant or similar establishment.
- **wake up:** to become aware of one's surroundings after sleeping.
- **war:** a state of armed conflict between nations or groups.
- **warning:** a sign or signal that something is about to happen.
- **waste:** something that is not useful or wasted; something that is no longer needed.
- **wasteland:** an area of land that is not being used for anything.
- **watch:** a timepiece, typically worn on the wrist.
- **weakness:** a state of being weak or feeble.
- **wear:** to put on and carry on the body.
- **weigh:** to find the weight of something.
- **wheat ears:** the seeds of wheat plant, typically harvested.
- **wheel:** a device that has a circular rim with spokes or spokes-like structures for rolling.
- **whether:** a question indicating two possibilities.
- **whole:** an entire unit or thing.
- **wholesaler:** a person who buys goods in large quantities and sells them to retailers.
- **wide:** having a large or extensive extent.
- **wildlife:** the natural life of a region, inclusive of all its wild plants and animals.
- **wish:** to desire or hope for something.
- **withdraw:** to pull back; to take out. © 2023 NewPath Learning. All Rights Reserved. 173
<table>
<thead>
<tr>
<th>within prep [wɪðən]</th>
<th>1. ichida; 2. ... dan ko'p emas, atrofida, chegarasida</th>
</tr>
</thead>
<tbody>
<tr>
<td>witty adj [wɪti]</td>
<td>so'zamol, gapga usta, aqlli, dono jun, yung so'z</td>
</tr>
<tr>
<td>wool n [wʊl]</td>
<td>qattiq (astoydil) ishlamoq</td>
</tr>
<tr>
<td>word n [wɜːd]</td>
<td>jahon, dunyo, olam, koinot, yer yuzi, yer-ko'k</td>
</tr>
<tr>
<td>work hard v+adv</td>
<td>jahon hamjamiyati</td>
</tr>
<tr>
<td>world n [wɜːld]</td>
<td>butunjahon, jahon miqyosidagi</td>
</tr>
<tr>
<td>world community n+n</td>
<td>eskimmoq, yirtlmoq, ko'p ishlatlilib</td>
</tr>
<tr>
<td>worldwide adj [wɜːldˈwɔːdi]</td>
<td>(tutilib yoki kiyilib) ishdan chiqmoq; quvvatdan ketmoq, keksaymoq, qartaymoq</td>
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<tr>
<td>worn out phr v [wɜːrn aut]</td>
<td>tashvishga soladigan, tashvishli arziydiqan, arziguli, loyiq</td>
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<tr>
<td>worrying adj [wɔrɪnɪŋ]</td>
<td>arziguli, (diqqat-e'tiborga) molik, arzirli, ma'noga ega</td>
</tr>
<tr>
<td>worth adj [wɜːθ]</td>
<td>yarador, yaralangan, yarador bo'lgan, jarohatlangan</td>
</tr>
<tr>
<td>worthwhile adj [wɜːθˈwɜːlθ]</td>
<td>yozma no'to'g'ri raqam</td>
</tr>
<tr>
<td>wounded adj [wʌndid]</td>
<td>rentgen nuri; rentgen suratiga tush(ir)moq</td>
</tr>
<tr>
<td>written adj [ˈraɪtən]</td>
<td>рентген лучи, рентгеновское излучение; делать рентгеновский снимок</td>
</tr>
<tr>
<td>wrong number adj+n [rɒn ˈnæmbə]</td>
<td>yet adv [jɛt]</td>
</tr>
<tr>
<td></td>
<td>1. hali, haligacha, hanuz, shu vaqtgacha (damgacha, choqqacha); 2. allaqachon; 3. hali ham, hamon o'zingiz, o'zingizga, o'zingizni</td>
</tr>
<tr>
<td></td>
<td>1. до сих пор; как ещё; 2. уже; 3. всё ещё; 4. даже (более)</td>
</tr>
<tr>
<td>yourself pron [ˈjɔːself; ˈjəʊself]</td>
<td>1. себя, себе; 2. сам, сами</td>
</tr>
<tr>
<td>zinc n [zɪŋk]</td>
<td>rux (kimyoviy)</td>
</tr>
<tr>
<td></td>
<td>цинк (химический)</td>
</tr>
</tbody>
</table>
Fly High ENGLISH 9

Tuzatilgan va to'ldirilgan ikkinchi nashr


Nashriyot litsenziyasi AI №185, 10.05.2011 y.

Muharrir – B. Azimov
Texnik muharrir – M. Rixsiyev

Bosishga 09.04.2014 da ruxsat etildi. Bichimi 70x100 1/16.
Arial garniturası. Ofset bosma usulida bosildi.
Bosma t. 11,0. Shartli b. t. 14,30. Adadi 405615 nusxa.
Buyurtma № 00
Shartnoma №

«Yangiyo’l Poligraf Servis» MChJ bosmaxonasida chop etildi.
112001, Toshkent viloyati, Yangiyo’l tumani, Samarqand ko’chasi, 44- uy.
Darslik ijaraga berilganda va o'quv yili yakunida qaytarib olinganda yuqoridagi jadval sinf rahbari tomonidan quyidagi baholash mezonlariga asosan to'idirladi:

<table>
<thead>
<tr>
<th>№</th>
<th>O'quvchining ismi, familiyasi</th>
<th>O'quv yili</th>
<th>Darslikning olingandagi holati</th>
<th>Sinf rahbarining imzosi</th>
<th>Darslikning topshirilgandi holati</th>
<th>Sinf rahbarining imzosi</th>
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<tbody>
<tr>
<td>№</td>
<td>Имя, фамилия ученика</td>
<td>Учеб-ный год</td>
<td>Состояние учебника при получении</td>
<td>Подпись классного руководителя</td>
<td>Состояние учебника при сдаче</td>
<td>Подпись классного руководителя</td>
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</table>

Darslik ijaraga berilganda va o'quv yili yakunida qaytarib olinganda yuqoridagi jadval sinf rahbari tomonidan quyidagi baholash mezonlariga asosan to'idirladi:

Yangi

Darslikning foydalanishga birinchi marotaba berilgandi holati.

Yaxshi

Muqova butun, darslikning asosiy qismidan ajralmagan.
Barcha varaqlari mavjud, yirtilmagan, ko'chmagan, betlarda yozuv va chiziqlar yo'q.

Qoniqarli

Muqova ezilgan, birmuncha chizilib, chetlari yedirilgan, darslikning asosiy qismidan ajralish holati bor, foydalanuvchi tomonidan qoniqarli ta'mirlanadi. Ko'chgan varaqlari qayta ta'mirlangan, ayrim betlarga chizilgan.

Qoniqarsiz

Muqovaga chizilgan, u yirtilgan, asosiy qismidan ajralgan yoki butun-lay yo'q, qoniqarsiz ta'mirlangan. Betlari yirtilgan, varaqlari yetish-maydi, chizib, bo' yab tashlangan, darslikni tiklab bo'ilmaydi.

Таблица заполняется классным руководителем при передаче учебника в пользование и возвращении назад в конце учебного года. При заполнении таблицы используются следующие оценочные критерии.

<table>
<thead>
<tr>
<th>Новый учебник</th>
<th>Состояние учебника при первой передаче</th>
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<tr>
<td>Хорошо</td>
<td>Обложка цела, не оторвана от основной части книги. Все страницы в наличии, не порваны на страницах нет записей и помарок.</td>
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<tr>
<td>Удовлетворительно</td>
<td>Обложка не смята, слегка испачкана, края стерты. Удовлетворительно восстановлен пользователем. Вырванные страницы восстановлены, но некоторые страницы исчерчены.</td>
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<tr>
<td>Неудовлетворительно</td>
<td>Обложка испачкана, порвана, корешок оторван от основной части книги или совсем отсутствует. Страницы порваны, некоторых вообще не хватает, имеющиеся исчерчены, испачканы. Учебник к дальнейшему пользованию не пригоден, восстановить нельзя.</td>
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