TEENS' ENGLISH 7

Umumiy o‘rta ta’lim maktablarining 7-sinfi uchun darslik

O‘zbekiston Respublikasi Xalq ta’limi vazirligi tasdiqlagan

Pupil's Book





«O‘ZBEKISTON»
NASHRIYOT-MATBAA IJODIY UYI
TOSHKENT — 2019

www.idum.uz saytidan yuklab olindi

UO‘K 811.111(075.3)
KBK 81.2 Engl-922
X 17

Mualliflar:
Svetlana Xan, Ludmila Kamalova, Lutfullo Jo‘rayev

ACKNOWLEDGEMENTS

The new edition “Teens’ English 7” is prepared by **Svetlana Khan, Ludmila Kamalova and Lutfullo Jurayev.**

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

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

“Teens’ English 7” is developed with the assisstance of the Republican Scientific-Practical Center of Innovations under the Uzbekistan World Languages University. Special thanks go to the British Council, Tashkent and international consultant Wendy Arnold for her sustained support and encouraging feedback.

The team acknowledge that some ideas and materials have been taken from “Fly High 7” 2002 which was the result of a collaboration between the Ministry of Public Education of Uzbekistan, The British Council and “O‘qituvchi” Publishing House, authored by Ludmilla Tsoy, Mahprat Abdullayeva, Klara Inogamova, Lutfullo Jurayev, Svetlana Khan, Rozaliya Ziryanova, Ludmila Kamalova, Larisa Matskevich.

 – tinglab tushunish yoki video mashqlarni bajarish;

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

 – gapirish amaliyoti uchun dialogik nutq;

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

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

ISBN 978-9943-25-792-4

© S. Xan va boshq., 2019
© „O‘zbekiston“ NMIU, 2019.

www.idum.uz saytidan yuklab olindi

Dear Pupil!

Welcome to **Teens' English 7**!

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

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

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

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

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

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

Have fun!

The Authors

Aziz o'quvchi!

Teens' English 7 darsligiga xush kelibsiz!

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

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

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

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

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

Biz bu o'quv materiallari sizga quvonch olib keladi va ko'p vaqt o'tmay ingliz tilidan olgan bilimingiz yaxshilanadi degan umiddamiz.

Sizga omad tilaymiz!

Mualliflar.

Units	Titles	Page
1	**Where we live**	5
	1 Summer holidays are fun.	6
	2 What is the capital city?	7
	3 Water is life.	8
	4 Life in big cities	9
	5 Life in villages	10
	6 Project Our dream city	11
	7 Home reading	12
2	**I don't feel well!**	13
	1 I have a pain in my ...	14
	2 What's the matter with you?	15
	3 I've brought warm clothes.	16
	4 Have you ever ... ?	17
	5 You should take medicine.	18
	6 Project	19
	7 Home reading	20
3	**Sport**	21
	1 Keeping active	22
	2 Sports at school	23
	3 I like gymnastics. So do I.	24
	4 Girls in sport	25
	5 Sport in Uzbekistan	26
	6 Project	27
	7 Home reading	28
4	**Olympic Games**	29
	1 Background knowledge	30
	2 Origin of the Olympic Games	31
	3 Olympic symbols	32
	4 Teenage champions	33
	5 Summer YOG	34
	6 Project	35
	7 Home reading	36
5	**What we wear**	37
	1 What do my clothes say about me?	38
	2 What are you wearing?	39
	3 What size do you take?	40
	4 What's it made of?	41
	5 Do yo have a ...?	42
	6 Project	43
	7 Home reading	44
6	**Shopping**	45
	1 Let's go shopping!	46
	2 Shopping centres	47
	3 Bargain for the best price	48
	4 Advertising	49
	5 My favourite hobby is ...	50
	6 Project	51
	7 Home reading	52
7	**Leisure**	53
	1 How do you spend your time?	54
	2 Let's go to the park!	55
	3 Watching TV – is it good?	56
	4 I won't stay in town.	57
	5 My favourite hobby is ...	58
	6 Project	59
	7 Home reading	60
8	**Geography**	61
	1 We are not alone!	62
	2 Which continent is the largest?	63
	3 Uzbekistan is divided into ...	64
	4 Have you ever been to the desert?	65
	5 The world's greatest travellers	66
	6 Project	67
	7 Home reading	68
9	**Travelling**	69
	1 What country would you like to visit?	70
	2 Planning a trip	71
	3 Journey into space	72
	4 The Silk Road	73
	5 World spots	74
	6 Project	75
	7 Home reading	76
10	**Holidays, holidays!**	77
	1 Special holidays around the world	78
	2 Holiday in Plymouth	79
	3 Exotic America	80
	4 Welcome to Dreamworld!	81
	5 What makes a good companion?	82
	6 Project	83
	7 Home reading	84

	Workbook	85-111	Classwork and homework
	Grammar	112-126	Grammar points in Uzbek
	English–Uzbek Wordlist	127-159	Words learnt in Classes 1-7

UNIT 1 Where we live

Inquiry question:

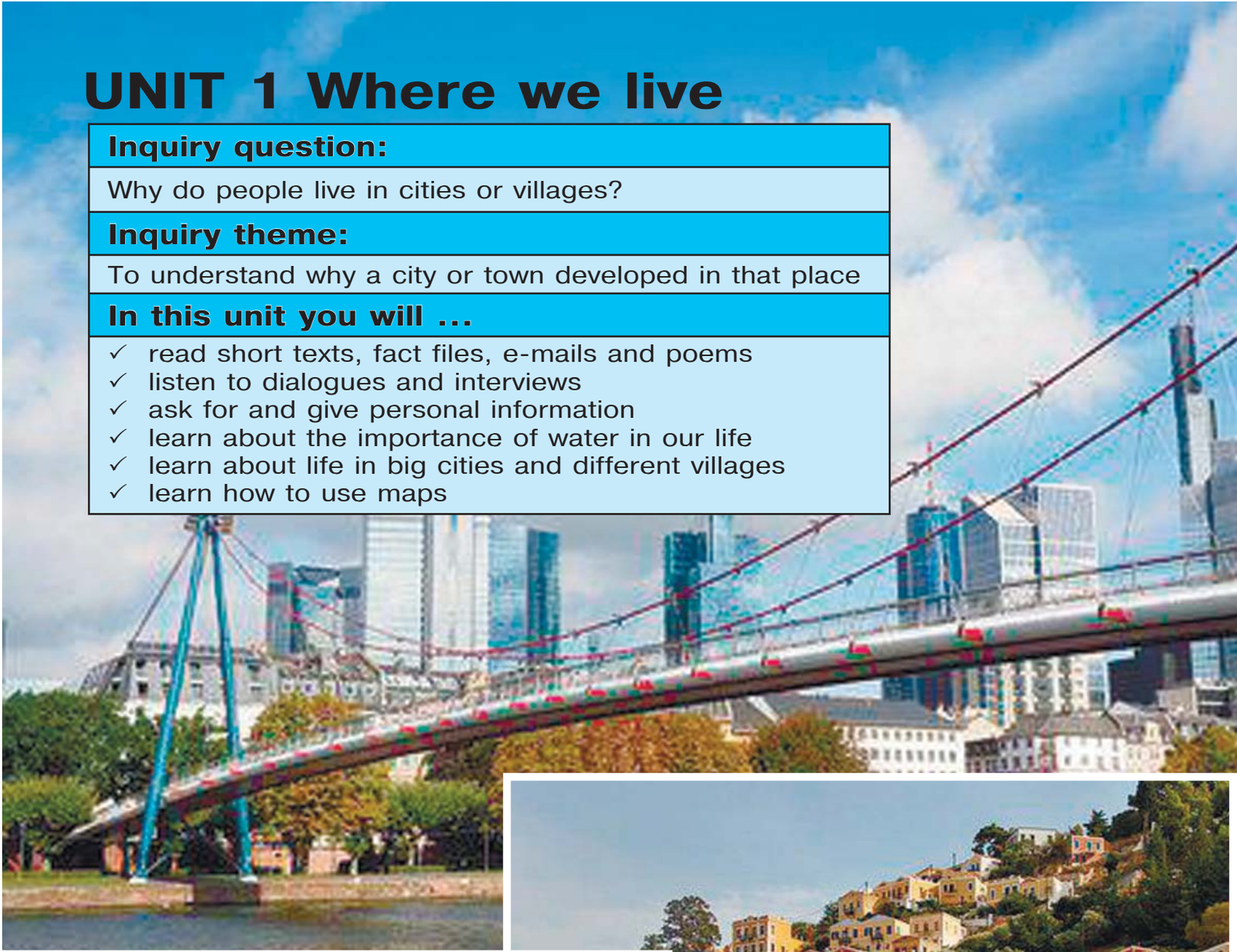
Why do people live in cities or villages?

Inquiry theme:

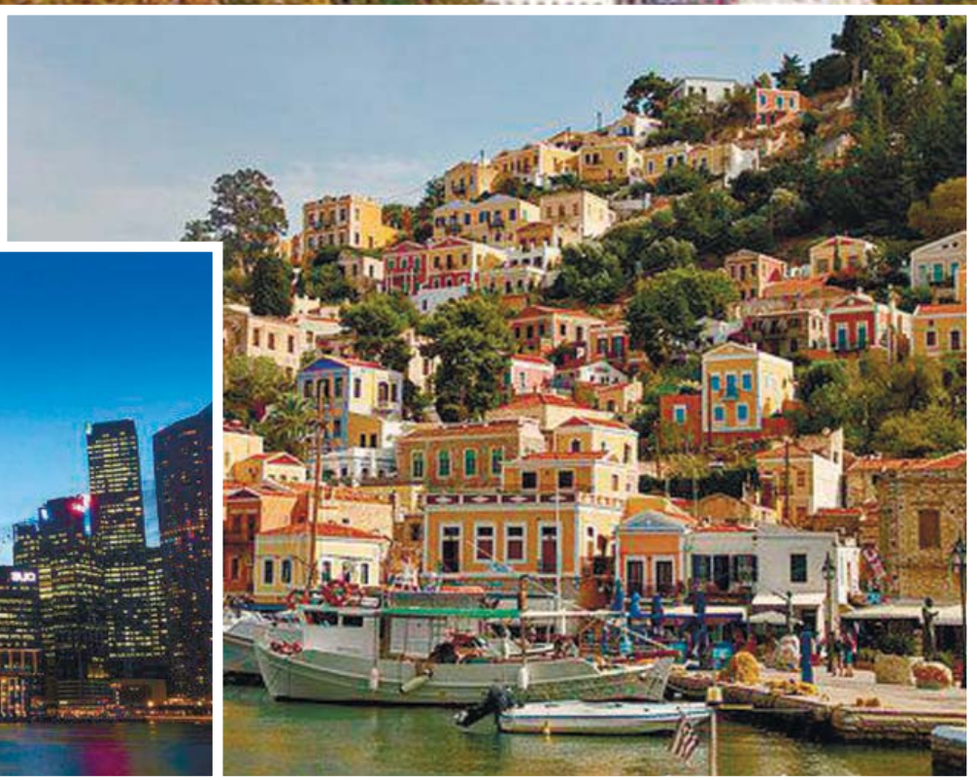
To understand why a city or town developed in that place

In this unit you will ...

- ✓ read short texts, fact files, e-mails and poems
- ✓ listen to dialogues and interviews
- ✓ ask for and give personal information
- ✓ learn about the importance of water in our life
- ✓ learn about life in big cities and different villages
- ✓ learn how to use maps









LESSON 1 Summer holidays are fun.

1 **Listen and repeat.**

2a **Work in pairs. Ask and answer.**

Where did you spend your summer holidays?
What did you do there?
Did you like your summer holidays? Why?/ Why not?

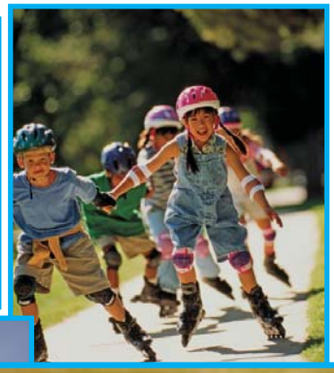
2b **Report.**

Summer

By Nicolette Lennert

Summer, summer
Time for fun.
We run all day
In the hot, hot sun.
Summer, summer
Jump in the pool.
Eat a lot of ice cream
To keep cool.















3 **Listen and write T for True and F for False.**

4a **Read the e-mail. Answer the questions.**
Did Aziz like his summer? Why? Why not?

Hello Lucy,
*How **was** your summer? I **spent** my summer holidays in the summer camp. The camp **was** in the mountains and it **was** fantastic. The weather **was** nice: warm and sunny. Every morning we **did** morning exercises near the river. Then we **made** our beds and **had** our breakfast.*
*Every day we **did** different activities: we **went** hiking and **played** football or volleyball. But most of all I **liked** swimming.*
*In the evening we **had** different competitions. I **was** the chess champion.*
*I **liked** my summer holidays very much. What about you?*
Smiles,
Aziz

4b **Work in pairs. Write three questions to Aziz.**

e.g. What did you have for breakfast on holiday?

LESSON 2 What is the capital city?

1a Work in pairs. Look and think.

Look at the map. Find the capital city of England. It is London.

The language is _____

Do you know?
The United Kingdom has four countries in it. They are: England, Scotland, Wales and Northern Ireland.

1b Work in a group of 4. Think.

Do you know the capital cities of any other countries?

1c Work in a group of 4. Look and write.

What is the country in Europe nearest to England?

What are the four countries in the United Kingdom?

a) _____
b) _____
c) _____
d) _____



2a Work in pairs. Look and think.

Find the capital city of Uzbekistan. It is _____ .
The main languages in Uzbekistan are a) _____, b) _____.



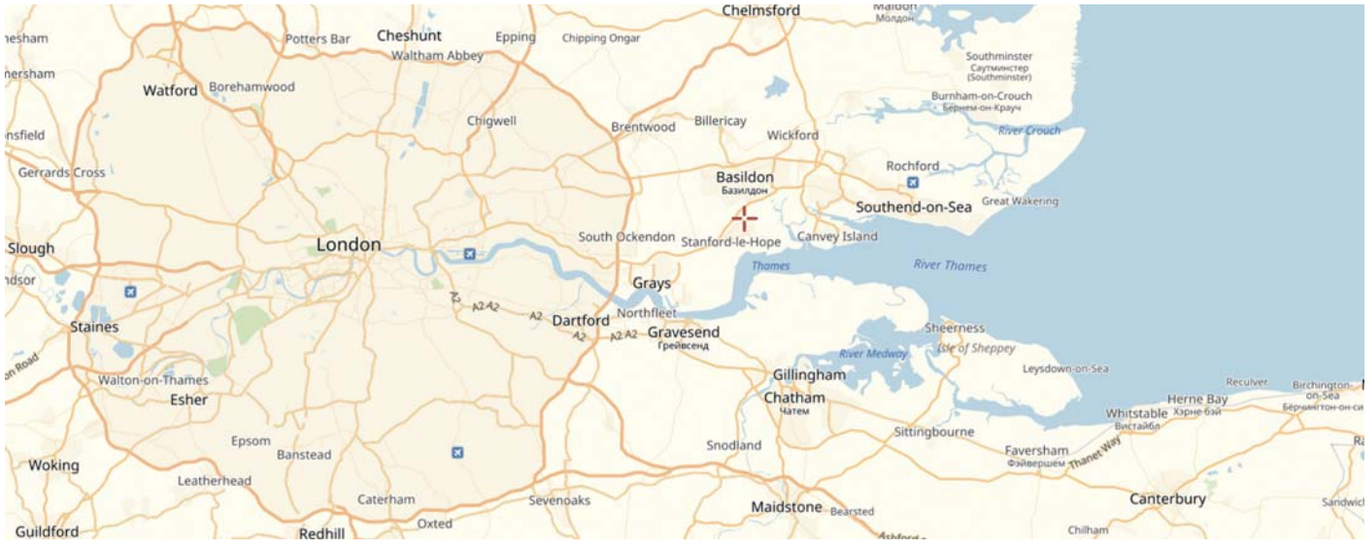
2b Work in pairs. Think and write.

What are the nearest countries to Uzbekistan?
What are the furthest countries to Uzbekistan?
What continent is the United Kingdom in?
What continent is Uzbekistan in?

LESSON 3 Water is life.

1 **Work in pairs. Look and think.**

Why did people build London city in this place?
What **special features** *(o'ziga xos xususiyat)* does it have?



2 **Work in a group of 4. Think.**

Is it useful to have a river and sea in a city? Why?/Why not?



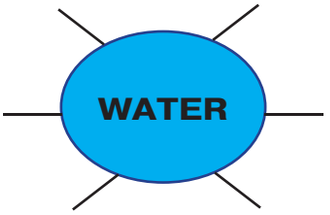
3 **Work in a group of 4. Look and think.**

Why did people build Tashkent city in this place?
What special features does it have?

4 **Work in groups of 4. Think and discuss.**

There is a saying: "Water is life".
What does it mean? Why do people say this?

5 **Work in groups of 4. Complete the word map.**







6 **Listen and match the texts with the sentences.**

1 Use of water in a daily life.
2 Use of water for health.
3 Use of water in **agriculture** *(qishloq xo'jaligi)*.
4 Use of water as **transportation** *(transport vositasi)*.



HOW WE USE WATER

LESSON 4 Life in big cities

1a **Work in pairs. Do the quiz.**

1b **Work in pairs. Ask and answer. Complete the table.**
Pupil A look at this page. Pupil B look at page 11.

A: What's the population of Seoul?
B: It's ...

city	population	area
London		
Moscow		
Paris		
Seoul		
Istanbul		
Tokyo		

London, UK



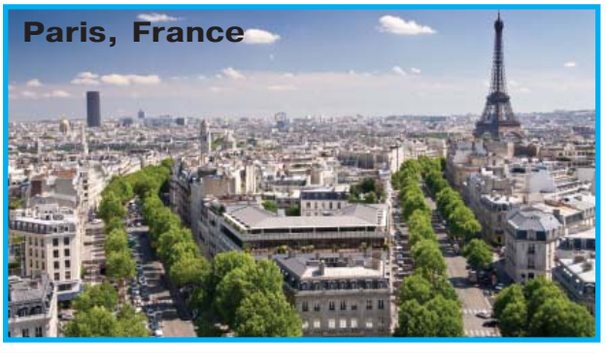
Population: 9,046,485 people
Area: 1,579 square kilometres (sq.km)
London is the capital of the United Kingdom. It is nearly 2000 years old. And it is one of the biggest cities. It is about 60 kilometres from east to west.

Moscow, Russia



Population: 12,409,738 people
Area: 2,561 sq.km
Prince Yuri Dolgoruky started the city in 1147. Gorky Park is a central park in Moscow. 100,000 people visit it at the end of the week.

Paris, France



Population: 10,900,952 people
Area: 105 sq.km
The capital of France is Paris: it is the 2nd largest city in Europe. The streets are full of people. In the central parts of the city traffic does not stop even at night.

1c **Work in pairs. Ask and answer.**
e.g. A: Which city has more population: London or Paris?

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

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

2c **Report.**

LESSON 5 Life in villages

1a Work in pairs. Find pairs of words.

e.g. 1f

1 vintage	a energy
2 eco	b many years ago
3 smart	c friendly to nature
4 electricity	d clever
5 enough	e not little
6 step back in time	f old

1b Read and match the texts and pictures.







1 Most of people in India live in villages. The life in Indian villages is simple; although people have mobile phones and digital television. The roads are very bad. Some villages do not have enough electricity and there are no schools and hospitals. Many people do not have enough food. But now the people in India are trying to make smart villages. In a smart village life is better. Because in a smart village there is clean water, schools, hospitals, enough food and electricity.

2 A vintage village is a "step back in time". A lot of tourists come to Vintage Village in Minnesota (the USA) to see how people lived many years ago. There is a shop where the tourists can buy very old things like vintage clothes, toys and other things. There is also a small farmhouse. When you finish shopping, you can feed and enjoy the farm animals.

3 There are about 420 eco-villages in the world today. The first eco-villages became popular in 1991. Not many people live in an eco-village – about 150. People live life friendly to nature. When they grow plants, they do not use a lot of minerals. Italian architect Paolo Soleri made the first eco-village where he used energy of the sun.

1c Work in pairs. Read and answer.

1 In which village do people have enough food?
2 Which village do tourists visit to see old national clothes?
3 In which village do people think how to help nature?
4 Why do people in India want to make smart villages?

2a **Work in pairs. Complete the sentences with the words.**

2b **Listen and check.**

2c **Work in groups of 4/5. Complete the table. Say how Uzbek village is different from other villages in the world.**

LESSON 6 Project Our dream city

1 **Work in groups of 4/5. Design your dream city.**

1 What is this place like?
2 Where is it?
3 Why is it popular?
4 What do people do there?
5 How do people get there?

2 **Present your dream city.**

the most interesting/ wonderful/popular; historical, exciting, unusual, cultural, modern, local

3 **Choose 1) the most interesting dream city; 2) the most creative dream city; 3) the most comfortable dream city.**

Unit 1•Lesson 4

1b **Work in pairs. Pupil B: Look at this page. Ask and answer. Complete the table.**

A: What's the population of London?
B: It's ...

city	population	area
London		
Moscow		
Paris		
Seoul		
Istanbul		
Tokyo		



Population: 14,804,116 people
Area: 5,461 sq.km
Istanbul is one of the oldest cities in the world. It is the capital city which is between Europe and Asia. Istanbul is the biggest city of Turkey.



Population: 9,963,497 people
Area: 10,400 sq.km
Seoul is the largest city in South Korea and its capital. It is one of the largest cities in the world with many of the world's companies.



Population: 37,468,302 people
Area: 13,500 sq.km
Tokyo is the capital of Japan, home to the Japanese Emperor and Imperial Family. Today the city offers a lot of shopping and sightseeing that show many places of the Japanese culture.

Graffiti – street art

Modern graffiti began in big cities in the United States in the 1970s. In New York, young people wrote their names, or 'tags', in pen on walls around the city.

One of the first 'taggers' was a teenager called Demetrius. His tag was TAKI 183. He wrote his tag on walls and in stations in New York. Other teenagers saw Demetrius's tag and started writing their tags too. Soon, there were tags on walls, buses and trains all over New York.

Then, some teenagers started writing their tags with aerosol paint. Their tags were bigger and more colourful. Aerosol paint graffiti became very popular in the 1970s and 1980s. It appeared on trains, buses and walls around the world.



In the 1990s and 2000s, a lot of graffiti artists started painting pictures. Some artists' pictures were about politics. Other artists wanted to make cities beautiful and painted big, colourful pictures on city walls.

Graffiti in galleries

In some countries, writing or painting on walls is a crime. Sometimes, graffiti artists have problems with the police. In other countries, artists can draw and paint in certain places. For example, in Taiwan, there are 'graffiti zones' where artists can paint on walls. In Sao Paulo in Brazil, street artists can paint pictures on walls and houses. Their pictures are colourful and beautiful. Some tourists visit Sao Paulo just to see the street art!

In Bristol in the UK, there is a street art festival in August every year. Artists paint all the buildings in a street. Lots



of people come to watch the artists and take photos. You can see exhibitions of street art in some galleries too. There are exhibitions of street art in galleries in Paris, London and Los Angeles.

Who are the artists?

Some street artists are famous:

Os Gemeos are twin brothers from Sao Paulo. They paint big, colourful pictures of people on buildings. In 2007, they painted a castle in Scotland!

Blek le Rat is from Paris. He is famous for painting pictures of homeless people in big cities.

Faith47 is from Cape Town in South Africa. She paints big, colourful pictures of people and animals. She likes painting in different places and you can find her work on buses and, of course, on walls!



The future of street art

Many street artists use the Internet to look at photos of street art from around the world. They talk to other artists online and discuss ideas. Some street artists are famous and you can see their pictures in galleries. We do not know about the future of street art, but it is here to stay for sure!

Robin Newton

UNIT 2 I don't feel well!



Inquiry question:
Why don't we feel well?
Inquiry theme:
To understand why we do not feel well
In this unit you will ...
✓ read short texts, fact files, e-mails ✓ listen to dialogues and messages ✓ learn about the importance of keeping healthy diet and habits ✓ learn why we do not feel well and what to do in order to avoid problems ✓ learn about problem-cause-effect-solution relationship ✓ learn how to give advice







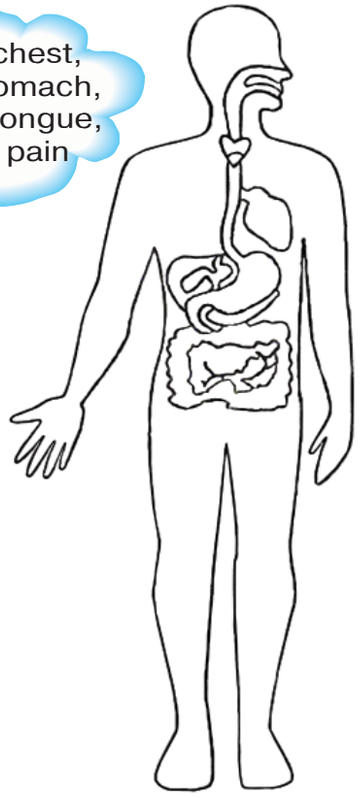




LESSON 1 I have a pain in my ...

1a **Work in pairs. Look and think. Look at the body outline. Draw and label the body.**

heart, chest, wrist, stomach, thumb, tongue, ankle, pain



1b **Check and correct your words.**

Do you know?
People have 206 bones in their body!
Cats have between 240-245 bones in their body.

2a **Work in groups of 4/5. Think.**
What other body words do you know?

2b **Work in groups of 4/5. Think.**
Have you ever been ill? What part of the body was not working well? What was wrong?

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

3b **Play "Listen and Continue".**
e.g. A: I have a pain in my ear. **B:** I can't hear you.

4 **Work in pairs. Choose the words and write a short story.**
e.g. Yesterday we played snowballs all evening and it was really fun. But it was very cold and I caught a cold. Today I am not feeling well. I cannot go to school. I should stay at home and lie in bed.

Yesterday	Today	I can't ...	I should ...
		No school! 	
• play snowballs • have a race in PI and fall • have a fight with a classmate • hurt a wrist • eat too many hamburgers • watch TV a lot • play computer games	 I have a pain in { ear, stomach, ankle, wrist, eyes }	 go to school hear walk write see	 lie in bed visit a doctor have a hot tea have a rest

LESSON 2 What's the matter with you?

1 **Look, listen and repeat.**

I have a


headache


cold/cough


(high) temperature


sore throat


runny nose


stomachache

2 **Work in pairs. Play "What's The Matter With You?"**

e.g.

A: *(mimes a cough)*
B: What's the matter with you?
A: I have a cough.
B: Oh, poor you. Get well soon.
A: Thank you.

I have


toothache


earache


flu


backache

3a **Read the text and match the headings (A-E) with the paragraphs (1-5).**

a) Is it easy to catch flu?
b) Signs and symptoms
c) General information
d) The treatment for flu
e) Prevention from flu

1 Flu is a serious illness. People get it with the virus. People have problems with the nose, throat and other parts of the body. Flu can be dangerous for children and adults. It is very active during the winter months.

2 Flu usually has 2 or 3 symptoms: a) a high temperature that starts suddenly (the temperature is usually more than 38°C); b) pain in the body; c) a headache; d) a cough; e) a sore throat; f) low energy; g) a runny nose

3 It is very easy to get a flu virus. Healthy and strong people can get it because the virus is in the air. When ill people cough, the virus goes to the air. It is on the hands, things, everywhere. You can get the virus from a cup, a pen or other objects.

4 What can we do not to get flu? First of all you should often wash your hands. You should clean the things, wash the floor and air the room. You should not be near the ill people. Some medicine can help too.

5 If you get flu, stay at home, do not go to work or study. You should drink a lot of hot milk, tea or herbal tea. Use nose drops. Remember, you should visit a doctor and take medicine.

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

1 What is flu?
2 How easy is it to catch flu?
3 What are the signs and symptoms of flu?
4 What is the treatment for flu?
5 Can we do anything to prevent catching flu?

3c **Match the following sentences (1-4) with the given endings (a-d).**

LESSON 3 I've brought warm clothes.

1a Work in pairs. Read, ask and answer.

e.g. Do you brush your teeth every day?

Healthy habits

- Brush teeth every day and night.
- Visit the dentist every year.
- Spend less than 2 hours a day watching TV and playing computer games.
- Eat 5 fruit and vegetables every day.
- Drink 8 glasses of water a day.
- Don't drink Cola.
- Eat less fast food.
- Always wash your hands with soap: before eating. after coming home from school.
- Cover your mouth when you sneeze or cough.
- Wear a helmet when you ride your bike.
- Wear warm clothes when it is cold.

1b Write two sentences with "should" and two with "shouldn't".

e.g. We should brush our teeth every day.
We shouldn't drink Cola.

2a Work in pairs. Complete the sentences with 'should' or 'shouldn't'.

2b  **Listen and tick.**

Dear parents,

On Saturday our class is going to the mountains for two days. We are going to live in a camp. All students (1) ... bring warm clothes and comfortable shoes. Please give your children extra warm socks because it is cold at night.

Children (2) ... bring any food because we are going to eat at the camp canteen. They can bring some money but not much. They (3) ... bring any gadgets like mp3 players or mobile phones.

The teachers have mobile phones. You can contact them.

The Teachers







2c Work in pairs. Complete the sentences.

Betty has brought ... Ann ...

3 Match the questions and answers.

1 Why aren't you writing?	a I've broken my wrist.
2 Why aren't you eating?	b I've cut my finger.
3 Why aren't you playing volleyball?	c I've broken my leg.
4 Why aren't you watching the film?	d I have a headache.
5 Why aren't you playing football?	e I have stomachache.

LESSON 4 Have you ever ...?

1 **Check your homework. Listen and repeat.**

2a **Work in pairs. Look at the pets and ask.**

e.g. Have you ever seen a pet snake?

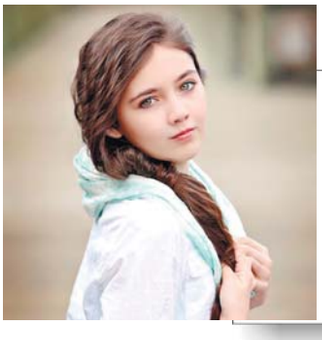


2b **Choose and write.**
Do you have a pet at home?

If Yes
1 What do you have? 2 How long have you had it? 3 How often do you play with it? 4 How do you feel when you play with it?

If No
1 Would you like to have it? 2 What would you like to have? Why? 3 What are you going to do with it? Why?

3 **Read and answer the question. Why do people have pets at home?**



Pet therapy

A pet can become a best friend and a teacher at the same time. My children have two dogs and three cats. They learn to be responsible. They must look after their pets, feed them, wash them and keep them in good health.

Sandra

I work every day and I don't have time to exercise. I know it is unhealthy that I don't exercise and am not active. But now I have two dogs and I must take my dogs for a walk every day. It's fun and great exercise.

Brandon



Sometimes people live alone and are unhappy. Pets are great companions. They can help people feel better. You can talk to them. They can sit and listen to you. They feel when you are sad or sick.

Raina



4a **Work in pairs. Put the sentences in order.**

1 Yes I have.
2 Have you ever been to the hospital?
3 When I was 7.
4 When did it happen?

break legs/arms,
cut a finger,
have flu,
have toothache,
have a sore throat

4b **Listen and check. Make your dialogues.**

LESSON 5 You should take medicine.

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



take medicine / an aspirin / one tablet three times a day



use this cream / these eye / nose drops



drink hot tea / milk / herbal tea





put the broken leg in plaster



put a bandage / a sticking plaster



have an operation / injection

1b Listen and repeat.

2a Work in pairs. Read and match. Write the meaning of the new word.

e.g. 1d

1 My right eye hurts.	a He should take some aspirin and drink hot lemon tea.
2 My wrist hurts.	b You should put a bandage on it.
3 I have a cough.	c You should go to the dentist.
4 He has a headache.	d You should use these eye drops in the sore eye at bed time.
5 My friend has flu.	e You should put a plaster on it.
6 I've cut my finger.	f You should drink a cup of herbal tea in the morning and at night.
7 I have toothache.	g She should stay at home and drink hot lemon tea.

2b Listen and check.

3a Write a sentence with a health problem on a card.

e.g. My right ankle hurts.

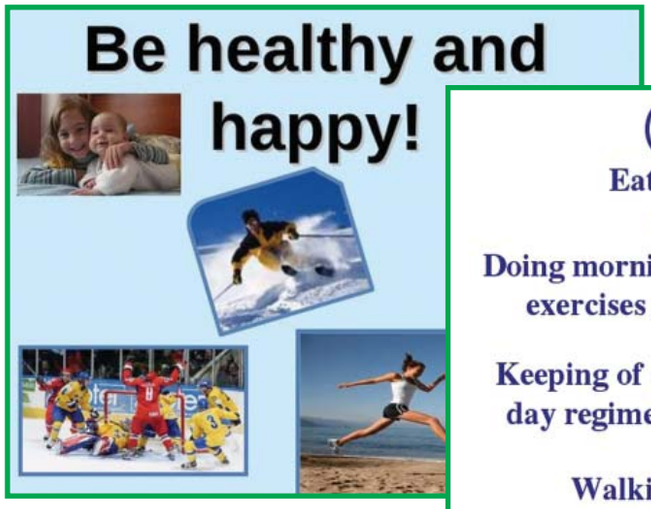
3b Work in groups of 4/5. Say what you should do.

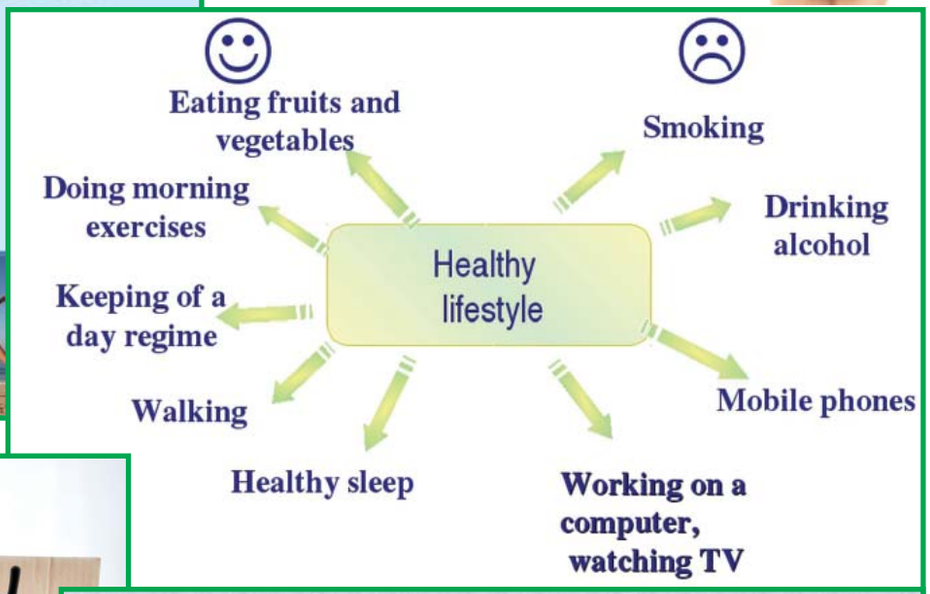
e.g. I have a pain in my ear. – You should use ...

LESSON 6 Project

1 **Look at the projects. Answer the questions.**
Which poster do you like best? Why?













2a **Work in pairs or in small groups. Think of a problem when you are sick. What is the cause and effect? Give advice with a solution. Make a poster.**

Problem =
Cause =
Effect =
Solution =

2b **Demonstrate your poster.**

HOME READING

The needle tree

There were once two brothers who lived near a forest. The elder brother treated his brother badly. He ate younger brother's food and took all his good clothes.

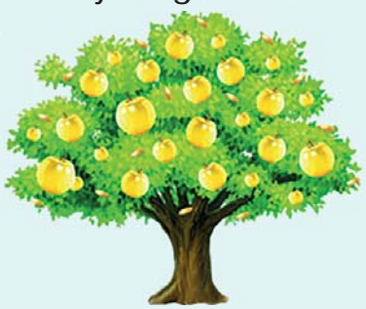
One day, the elder brother went into the forest to find some branches to sell at the market. After some time he saw a magical tree.

The tree said to him: "Oh kind sir, please don't cut my branches. I'll give you my golden apples".

The elder brother agreed but he did not like the number of apples. He wanted more apples. The magical tree did not say anything but it threw hundreds of small needles upon the elder brother. The boy was crying in pain.

In the evening the younger brother looked for his elder brother and found him with needles in his body. He was sorry about his brother and helped him. The younger brother took out all the needles and the elder brother became healthy again. He understood that he was wrong about his younger brother and he was sorry.

The magic tree saw the change in the elder brother's heart and gave them a lot of golden apples.



Moral of the story

It is important to be kind to people and other people will be kind to you.

The strange bird with two heads

Once upon a time, there lived a strange bird with two heads: the left head and the right head. The two heads did not like each other. But they had one body! The strange bird lived in a big tree near a river.

One day, the left head of the bird saw a beautiful tree that had a bright red fruit. The left head of the bird wanted to eat the fruit and the bird flew down to pick the fruit from the tree.

The bird took the sweet fruit, and sat by the river. The left head started eating it. When it was eating, the right head asked: "Can you give me a piece of fruit?"

The left head said: "See, we have only one belly. So if I put something in my mouth, it will go to our belly."

"But I want to taste the fruit," said the right head.

The left head was angry: "I saw the fruit first, so I can eat it without anyone."

The right head felt sad.

A few days later, the right head saw a beautiful pink fruit in a tree. The bird flew down near the tree and tried to pick the fruit and eat it.

The other birds living in the tree said: "Don't eat it. It's a poisonous fruit. It will kill you."

The left head shouted: "Don't eat it. We will all die."

However, the right head did not listen to the left head. It said: "I will eat it, because I saw it first. Don't stop me."

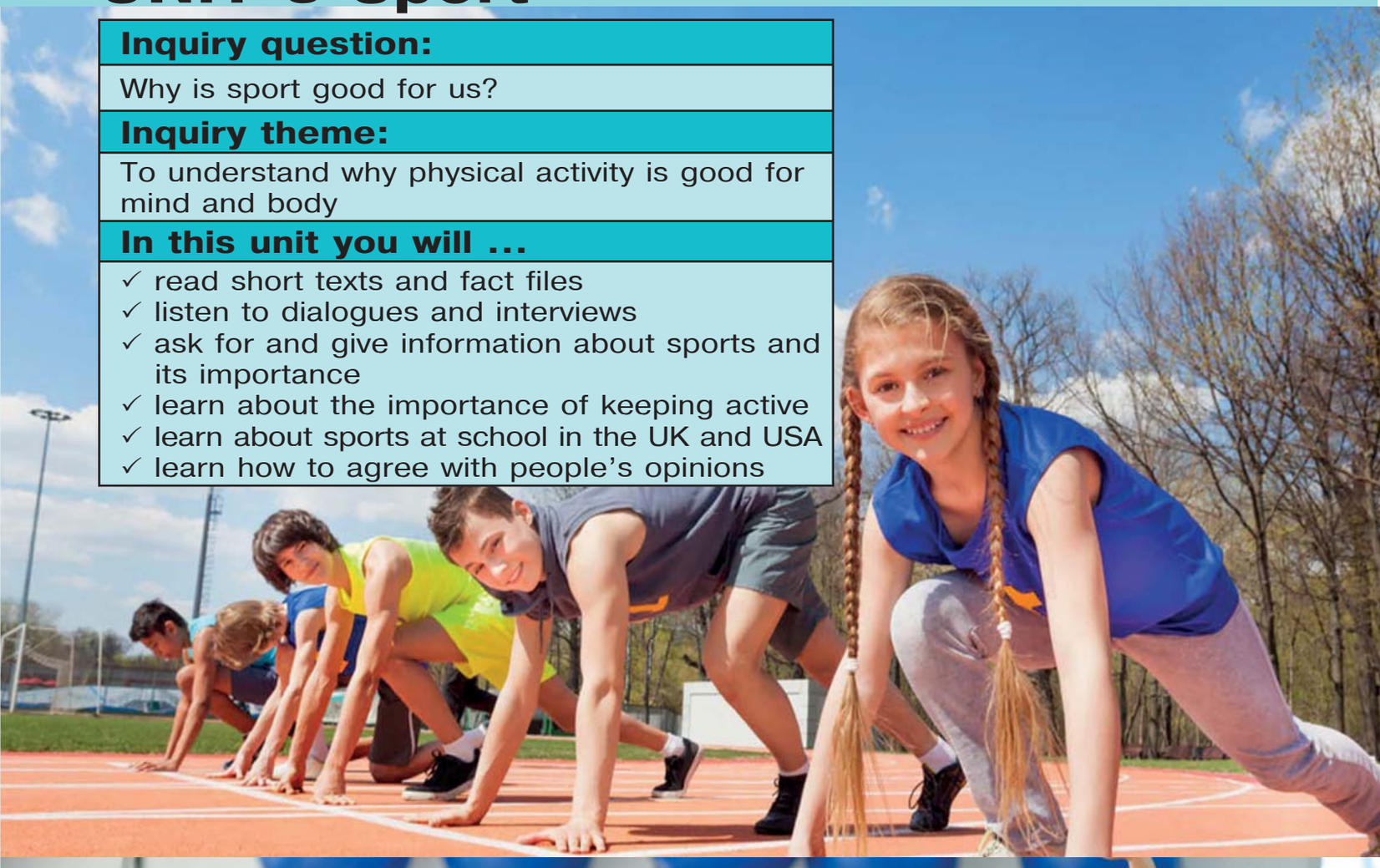
Finally, the right head ate the pink fruit, and in a few minutes, the strange bird with the two heads died.



Moral of the story

If you are not friendly, all the family feels bad.

UNIT 3 Sport



Inquiry question:

Why is sport good for us?

Inquiry theme:

To understand why physical activity is good for mind and body

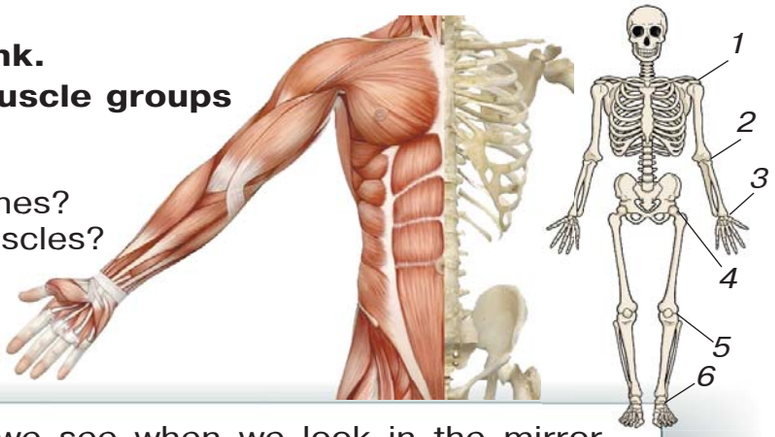
In this unit you will ...

- ✓ read short texts and fact files
- ✓ listen to dialogues and interviews
- ✓ ask for and give information about sports and its importance
- ✓ learn about the importance of keeping active
- ✓ learn about sports at school in the UK and USA
- ✓ learn how to agree with people's opinions



LESSON 1 Keeping active

1a Work in pairs. Look and think.
Look at the skeleton and muscle groups inside our body.
What do you notice?
Why do you think we need bones?
Why do you think we need muscles?



1b Work in pairs. Read and check your guesses.

Our body is more than what we see when we look in the mirror. There are **different parts** that have **different jobs**. Each part works together so we can eat, sleep, sit in class and play with friends.

Our skeleton has main functions:

- To support the body. For example, without a backbone we would not be able to stay upright.
- To protect some of the vital organs of the body. For instance, the skull protects the brain; the ribcage protects the heart and lungs.
- To help the body move. Some bones in the skeleton are joined together and cannot move against each other. Most of the bones are joined to each other by flexible joints. Muscles are needed to move bones.

Bones, joints and muscles make up our musculoskeletal system. Together, they help us move and support an active lifestyle. Keeping our bones, joints and muscles healthy is important.

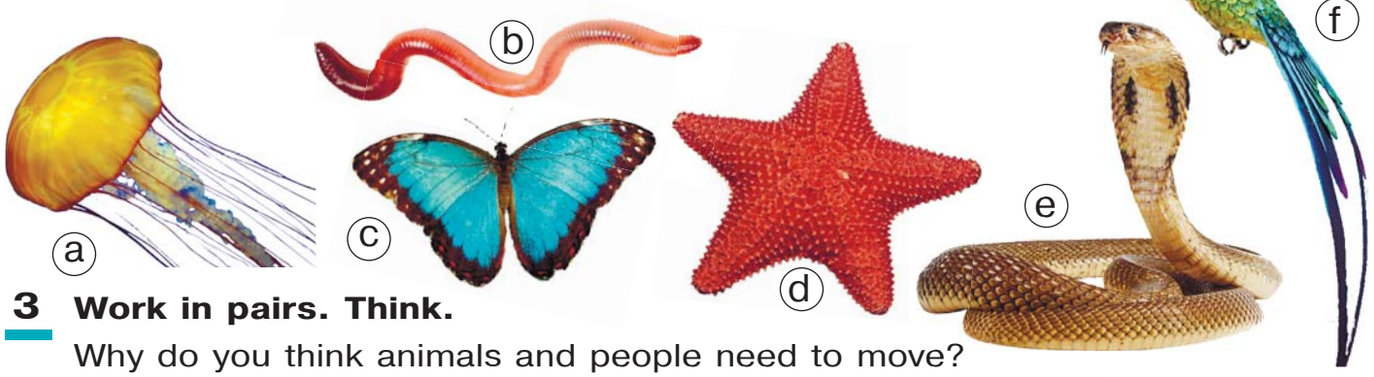
1c Look at the words in the cloud and label the skeleton.

shoulder, elbow, wrist, hip, knee, ankle

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

2 Look at the pictures. Think.

a) Which animals do you think have skeletons?
b) Why do you think the other creatures do not have skeletons?



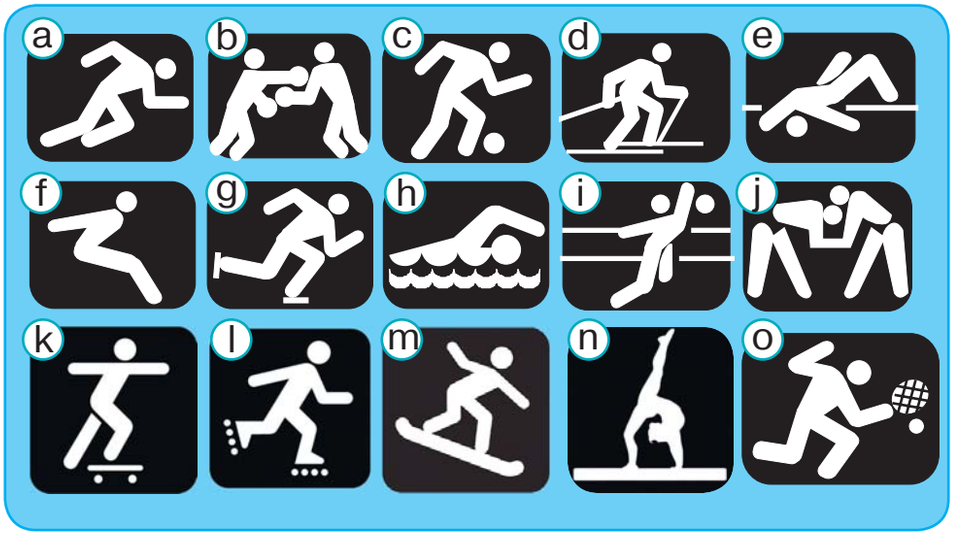
3 Work in pairs. Think.

Why do you think animals and people need to move?
What do you think happens when we do not use our muscles?
What should we do to keep our muscles strong and healthy?

LESSON 2 Sports at school

1a Look and match.

1 football
2 swimming
3 tennis
4 kurash
5 volleyball
6 running
7 high jump
8 long jump
9 skating
10 skiing
11 boxing
12 snowboarding
13 roller skating
14 skateboarding
15 gymnastics



1b Play I like/I don't like.

e.g. I like snowboarding but I don't like boxing.

1c Complete the posters.

2a Draw and complete the table for Uzbekistan.

Country	How many PI lessons a week?	How long is PI lesson?	Where do you have your PI lessons?	What do you do at PI lessons?
Uzbekistan				
The UK				
The USA				

2b **Listen and complete the table for the UK and the USA.**

3 Work in groups of 4. Compare PI lessons in Uzbekistan, the UK and the USA.









Remember:

I play basketball.
I swim.
I do boxing.

LESSON 3 I like gymnastics. So do I.

1 **Read and complete the diagram.**



Tom Cruise is a very famous Hollywood actor and film producer. Tom Cruise works a lot and travels often for his job. He is busy with acting or making films. He has made 43 films. He has starred in legendary films such as Top Guns, Mission: Impossible, The Last Samurai, Rain Man and others. He has a very unusual hobby – he loves fencing. When he is at home he spends a lot of time in his special room. In this room he practises fencing with his friends. One of them is David Beckham, a famous English footballer. He played for Manchester United, Preston North End, Real Madrid, Milan, LA Galaxy, Paris Saint-Germain and the England national team, for which he held the appearance record for an outfield player until 2016. He is the first English player to win league titles in four countries: England, Spain, the United States and France. He retired in May 2013 after a 20-year career, during which he won 19 major trophies.



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

What kind of activities do you like doing?

3a **Listen and repeat.**

1 **A:** I like gymnastics because it's a beautiful sport.
B: So do I.
2 **A:** I don't like skateboarding because it's difficult.
B: Neither do I.
3 **A:** I can play chess.
B: So can I.
4 **A:** I can't play hockey.
B: Neither can I.

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

e.g. Madina does her morning exercises every day. – So do I.
She doesn't play football. – Neither do I.

4 **Listen and write in which dialogues the speakers like or do not like something.**

e.g. 1 They **both** *(har ikkalasi)* like basketball.

5 **Complete the sentences.**

LESSON 4 Girls in sport

1 **Work in groups of 4/5. Look and say if this sport is for boys or girls, or both.**

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

e.g. A: Basketball is for boys.
B: I agree./I don't agree because I think basketball is for both.

2a **Work in pairs. Answer the questions.**

1 What famous boxers do you know?
2 Do women do boxing?
3 What do the words *fight, coach, champion, defeat, ring, again* mean?

2b **Work in pairs. Ask and answer. Complete the text.**

Pupil A: Look at this page. Ask and complete the text about Laila Ali.
e.g. A: What's her name?
B: Her name's Laila Ali.
Pupil B: Look at page 27.



(1) ... was born on December 30, 1977 in (2) ... . Ali began boxing when she was 18 years old. She started her fights in (3) ... and finished in 2007. Her father is a champion and the most famous boxer in the world. When she told him that she wanted (4) ... professionally, he was very unhappy because boxing is a very (5) ... profession. "I move in the ring just like my dad and I am very strong", she said. She is tall ((6) ... cm) and has 75 kg. Her coach trained her like a man. She is a niece of famous boxer (7) ..., the younger brother of Muhammad Ali who was an Olympic champion.



In her first match, on (8) ..., 1999 Ali boxed April Fowler and won. Although this was Ali's first match, many (9) ... came because she was Muhammad Ali's daughter.
Then Ali had eight wins one by one. On the evening of June 8, 2001, Ali and Frazier finally met. Ali won and became a world champion again. She had (10) ... fights and she won all of them.
In the match on February 2, 2007 in South Africa Ali defeated O'Neil. It was Ali's last professional fight.

3a **Work in pairs. Answer the question and write three sentences.**

What good things do girls have when they do sport?

3b **Listen and check your ideas.**

LESSON 5 Sport in Uzbekistan

1a Read and write the new words. Listen and repeat.












People in Uzbekistan like different types of sport both doing them and watching. Moreover, sport is very popular in our country and there are a lot of Olympic champions who come from Uzbekistan. They are: judoka Rishod Sobirov, canoeist Vadim Menkov, wrestler Artur Taymazov, tennis players Denis Istomin and Nigina Abduraimova, swimmer Sergei Pankov, gymnasts Ulyana Trofimova and Oksana Chusovitina, athlete Svetlana Radziwill, football player Odil Ahmedov, boxer Elshod Rasulov, taekwondo wrestler Dmitry Shokin, and of course, FIFA referee Ravshan Ermatov, and many others.

Traditionally, all sports in the country are professional or amateur. Professional sportsmen take part in different important competitions and championships. Our sportsmen have done lots of world records in sports, especially in wrestling, boxing, gymnastics, football and judo.

In our country some new kinds of sport were born. They are kupkari and kurash. Now kurash is popular in many countries of the world.

Thanks to the growing popularity of sport, there are more and more fitness centres, where not only professional sportsmen but also the amateurs can do yoga, aerobics and bodybuilding exercises. It is useful for every person, as it helps to keep fit and be in good shape. Other amateurs can simply ride a bicycle or roller-skate in the nearest parks. More expensive and risky activities, which are popular in Uzbekistan are: snowboarding, horse-riding, skiing, rock climbing, hiking and some other sports.

2 Work in pairs. Ask and answer.

e.g. A: What sportsman does judo?
B: Judoka.

3 Work in pairs. Ask and answer.

1 What sports are popular in Uzbekistan?
2 Which champions in Uzbekistan do you know?
3 Do amateurs take part in competitions and championships?
4 What national Uzbek sports do you know?
5 What do people do in fitness centres?
6 What risky sports can amateurs do in Uzbekistan?

1b Complete the table.

1c Listen and check.

LESSON 6 Project

1 **Hold a debate "It is not good to do professional sport".**

2 **Answer the questions and make a poster.**

1 Is sport important in your life? Why?/Why not?
2 Do you like doing or watching sport? Why?
3 What sport is your favourite? Why?
4 What good things do you have when you do sport?
5 What results do you have in sport?

good health, strong physically and mentally, have a lot of friends, well-organized, keep healthy diet and habits

medals, prizes, participations in tournaments, certificates

Ideas for "For":

too much effort, much time, little time for the family, sometimes dangerous, little free time, special food, unhappy if they don't win, create problems for their body

Ideas for "Against":

good for the country, famous in your country, much money and prizes, travelling a lot, meet new friends, visit a lot of countries, buy souvenirs, keep fit

Unit 3•Lesson 4

2b **Work in pairs. Ask and answer. Complete the text.**

Pupil B: Look at this page. Ask and complete the text about Laila Ali.

e.g. A: What's her name?
B: Her name's Laila Ali.



Laila Ali was born on December 30, (1) ... in the USA. Ali began boxing when she was (2) ... years old. She started her fights in 1999 and finished in (3) ... . Her father is a champion and the most famous (4) ... in the world. When she told him that she wanted to box professionally, he was very (5) ... because boxing is a very dangerous profession. "I move in the ring just like my dad and I am very strong", she said. She is tall (178 cm) and has (6) ... kg. Her coach trained her like a man. She is a niece of famous boxer Rahman Ali, the younger (7) ... of Muhammad Ali who was an Olympic champion.

In her first match, on October 8, 1999 Ali boxed (8) ... and won. Although this was Ali's first match, many journalists came because she was Muhammad Ali's daughter.

Then Ali had (9) ... wins one by one. On the evening of June 8, 2001, Ali and Frazier finally met. Ali won and became a world champion again. She had 24 fights and she won all of them.

In the match on February 2, 2007 in (10) ... Ali defeated O'Neil. It was Ali's last professional fight.



Win or lose

Pete did not like to lose any game. His parents, teachers, and friends said he did not know how to lose. He did not like losing even at simple games. It was so great, and he felt so good when he won. He never wanted to stop that feeling; not for anything in the world. He thought that losing was the worst thing in the world. If there was a game Pete was not good at, he simply did not play it. But he took part in any game when he could win, even if the game only lasted a minute. And nobody could stop him playing the things he was really good at, like table football.

A new boy started at Pete's school, and his name was Albert. Albert was a wonderful table football player. One day they wanted to play table football together.

Pete was training very hard.

Albert, on the other hand, did not think much about the game. He was talking to friends, smiling and making jokes about all sorts of things.

But on the football table, Albert was really brilliant. He scored goals again and again, laughing and joking all the time. However, Albert did not pay attention to the match.

And Pete decided to cheat. When Albert was looking at the other side, Pete changed the scoreboard. Albert did not notice it, and so Pete won by cheating.

Pete made a big thing of his win, but Albert was not sad.

"It was fun. We should play again some other time", said Albert.

On that day, people at school talked much about the game. But, that night, Pete did not feel happy. He won, but he did not enjoy so much. What's more, Albert did not feel bad about losing.

And, what was the worst thing, the next day Pete saw Albert playing basketball. He played badly and he lost time after time. But that happy smile never left his face. Pete watched the new guy for several days. He was great at some things, terrible at others but he enjoyed everything all the time. Pete began learning that to enjoy a game you must not only win. You can win or lose. What you must do is enjoying the game, trying to do well, and enjoying each moment of it.

Finally, Pete started telling jokes when he was playing games. The only sad thing for him was when a game finished.

Soon the older children started saying: "Good player is that Pete. He is sure not a loser."



The horse riding

Jimmy was a very fat boy. He was always sad because of his weight. So, he decided to visit a doctor. He said to the doctor: "How can I lose my weight? Everybody laughs at me at school."

The doctor told him to do exercises every day. After few days, he again went to the doctor and said: "I did exercises every day but I didn't lose my weight."

The doctor asked him what exercises he did.

Jimmy replied: "I go for horse riding every day. The result is that I have had more weight and the horse has lost weight."

The doctor laughed and showed him how to exercise.

UNIT 4 Olympic Games

Inquiry question:

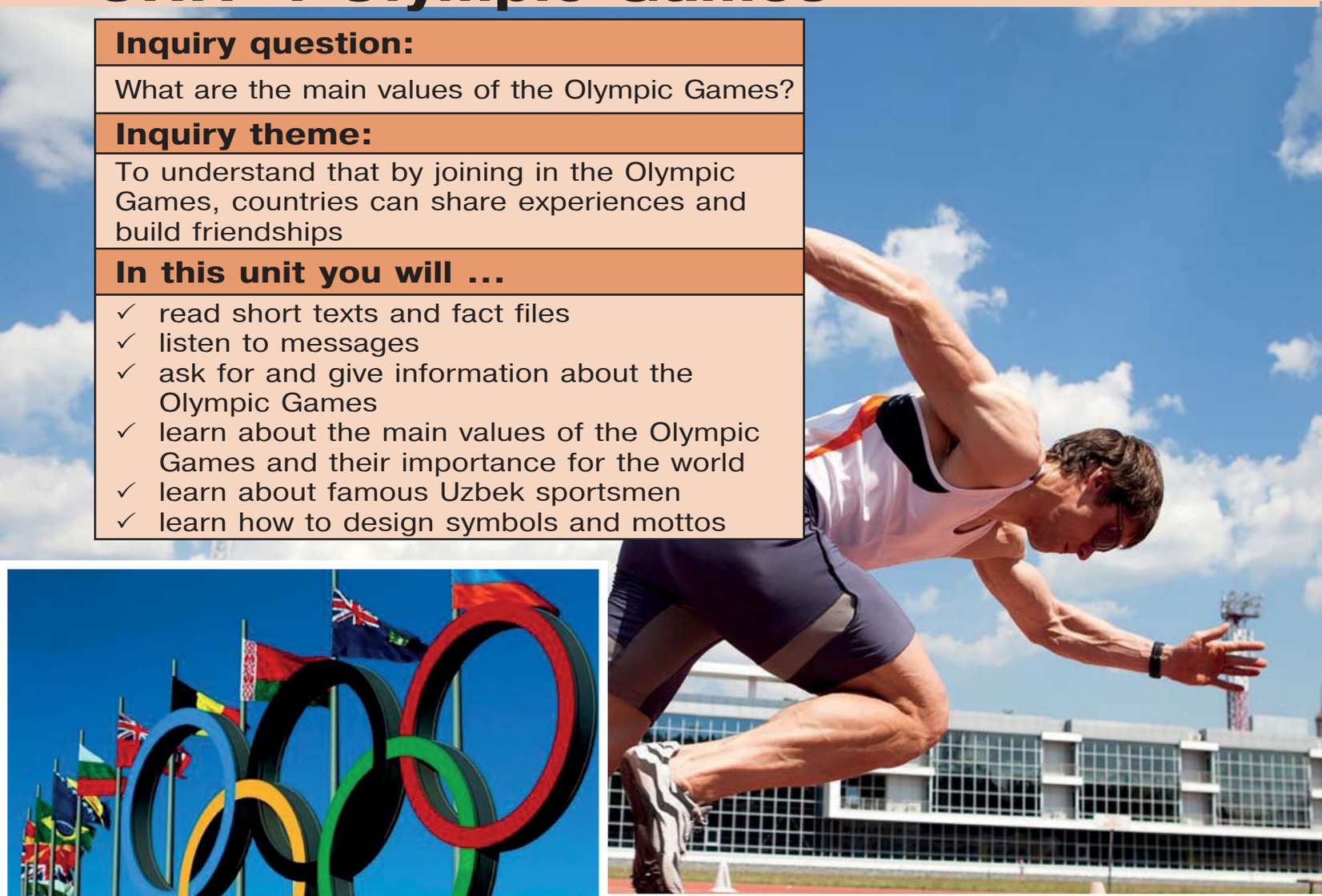
What are the main values of the Olympic Games?

Inquiry theme:

To understand that by joining in the Olympic Games, countries can share experiences and build friendships

In this unit you will ...

- ✓ read short texts and fact files
- ✓ listen to messages
- ✓ ask for and give information about the Olympic Games
- ✓ learn about the main values of the Olympic Games and their importance for the world
- ✓ learn about famous Uzbek sportsmen
- ✓ learn how to design symbols and mottos





LESSON 1 Background knowledge

1 **Work in pairs. Think and write.**

2a **Look at the map and circle where the Olympic Games started. Circle any other places you know have held the Olympic Games.**







2b **Look at the photos. Think and write about the differences and similarities.**

3a **Read and answer.**

a) The words '... not to win but to take part ...' are used about the **Olympic Creed**. What does this mean?

b) The **Olympic Movement** says '... to work peacefully together in competition toward common goals ...'. What do the words 'common goals' mean?

c) The **Olympic Awards** say '... does not recognize any nation as winner ...'. What does '... only winning individuals and teams are credited with victory ...' mean?

Olympic Creed

"The most important thing in the Olympic Games is **not to win but to take part**, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well." *(Baron de Coubertin)*

Olympic Movement

" ... the good sportsmanship, sense of fair play, and respect for fellow athletes that is developed through participation in sports teaches men and women of different races, religions, and nationalities to work peacefully together in competition toward **common goals**."

Olympic Awards

"... The IOC does not recognize any nation as winner of any Olympic Games. **Only winning individuals and teams are credited with victory**."

LESSON 2 The origin of the Olympic Games

1 **Write, listen and repeat.**

war, disability, medal, bronze, silver

2a **Read and complete the sentences.**

e.g. 1d

a) for about 1000 years
b) from different countries
c) 14 and 18
d) three thousand years ago
e) Winter Olympics, Summer Olympics
f) the first Olympic Games took place
g) events appeared

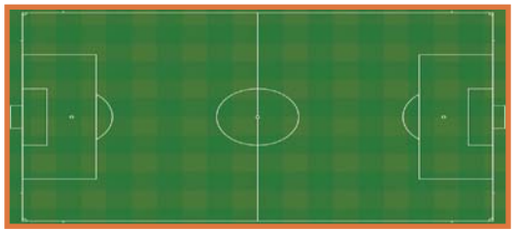
The first Olympic Games took place in Greece nearly (1) ... . The Games happened every four years and during the games there were no wars. So athletes (2) ... could travel to and from the Games. But the Games at that time had only one event – a short race across a stadium. Then some more (3) ... : boxing, wrestling, jumping and others. At that time only men could participate in the games.
Then the Olympic Games stopped (4) ... . Only in 1894 Pierre de Coubertin of France organized the International Olympic Committee (IOC). The first modern Olympic Games were in Greece where (5) ... . But women started participating in Games in 1900.
Now there are (6) ... and Paralympics for athletes with disabilities. Not so long ago Youth Games appeared for athletes between the ages of (7) ... . The winners get medals. Third place wins a bronze, second place wins a silver and first place gets a gold medal.

2b **Listen and check.**

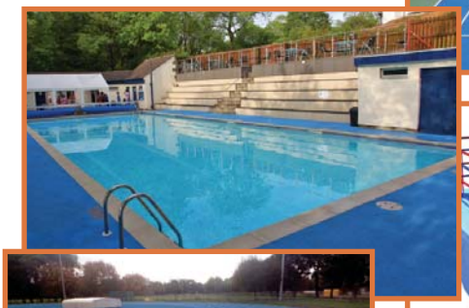
3a **Work in pairs. Match the words and explain the meaning of the new words.**

e.g. 1b

1 swimming	a ground
2 tennis	b pool
3 basketball	c track
4 gymnastics	d pitch
5 football	e court
6 boxing	f court
7 running	g ring













3b **Work in pairs. Complete the sentences. Use the Present Continuous.**

3c **Work in pairs. Read and say the sport in turn. Use *go*, *do* and *play*.**

e.g. A: I'm swimming in the pool. **B:** You go swimming.

LESSON 3 Olympic symbols

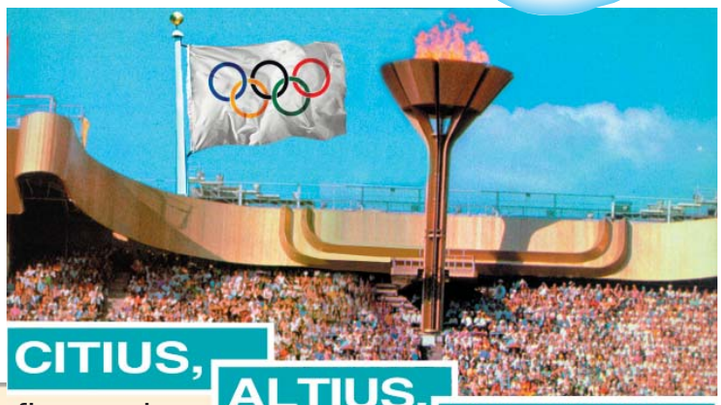
1a **What do you know about Olympic symbols?**

1b **Find the words in the Wordlist. Listen and repeat.**

symbol, flame, torch, represent, motto, ceremony, burn, journey

2a **Work in pairs. Read and answer.**

1 Why does the Olympic flag have five circles?
2 What do these colours mean?
3 Do you know the motto of the Olympic Games?
4 What is the most important thing in the Olympic Games?
5 What does the IOC do between the Olympic Games?



2b **Read and check your answers.**

The Olympic Games have their own flag and motto. The flag is white with five circles. The circles represent the five continents of Africa, Asia, Australia, Europe and North and South America. The circles are black, blue, green, red and yellow. The flag of every country in the games has at least one of these colours. The motto of the Olympics is 'Faster, higher, stronger'.

The most exciting moment of the opening ceremony is the lighting of the Olympic Flame, another symbol of the Olympic Games. Runners bring a torch from the valley of Olympia in Greece. Thousands of runners take part in the journey. The journey starts four weeks before the opening of the Games. At the opening ceremony, the final runner carries the torch to the stadium, and lights the new Olympic Flame. Then there is a very big song, dance and music show. The Olympic Flame burns until the end of the Games.

The most important thing in the Olympic Games is not to win but to take part.

The International Olympic Committee works hard between the Games. They choose the place for the next Olympics and new sports for them too.



3a **Work in pairs/threes. You want to organize Olympic Games for teenagers in Uzbekistan. Design a symbol and a motto for the Youth Games.**

3b **Present your symbol and motto.**

e.g. The sun is a good symbol for the Uzbekistan Youth Games because our country is very sunny. Our motto is "Fit today, champion tomorrow".

LESSON 4 Teenage champions

1 **Work in pairs. Say how you name the people in the sports.**

e.g. A: Who does karate? **B:** Karateka.

karate, taekwondo, swimming, football, tennis, chess, boxing

2a **Read the texts and match them with pictures. Find the new words. Listen and repeat.**

talent, demonstrate, compete, female, heavy, weight

A Uzbekistan National U23 Football Team won the gold medal at the Asian Football Championship which was in China in 2018.
Teams from 16 countries of the world competed for the victory at the Asian Championships. Members of Uzbekistan National U23 Football Team demonstrated that they were the best.



B Khudoynazar Fayzov and Lazizbek Mullojonov both are only 18 but they won their weight classes at the 26th National Championships in Termez. It was a small surprise for Khudoynazar Fayzov to win the gold medal as he began boxing in 2011. But he has had more than 70 fights. Lazizbek Mullojonov is an Uzbek talent at the super heavy weight (+91 kg). He has won at the ASBC Asian Confederation Youth Boxing Championships.



C Woman Grandmaster Gulrukhbegim Tokhirjonova is the strongest female chess player in Uzbekistan. When she was 17, she took 3rd place in the World Chess Championship (U20) among females. She also won Central Asian Cup and Asian Championship among females (U20) and title of the best female Uzbek player. Gulrukhbegim Tokhirjonova was the leader at World Juniors 2018.



D Zarguna Ahrorkulova won the World Championships on karate-do when she was 8 years old. She was a winner at Taekwondo Asian Championship in Malaysia.



2b **Work in pairs. Complete the questions in the Past Simple. Ask and answer.**

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

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

e.g. A: Have you participated in championships/ sports competitions?/Who won the gold medal in China in 2018?

Remember:
I've participated in the chess competition.
He's won a gold medal.
= He has won ...

LESSON 5 Summer Youth Olympic Games



BUENOS AIRES 2018
YOUTH OLYMPIC GAMES
YOG DNA

1a **Work in pairs. Match the words and explanations.**

1b **Listen and check.**

2a **Work in pairs. Answer the questions.**

1 Do you know about Olympic Games for young people?
2 How old are the athletes?
3 Where did III Summer Youth Olympic Games happen?
4 How many events were there?
5 What new sports were there at those Games?
6 What do you know about BMX freestyle/futsal?
7 How many medals did Uzbekistan team win?

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

III Summer Youth Olympic Games (YOG), or Buenos Aires 2018, were in Argentina in October, 2018. It was an international sports and cultural event.
There were new events in the Olympic programme: BMX freestyle, kitesurfing, cross country running, beach handball, sport climbing, karate, breakdancing (yes, it's sport!) and roller sports. There was no football but there was futsal (kind of mini football).
Freestyle BMX is bicycle motocross riding on BMX bikes. It is an extreme sport and it is in the 2020 Summer Olympics.
The YOG had 241 events. A total of 206 countries sent their athletes to compete in the Games. 3926 athletes aged 15-18 took part in 32 types of sports. Uzbekistan's team had 37 athletes in 16 kinds of sports. They won 14 medals – four gold, four silver and six bronze in the Youth Olympic Games in Buenos Aires. Weightlifter Kumushkhon Fayzullaeva, judoka Jaykhunbek Nazarov, Gulbakhor Fayzieva in canoeing and Umidjon Jalolov in wrestling brought gold medals to the national team. In sports gymnastics, Indira Ulmasova won a bronze medal. She was the youngest athlete in the team of Uzbekistan.



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

1 Buenos Aires is in Argentina.
2 In Buenos Aires 2018 there were no new kinds of sports.
3 Teenagers of 13 years old can participate in YOG.
4 Breakdancing is a kind of sport.
5 There were 206 events at the YOG in Buenos Aires.
6 Uzbekistan's team did not participate in all the events.
7 There were no girls in canoeing at YOG.

3 **Listen and complete the table.**

LESSON 6 Project

1 Work in pairs. Ask and answer questions about the Olympic Games 2016.

e.g. 1 What can you see in the official logo of the Games?

Host city: Rio de Janeiro, Brazil
Motto: Live Your Passion
Slogan: A new world
Countries: 210
Events: 304 in 28 sports
Opening ceremony: August 5
Closing ceremony: August 21
Stadium: Maracana Stadium



mascot Vinicius

official logo

2 Work in groups of 4/5. Make a leaflet for Olympics.

3 Display your leaflets.

4 Walk round the display and find:

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



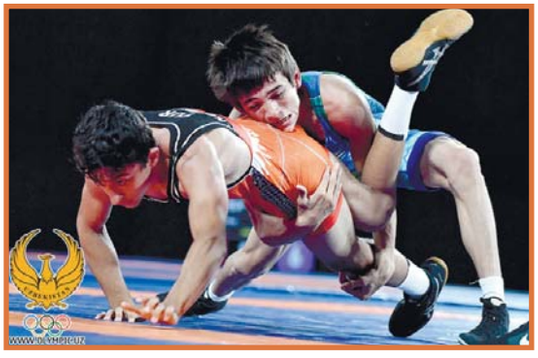
Kumushkhon Fayzullaeva



Indira Ulmasova



Jaykhunbek Nazarov



Umidjon Jalolov



Gulbakhor Fayzieva

Basketball is my favourite sport.

December 19, 2008
By Daniel Jarasa, Glendale, CA

The sport of basketball is fun for any person: young or old. Basketball is a great way of exercise, a great way to have fun with friends and make some new ones. I think playing basketball is better than playing video games or watching television.

I love basketball because you can play the game with or without friends. I prefer to play in teams. One more thing I love basketball is that there are many different styles of play. The players can pass, throw or jump high very well.

When I have the ball, I feel the best and no one can stop me. I love playing basketball but I also love watching it. To me basketball is the best sport of all other sports like baseball and football.

I like watching basketball on television because you can see how well famous sportsmen play basketball. I watch their moves and then I try to use them in my play. My favourite basketball player is Kobe Bryant. He makes basketball as a game for little children.

He is 30 years old and he is one of the best athletes in the world. He is a big model to many children who enjoy playing this sport. He knows how to play and win. I want to play like Kobe Bryant.

I think I am playing better and better every time I play basketball. Basketball is my favourite sport.



My Hobby, My love, Dance

April 23, 2014
By Anna, Cannon Falls, Minnesota

Dance is more than just a sport. Dance is something where you work hard, something you put all of your free time. Dance is a sport that you never want to stop. You need to dance until the end, until you become the best dancer. In order to be the best dancer, you need to practise during your free time at home.

The most exciting part of dance is the competitions, where you show your dance in front of hundreds of people. Before the performance you should be sure that your hair and costume looks wonderful. When your dance costume is ready, it is time to practise your dance before you go out on the floor. When we hear “Now dancing is the C. F. Bomber Dance Team!”, we come out onto the middle of the floor. When the music starts, then you need to begin your dance. It is time to show the world what you have learned about dancing over the years.

The people clap hands to me and my team when the music ends. All the dancers from towns all over Minnesota go to the gym to see the best three teams. Finally, a man stands up and says: “The school that came in second place is … the Bombers!!!” Every dancer from my school is jumping and crying. We got second place at the very first competition!

Then it is time to visit your family and friends that came to see you. Sometimes it is fun especially when they bring you gifts such as flowers, shirts, ice cream etc. Then we go home with our families.

Dance is my most favourite sport. It is the one thing I love very much, and I love my friends-dancers. I am waiting next November when my favourite hobby and sport will start again.

UNIT 5 What we wear

Inquiry question:

What do my clothes say about me?

Inquiry theme:

To understand that the clothes you wear are part of your personal and cultural identity

In this unit you will ...

- ✓ read short texts and fact files
- ✓ listen to dialogues and short texts
- ✓ ask for and give information about clothes we wear
- ✓ learn what the clothes we wear can say about our identity
- ✓ learn how to say what the things are made of
- ✓ learn how to express opinions about different clothes people wear





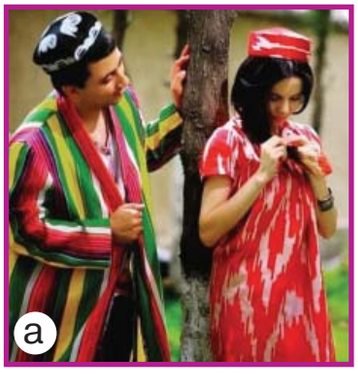




LESSON 1 What do my clothes say about me?

1 **Work in pairs. What do you know about clothes?**

2 **Look and think. When can you wear these clothes? Write.**


a


b


c


d


e


f

3a **Work in pairs. Look at the pictures. What do the clothes say about these people?**

3b **Read and check your guesses.**

Clothes can tell us a lot about the person. Clothing styles and its appearance tell us about the age of people and their way of life. It can tell us about their tastes and culture. They can also tell us about their favourite sports group, music or people they love.


a b c d

1 Formal clothing: People wearing formal clothes are very serious about their work. They get dressed very neatly. Many people wear formal clothes for professional or personal reasons. People with formal clothes are usually businessmen and they are not poor. A young boy or a girl in formal clothes can tell you that they are from a very important family.

2 Hip hop clothing: This style is becoming popular with young people. They wear big T-shirts, flat caps and low trousers. These young people want to show that they do not like something in their lives.

3 Sports clothing: These people want to wear what they like. Most of the people are teenagers. This style is popular with both boys and girls. They use this style to show that they are brave and want changes in their lives.

4 T-shirts and jeans: This clothing style is popular with a lot of people in the world. The best thing about this style is that it is cheap and comfortable, and we can use it every day or on special days. People of different ages and professions wear jeans and T-shirts.

LESSON 2 What are you wearing?

1 **Work in pairs. Explain the saying.**

There is no bad weather, there are bad clothes.

2a **Work in pairs. Read and find the new words.**

pay attention, well-dressed, casual, fashion, suit (v)

Fashion and clothes are an important part of modern life. If a person wants to be popular, he or she must look nice. When people speak to you, they always pay attention to your appearance and your clothes. If you look untidy, people do not like it. There is a saying that says “good clothes open all doors”.

Most people do not choose their clothes to the latest fashion. They wear what suits them, what is comfortable and what is not expensive. I guess you should choose things according to your taste and character, and then you can look well-dressed even if you wear something casual.

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

1 Do you pay attention to your friends’ clothes?
2 Do you like people who look untidy?
3 What does the saying “good clothes open all doors” mean?
4 How do you choose your clothes to look well-dressed?
5 Do you like casual or formal style?
6 What are your favourite clothes?
7 Do you choose your clothes to the latest fashion?

3a **Work in pairs. Write the new words. Match the words.**

3b **Listen and check.**

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

e.g. Do you wear/have/like an embroidered duppi?

4 **Listen and match the texts and pictures. e.g.** 1d



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

e.g. What do you wear at home/school?
What are you wearing now?
Do you wear a national costume?

Remember:
comfortable – **un**comfortable
tidy – **un**tidy

LESSON 3 What size do you take?

1a **Work in pairs. Match the clothes and material. Listen and repeat.**

e.g. 1d

1 cotton	a scarf
2 leather	b jacket
3 wool	c blouse
4 silk	d T-shirt
5 flannel	e shirt
6 polyester	f sweater








1b **Work in pairs. Point and say.**

e.g. A: (points)
B: This is a pink cotton T-shirt.

1c **Work in pairs. Ask and answer.**

e.g. A: What are you wearing now? / What clothes do you wear at home?
B: I'm wearing a white cotton shirt. / At home I wear a blue long-sleeved cotton T-shirt.

2a **Put the words in the correct column.**

Oo	oOo	O
e.g. casual		

casual, costume, atlas, fit, attention, fashion, suit, embroidered, silk, size, cotton, leather, wool, flannel

2b **Listen and check.**

3a **Work in pairs. Listen and choose the correct words.**

try on, fit *(v)*

A: Can I help you?
B: Yes, please. I'm looking for a *shirt/skirt*.
A: What kind?
B: I'm looking for a *short-sleeved/long-sleeved* shirt.
A: How do you like this *cotton/flannel* shirt?
B: Actually, I prefer that *green/blue* one.
A: What size do you take?
B: I take a size 40/42. I'd like to try it on.
A: Here you are. Is this OK?
B: Yes. It *describes/fits me* well and it suits my *eyes/hands*.
A: Are you going to take it?
B: Yes. Here's the money. Thank you.
A: Good bye.

3b **Listen and check.**

casual, embroidered, atlas, dress, jacket, trousers, skirt, shirt, shorts, socks, high-heeled shoes, cotton, silk, suit, fit, take a size, try on, short-sleeved

4 **Work in pairs. Write a dialogue and act it out.**

LESSON 4 What's it made of?

1 Work in pairs. Read and match.

wood, metal, plastic, glass

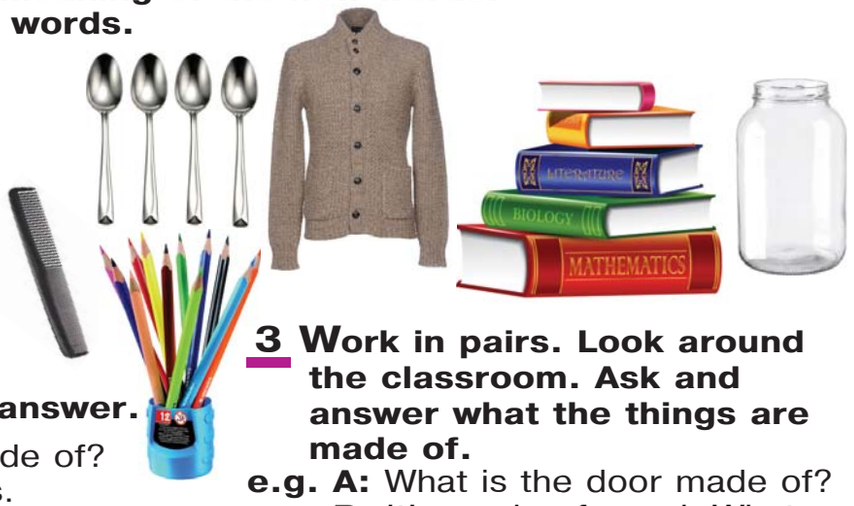
1 It's made of glass or plastic. We use it to keep water.
2 It's made of plastic. We use it to keep things.
3 It's made of glass. We use it for putting flowers.
4 It's made of wood or metal. We use it for sitting.
5 They're made of metal. We use them to open the door.
6 They're made of wood. We use them for colouring.
7 It's made of wood. We use it to keep clothes.



2a Work in pairs. Find the meaning of the new words. Match the pictures and words.

e.g. 1f

1 pencils	a plastic
2 a jar	b metal
3 books	c glass
4 spoons	d wool
5 a comb	e paper
6 a cardigan	f wood



2b **Listen and check.**

2c Work in pairs. Ask and answer.

e.g. A: What's the jar made of?
B: It's made of glass.
A: What are the pencils made of?
B: They're made of wood.

3 Work in pairs. Look around the classroom. Ask and answer what the things are made of.

e.g. A: What is the door made of?
B: It's made of wood. What are the windows made of?

4 **Listen and complete.**

5 Work in pairs. Complete and act the dialogue out.

A: Good afternoon. Can I help you?
B: Hello. I'd like to buy ... .
A: What kind?
B: I'm looking for ...
A: Do you like this one?
B: What is/are ... made of?
A: It's/They're made of ... .
B: OK ... Where is it made?
A: It's made in ... . What size do you take?
B: I take a size ... .
A: Would you like to try it on? The fitting room is over there.
B: How does it fit?
A:

flannel, silk, polyester, leather, atlas, embroidered, casual, China, India, Korea, Germany, Italy

Remember:

It's made of... = It is made of...
They're made of = They are made of...
Where is it made?
It's made in ...

LESSON 5 Do you have a striped sweater?

1a **Listen and repeat.**



striped



checked



polka-dotted



floral



plain

1b **Work in pairs. Point and say.**

e.g. A: *(points)*
B: This is a polka-dotted silk blouse.

2a **Work in pairs. Ask and answer.**

e.g. A: Do you have any striped/ checked clothes?
B: Yes. I have a striped sweater.

5a **Work in pairs. Read and put the parts of the text in order.**

e.g. 1e

2b **Write three sentences about your friend.**

e.g. Sevara has a striped sweater.

3 **Listen and complete the table.**

4 **Work in pairs. Make up a dialogue. Act it out.**

e.g. A: Good morning. Can I help you?
B: Yes, I'm looking for …

5b **Listen and check.**

A Now the cap-seller knew that the monkeys did the same things after him. So, he took his cap and threw it on the ground.

B The monkeys came down one by one, took all the caps from the cap-seller's basket and then climbed the tree.

C When the cap-seller woke up, he did not see any caps in the basket. But he saw the monkeys in the tree wearing them.

D The cap-seller collected all the caps and put them back into his basket. He went to the village happily.

E Once there was a cap-seller who sold beautiful caps. One hot day the cap-seller was going to sell his caps in a village market. First he went to the forest. He was carrying a basket full of red caps on his head. As it was a hot day, he was tired and decided to have a rest under the tree.

F The cap-seller was very angry and sad. He did not know how to get his caps back. When the cap-seller made an angry face, the monkeys also made the angry face. He laughed at them, the monkeys also laughed.

G The monkeys saw it and threw the caps on the ground too.

H So, he put his basket on the ground and slept under the tree for some time. There were many monkeys in that tree.

LESSON 6 Project

Project 1

Work individually. Design your own clothes for the Year 2120. What will clothes be like in 100 years time? Draw it on a poster. Use the questions to help you.

1 Is it for girls/boys?
2 What does it include: clothes/shoes?
3 What colour is each part?
4 What is each part of it made of?

cheap, cool, warm, dark, modern, comfortable, attractive, wool, cotton, checked, plain etc.













Project 2

Choose a country. Identify the national clothes for that country. Decide on either girls' or boys' clothes. Find a picture. Make a fact file about the clothes. Describe the clothes. Write what you think about these clothes. Use the questions to help you.

1 What country do these clothes come from?
2 Are they for girls or boys?
3 How many parts are in the national clothes: hat, clothes, shoes, anything else?
4 What is each part made of?
5 What colours are the clothes?
6 What do you think about these clothes? Do you like/not like them? Why?



HOME READING

Robin Hood and the Golden Arrow Story

In all the land, no one was better with a bow and arrow than Robin Hood. He lived with his Merry Men in Sherwood Forest. That was the forest where the King kept his royal deer.

A few years before, King Richard ruled the land. King Richard was kind and let people who were poor come into Sherwood Forest. They could hunt the deer to get food for their families. But then King Richard and his army left England. His younger brother John became a new King. Bad King John did not want anyone to come into Sherwood Forest to hunt the royal deer. From then on, anyone who hunted in Sherwood Forest could be put in prison!

Robin Hood did not like that. He moved into Sherwood Forest. He wore green clothes from his cap to his boots, the colour of the trees of Sherwood Forest. Nobody could see him as he hunted the King's deer. Sometimes other brave men came into Sherwood Forest. One by one they joined Robin Hood, and became his Merry Men.

Robin Hood and his Merry Men took money from the rich and gave it to the poor. The rich men were not happy. They said: "We must do something about this!" The King told the Sheriff of Nottingham to catch Robin Hood - once and for all!

But the man in green was too quick. The Merry Men told Robin Hood about danger each time when they saw the Sheriff of Nottingham or one of his people in the forest.

So the Sheriff made a new plan: "I will call for a great competition", he said, "to find out who is the best in the land with a bow and arrow. The winner will go home with a Golden Arrow". Then he said: "I know that Robin Hood will take part in the competition. And when he comes, we will catch him!"

"Robin Hood, don't go to the competition! They want to catch you", said Little John and other Merry Men. Little John was Robin Hood's best friend. "When they see you, they will catch you." Robin Hood said nothing. He wanted to go.

On the day of the competition, ten fine bowmen lined up. The round target was so far away it was hard to see its black and red circles. One by one, each young man shot his best arrow. Some of the arrows landed on the target. No one came close to the center.

The Sheriff turned to one of his guards: "Do you see him? Is he here?"

"No, Sire. Robin Hood has red hair. People who are shooting have no red hair."

"Robin Hood is afraid of me!", said the Sheriff, "That's why he stayed away."

Two bowmen were left. The first was William, the Sheriff's man. With care, William took a shot. His arrow landed at the very center of the target - a bull's eye!

It was time for the last bowman. His arrow landed right through William's bull's eye arrow, cutting it in half! Then, the bowman let go of two more arrows. Each one flew to where the Sheriff was sitting, one arrow on each side.

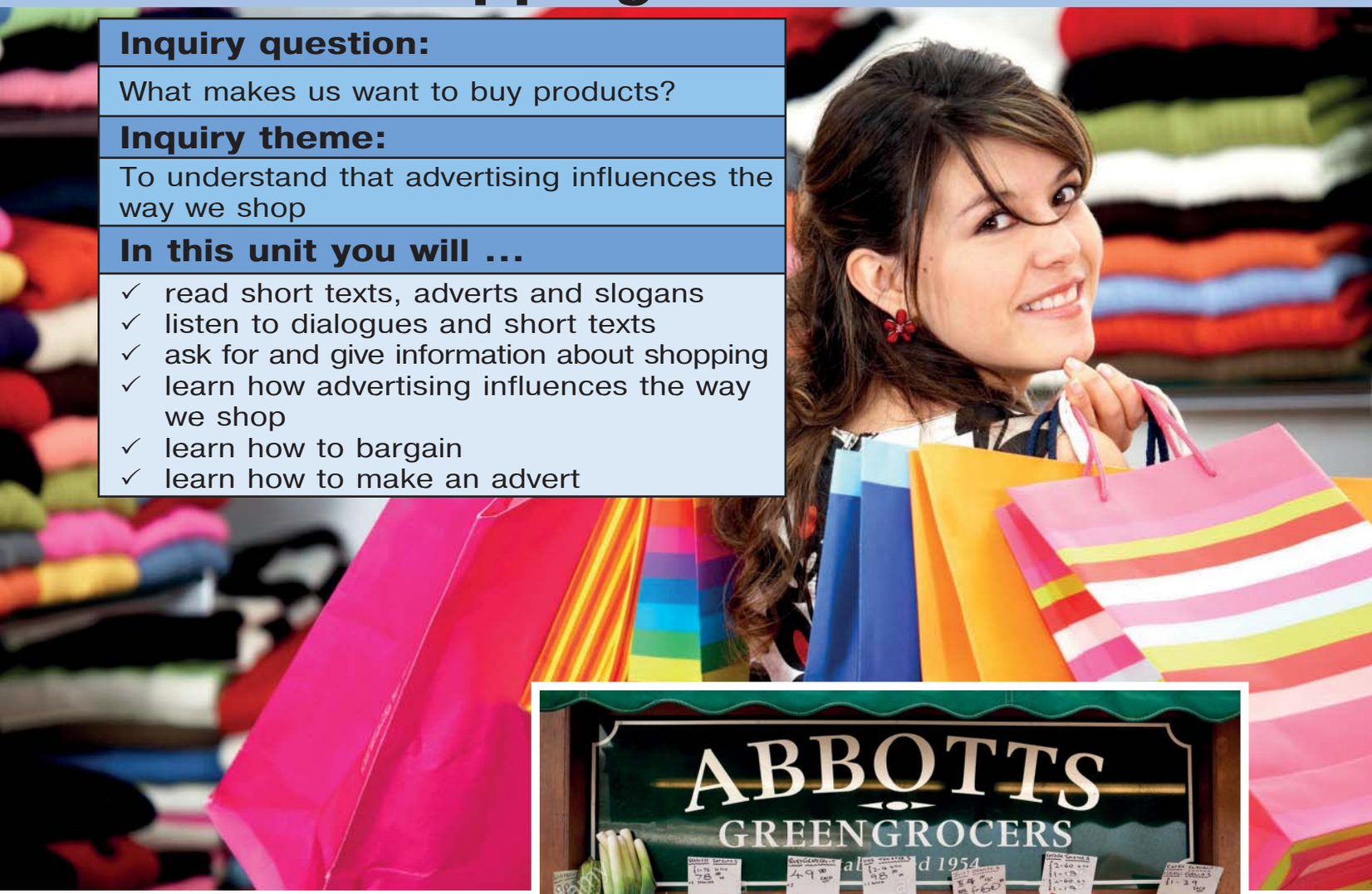
The Sheriff did not know what was happening! Then the man in green pulled off his hat and threw it on the ground. His hair was red!

"Get him!", shouted the Sheriff, "It's Robin Hood!"

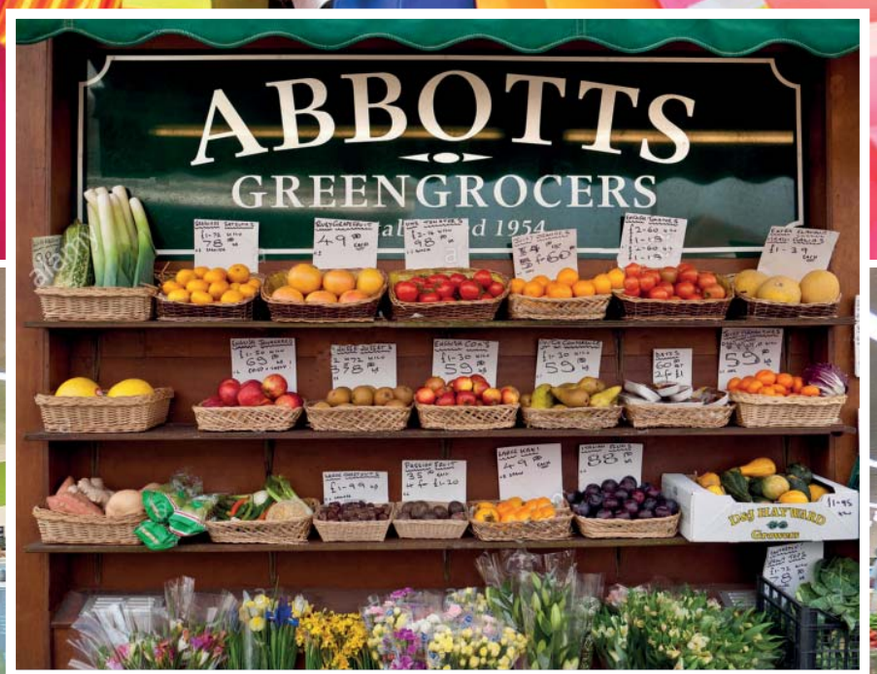
But our hero jumped over the wall to a horse waiting for him. He went away!



UNIT 6 Shopping



Inquiry question:
What makes us want to buy products?
Inquiry theme:
To understand that advertising influences the way we shop
In this unit you will ...
✓ read short texts, adverts and slogans ✓ listen to dialogues and short texts ✓ ask for and give information about shopping ✓ learn how advertising influences the way we shop ✓ learn how to bargain ✓ learn how to make an advert



LESSON 1 Let's go shopping!

1a Work in groups of 4. Look at the pictures. What do they sell?







1b Choose one brand. Answer the questions.

How do you know they sell that product?
What does the logo tell you?
Where can you buy this product?
Where is this product advertised?
Describe the advert.





2 Work in pairs. Identify your two favourite advertisements (you do not have to like the product). Answer the questions.

a) My first favourite advert is ... . **b)** My second favourite advert is ... .

What is the advert that you like about?
How do you feel when you see or hear this advert?



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

1 What do you know about Coca-Cola?
2 When did Coca Cola become one of the most popular drinks? Why?



3b **Listen and check your ideas.**

3c **Listen one more time and complete the sentences.**

People all around the world enjoy drinking Coca-Cola. It is popular both in (1) ... and the world. Its story started in the USA more than (2) ... years ago but its recipe was different from today. The name of Coca-Cola was the idea of Frank Robinson, the book-keeper of Dr. Pemberton. In fact, Frank Robinson created the first (3) ... Coca-Cola logo. In its first year, Coke (a nickname for Coca-Cola) was not a success.

In (4) ..., Asa Candler bought the recipe from John Pemberton. With a lot of advertising and a good business plan Coca-Cola became one of the most popular drinks.

In (5) ..., a second Coca-Cola company appeared and this is the Coca-Cola Company that still stands today.

In fact, the first (6) ... of Coca-Cola appeared in 1894, and the first cans of Coca-Cola in 1955.

There were a lot of advertisements in many (7) ... and magazines, on the posters and on many billboards on the roads. In addition, Coca-Cola also used radio.

Many people think that Coca-Cola gave the picture of Santa Clause as an (8) ... in a red suit with a white beard.

Today, the Coca-Cola Company is still one of the largest advertisers in the world. It not only advertises in newspapers, radio, television, film and on the (9) ..., but also advertises sports and other events. During the 1970's one of the radio programmes produced a hit (10) ... "I like to teach the world to sing".

LESSON 2 Shopping centres

1 **Work in pairs. Say the shops and things.**
e.g. A: Bread. **B:** We can buy bread at (or "in") the bakery.

2a **Work in pairs. Match the words and pictures. Write down the new words.**
1 Butcher's 2 Chemist's 3 Florist's
4 Greengrocer's 5 Newsagent's

2b **Listen and repeat.**



2c **Work in pairs. Ask and answer.**
e.g. A: Where can I buy some medicine?
B: You can buy some medicine at (in) the chemist's shop.

3a **Work in pairs. Read and answer.**
1 Where is the text from?
2 How is a corner shop different from other shops?

3b **Work in pairs. Ask and answer.**
1 Do we have corner shops in Uzbekistan?
2 Where is the nearest corner shop to your school?
3 Is there a corner shop where you live?
4 What can you buy in the corner shops?

4 **Work in pairs. Find the meaning of the new words. Make new words with the word "shop", e.g. corner shop**

pet, corner, sandwich, sports, shoe, toy, electrical, clothes, furniture

5 **Work in pairs. Write and act out a dialogue.**
e.g. A: Where can I buy an iron?
B: At (In) the electrical shop.

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



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

biscuits, an iron, shoes, pens, a chair, a sofa, a coat, a doll, a pet dog/cat, sandwich and drinks, trainers, low-heeled shoes, bread and sweets

LESSON 3 Bargain for the best price

1 **Work in pairs. Ask and answer. Write the meaning of the new word.**



1 Do you go window shopping?
2 How often do you go shopping?
3 What was the last thing you bought?
4 Where and when did you buy it/them?
5 How much did it/they cost?
6 Did you ask for a bargain?

2 **Work in pairs. Read, listen and answer the questions.**







A: Hello. Can I help you?
B: Yeah, this dress is really nice! How much is it?
A: That one is one hundred and fifty dollars.
B: One hundred and fifty dollars? What about this one over here?
A: That's one hundred and forty.
B: Hmm...But it's expensive too. Can you make it cheaper?
A: This is a dress by DaMarco! It's a bargain at that price.
B: Well, I don't know ... I think it's better to shop around.
A: Okay, okay, how about one hundred dollars?
B: That's still more than I wanted to spend. What if I take both dresses?
A: Okay, I can give you the best price, just because you look like a nice person. One hundred and ninety for both.
B: I don't know ... It's still expensive. ... Thanks anyway.
A: Okay, my final price! One hundred dollars for both! That's two for the price of one.
B: Great! I'm going to take them. It's a good bargain.

1 What does the woman want to buy?
2 How much are the dresses?
3 Does the woman like the price?
4 Did the woman buy the dresses?
5 How much did she pay?

3a **Work in pairs. Complete the dialogue.**

A: Hello. Can I help you?
B: Yeah, how much is ...?
A: That one is ... .
B: Hmm...But it's expensive. Can you make it cheaper?
A: But it's a bargain at that price.
B: Well, I don't know ... I think it's better to shop around.
A: Okay, okay, I can give you the best price ... It's just because you look like a nice person.
B: I don't know... It's still expensive. ... Thanks anyway.
A: Okay, my final price is ... .
B: Great! I'm going to take it. It's a good bargain.

3b **Act out your dialogue.**



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

A: Have you ever bought ...?
B: Yes, I have./No, I haven't.
C: Where did you buy it?

sausages, cakes, meat, bananas, pears, yogurt, vegetables, milk, electronic things, medicine, magazines, flowers, shoes, toys, clothes, coloured pencils

LESSON 4 Advertising

1a Write down the words.

advertisement/advert/ad, advertiser, advertising, advertise

1b Put the words in 1a in the correct place.

O	Oo	Ooo	oOoo	Oooo
e.g. *ad*				

1c **Listen and repeat.**

2 Work in pairs. Match the logos and slogans.

1) Life is Good. 2) What's happening? 3) JUST DO IT.
4) The Boy Who Lived. 5) Good Luck! 6) Ideas for life.
7) Make the most of your break.

C twitter

A NIKE B LG Electronics F Panasonic

D KitKat E Harry Potter UZBEKISTAN airways G

3 Read and say which slogan you like most and why.

KitKat – Have a break, have a KitKat

Children in many countries love a lunch box KitKat. The adverts of "Have a break..." can be seen in many magazines and on TV. They say how tasty it is and how easy it is to eat this bar. The KitKat's slogan and its red and white colours are simple and easy to remember.





Skittles – "Taste the rainbow"

Skittles have used their "Taste the rainbow" since 1994. This simple slogan works because it shows the product. The sweets are of different colours of a rainbow.

Kelloggs Frosties – "They're GR-R-R-reat"

Tony the Tiger has been the Frosties mascot since the very beginning. Children like how he says "They're Gr-r-r-reat!". This ad slogan shows the people that breakfast can be delicious.



4a Work in groups of 4. Make an advert.

1 Choose a thing. 2 Design a logo. 3 Write a slogan.

4b Present your advert.

LESSON 5 Are you for or against?

1a Work in pairs. Answer the questions.

1 Why do you think some people don't like ads?
2 Are all ads good? Why? Why not?

1b  **Listen and check your ideas.**

1c  **Listen one more time. Complete the sentences.**

Food Advertisements

Many (1) ... companies like McDonald's, PepsiCo, Burger King and Pizza Hut are using advertisements mostly for (2) ... . Many health reports say that children buy more their food when they (3) ... ads about different types of food products on TV. This TV advertising makes the children eat (4) ... than they need. The result shows that 68% of children regularly eat (5) ... food because they watch ads on television. A lot of children in the (6) ... have a bad habit of eating when they see ads for (7) ..., burgers and French fries. There are less (8) ... about child education and care than ads about sweet (9) ... and unhealthy food. This brings health (10) ... and nothing else.

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

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

The Leader of the Mahalla Committee "Istiqlol"
25 Istiqlol Street
Andijan City

address of the person you write to

February 21

date

Dear Leader

greeting

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

reason for letter

arguments

request

Yours sincerely

closing

Senior citizens of the mahalla

name/signature

2b Work in pairs. Answer the questions.

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

2c Work in pairs. Write two arguments for and two against advertisements.

LESSON 6 Project

1 **Work in a group of 4. You are going to design an advert for a new product. Complete the planning.**

Product: *this product is ... .*
Product name:
Product logo:
Product slogan:
Product cost:
Product will be sold in:
Unique features of product:

2a **Work in group of 4. Decide where the best place to advertise your product is. Choose 2 places.**



2b **Work in pairs. Each pair work on one of the advertisement methods in 2a. Plan how you are going to promote the product.**

PLAN
Advertising by:
Need:
- Artwork/photos (do you need photos or design for a poster?)
- Actors (who will be photographed or filmed using the product)
- Context (where will the photos or TV commercial be done)
- Sound (do you need any sound, jingle/tune?)

3 **Work in pairs. Write up/design your advert.**

- radio/TV (script, what do actors say/do, jingle/tune where does it appear)
- giant roadside poster (describe what is in the photo/design and do a rough sketch)
- newspaper (describe what is in the photo/design and do a rough sketch)
- door-to-door (what does the salesman say about the product)

4 **Present your product to another group. Watch another group, give feedback.**

Group _____
Things I liked _____
Things I would suggest changing _____

Harry Potter and the Philosopher's Stone



The Dursleys had all they wanted, but they also had a secret. The secret was about the Potters. Mrs. Potter was Mrs. Dursley's sister, but Mrs. Dursley did not like her sister. The Dursleys knew that the Potters had a baby son, but they did not want to see him.

The story started on Tuesday when Mr. and Mrs. Dursley woke up. They did not see a large owl behind their window. At half past eight, Mr. Dursley left the house and got into his car. On the corner of the street he saw something interesting - a cat was reading a map. For a second, Mr. Dursley did not understand what it was. He closed and opened his eyes and tried not to think about the cat.

As he was driving he saw a lot of strange people. They were wearing green cloaks! Mr. Dursley did not like the people who got dressed funny clothes.

Mr. Dursley always sat with his back to the window in his office on the ninth floor. So he did not see the owls flying at daylight, but the people down in the street were looking at them.

Mr. Dursley made several important telephone calls and decided to walk to the bakery. In the street he again met some people in cloaks and it made him angry. They were talking about the Potters and their son Harry. When Mr. Dursley heard those words, he stopped. He was scared. He looked back at those people. Then he walked up to his office, closed the door and told his secretary not to take the telephone.

He decided not to tell his wife about the news because Mrs. Dursley was always sad when somebody talked about her sister. When he left the building at five o'clock, he met a small man. He was wearing a violet cloak.

"Sorry", Mr. Dursley said to the small old man. The small man answered: "Don't be sorry, my dear sir. You should be happy that You-Know-Who has gone at last! Even Muggles like you, should celebrate this happy, happy day!"

Mr. Dursley could not move when he heard it. Someone called him a "Muggle"? He did not understand what it meant. He turned to his car and went home.

As he drove to house No.4, he saw that cat again. It was now sitting on his garden wall. It was looking at him.

"Shoo!", said Mr. Dursley loudly. The cat did not move. It just looked at him angrily. "Was this a normal cat?" Mr. Dursley thought and went into the house.

Mrs. Dursley had a nice, normal day. Mr. Dursley tried to act normally. When Dudley went to bed, he went into the living room to watch the evening news. He heard on the news that there were a lot of owls in the country.

Mr. Dursley sat frozen in his armchair. Owls flying by daylight? Strange people in cloaks everywhere? And the words about the Potters. He asked his wife about the Potters but she did not hear about them.

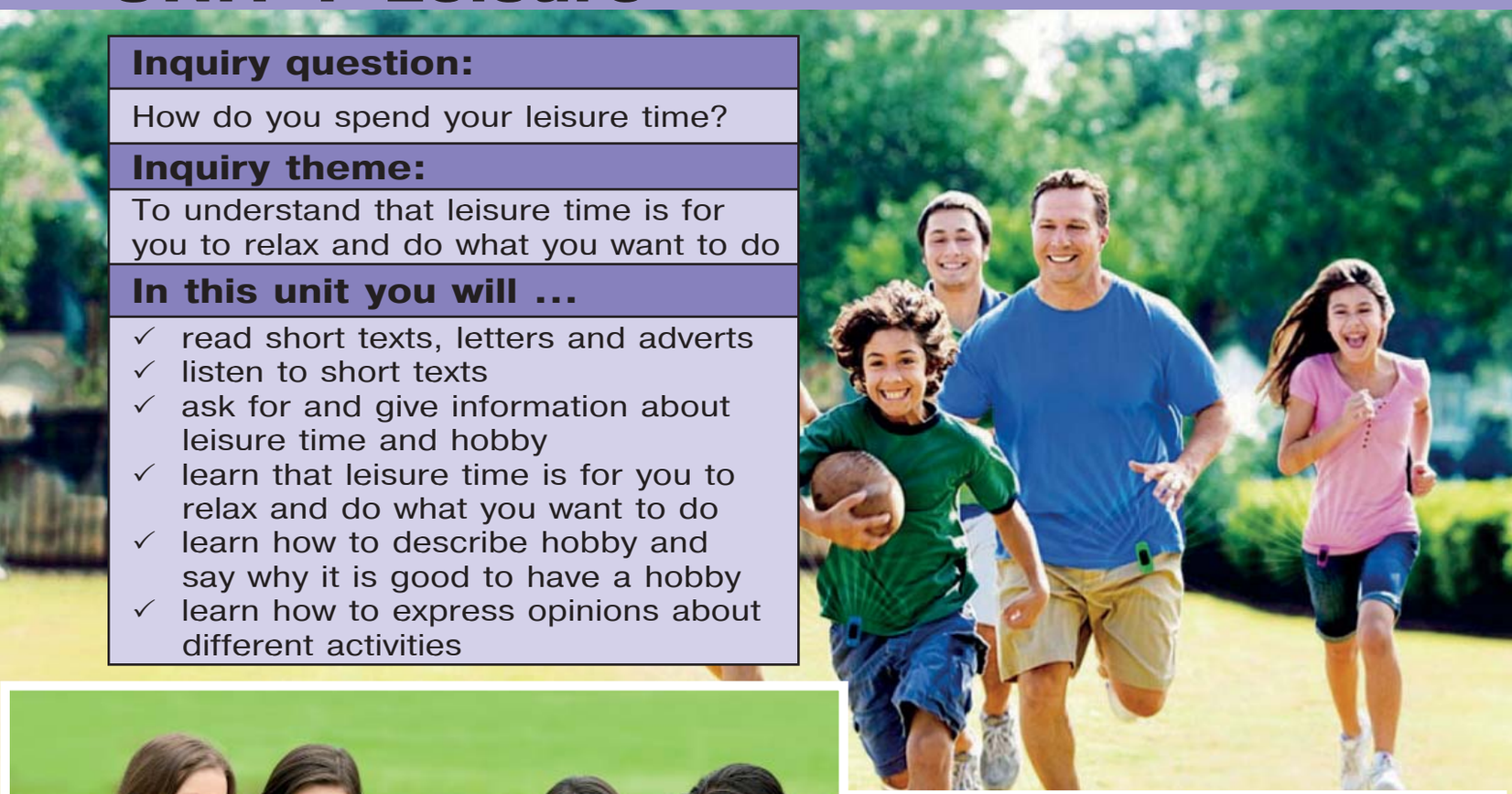
A thin old man in a cloak appeared near the cat in the street. He was Albus Dumbledore. The cat was Professor Mc Gonagall.

Dumbledore asked her why she was not happy. Professor McGonagall answered: "I'm thinking about the baby Harry Potter".

Dumbledore said: "The boy should live with his aunt and uncle because Voldemort killed his parents. He wanted to kill Harry too, but he couldn't".

Then Hagrid, a very big man, appeared. He had a little child in his arms. It was Harry Potter. They wrote a letter to the Dursleys about Harry and put the boy and the letter near the door. McGonagall said: "Harry becomes a famous superstar in the future". They said good bye to the child and went away.

UNIT 7 Leisure



Inquiry question:

How do you spend your leisure time?

Inquiry theme:

To understand that leisure time is for you to relax and do what you want to do

In this unit you will ...

- ✓ read short texts, letters and adverts
- ✓ listen to short texts
- ✓ ask for and give information about leisure time and hobby
- ✓ learn that leisure time is for you to relax and do what you want to do
- ✓ learn how to describe hobby and say why it is good to have a hobby
- ✓ learn how to express opinions about different activities





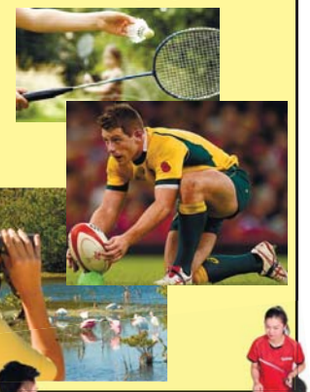


LESSON 1 How do you spend your leisure time?

1a **Work in groups of 4. How do you spend your leisure time? Where do you do the activities?**

indoors	outdoors
• watching TV • playing computer games/playstation • reading a book • chatting online with friends • art – drawing/painting • playing board games • swimming • dancing • listening to music • hobby: collecting stamps or other things of interest	• horse riding • doing sports, e.g. playing badminton, football, tennis, table tennis, rugby • swimming • art – drawing/painting • sailing • walking/hiking • hobby: bird watching









1b **What do you think the word 'leisure' means?**

2a **Work in pairs. What do you think a 'hobby' means?**

2b **Are there any activities you do in your leisure time that your parents choose for you?**

3 **Look at the pictures. How would you classify them?**

You do this when you enjoy doing it	You do this to start with











LESSON 2 Let's go to the park!

1a Work in groups of four. Talk about your leisure time.

I like
I prefer
I enjoy
I'm good at
I'm interested in
} -ing

cooking, writing poems, sport, listening to music, going to the theatre/cinema, dancing, reading books, playing games, taking photos, gardening, interesting, fun, good for health/your family, be strong/clever

e.g. I'm interested in music. I love listening to English songs. It helps me to learn English better.

1b Report.

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

1 Why is Tashkent's Ecological Park unique? 2 What can you do there?
3 How do they reuse old things? 4 What can we learn there?

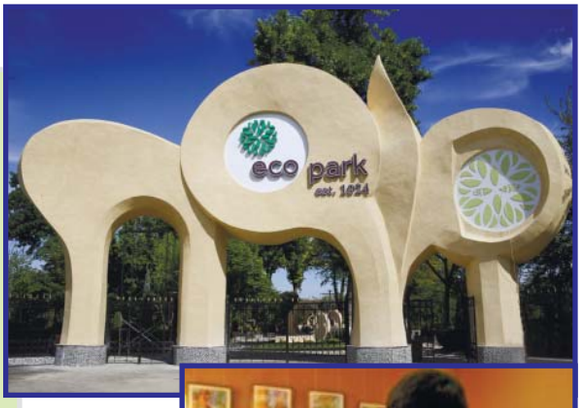
Welcome to Ecopark in Tashkent. Here you will find information and view photos.

Ecopark is Tashkent's first ecological park where people used 'reduce, reuse, recycle' ideas. It opened its doors in April 2018. Many things here are made of old car wheels, plastic bottles and metal pipes.

Tashkent Ecopark is an interesting place for people to learn new ways to take care of nature in the place where people live and work. Adults and children like a big spider made of metal pipes, flowers made of coloured packets and other things.

In the park we can do a lot of leisure activities. People do sport and play games here. In the art studios in the center of Ecopark children can make figures and draw pictures with the help of well-known artists.

Ecopark is a place for people who want to spend more time in the open air with friends and families. They learn to care for the nature in a busy city.









2b Work in pairs. Ask and answer.

Have you ever been to Ecopark?

If Yes:	If No:
1 What did you see there?	1 Would you like to go there?
2 What did you do there?	2 What would you like to see?
3 What did you like there?	3 What would you like to do there?

LESSON 3 Watching TV – is it good?

1a Work in pairs. Ask and answer about television.

1 Do you like watching TV?
2 What channels/programmes do you like best? Why?
3 What educational channels/programmes do you know?

scientific/ educational/nature/ sports/music programme, comedy, cartoon, horror film







1b Work in pairs. Listen and answer the questions.

1 Why does Aziz like watching TV?
2 What channel is his favourite? Why?
3 How does Aziz's sister learn English?
4 Does Laziza like watching TV? Why?
5 What are her favourite channels/ programmes?
6 What does she like doing in her free time?

2 Work in pairs. Complete the table.



3 Work in pairs. Ask and answer. Complete the texts.
Pupil A: Look at this page.
Pupil B: Look at page 59.

e.g. A: When did Paul Nipkow transmit black and white picture with his famous "Electric Telescope"?
B: In ... .

Pupil A

An average person spends almost 10 years of his life watching TV. But when did the television appear?
Paul Nipkow from Germany transmitted black and white picture with his famous "Electric Telescope" in 1884.
In (1) ... Russian scientist Constantin Persky gave the name Television.
John Baird transmitted the first black and white television in 1925.
The first world television was in the UK in (2) ... . People all over the world watched the coronation of George VI, the English King.
The first advert on TV appeared in 1941 and lasted 20 seconds.
Cable TV appeared in (3) ... in Canada.
First colour television came only in 1975 but John Baird demonstrated colour TV in 1928!
First TV satellite appeared in (4) ... and in 1969 over 600 million people from their homes watched astronauts walking on the moon.
The remote controls appeared in 1980.

LESSON 4 I won't stay in town.

1a Read the advert about Green Camps Volunteer Programme. Write what volunteers will do.

e.g. Volunteers will clean beaches.

Green Camps Volunteer Programme

Do you want to do something to help the nature?
Welcome to Green Camps Volunteer Programme!
The camp is open from 1 July to 31 August.
Volunteers stay in the camp for two weeks.
There are different jobs for volunteers:

- cleaning beaches
- planting trees
- working with horses
- cutting grass
- cleaning rivers
- counting rare plants
- taking photos and recording

The camp is in a beautiful place. We offer tasty food and fun activities in the evening.

GREEN CAMPS

1b Choose activities from Green Camps Volunteer Programme. Write what you would like to do.

e.g. I'd like to count rare plants because it's important for nature.

1c Mingle and find someone who would like the same.

2 Work in pairs. Read and choose "will" or "won't".

Dear Granny

Sorry you are not well. You know I like it in the village so I (1) ... go to the summer camp this year. I (2) ... come and stay with you. Then I can help you. I (3) ... do the washing and the cleaning so you (4) ... have anything to do. But in the evenings I hope you (5) ... help me. I want to make some soft toys for my friends.
I (6) ... write again soon.

Lots of love

Shahnoza

3a Listen and match the texts with pictures.









Remember:
won't = will not

3b Work in pairs. Choose a club or a camp.

e.g. We would like to go to ... . We will ... .

LESSON 5 My favourite hobby is ...

1a **Complete the table with two or three activities for each column.**

1b **Work in groups of three/four. Talk about the hobbies.**

e.g. A: I don't like drawing. I think it's boring.
B: I don't agree. It's quiet but interesting. I like playing tennis.
C: So do I. But I think playing tennis is expensive.

So do I.
Neither do I.
I agree.
I don't agree.

2a **Listen and complete the table.**








2b **Match the names and sentences.**

1	Anzu	a	spends summers in a small village.
2	Roberto	b	went to the competition and won a silver medal.
3	Ella	c	her name means "apricot".
4	Tom	d	went to the art museum and saw some famous pictures.
5	Isabella	e	went to a concert with his brother.
6	Mateo	f	won first prize in swimming

2c **Listen and check.**

3a **Write five sentences about your hobby. Don't write the name. Use the questions.**



1 Is your hobby dangerous/expensive/quiet?
2 How long have you had your hobby?
(e.g. I have had my hobby for three years.)
3 When/Why did you start your hobby?
4 What do you use for your hobby?
5 How much time do you spend on your hobby?
(e.g. I spend two hours a week.)
6 Why do you like this hobby?

e.g. My hobby is sometimes dangerous. I've had it for six years. I started this hobby when I was in class 1. At first I was not good at it. But now I can do it very well. I use a special board with wheels. I do my hobby on Sundays when I go to the park with my friends. It's not easy but fun.

3b **Work in groups of 4/5. Listen and guess the hobby.**

LESSON 6 Project

1 **Describe your hobby.**

Name of hobby
When do you do it?
Do you need any special equipment?
Do you do it on your own or with others?
How long have you done this hobby?



2 **Present your hobby using examples (or you can take photos to show you doing it if it is difficult to bring into school).**






Unit 7•Lesson 3

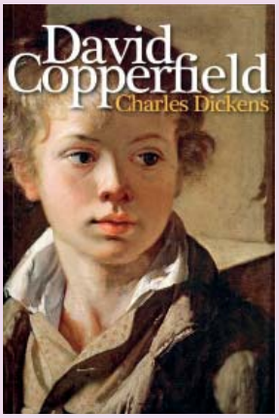
3 **Work in pairs. Ask and answer. Complete the texts. Pupil B: Look at this page.**

e.g. A: When did Paul Nipkow transmit black and white picture with his famous “Electric Telescope”?
B: In ... .

Pupil B

An average person spends almost 10 years of his life watching TV. But when did the television appear?
Paul Nipkow from Germany transmitted black and white picture with his famous “Electric Telescope” in 1884.
In 1900, Russian scientist Constantin Persky gave the name Television.
John Baird transmitted the first black and white television in (1) ... .
The first world television was in the UK in 1937. People all over the world watched the coronation of George VI, the English King.
The first advert on TV appeared in (2) ... and lasted 20 seconds.
Cable TV appeared in 1952 in Canada.
First colour television came only in (3) ... but John Baird demonstrated colour TV in 1928!
First TV satellite appeared in 1962 and in 1969 over 600 million people from their homes watched astronauts walking on the moon.
The remote controls appeared in (4) ... .

HOME READING



David Copperfield was born in a village in England. His father died before he was born. David's mother looked after him well. He went to the best school in the village.

When David was six years old, his mother married a man by the name of Murdstone. Murdstone did not like David and David did not like him. Murdstone decided to send David to a boarding school. Next day he left his mother and went to live there.

He was in boarding school for two years. Then he heard about his mother's death. He went home, there he found Murdstone sitting on a chair. He looked at David and said: "Your mother is dead. I have no money for your education. You must start working. Tomorrow you will leave for London."

So, at the age of ten, David Copperfield was in London streets without money, food or home. He remembered his mother told him that in Dover lived his aunt, his father's sister. David never saw her. He walked to Dover to his aunt's house.

It was morning when David came to his aunt's house. Her name was Miss Trotwood. She was in the garden, when she saw a poor boy looking at her.

She asked: "What is it boy? What do you want?"



David said: "I'm David Copperfield, your nephew". He told her everything. Miss Trotwood took David inside, gave him a hot water bath and some food.

As days went by, Miss Trotwood put David in a good school and looked after him well. Miss Trotwood had a friend, Wickerden and his daughter Agnes. David and Agnes became great friends.

Wickerden was a rich man but his assistant, Micawber, was a bad man. He got a very important document and he decided to take Wickerden's money.

David often visited Wickerden's house. One day David saw some of Wickerden's papers. He did not believe Micawber and asked to see the documents. Micawber said: "David, these papers are about work and they
are not important". But, David understood that Micawber had a bad plan against Wickerden. He went to the police and told everything. The police took Micawber and put him into prison.

Wickerden was happy that David saved his money and house. Agnes too thanked David for her father.

A few years later David and Agnes, who were in love with each other, got married. They lived happily for a long time.



UNIT 8 Geography



Inquiry question:

Do you know who we share our planet with?

Inquiry theme:

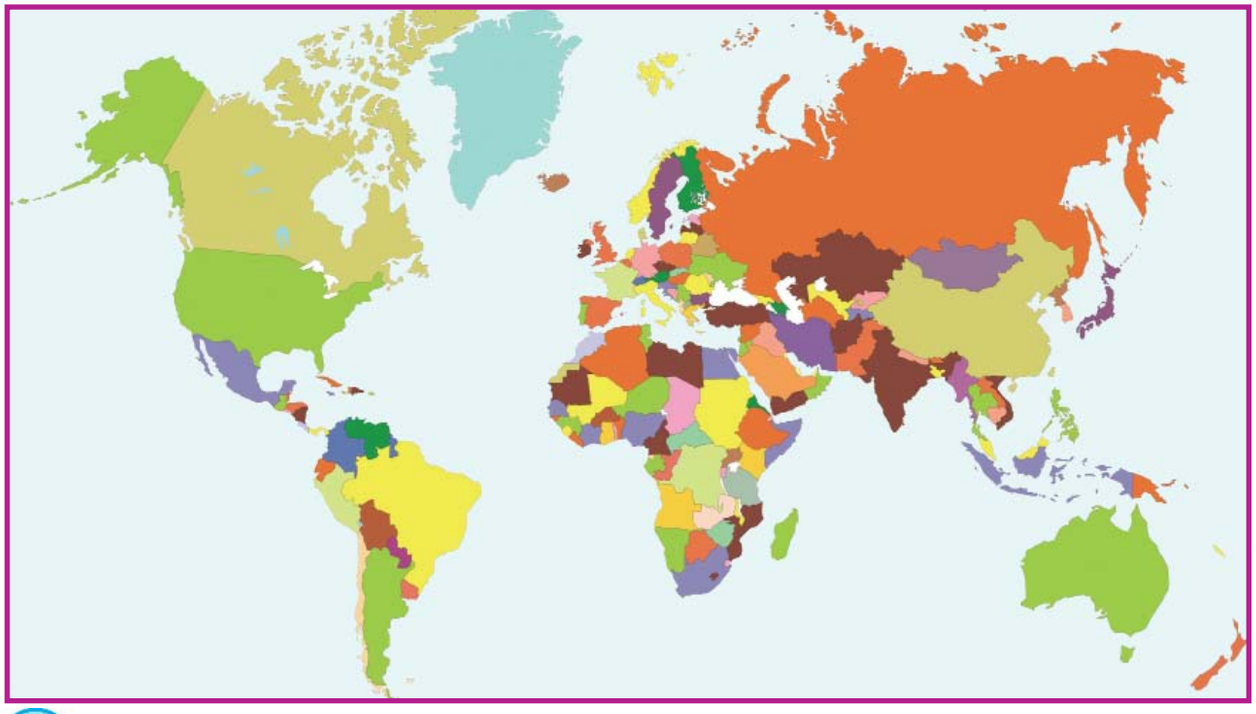
To understand that we share the planet with others

In this unit you will ...

- ✓ read short texts and fact files about countries, habitats and famous travellers
- ✓ listen to short texts
- ✓ ask for and give information about our planet
- ✓ learn about ecological problems
- ✓ learn about ways of helping to save our planet
- ✓ learn how to express understanding that we share the planet with others

LESSON 1 We are not alone!

1a **Work in groups of 4/5. Where is Uzbekistan? Think of all the countries or continents in the world that you know. Write them.**



1b **Choose one continent. Write what you know about it.**

2 **Look and think. What is it? Where do they come from? Use the words in the box.**

pizza, African, kangaroo, Diwali, Chinese, tornado	USA, India, China, Italy, Australia

a



The ... comes from ... .

b



The ... comes from ... .

c



The ... language comes from ... .

d



A ... can be seen in the ... .

e



The festival of ... comes from ... .

f

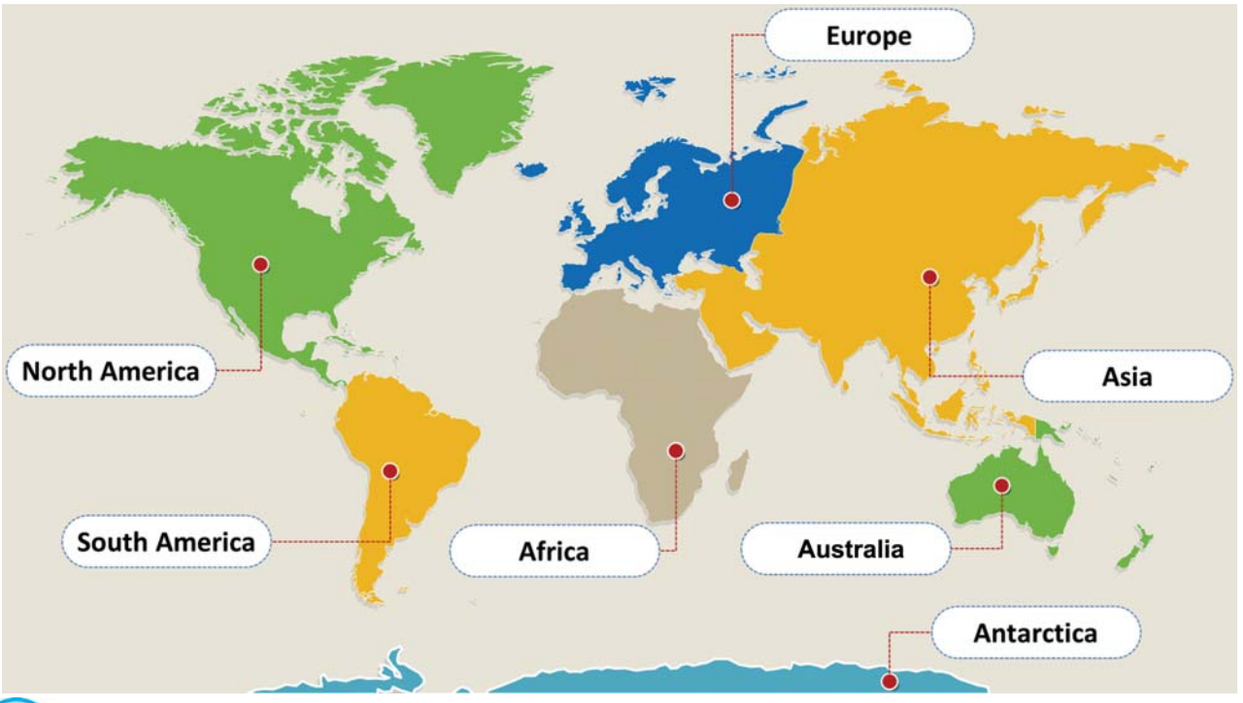


The ... girls come from Africa.

LESSON 2 Which continent is the largest?

1 **Work in pairs. Answer the questions.**

1 Which is the world's largest continent and which is the smallest?
2 Which is the continent with the largest population?
3 Which is the continent with the largest number of countries?



2 **Work in pairs. Look and check your answers. Ask and answer.**

3a **Work in pairs. Ask and complete the texts.**
Pupil A: Look at this page. Pupil B: Look at page 67.

e.g. A: When did the first humans appear in Africa?
B: 10,000,000 (ten million) years ago.



History: In Africa the first humans appeared about e.g. 10,000,000 years ago. People found the earliest things of humans in (1)… .

Animals: In Africa you can find the largest animals on this planet. The largest land animal is the (3)…, the tallest animal is the giraffe, and the fastest animal is the cheetah. It can run up to (4)… km an hour! There are the biggest national wildlife parks where people take care about rare animals, for example, White and Black Rhinos.

Driest place: The Sahara is the largest hot desert in the world. It is more than (5)… sq km. It is also one of the hottest places in the world. The average temperature for the desert is 30°C but during the hottest months the temperature can be 50°C, with the highest temperature at 58°C.

Highest mountain: Mt Kilimanjaro is (6)… metres. It is in Tanzania.

People: There are more than 3,000 different groups of people. There are about (2)… different languages. Some people speak European languages, for example, English and French.

Longest river: The Nile is the longest river in the world. It is 6,853 km. It crosses ten countries and flows into the Mediterranean Sea in Egypt.

3b **Listen and check.**

4a **Work in groups of four. Do the quiz.**

4b **Listen and check.**

LESSON 3 Uzbekistan is divided into ...

1a Work in pairs. Ask and answer.

1 How many parts are the USA divided into?
2 How many parts is the UK divided into?

1b Read and check your answers.

The United States of America (the USA) are divided into 50 states. The 49th state is Alaska. It is in the north-west of North America. It is the largest state of the United States. It is not bordered with other states. The 50th state is Hawaii. This state is located in the central Pacific Ocean. It consists of a group of islands.

The United Kingdom of Great Britain and Northern Ireland is located on the British Isles. The British Isles are separated from Europe by the North Sea and the English Channel. The British Isles are washed by the Atlantic Ocean and the Irish Sea in the West. The territory of Great Britain is divided into four parts: England, Scotland, Wales and Northern Ireland. Geographical position of Great Britain is very good because the country lies on the crossways of the sea routes from Europe to other parts of the world.

1c Work in pairs. Ask and answer.

1 Is Alaska the 50th state of the USA?
2 Where is Alaska located?
3 Where is Hawaii located?
4 Where is Scotland located?
5 What oceans and seas are the British Isles washed by?
6 Why is geographical position of Great Britain good?

2a Work in pairs. Answer the question.

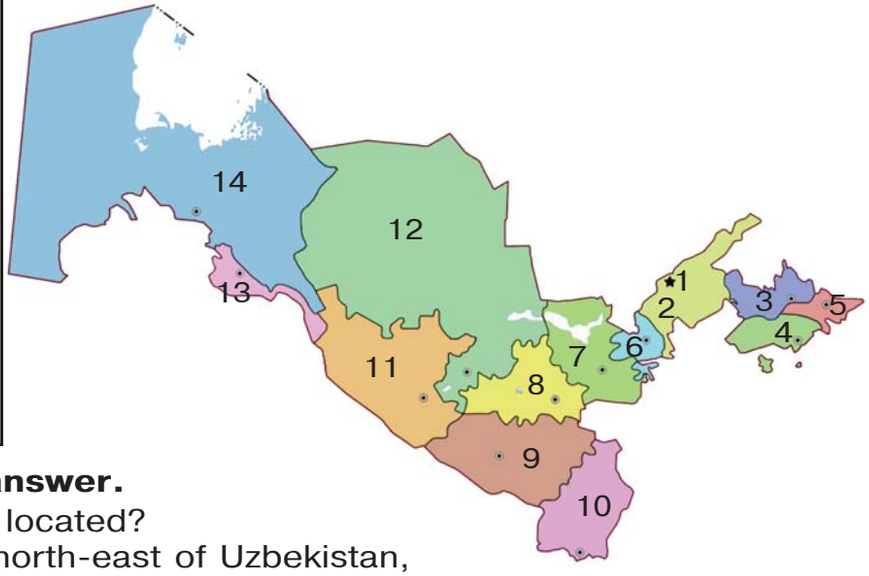
1 How many parts is Uzbekistan divided into? 2 What are they?

2b  **Listen and complete the text.**

Uzbekistan is divided into (1)... regions *(viloyat)*, one autonomous republic of (2)... and one (3)... city (Tashkent). The regions (4)... divided into (5)... districts *(tuman)*.

3a Work in pairs. Complete the table with the places of Uzbekistan.

place	number
a) Andijan region	
b) Bukhara region	
c) Fergana region	
d) Jizzakh region	
e) Khorezm region	
f) Namangan region	
g) Navai region	
h) Kashkadarya region	
i) Samarkand region	
j) Syrdarya region	
k) Surkhandarya region	
l) Tashkent region	
m) Tashkent	**e.g.** 1
n) Karakalpakstan	



3b Work in pairs. Ask and answer.

e.g. A: Where is Tashkent located?
B: It's located in the north-east of Uzbekistan, near the Chimgan mountains.

LESSON 4 Have you ever been to the desert?

1 **Work in pairs. Answer the questions.**

1 Where is Uzbekistan situated?
2 What geographical features does it have?

2b **Read and check your guesses.**

A Deserts cover about one-fifth of the Earth. Deserts are regions where the rainfall is less than 250 mm a year. In some years there is no rain at all. Deserts do not have much vegetation because of dry climate. They are usually covered by sand and stones. There are hot and cold deserts. Hot deserts are in Australia, south Africa and the Middle East. They have a very high temperature in the summer, sometimes over 50 degrees C. The icy continent of Antarctica is an example of a cold desert.

2a **Work in pairs. Answer the questions.**

1 What deserts do you know?
2 What do you know about life in deserts?
3 Is there any vegetation?
4 Do animals live in deserts?

B The world's largest desert is the Sahara. Many plants found in the Sahara live in the two-to-three week time after a good rain. In 2005 African countries with African Union and other international organizations started a new programme. They started planting a 15-kilometre "wall" of trees from the western to the eastern part of the continent to stop desertification.

C The animal life in the Kalahari Desert is richer in the north than in the south. We can see there a lot of giraffes, zebras, elephants, buffalo, antelopes, lions, cheetahs, leopards, wild dogs, foxes, lizards, snakes and different birds.

2c **Read again about the Sahara Desert. Why do you think they started a new programme?**

3a **Work in pairs. Look at the photos of the Aral Sea. Write about the problem.**

problem = **cause** = **effect** = **solution** =





Location: Kazakhstan – Uzbekistan, Central Asia
Type: natural lake, reservoir (North)

Primary inflows
North: the Syr-Darya
South: groundwater only (previously the Amu-Darya)

3b **Work in pairs. Say what people must do.**

LESSON 5 The world's greatest travellers

1 **Work in pairs. Answer the questions.**

1 What do you know about the world's greatest travellers?
2 Who is Ibn Battuta?

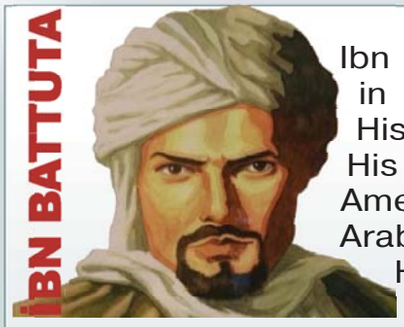
2a **Work in pairs. Put the years in order. Listen and write.**

e.g. 1) 1304

1345, 1333, 1347, 1304, 1352, 1325, 1342

2b **Read and fill the gaps.**

new long last family back chance covered back across



Ibn Battuta, the great Muslim traveller, was born in 1304 in Morocco, in the north-west of Africa. His real name was Mohammad ibn Abdullah. His (1) ... came from Egypt. He travelled to America, Africa, southern and eastern Europe, Arabia, Persia and Afghanistan; and (2) ... the Himalayas to India, China, central and south-east Asia and the Maldives.

In 1325, when he was just 22 years old, he decided to go to (3) ... lands and visit Mecca. In his first journey to Mecca he was in Alexandria and Cairo. Then he decided to see India and China.

In 1333, he made his (4) ... journey to India via Samarkand and reached Delhi.

In 1342, the Sultan sent Ibn Battuta to China. This was a good (5) ... for him to see China.

In 1345, he went to Cambodia and on his way (6) ... he visited Sumatra, Malaya, Amman, Baghdad and Ceylon.

In 1347, he came back to his homeland after 28 years.

In 1352, he left home for his longest and (7) ... journey. Passing along the kingdom of Grenada in Spain, Western and Central Africa, he returned to Morocco in 1354.

Ibn Battuta travelled for almost 30 years and (8) ... more than 120,000 kilometers. No one ever did better.

2c **Work in pairs. Say if the sentences are True or False.**

e.g. Ibn Battuta was born in Africa. – *T*

1 Ibn Battuta was one of the greatest European travellers.
2 His family was from Marocco.
3 Ibn Battuta travelled to India.
4 He travelled to China in 1333.
5 He visited Samarkand once.
6 In 1347, he came back home.
7 Ibn Battuta travelled more than Marco Polo.





2d **Correct false sentences and write them.**

LESSON 6 Project

1 **Work in groups of 4/5. Choose a country. Each person in the group has to find out at least one of the following:**

a) Show it on a map
b) What continent is it in?
c) What language do they speak?
d) Do they eat special food?
e) Do they have special animals?
f) Do they have a special festival?
g) Do they have special music?

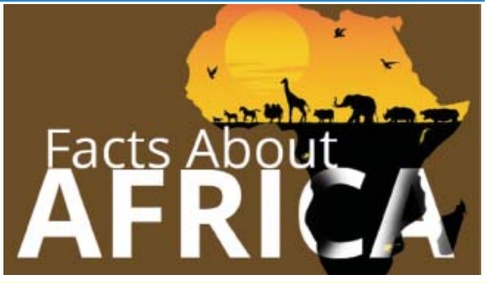
2 **Design a presentation to share with another group.**

3 **Listen to another group. Give them feedback. Can you add something new?**

Unit 8 • Lesson 2

3a **Work in pairs. Ask and complete the texts. Pupil B: Look at this page.**

e.g. A: When did the first humans appear in Africa?
B: 10,000,000 (ten million) years ago.



History: In Africa the first humans appeared about e.g. 10,000,000 years ago. People found the earliest things of humans in South Africa.

Animals: In Africa you can find the largest animals on this planet. The largest land animal is the African elephant, the tallest animal is the (3) ..., and the fastest animal is the cheetah. It can run up to 113 km an hour! There are the biggest national wildlife parks where people take care about rare animals, for example, White and Black (4) ... .

Driest place: The Sahara is the largest hot desert in the world. It is more than 3,500,000 sq km. It is also one of the hottest places in the world. The average temperature for the desert is (5) ... °C but during the hottest months the temperature can be 50°C, with the highest temperature at 58°C.

Highest mountain: Mt Kilimanjaro is 4,895 metres. It is in Tanzania.

People: There are more than (1) ... different groups of people. There are about 2000 different languages. Some people speak European languages, for example, (2) ... .

Longest river: The Nile is the longest river in the world. It is (6) ... km. It crosses ten countries and flows into the Mediterranean Sea in Egypt.



The Flying Lion

(African folk tale)

Once upon a time, the Lion could fly. His wings were like the wings of Brother Bat, but they were very big, and very thick, and very strong. So he made a big wind with them when he flew into the air. When he was high above the earth, he looked down for something to kill. So this is how he hunted in old times.

There was only one thing he was afraid of, and that was the bones of the animals he caught and ate, which could be broken to pieces. No one knew why, and everyone was frightened of the Flying Lion. He kept the bones in his house and two White Crows guarded them.

But one day while the Flying Lion was away, Brother Big Bullfrog came and said: "Why do you sit here all day, you Whitehead Crows?"

And the White Crows said: "We sit here to look after the bones for the Flying Lion."

"But you must be tired of sitting!", said Brother Big Bullfrog, "You fly away a little and stretch your wings. I will sit here and look after the bones."

The White Crows stretched their wings and flew away. But soon Big Bullfrog said: "Now I want to find out why the Flying Lion keeps the bones and why he is afraid of broken bones".

He broke all the bones he could find in the house. Crack! crack, crack, crack! When he finished, he hopped away, hop-hop-hoppity-hop, as fast as he could. When the White Crows came back, they were frightened to see all the broken bones.

"Craw, craw!", the White Crows said, "The Flying Lion will be so angry. He will bite off our nice white heads – craw, craw! – and without a head, who can live?" And they went after Brother Big Bullfrog.

"It's no good hopping away, Brother Bullfrog", they said, "the Flying Lion will find you wherever you are, and kill you."

But old Brother Big Bullfrog went to his pond and said: "When the Flying Lion comes, tell him I am the man who broke the bones. Tell him where I live and if he wants to see me, he must come to me."

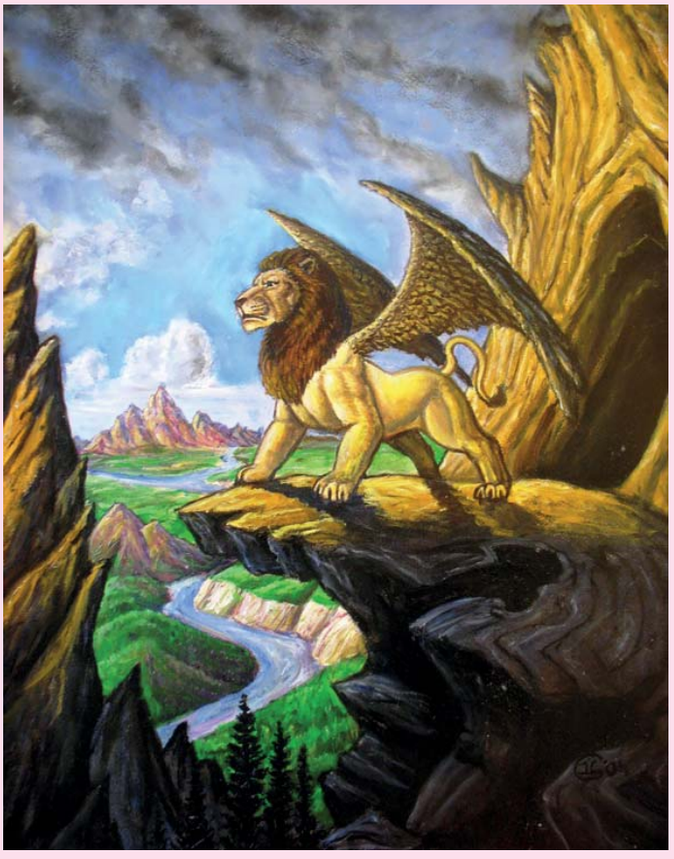
The White Crows wanted to catch him but they could not. There was much mud in the pond.

The Flying Lion was very angry when he knew about it. He roared – hoor-rr-rr-rr, hoor-rr-rr-rr. It was a terrible noise.

But now he could not fly, and he walked home. He found the poor White Crows. But soon they found out that he could no longer fly, so they were not afraid of him.

"Hoor-rr-rr-rr, hoor-rr-rr-rr!", he roared. The White Crows flew away and called out: "Ha! ha! ha! The Lion can't catch us! The bones are broken, and his wings don't work. Now men and animals can live again. We will fly away and tell them the good news."

From that day on he learned to walk quietly like a mouse. And the White Crows can no longer speak. They can only say: "Craw, craw."



UNIT 9 Travelling

Inquiry question:

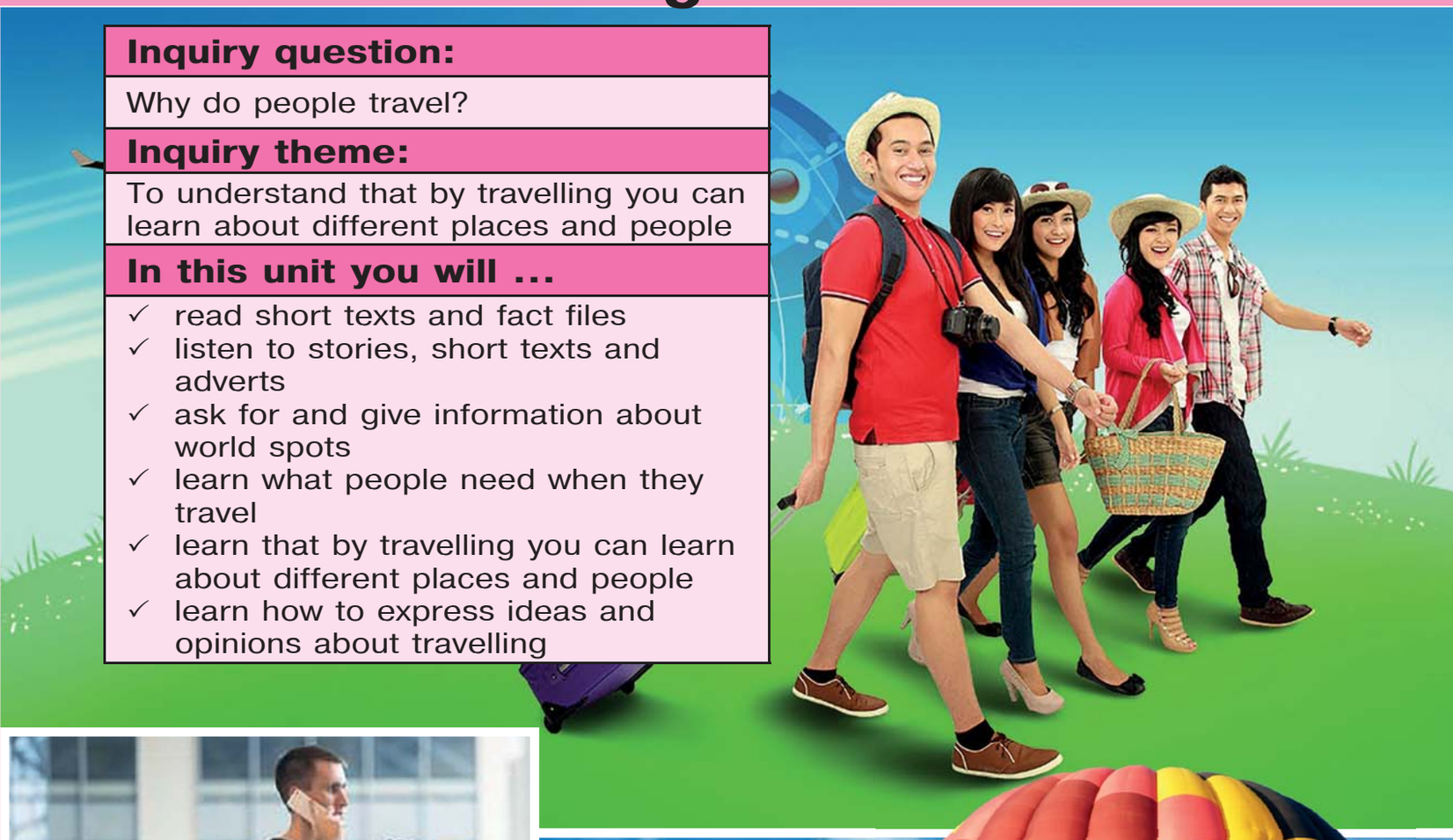
Why do people travel?

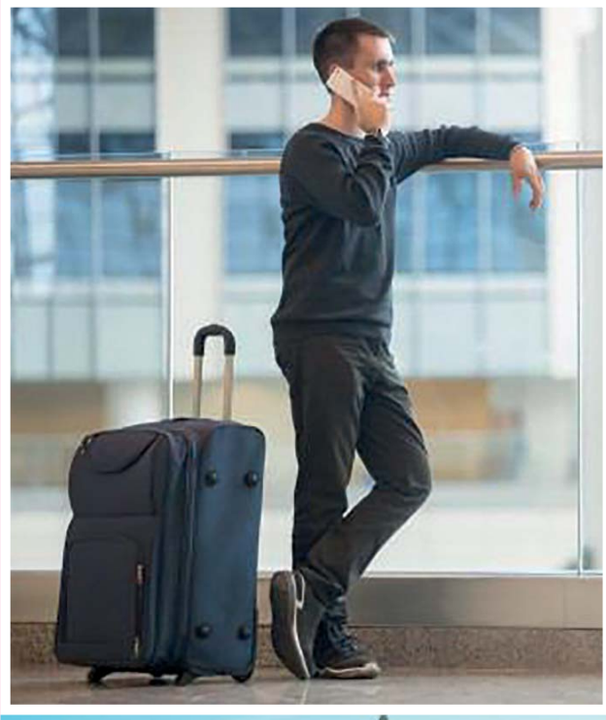
Inquiry theme:

To understand that by travelling you can learn about different places and people

In this unit you will ...

- ✓ read short texts and fact files
- ✓ listen to stories, short texts and adverts
- ✓ ask for and give information about world spots
- ✓ learn what people need when they travel
- ✓ learn that by travelling you can learn about different places and people
- ✓ learn how to express ideas and opinions about travelling





LESSON 1 What country would you like to visit?

1a **Work in groups of 4/5. Look at the map. Where is Uzbekistan? What country would you like to visit? Agree on one country.**

We would like to visit ...



1b **What do you need to visit this country? Think about these questions to help you.**

1 How will you travel there?
2 How will you pay for food and accommodation when you are there?
3 What money do they use?
4 What is the weather like in this country?
5 What clothes do you need to take?
6 What documents do you need to get out of Uzbekistan and into the country?



2 **Look at the pictures. Tick the ones that you have.**







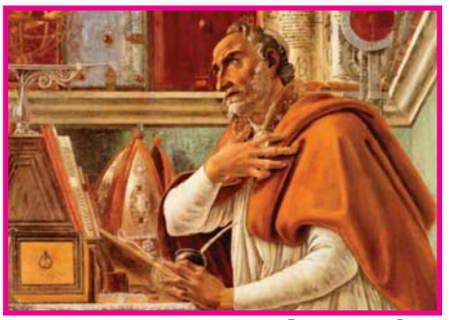


LESSON 2 Planning a trip

1 **Work in groups of 4. Discuss your homework.**

2 **Work in pairs. Read and answer.**

1 Do you agree with Augustine of Hippo's words: "The world is a book, and those who do not travel, read only a page"? Why?/Why not?
2 Do you enjoy travelling? Why?/ Why not?
3 What is the best place you have ever visited?



Augustine of Hippo

3 **Work in pairs. Read, ask and answer.**

e.g. **A:** What special days will people in Tashkent have?
B: In the spring, people in Tashkent will have "Duppi Day".
A: What will people do?
B: They will ...

What holidays do people in Tashkent expect to have in the spring?



The website Podrobno.uz informs that in the spring people in Tashkent will have a lot of traditional entertainment events and some new holidays. First of all, it is a *"Duppi Day"*. On this day lots of people will wear duppi. They will sing songs and dance. It will be an amazing and colourful event.



Next is *"Bread Festival"*. Most of the bakeries of Tashkent and other places will sell their bread, pasta and sweets. People will buy bread, listen to music and have tea in the streets.



One more spring event is a *"Tree Parade"*. Many celebrities and other people will plant trees and flowers in the streets and parks. People will meet with their friends and work together. Tashkent will be more beautiful.



People will celebrate *Tashkent City Day* with cultural events and street festivals. It will be a great holiday for people who live in Tashkent and the tourists.



People will also have a *"Street Art"* field for "street art" artists and dancers. It will be the most interesting place for young people.



4 **Work in pairs. Think about the place where you live. Ask and answer.**

e.g. What holiday will people in ... have in the spring/winter?
What will they do? What will they cook?
What will they wear?

LESSON 3 Journey into space

1 **Work in groups of 4/5. Play "Find Someone Who ...".**

2 **Work in pairs. Read the definitions and complete the sentences. Use the words "journey", "travel" or "trip".**

The word **"travel"** is used to talk about going from one place to another. People travel on foot, by bicycle, car, train, boat, plane, ship or other means, with or without luggage.
e.g. We are going to travel by car.

The word **"journey"** is used to talk about travelling for a long distance.
e.g. The journey was long and tiring. It took us 5 hours to get there.

The word **"trip"** is used when you go to a place for a short time and come back again.
e.g. My father often goes on business trips.

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

1 Is travelling to space dangerous?
2 What spacemen/spacewomen do you know?
3 Who was the first person in space?
4 Do you want to travel to space?



3b **Work in pairs. Read and check your answers. Complete the sentences.**

3c **Listen and check.**

4 **Work in pairs. Translate into your language.**

Today travelling into space is **as difficult as** opening a new continent.

Remember:

We use *as + adjective/adverb + as* to make comparisons when the things we are comparing are equal in some way:

The world's biggest bull is ***as big as*** *a small elephant.*

We use ***not as ... as*** to make comparisons between things which are not equal:

She's ***not as tall as*** *her brother.*

LESSON 4 The Silk Road

1 Work in pairs. Do the quiz.

1 Is the Aral Sea as big now as it was in 1960?
2 Is the Amu-Darya as long as the Syr-Darya?
3 Is the Indian Ocean as big as the Pacific Ocean?
4 Is the population in Asia as big as in Africa?
5 Is Mount Kilimanjaro as high as Mount Everest?

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

1 Do you know what The Silk Road is?
2 Why is it called The Silk Road?
3 Where did The Silk Road begin/end?
4 What countries did The Silk Road cross?



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

The Silk Road began in ancient China. But it was not a road, it was a route. There were some routes with the name "The Silk Road" from China to Rome. It was a 6.500 km trip. At one end was China. At the other end was Rome. Each had something the other wanted. Rome had gold, silver and beautiful stones. China had silk, tea, and spices. The Silk Road was important because people not only changed things but also food, ideas and culture.
The Romans wanted to find such a road for a long time because they wanted to have silk. Silk was popular in Rome. But the Romans did not know how to make this wonderful material. Finally, they found the way to China and called it "The Great Silk Road".
But travelling along The Silk Road was very dangerous. There were deserts and mountains, bad weather and bad people.

2c Work in pairs. Say True or False.

1 There was only one route from ancient China to Rome.
2 There were several routes from ancient China to Rome.
3 People in Rome did not have gold, silver and beautiful stones.
4 People in Rome liked silk material.
5 People from ancient China sold silk, tea and spices to people from Rome.
6 Travelling along the Silk Road was not difficult.

3a Work in pairs. Listen and complete the table.

3b Work in pairs. Listen one more time. Match the speakers and sentences.

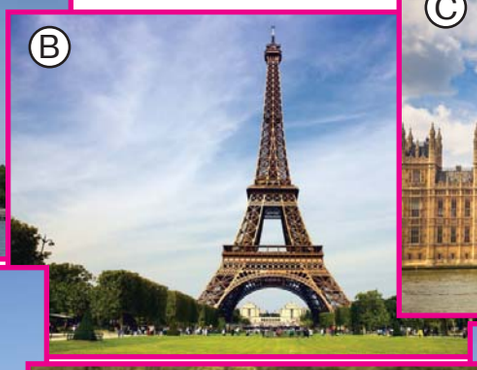
LESSON 5 World spots

1a Work in pairs. Answer the question.

What famous places in the world do you know?

1b **Listen and match the texts and pictures.**













1c **Listen one more time. Choose the correct answer.**

2a Work in pairs. Answer the questions.

1 What museums have you been to?
2 What were the most interesting things there?

2b Work in pairs. Read and write down the new words.



The Natural History Museum in London opened in 1881. First it was a part of the British Museum. It is both a museum and the place where scientists work. It is a beautiful building. There are about 80 million things in the Museum and Darwin Centre. In 1905 the best known dinosaur's skeleton appeared there. This dinosaur is called Dippy. This dinosaur is known as the biggest in the world. The skeleton is 26 metres long. There are other types of dinosaurs, especially the popular T. Rex. There are stuffed birds, with the extinct dodo bird. People can compare a little humming bird's egg with that of an elephant bird (now extinct), which is as big as a football. Every year the museum has new exhibitions, as well as some events like favourite "Wildlife Photographer of the Year" and "Sensational Butterflies". You can visit the museum after hours including movie nights, monthly late openings and the chance to sleep at the museum with dinosaurs.





2c **Work in pairs. Complete the questions.**

e.g. in/museum/What/opened/1881?
What museum opened in 1881?

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

LESSON 6 Project

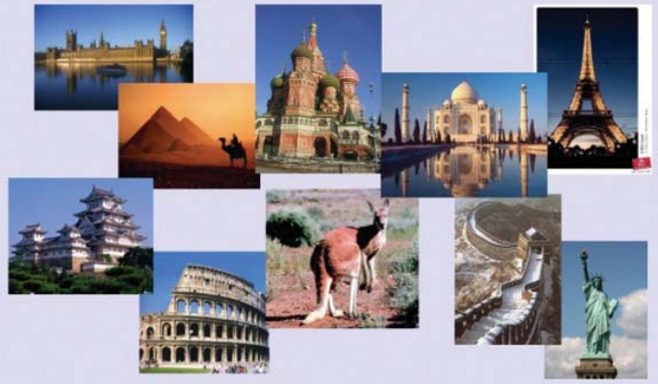
1 **Prepare a poster for your project. It can be about a great traveller, a country you want to visit, the best transport for travelling, your ideas about travelling and others.**

Kinds of travelling

You can travel by boat, by ship, by plane, by spaceship, by helicopter, by balloon, by train, by car, by bus, by bike, on horseback, on foot



What country would you like to visit?



Why do people travel to England?

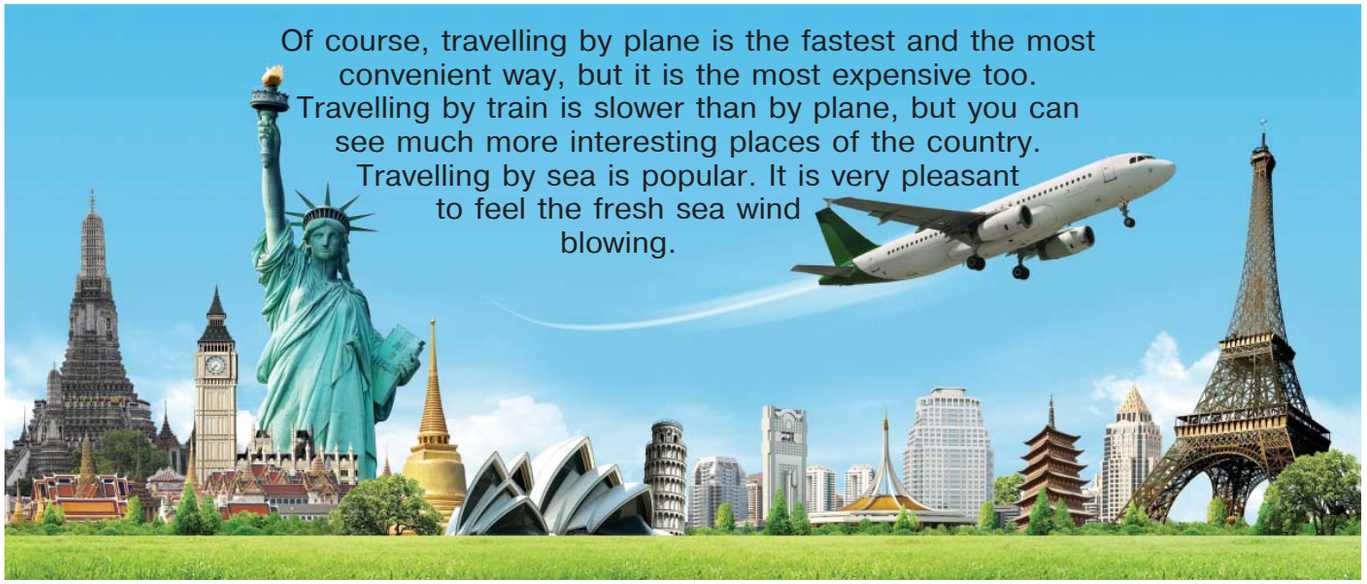
- to visit new places;
- to meet people;
- to study;
- to practise English;
- to take part in festivals;
- to learn more about the culture and traditions.

I would like to go to England ...

WHY DO PEOPLE TRAVEL?



Of course, travelling by plane is the fastest and the most convenient way, but it is the most expensive too. Travelling by train is slower than by plane, but you can see much more interesting places of the country. Travelling by sea is popular. It is very pleasant to feel the fresh sea wind blowing.



2 **Make your project presentations.**

Icarus and Daedalus



Once upon a time, a long time ago, there lived a talented artist. His name was Daedalus. He used his art to make buildings and castles. He was the best architect of his time.

King Minos invited Daedalus to the beautiful island of Crete. The king wanted him to build a maze, as a home for the king's pet, the Minotaur. The Minotaur was a horrible monster, with the head of a bull on a human body. The king loved that monster and wanted him to have a good home.

Daedalus was surprised at the king's pet, but a job was a job. Daedalus planned to make the maze so that people could not find the way out. They needed somebody's help to go out.

The King liked that idea. Daedalus really was a fine architect.



Daedalus brought his young son Icarus with him. He wanted the child to enjoy swimming and playing with the other children on the island. Both Daedalus and Icarus were happy to live on the island.

King Minos was happy with his maze. It was quiet and wonderful on the island.

One day, a group of Greek men sailed to the island. They killed Minotaur and sailed away, taking with them the king's daughter.

King Minos was very unhappy. He did not know how the people could go out of the maze without help from someone.

King Minos decided that Daedalus and his young son Icarus must stay on the island of Crete.

Daedalus tried to think of ways of how to go home. One day, Daedalus noticed birds flying in the sky. It gave him an idea. Wings! He needed wings. Daedalus began to collect all the bird feathers he could find. He collected them together with wax. When two pairs of wings were ready, he told his young son not to fly too close to the sun or the wax could melt.

Daedalus fixed the wings to their arms. They opened their wings and flew to the sky. They left the island of Crete far behind them. Water was under them as far as they could see. The sky was blue. It was amazing!

Icarus flew higher and higher. He flew so high that the sun began to melt the wax on his wings. Icarus was falling down. He worked with his arms faster and faster. But it was no use. Poor Icarus fell into the water.

Sadly, Daedalus went on alone.



UNIT 10 Holidays, holidays!



Inquiry question:

What makes a country special?

Inquiry theme:

To understand that each country has special events to visit

In this unit you will ...

- ✓ read short texts, adverts and fact files
- ✓ listen to interviews, adverts and short texts
- ✓ ask for and give information about ways of spending holidays
- ✓ learn what makes a country special
- ✓ learn what makes a good companion
- ✓ learn how to express opinions about different ways of spending holidays







LESSON 1 Special holidays around the world

1a **Work in groups of 4/5. Look at the pictures and the special holidays in each country. Which holiday do you like? Choose one holiday.**

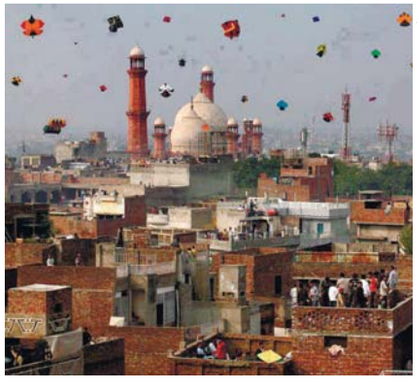


Chinese New Year – moves between January to April – all over the world where there are Chinese people





Holi – India and Nepal but all over the world where there are Indian and Nepalese people



Basant – National Kite Flying Day, Pakistan



May Day maypole dancing, the United Kingdom

1b **What would you like to do on this holiday? Think about these questions to help you.**

What is special about the holiday?
What do you want to do there?
How will you remember this holiday?

2 **Look at the pictures. Tick the things you will do.**













3a **Work in pairs. Look at the calendar in 1a. Say what special holidays we have in Uzbekistan.**

3b **Choose one holiday. Write about it.**

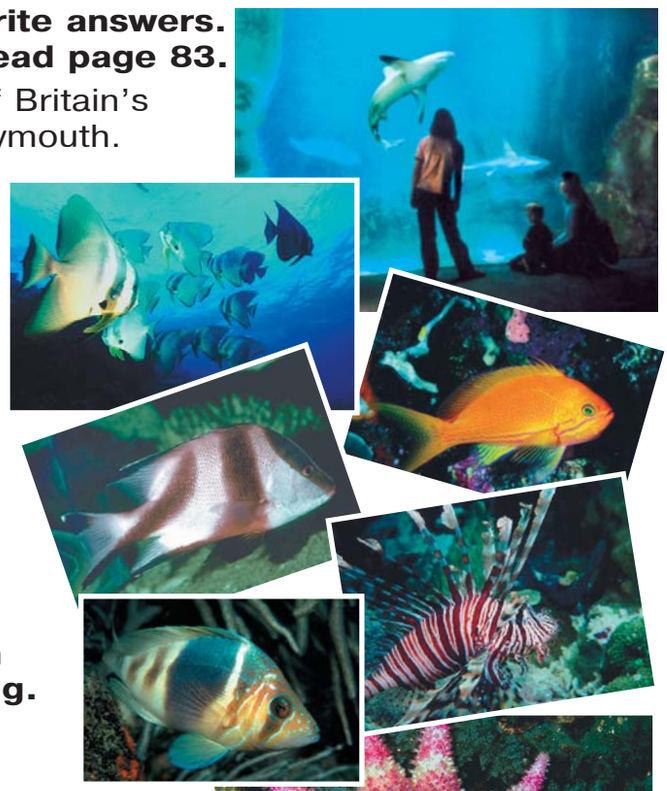
LESSON 2 Holiday in Plymouth

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

1 Where do people in your country like to go on holiday?
2 Where do you think people in Britain like to go on holiday?

2 **Work in pairs. Ask questions and write answers. Pupil A: Read this page. Pupil B: Read page 83.**

The National Marine Aquarium, one of Britain's most (1) ... places, is located near Plymouth.
Open daily (2) ... – 6pm
In the (3) ... you will see over 10 real live sharks.
Our guides will tell you interesting facts about these hunters of the sea.



Questions for Pupil A:
1 place/the National/kind of/is/ Marine Aquarium/what?
2 it/open/does/what time?
3 will/over ten/where/sharks/you/ see/real?

3a **Work in pairs. Find these words in the Wordlist and write the meaning.**

for ages beach seashore diver

3b **Listen and repeat.**

4a **Work in pairs. Listen to the dialogue. Answer the questions.**

What did Anne do in Plymouth?
What did she see there?

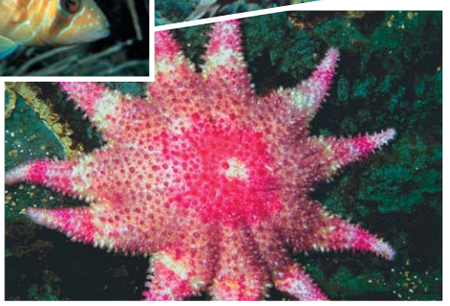
4b **Listen again and choose the right words.**

1 Anne and her granny went to the ... when the weather was ... .
a beach/cold b theatre/fine c beach/fine

2 One day Anne's ... took her to the National ... .
a grandparents/Marine Aquarium
b parents/Marine Aquarium c parents/Park

3 Skilled ... feed ... by hand.
a fishermen/fish b divers/sharks c divers/fish

4 Best of all Anne liked the ... and the ... .
a divers/sharks b baby seahorses/sharks
c divers/baby seahorses







5 **Match the punctuation marks and their names in English.**

1 .	a) an exclamation mark
2 ,	b) a full stop (Br.E.)/a period (Am.E.)
3 :	c) a question mark
4 ?	d) a colon
5 !	e) a comma

LESSON 3 Exotic America

1a Work in pairs. Write five things you know about the USA.

1b Read the two texts. Say what places they are about.

① Do you know where the Hawaii Islands are? Do you know what country they belong to? They are in the central part of the Pacific Ocean and belong to the United States of America. Hawaii became the 50th state of the USA in 1959. Captian Cook found these islands just a few years after he discovered Australia. He put these islands on the map and gave them a name.

② The famous Rocky Mountains in the USA begin near Denver in Colorado and go up into Canada. In the south of the Rocky Mountains there are many beautiful canyons. Do you know what a canyon is? It is a deep narrow valley. One of the biggest canyons in the world is the Grand Canyon in Arizona.

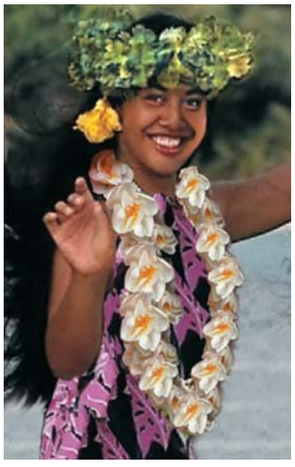
1c Read and match with the texts in 1b.

a Millions of years ago, in times of dinosaurs, the Colorado River was much bigger. Today, in the Grand Canyon you can see how big it really was. The word "grand" means "very big".

b He called them the Sandwich Islands. Why this name? It was not because he stopped there to have a sandwich. The Earl of Sandwich was paying for Captain Cook's expedition and this was how the Captain thanked the Earl.

c When tourists take part in a Hawaiian feast, a luau, they have fish, shellfish, coconut pudding, and pineapple, music and hula dancing. The hula is one of the most beautiful dances in the Islands. Some Hawaiian children learn to dance it when they are two years old and it is part of the school lessons.





d The Canyon is over 349 km long and more than 1,3 km deep, and 20 km wide in places.



e May 1st is a lei day. A lei is a garland of flowers which people wear round their necks. It symbolizes Hawaiian hospitality.

f The Canyon has many beautiful colours that change during the day such as red, green, yellow and deep blue. A lot of tourists come to Arizona to see this wonder of the world.

2 Listen and answer the question.

Where will Mr Green go for his holidays: Hawaii or Arizona? Why?

3 Work in pairs. Say what place you would like to go and why.

LESSON 4 Welcome to Dreamworld!

1 **Work in pairs. Write five things you know about Australia.**

2a **Find the words in the Wordlist and write the meaning.**

2b **Read and say which of these facts you think is the most interesting.**

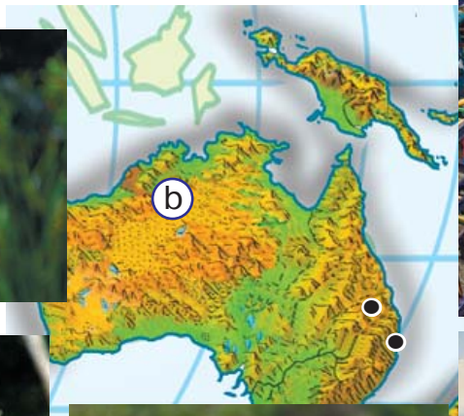
eucalyptus, wombat, roller-coaster, cuddle

Do you know that ...

- kangaroos can jump more than four metres and travel at seventy kilometers an hour?
- koalas eat one kilo of eucalyptus leaves each day and drink almost nothing?
- the word “koala” means “no water”.
- wombats are a kind of bear with a pocket of skin in which they carry their babies?
- the emu is two metres tall and is the second largest bird in the world? It cannot fly, but it can run at fifty kilometers an hour.
- in the seas and rivers of northern Australia you can find crocodiles that are five or six metres long? They eat fish, animals, kangaroos and, sometimes, people.

3a **Listen and number the pictures.**

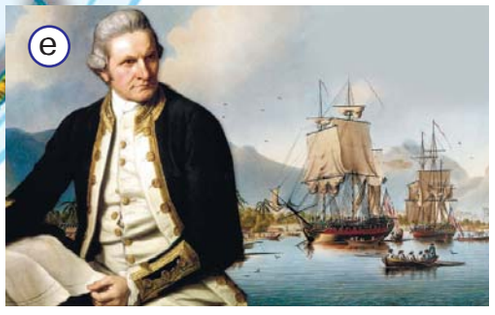












3b **Listen again. In pairs write captions for the pictures.**

3c **Answer the questions.**

Would you like to travel to the Gold Coast and visit Dreamworld? Why?/Why not?

4 **Work in pairs. Talk about Australia.**

A: Your partner has been on holiday to Australia. Ask him/her what places he/she visited, what he/she saw there and what he/she liked most of all.

B: You have been to Australia. Answer your partner’s questions.

LESSON 5 What makes a good companion?

travelling, companion, hike, go hiking, camping, lively, belong to

1a **Find the words in the Wordlist and write the meaning.**

1b **Listen to the interview and answer the questions.**

1 Who does Andrew usually go on holiday with?
2 Who would he like to go with?
3 What do Emma and Melissa think about good companions?

2a **Read and answer the question.**

Andrew said, “I’d rather ride a bike”.
Does he like riding a bike more or less than other things?

2b **Chain Drill.**

e.g. A: Let’s play basketball.
B: I don’t want to play basketball. I’d rather go swimming. And what about you?
C: I don’t want to go swimming. I’d rather watch TV. And what about you?

2c **Work in groups of three. Make dialogues.**

e.g. A: Let’s go to the museum.
B: That’s a good idea.
C: Oh, no. I’d rather go to the sports centre.



Hello. My name’s Pamela Goldsmith. I’m a teacher in Hedgerow Secondary School. I teach girls and boys who are 13 years old. These are some of my pupils. Who do you think would make good travelling companions?

3 **Work in pairs. Read and find pairs of companions.**



Robert is a quiet boy. He doesn’t like noisy games. He can do a lot of things, for example, he can make a fire. He enjoys taking photos.

Fiona doesn’t like walking or riding a bike. She likes noisy games and she always wants to win. She likes to make fun of other children.





Amy is a very kind girl. She is always ready to give her things to her friends. She likes a good joke and laughs a lot. Amy is a slow walker and gets tired very quickly. But she’s good at riding a bike.

Mike is good at sports. He is strong and he never complains. He doesn’t like people who talk and laugh a lot. He can be rude to them sometimes.





Frank is fond of all kinds of travelling: he likes boating, biking, hiking, etc. He is a good story-teller because he knows a lot. Sometimes he forgets to pack the things he needs.

LESSON 6 Project

1a Work in groups. Think about a good place for a holiday in Uzbekistan or in an imaginary place. Make a poster. Write about:

- where this place is
- what it is famous for
- what people can do there
- what things people need to take with them

1b Read other groups' posters. Say what you like about the holiday advertised by them.



Unit 10 • Lesson 2

2 Work in pairs. Ask questions and write answers. Pupil B: Read this page.

The National Marine Aquarium, one of Britain's most popular places, is located near (1)... .
Open daily 10pm – (2) ...
In the Shark Theatre you will see over ten real live sharks.
Our (3) ... will tell you interesting facts about these hunters of the sea.

Questions for Pupil B:
1 the National/is/where/located/ Marine Aquarium?
2 does/close/what time/it?
3 tell/facts/who/interesting/you/will?

HOME READING

Kevin's holidays

Kevin was waiting for his holidays. His mother said about a big surprise for him during holidays.

Summer holidays started. Now he was free like a bird, free to draw, paint, play cricket and watch TV ... anything he wanted to do. Kevin took out his crayons and album. He was going to draw a picture when suddenly the doorbell rang.

It was his cousin Max. "Hiii!", cried Max and started jumping on Kevin's bed, breaking his crayons into parts, "I have come to stay here for the holidays".

Kevin was not happy to have such a "surprise" on his holidays. Max was Kevin's pain. He was always doing things wrong. So the next holidays will be the worst in his life.

The next few days were horrible for Kevin.

After breakfast Kevin decided to do a painting. Luckily, Max was not at home. Kevin took out all his art things and started painting a beautiful picture. When he was finishing his picture, Max entered the room with a Pepsi bottle. He poured Pepsi all over the painting, and the picture became bad.

The next day was even worse for him.

Everything was good in the morning and in the afternoon. Something bad happened in the evening. It all started when Max put the dirty clothes in the washing machine. After sometime Kevin heard some strange sounds from the washing machine. He went to look at it and found that Max put his best pair of shoes into the machine with the clothes.

One day Kevin was reading the newspaper when he saw interesting news. He read it aloud: "Last week someone stole Dick Brown's stamps". Dick Brown was famous all over the world for his stamp collection. They were very expensive. Some more people lost their stamp collections too. The police were looking for them.

People who had stamps were afraid to lose their collections. Kevin had a nice stamp collection and it was with his friend Allan. He decided to get his stamp album back.

But Kevin could not go out because his mother's friend came to see them and his mother wanted him to be at home. Kevin decided to send Max to get his album. Kevin gave Max Allan's address, and Max left the house.

Max soon came back with the album, and when Kevin looked at it he found out that it was not his album. The stamps were very expensive.

Max lost his way and went to another house by mistake. The door was open but there were no people at home. The album was on the table. So Max went in and found an album. He took it and brought to Kevin.

Kevin thought that it was Dick Brown's album. Kevin called the police and told that he found a stamp album.

A week later Kevin and Max got good prizes for finding Dick Brown's album.

"I will never be angry at Max", Kevin thought.

"Kevin, I was jumping on the sofa and I broke your glasses. Anybody can make a mistake", said Max.



TEENS' ENGLISH 7

Workbook





Classwork and homework

UNIT 1 Where we live

Lesson 1 Summer holidays are fun.

Classwork

3 **Listen and write T for True and F for False.**



1 Aziz likes English.
2 Aziz went to the Summer International Camp in July.
3 The Summer International Camp was in Tashkent.
4 Madina went to Turkey in June.
5 Madina liked eating fruit.
6 Davron liked eating ice-cream.
7 Madina stayed at home in July.

Homework



Write an e-mail to Aziz. Write about your summer holidays. You can use the questions as a plan. *Azizga elektron xat yozing. Unda yozgi ta'tilingiz haqida yozing. Quyidagi savollardan reja sifatida foydalanishingiz mumkin.*

1 Where did you go?
2 Who did you go with?
3 What was the place like?
4 What was the weather like?
5 What did you do there?
6 Did you like your summer holidays? Why?/Why not?



Lesson 2 What is the capital city?

Homework

1a **Read and complete the sentences.**
Gaplarni o'qing va tugallang.

1 The biggest cities in Uzbekistan are _____
2 The biggest cities in the United Kingdom _____
3 The longest river in Uzbekistan is _____
4 The longest river in the United Kingdom _____
5 The biggest continent is _____
6 The smallest continent _____

1b **Write the questions for 1a.**
1a-mashqdagi gaplarga savollar yozing.

e.g. 1 What are the biggest cities in Uzbekistan?

Lesson 3 Water is life.

Homework

Read and answer the questions.
Matnni o'qib, savollarga javob yozing.

1 Where is Nurata?
2 What are its special features?
3 What can tourists see in Nurata?

A small town Nurata is not far from the Nurata Mountains, 200 km from Samarkand. There are a lot of **legends** *(afsona)* about how people started living there. According to one legend, a **meteorite** *(meteorit)*, a "fire stone" fell from the sky and a **spring** *(buloq)* of clear water **appeared** *(paydo bo'lmoq)* at that place. People gave it the name "Chashma" and built a town there. The water in this spring is special. Its temperature is always 19,5°C. There are a lot of **minerals** *(ma'dan)*, **gold** *(oltin)* and **silver** *(kumush)* in the water. In addition, the spring is home for wonderful fish – marinka. It is **unusual** *(o'zgacha, boshqacha)* fish and people do not eat it. Nurata has only 25 thousand people and they know each **other** *(bir-birini)*. They are very kind and friendly. A lot of tourists from different countries visit this place. It has a surprising **landscape** *(landshaft, manzara)*: the Kyzylkum Desert and mountains.

Lesson 4 Life in big cities

Classwork

2a Work in pairs. Read and match.

1) In a big city,	a) many places to visit.
2) It takes a long time	b) because there are a lot of working places.
3) You can find a good job	c) to get to work in a big city.
4) In a big city there are	d) because there are a lot of universities and colleges.
5) It is good to study in a big city	e) is better than in villages.
6) There are a lot places for entertainment:	f) the traffic is busy.
7) The public transport in big cities	g) theatres, museums, cinemas.

Classwork and homework

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

advantages	disadvantages
e.g. 1) In a big city there are many places to visit.	

Homework

Choose a city you like. Write about it.
O'zingiz istagan biror shaharni tanlang. U haqida yozing.

Lesson 5 Life in villages

Classwork

village, popular, people, fish, taking, vegetables, tea, desert, life, bread

2a **Work in pairs. Complete the sentences with the words.**

The village Sentob is between the Nurata Mountains and the Kyzylkum (1) ... . Local (2) ... grow (3) ... to cook a meal. Each family has a few cows, sheep, goats and chickens and have eggs, milk, meat and wool.
In the (4) ... Sentob there are three houses for travellers: "Muhlima", "Rakhima" and "Maysara". The first visitors here were in 2007.
Tourists can help local people in everyday (5) ... . They can make (6) ... in tandyr, see a wedding, holidays and watch the traditional competition on horses Kupkary during the game season. The most (7) ... tourist activities are hiking, bird watching, (8) ... photos, ecological walking and others. Moreover, you can just sit on tapchan with your friends and have a rest, drinking (9) ... and enjoying birds' singing. 30 km to the north there is the Aydarkul Lake, where you can (10) ... and swim.

2c **Work in groups of 4/5. Complete the table. Say how Uzbek village is different from other villages in the world.**

village	different	same
smart village	**e.g.** In India people try to make smart villages because their life is very bad now. In Sentob village people have good life now.	there is clean water, schools, doctors, enough food and electricity
vintage village		
eco-village		

Homework

Describe the place where you live. Answer the questions.
Yashash joyingizni tasvirlang. Savollarga javob yozing.

1 Do you live in a town or a village?
2 How big is it?
3 Is it comfortable place to live in? Why?/Why not?
4 Do tourists come to your place?
5 What do they want to see? Why?
6 Do you like your place? Why?/Why not?

UNIT 2 I don't feel well!

Lesson 1 I have a pain in my ...

Classwork

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

1 I have a pain in my _____ . I can't hear you.
2 I have a pain in my _____ . I can't eat anything.
3 I have a pain in my _____ . I can't walk.
4 I have a pain in my _____ . I can't write.
5 I have a pain in my _____ . I can't sweep the yard.
6 I have a pain in my _____ . I can't see well.

Homework

1a **Answer the questions.** *Savollarga javob bering.*
What is the most important part of the body? Why?

1b **Read and check. Do you agree?** *Matnni o'qib, javobingizni tekshiring. Siz bunga qo'shilasizmi?*

When I was a little child, my mother asked me: "What's the most **important** *(muhim)* part of the body?"

I thought and said: "My ears, Mum, because to hear people and music is very important."

She said: "No. Many people cannot hear."

The next year she asked me again.

This time I told her: "Mum, it must be our eyes because to see is very important to **everybody** *(hamma)*."

She looked at me and told me: "You're learning fast, but the answer is not correct because there are many people who cannot see."

Some years later *(bir necha yildan so'ng)*, my grandad went to hospital and did not come back. Everybody was sorry.

My mother asked me: "Do you know the most important part of the body, my dear?"

I was **surprised** *(hayron bo'lmoq)* at that moment because I always thought this was a game between her and me.

She looked at me and told me: "This question is very important. Every year you gave me different parts of the body. And they were not the correct answer. But today is the day you need to learn this important lesson. The most important part of the body is your **shoulder** *(yelka)*."

I asked: "Is it because it holds up my head?"

"No", she said, "Everybody needs a shoulder **to cry** *(yig'lamoq)* on sometime in life. I hope you have enough friends to have a shoulder to cry on when you need it."

Now I know that the most important part of the body is when you feel the pain of others.

1c **Choose the correct answer.** *To'g'ri javobni tanlang.*
When you need your friend's/relative's shoulder, you:
a) want to put your hand on it. **b)** need their help. **c)** want to help.

Classwork and homework

Lesson 2 What's the matter with you?

Classwork

3c **Match the following sentences (1-4) with the given endings (a-d)**

1 If you do not want to get ill	a) you should contact a doctor.
2 Flu is a virus	b) you should use special drops.
3 If you are ill	c) you should practise good hygiene.
4 If you have a runny nose	d) which can infect any person.

Homework

1a **Answer the questions.**

1 Why is it important to be healthy?
2 How can we stay healthy?

1b **Read and check.**

Good health is very important for everybody. There is nothing more important than health. Wise people even say: "Health is more important than wealth", because if you do not care of your health, you cannot study or work properly. The best way to stay healthy is to do morning exercises, to eat healthy food, to sleep 8-9 hours a day. If you are active, you feel better. You may go to a gym or a swimming pool, do some other sport or simply walk more. Sport is a good way to have a good health. Diet is also very important. You should eat fresh and healthy food. It is important to eat enough fruit, vegetables and meat. Do not eat too much sugar or sweets.

1c **Complete the sentences.**

1 It is important to be healthy because ...
2 We can stay healthy by ...

Lesson 3 I've brought warm clothes.

Classwork

2b **Listen and tick.**

	Betty	Ann
socks		
boots		
trainers		
chocolate		
mineral water		
money		

Homework

Complete the sentences.

e.g. I'm not writing because I've cut my finger.

1 I'm not writing because ...
2 I'm not eating because ...
3 I'm not playing volleyball ...
4 I'm not watching the film ...
5 I'm not playing football ...
6 I'm not eating chocolate ...

I have toothache.
I've broken my leg.
I have a headache.
I've cut my finger.
I've broken my wrist.
I have stomachache.

Lesson 4 Have you ever ...?

Homework

1 **Write five sentences.** *Beshta gap yozing.*

e.g. Have you ever broken your arm?

2 **Complete the sentences with verbs. (Put the verbs into 3rd form.)** *Gaplarni fe'llar bilan to'ldiring. (Fe'llarning 3-shaklini qo'ying.)*

walk, finish, put, come (2), sit, see

Linda has just (1) ***e.g.*** *walked* outside with Grandmother. She has (2) ... cleaning and washing. She has some corn and pieces of bread. Linda has just (3) ... some corn on the **ground** *(yer)* to feed the birds. The birds have not (4) ... yet. Grandmother has already (5) ... down on the **bench** *(o'rindiq)*. Grandmother and Linda **wait for** *(kutmoq)* the birds. They have (6) ... the birds in the yard. Look! The birds are flying. They have (7) ... to the yard. Linda is happy.

3 **Write the sentences. Use the Present Perfect.** *Gaplarni yozing. Hozirgi tugallangan zamonni qo'llang.*

1 Look mum, my hands are clean. I _____ them. *(wash)*
2 The plants are green. We _____ them. *(water)*
3 The dog isn't hungry. It _____ its lunch. *(eat)*
4 My sister has toothache. She _____ many sweets. *(eat)*

Lesson 5 You should take medicine.

Homework

1 **Write three health problems and what you should do with them. Look at activity 2a.** *Sog'liq bilan bog'liq 3 ta muammo va ularni hal qilish uchun nima qilishingiz kerakligini yozing. 2a-mashqqa qarang.*

e.g. A: I've cut my arm.
B: You should put a plaster on it.

2 **Complete the sentences with "should" or "shouldn't".** *Gaplarni "should" yoki "shouldn't" so'zlari bilan to'ldiring.*

1 She has flu. She ... stay at home.
2 He has a backache. He ... carry heavy things.
3 You have a broken arm. You ... play volleyball.
4 Your mother is tired. She ... have a rest.
5 My brother has toothache. He ... go to the dentist.

UNIT 3 Sport

Lesson 1 Keeping active

Homework

Read and answer the questions.

1) Why having fun is good for our health?
2) Where can we learn new things and skills?
3) What can we do in bad weather?

Being Active Must Not Be Hard

Most people who dance, swim or play tennis do these activities because they enjoy them. Having fun is good for your health. Taking part in an activity that you enjoy can help you relax and help lower your stress. It can help you feel good about yourself.

What activity do you like? Try to find an activity you enjoy doing by yourself or with others. Find out about activities in your community to try new things and learn new skills.

Physical activity must not be hard to be good for your body. If you do not like going to a gym, do something outside or walk in a park. Spend more time outside with your parents and friends. Walk the dog, play in a park. These are all ways to enjoy fresh air and open space of the outdoors. If the weather is not good, think about going to a museum. Walk through the displays and listen to their stories from the past. Getting active can be a chance to make new friends.

Lesson 2 Sports at school

Homework

1a Write the questions.

1 is/sport/very/important/in/our/lives/why?
2 is/there/a/sports ground/near/your/school?
3 what/lessons/do/you/do/at/PI?
4 competitions/are/there/any/your school/sports/in?
5 what/you/do/sports/do or play?

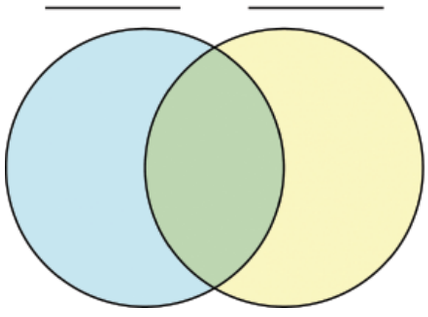
1b Answer the questions.

1 Sport is very important in our life because ... .

Lesson 3 I like gymnastics. So do I.

Classwork

1 Read and complete the diagram.



2 Work in pairs. Ask and answer.

What kind of activities do you like doing?

	me	my friend
playing games in the open air		
playing football		
watching sports event on TV		
doing morning exercises		
walking		
swimming		

Classwork and homework

5 **Complete the sentences.**

e.g. **A:** I do sport.
B: So do I. I'm very good at sport.

1 **A:**
B: Neither do I. I watch football matches on TV.

2 **A:**
B: So do I. I play chess with my friends.

3 **A:**
B: Neither can I. I don't have a bicycle.

4 **A:**
B: So do I. I go swimming on Monday and Thursday.

Homework

1 **Write 3 sports you like and 3 sports you do not like. Explain why.** *O'zingiz yoqtirgan 3 ta va yoqtirmaydigan 3 ta sport turini yozing. Nima uchunligini tushuntiring.*

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

2 **Write the sentences. Use "so" or "neither".** *"So" yoki "neither" dan foydalanib, gaplar yozing.*

e.g. I like watching sports programmes on TV. So do I.
I don't like boxing. It's dangerous. Neither do I.

1 Lucy doesn't like boxing.
2 My friend likes karate.
3 My sister can't swim.
4 My brother can run fast.
5 I can't climb the Chimgan Mountains.

Lesson 4 Girls in sport

Homework

Write the questions.

1 when/born/and/was/where/Laila Ali?
2 she/old/was/Ali/when/how/began/boxing?
3 was/who/her/father?
4 tall/is/she/how?
5 she/many/win/did/how/fights?
6 her/did/fight/have/when/last/professional/she?

Lesson 5 Sport in Uzbekistan

Classwork

1b **Complete the table.**

sport	sportsman
e.g. judo	judoka
canoe	
wrestling	
taekwondo	
swimming	
gymnastics	
athletics	
boxing	
kurash	

Homework

Write the answers to the questions in activity 3. *3-mashqda berilgan savollarga javob yozing.*

UNIT 4 Olympic Games

Lesson 1 Background knowledge

Classwork

1 Work in pairs. Think and write.

What do you know about the traditions, sports and athletes of the Olympic Games?

traditions	sports	athletes

Homework

Who is your favourite Olympic athlete? Make a fact file about them. *Sevimli olimpiada sportchingiz kim? U haqida ma'lumotlar faylini tayyorlang.*

Name:
Country they come from:
Sport at the Olympics:
Which Olympics:
Awards won:

Lesson 2 The origin of the Olympic Games

Classwork

3b Work in pairs. Complete the sentences. Use the Present Continuous.

fight, throw, hit, swim, do, run, kick

e.g. 1 I <u>am swimming</u> in the pool now. *(swim)*
2 She _____ a ball on the tennis court. *(hit)*
3 She _____ a ball on the basketball court. *(throw)*
4 I _____ gymnastic exercises on a gymnastics ground. *(do)*
5 They _____ a ball on the football pitch. *(kick)*
6 He _____ on a boxing ring. *(fight)*
7 We _____ on a track. *(run)*

Homework

1 Write the questions.

1 did/when/take/the first/Olympic/Games/place?
2 the/how/often/did/Games/happen?
3 events/how/at the/many/were/there/first Olympics?
4 the/who/organized/International Olympic Committee?
5 first/where/the/modern/Olympics/take place/did?

2 Write the sportsmen.

e.g. 1 He hits a ball with a racket. – A tennis player.
2 He swims.
3 She does gymnastics.
4 He fights on a ring.
5 She uses a canoe.
6 She kicks a ball.

Lesson 3 Olympic symbols

Homework



1 **Read and guess the meaning of the new words. Answer the question.** *Matnni o'qing va yangi so'zlar ma'nosini toping. Savolga javob bering.*

What is Fazliddin Gaibnazarov famous for?

One of the best sportsmen of Uzbekistan is Fazliddin Gaibnazarov. He was born on 16 June 1991 in Bekobod, near Tashkent. This boxer has won a lot of international matches since 2012. In 2016 he won a gold medal at the Rio Olympics. He defeated the boxers from Congo, India, the United States, Russia and Azerbaijan and finally won the gold medal.

Gaibnazarov's next fight took place at Madison Square Garden on 12 May 2018. His opponent was a Mexican boxer Jesus Silveira. The fight finished in round 4 after Gaibnazarov's knockdown. He also became the first boxer to stop Silveira.



2 **Write questions to the sentences.**

e.g. 1 The Olympic Games have the flag and motto. – Do the Olympic Games have ... ?
2 The flag is white with five circles. – What ...
3 The circles represent the five continents.
4 The motto of the Olympics is "Faster, higher, stronger".
5 Olympic Flame is another symbol of the Olympic Games.

Lesson 4 Teenage champions

Classwork

2b **Work in pairs. Complete the questions in the Past Simple. Ask and answer.**

1 Who ... (be) the strongest female chess player in Uzbekistan in 2018?
2 Who ... (win) the gold medal in China in 2018?
3 Who ... (win) at the ASBC Asian Confederation Youth Boxing Championships?
4 Who ... (be) the youngest World champion?
5 Where ... Uzbekistan National U23 Football Team ... (win) in 2018?

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

1 Uzbekistan National U23 Football Team has ... (demonstrate) that they are the best.

2 Teams from 16 countries of the world have ... (compete) for the victory at the Asian Championships
3 He's ... (have) more than 70 fights.
4 He's ... (win) at the Asian Confederation Youth Boxing Championships.
5 She's ... (win) Central Asian Cup and Asian Championship among females.
6 She's ... (be) a winner at Taekwondo Asian Championship in Malaysia.

Homework

1 Complete the table.

do	did	done
go		
hurt		
see		
write		
make		

2 Complete the sentences. Use have/has.

1 She ... lived here all her life.
2 They ... written three letters already.
3 He ... finished his homework.
4 We ... been to Canada.
5 I ... lost my pencil.
6 He ... broken his leg.
7 The children ... made a mess in the kitchen.

Lesson 5 Summer Youth Olympic Games

Classwork

1a Work in pairs. Match the words and explanations.

e.g. 1c,

1 win	a have the same score as the opposing team
2 lose	b push the ball into the air with your hands
3 score	c be the player or team that gets victory
4 draw	d begin play (for example, in tennis)
5 pass	e throw the ball to another player on your team
6 throw	f take the ball with your hands when someone passes to you
7 catch	g get a point or a goal
8 serve	h be the player or team that doesn't get victory

3 Listen and complete the table.

Name			
Was born			
What sport s/he does			
Event			
Medals of Uzbekistan team	**gold**	**silver**	**bronze**
He won			
He is going to			

Classwork and homework

Homework

1 **Read and guess the sports.**
Gaplarni o‘qib, sport turlarini toping.

1 The sport of one who swims.
2 A game for two people who hit a small ball.
3 The sport of going on horseback.
4 A game played by two teams of 6 players each, who play on an ice rink.
5 The sport where people use bicycles.
6 This is the sport where two sportsmen fight on the ring.

2a **Match the sports and nouns. Write the sentences.**
Sport turlariga mos otlarni toping. Gaplar yozing.

e.g. 1c,

1 jumping	a court
2 hockey	b court
3 boxing	c ground
4 basketball	d ring
5 football	e pitch
6 tennis	f ice rink

2b **Write the sentences with the words.**
Yuqoridagi so‘zlarni qo‘llab, gaplar tuzing.

e.g. They do jumping on the ground.
They play basketball on a court.

UNIT 5 What we wear

Lesson 1 What do my clothes say about me?

Classwork

1 **Work in pairs. What do you know about clothes?**

what I know	what I want to know

2 **Look and think. When can you wear these clothes? Write.**

national day	school	weekends	party	other

Homework

Cut out pictures or bring photos of people. Look at the clothes they wear. What do their clothes say about them? *Odamlar rasmini qirqib oling yoki ularning fotosuratini olib keling. Ular kiygan kiyimga qarang. Ularning kiyimi o‘zlari haqida qanday tasavvur uyg‘otadi?*

Lesson 2 What are you wearing?

Classwork

3a Work in pairs. Write the new words. Match the words.

e.g. 1b

1 low-/high-heeled	a dress
2 long-/short-sleeved	b shoes
3 casual/formal	c duppi
4 embroidered	d costume
5 national	e style
6 atlas	f T-shirt

Homework

1 Describe your casual clothes which you wear at home. *Uyda kiyadigan har kungi kiyimingizni tasvirlang.*

e.g. I'm wearing (wear) blue sports trousers, ...

2 Complete the sentences about you. *Gaplarni o'zingiz haqingizda to'ldiring.*

In summer I wear: sunglasses, ...
In winter I wear:
In spring and autumn I wear:

Lesson 3 What size do you take?

Homework

Describe favourite clothes of your family. Write about the colour, the type of material, and the size.
Oila a'zolaringizning sevimli kiyimlarini tasvirlang. Ularning rangi, mato turi va o'lchami haqida yozing.

e.g. My favourite clothes are my brown leather jacket and jeans.
I take a size 40.
My mother likes her ...
My brother's favourite clothes are ...

Lesson 4 What's it made of?

Classwork

4 Listen and complete.

Name of the object: e.g. *T-shirt*
Made of ...
Made in ...
Colour:
Size:

Homework

Write what the things are made of.
Buyumlar nimadan yasalganini yozing.

e.g. The mobile phone is made of ...

wood, metal, plastic, leather









Classwork and homework

Lesson 5 Do you have a striped sweater?

Classwork

3a **Listen and complete the table.**

	object	colour/pattern	material
1	**e.g.** *sweater*	*striped / red and yellow*	*wool*
2			
3			
4			
5			

Homework

1 **Write four sentences about your relative's clothes.**
Qarindoshingizning kiyimlari haqida 4 ta gap yozing.

e.g. My sister has a pink floral polyester dress.

2 **Put the sentences in order.**
Gaplarni tartib bilan joylashtiring.

e.g. 1d

a) How about this striped one?
b) Yes, I'm looking for a sweater.
c) I take a size 44.
d) Can I help you?
e) Yes, that's nice. But I prefer checked clothes.
f) What size do you take?
g) What kind of sweater do you want? Made of wool or polyester?
h) I'm looking for a sweater made of wool.

UNIT 6 SHOPPING

Lesson 1 Let's go shopping!

Homework

Find an advert that you like.
a) If it is on the TV or radio, then describe it or record it.
b) Take a screen shot or video clip of the TV advert if you can.
c) If it is a giant roadside poster, take a photo.
d) If it is in a newspaper, cut it out.

Describe the advertisement, e.g. colours, sounds, size, shape. Does it match the product and price of product. Do you like the product (do you use it)?

Lesson 2 Shopping centres

Homework

1 **Match the parts.**

1 Corner shop is	a a shop where you can buy sandwiches and drinks.
2 Pet shop	b a small shop which sells things for every day.
3 Sandwich shop is	c a shop where you can buy children's toys.
4 Sports shop	d sells pet animals, such as cats, dogs and birds.
5 Shoe shop is	e sells sportswear and other sports things.
6 Stationery's is	f a shop which sells stationery and other things.
7 Toy shop is	g a shop where you can buy shoes.

2 **Complete the dialogue.**

Shop assistant: Can I help you?
Customer: I (1) **e.g.** *'m looking* for a sweater.
Shop assistant: What colour (2) ...?
Customer: I (3) ... it in brown.
Shop assistant: And what size (4) ...?
Customer: 44.
Shop assistant: (5) ... the one in brown and we have this striped one in brown and green.
Customer: I'd like to try them on. Where is the (6) ...?
Shop assistant: It's over there ... Do they (7) ...?
Customer: Yes. I'm going to take this striped one. How (8) ... is it?

would you like, do you take, 'm looking, much, fitting room, fit, Here is, would like

Lesson 3 Bargain for the best price

Homework

Answer the questions about your family.

1 Who likes to go shopping most in your family?
2 What shops do they go to?
3 What do they buy?
4 Do they usually ask for a bargain?

Lesson 4 Advertising

Homework

1 **Choose a drink, food, book, your mahalla, school or any other thing. Draw a logo and create a slogan. Write about it.**

Logo:

YSK is "Yaskanamu" clothes for all family. It appeared in 2006 in Uzbekistan. It is a family business. The clothes are made of cotton, silk and polyester. They are modern and easy to wash. I have some T-shirts and trousers of YSK.

Slogan: Comfortable clothes for all family.

Classwork and homework

2 **Choose an advert from a magazine or a billboard. Write about it. Say if you like/don't like it and why.** *Biror jurnal yoki e'lon taxtasidan reklama tanlab, u haqida yozing. U sizga yoqishi yoki yoqmasligini va bunga nima sabab ekanligini yozing.*

Lesson 5 Are you for or against?

Homework

You are the leader of the mahalla committee. Write a letter to senior citizens of the mahalla. *Siz mahalla qo'mitasi raisisiz. Mahalla oqsoqollariga xat yozing.*

UNIT 7 LEISURE

Lesson 1 How do you spend your leisure time?

Homework

Write about your leisure time. *Bo'sh vaqtingiz haqida yozing.*

1 What do you do in your leisure time?
2 How long have you been doing it?
3 Who chose it for you?
4 What do you like about it?

Lesson 2 Let's go to the park!

Homework

1 **Do the quiz. Find out how active you are.**

1 You want to see a good film, but the nearest cinema is far from your house. Do you:
A wait for a bus?
B watch a film on TV?
C walk to the cinema?

2 Which of these things do you like doing at the weekend?
A watching TV?
B going to the swimming pool?
C playing tennis or football?

3 Your class at school want to organise an outing. Do you want to:
A climb a mountain?
B visit a museum?
C visit a local farm?

4 In the summer do you:

A sleep with your bedroom window closed?
B sleep with your bedroom window open?
C sleep in the yard or on the balcony?

Your score:

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

1–15 You can't stand fresh air. You only go outside when you have to. In your free time try to go out more often. You'll see it is more pleasant to spend your free time like this.

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

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

2 Write about your family. Ask and write.

1 My mum _____ when she has free time.
2 My _____ when he has free time.
3 My _____.
4 My _____.
5 I _____.

Lesson 3 Watching TV – is it good?

Classwork

2 Work in pairs. Complete the table.

advantages	disadvantages
e.g. *On TV we can see fish and animals in oceans and seas.*	

Homework

Answer the questions.

1 What TV programmes do you like best?
2 How long do you watch TV every day?
3 What do you think about adverts?
4 Do you like scientific and educational programmes?
5 What are your favourite scientific and educational programmes?

Lesson 4 I won't stay in town.

Homework

Complete the sentences with "will" or "won't".

Dear Max,

I am very happy because I saw Rustam yesterday and he told me about a wonderful sports camp. So I have decided to go there in July. I (1) ... go to the mountains. I (2) ... go to this camp because I can do football training there and do lots of other things too. All the training (3) ... be in English because the trainers are from English speaking countries, so I (4) ... forget my English during the summer. At weekends we (5) ... have competitions, games and songs. Great! I hope you (6) ... come too.

Yours,

Oleg

Lesson 5 My favourite hobby is ...

Classwork

1a Complete the table with two or three activities for each column.

boring	interesting	quiet	expensive	tiring

drawing, painting, playing musical instruments, reading, playing tennis, playing football, travelling, flying a kite, gardening, embroidering, doing puzzles, collecting things, playing video games, singing, horse-riding, listening to music, taking photos, running, fishing

2a Listen and complete the table.

	name	country	hobby
1	Tom		
2	Ella		
3	Mateo		
4	Isabella		
5	Anzu		
6	Roberto		

Italy, the UK, Brazil, Japan, the USA, Spain, playing the guitar, karate, reading, swimming, drawing, gardening



Homework

Look and complete the sentences.
Rasmlarga qarab gaplarni tugallang.

e.g. I like doing/playing sport.

Hi! My name's Marko, I'm from Italy. We live in a small town near a river. In my free time I like (1) ... and (2) ... here. After school I love (3) ... with my friends and (4) ... . In windy weather I love (5) ... and in the evenings I like (6) ... ,

UNIT 8 Geography

Lesson 1 We are not alone!

Classwork

1b Choose one continent. Write what you know about it.

The continent is	I know ...
These countries are in this continent: 1) 2) 3) 4)	the language. They speak ... . the food. They eat ... . the weather. They have ... . the animals. They have ... . the festivals. They have the festival of ... . the people. Their people look like me/don't look like me.

Homework

Choose a country or a continent and write a fact file about it. Find photos or pictures. Write about the interesting things you can find out about the country.

Biror mamlakat yoki qit'ani tanlab, u haqida ma'lumotlar faylini tayyorlang. Fotosurat yoki rasmlar toping. Bu mamlakat haqida topish mumkin bo'lgan qiziqarli narsalar haqida yozing.

Lesson 2 Which continent is the largest?

Classwork

2 Work in pairs. Look and check your answers. Ask and answer.

continents	area (sq.km)	population	number of countries
Asia	43,826,647	4,460,033,000	47 countries
Africa	30,375,489	1,125,307,000	54 countries
Australia	9,008,598	36,305,000	1 country
Antarctica	13,729,854	4,500	0 countries
Europe	10,189,745	605,149,000	43 countries
North America	24,496,933	563,486,000	23 countries
South America	17,844,711	403,465,000	12 countries

e.g.

A: Which population/area is larger: in Asia or in South America? How large is the population/area in ...? How many countries are there in ...?

B: The population in Asia is 4,460,033,000 (four billion four hundred and sixty million thirty-three thousand) people.

4a Work in groups of four. Do the quiz.

1 Which is the world's smallest continent?
2 Which continent has the world's highest mountains?
3 Which continent has the most countries?
4 Which is the planet's longest river?
5 What is the planet's biggest lake?
6 Which is the world's smallest country?
7 Which is the country with the largest population?
8 Which is the world's largest country?

Classwork and homework

Homework

Label the continents and oceans.
Qit'alar va okeanlar nomini yozing.



Lesson 3 Uzbekistan is divided into ...

Homework

1 Write the sentences.

e.g. 1) Yellow and brown ceramics are made in Gijduvan.

1) are/made in/Yellow and brown/ceramics/Gijduvan
2) with dragons/are/in Samarkand/made/Figures
3) Beautiful/in/Bukhara/clothes/embroidered/are/made
4) green and/pottery/is/This/made/in/blue/colours
5) made/is/Black/and white/for/men/duppi
6) the/theatre/These/are/puppets/shown/in
7) made/is/pottery/by/This/Nazrullaev family
8) for/is/known/its/Rishtan/ceramics/pottery
9) used/in pottery/is/in/Style "Kalami"/Khiva

2 Read the riddle and guess the object. Write your riddle.

e.g. It is made of paper. It is put on the wall. Continents, countries, oceans, seas, rivers and mountains are shown there.

Lesson 4 Have you ever been to the desert?

Homework

Read the answers. Write questions to the answers.

1) The Tianshan Mountains cover China, Kazakhstan, Kyrgyzstan, Uzbekistan and Tajikistan.

2) The summer in the mountains is cool and rainy.
3) It is very cold in the winter.
4) There are a lot of beautiful lakes in the mountains.
5) The biggest lake of Tien Shan is Issyk-Kul.
6) Issyk-Kul's area is 15 844 sq km.

Lesson 5 The world's greatest travellers

Homework

Write about your family.

1 Who travelled?
2 Where did they travel?
3 What did they see there?
4 What did they eat there?
5 What did they like?

UNIT 9 TRAVELLING

Lesson 1 What country would you like to visit?

Homework

Ask your family what places they have visited outside of Uzbekistan. Ask them the following questions:
Oila a'zolaringizdan O'zbekistondan tashqarida qanday joylarga borganligi haqida so'rang. Ulardan quyidagi savollarni so'rang:

1 What's the name of the country?
2 What's the name of the money?
3 What's the weather like?
4 What clothes did you wear?
5 How did you travel there?
6 What did you see?

Lesson 2 Planning a trip

Homework

Write the answers to the questions. *Savollarga javob yozing.*

1 When will people in Uzbekistan celebrate Navruz?
2 What will your family do on Navruz day?
3 What will you cook?
4 What will you wear?
5 Where will you go?

Lesson 3 Journey into space

Classwork

1 **Play "Find Someone Who ...".**

name	doesn't like travelling by plane	has taken a trip to another country	would like to make a long journey by boat

e.g. Do you like ...?
Have you ever taken a trip to ...?
Would you like to make a journey by ...?

2 **Work in pairs. Read the definitions and complete the sentences. Use the words "journey", "travel" or "trip".**

1 On our holiday we went on a ... to Turkey.
2 When we go on a long ..., we take games for my little sister.

3 Many years ago people did not ... much.
4 I'd like to ... to India. It's an amazing country.
5 My father took me on a fishing ... .

first, dangerous, subjects, spacemen, journey, walked, travelling, spacewoman

3b Work in pairs. Read and check your answers. Complete the sentences.



A few hundred years ago travelling to the New World was very (1) **e.g.** *dangerous*. Today (2) ... into space is as difficult as opening a new continent. Scientists have done a lot to make space travelling less dangerous. To travel into space a spaceship needs as much fuel as 42,000 cars! The (3) ... from Earth to space lasts around 8 minutes. Space starts at 100 km above the Earth.
Russian spaceman Yuri Gagarin was the (4) ... human in space. His flight was in April 1961.
The first (5) ... is Valentina Tereshkova. She flew in June 1963. Before her flight she was a factory worker. She loved sport and went parachuting.
The first Uzbek spaceman is Vladimir Dzhanibekov. When he was at school, his favourite (6) ... were physics and mathematics. His hobbies are photography and painting. Most of his works are about space. People can see them in museums and private collections. He is also interested in ballooning and flying around the world.
Neil Armstrong was the first man, who (7) ... on the moon. It happened in July 1969. Since 2000, (8) ... from different countries can live and work at the International Space Station.



Homework

Complete the sentences. Use the words.

travel, trip, journey

1 You can ... from France to England by car.
2 We are planning a ... to the mountains.
3 The longest ... starts with a single step.
4 When I ... to different countries, I take a lot of pictures.
5 I'm very tired after the long ... .
6 The boat ... was interesting.

Classwork and homework

Lesson 4 The Silk Road

Classwork

3a Work in pairs. Listen and complete the table.

people	places on the Silk Road	things they liked
Fred	e.g. *Bukhara*	*carpet*
Rojer		
Victoria		
Alisher		

3b Work in pairs. Listen one more time. Match the speakers and sentences.

e.g. 1c

1 Khiva is older than I thought. a Victoria
2 It's more interesting than I expected. b Roger
3 It's more beautiful than I hoped. c Alisher
4 It's bigger and longer than I expected. d Fred

Homework

1a Complete the sentences.

culture, gold, China, dangerous, silk, Rome, 6.500

The Silk Road began in ancient (1) … . It was between China and (2) … . The route was (3) … km long. China had (4) …, tea and spices. Rome had (5) …, silver and beautiful stones. The Silk Road was important because people not only changed things but also food, ideas and (6) … . Travelling along The Silk Road was very (7) … .

1b Write five questions about The Silk Road.

e.g. Where did The Silk Road begin?

Lesson 5 World spots

Classwork

1c Listen one more time. Choose the correct answer.

e.g. In the Kruger National Park you can meet 4/5 big animals.

1 Kruger National Park is in South America/Africa.
2 The best time to visit the Kruger National Park is May/September.
3 The Statue of Liberty is 93/190 meters high.
4 Mount Fuji is in Australia/Japan.
5 Mount Fuji is a volcano/mountain.
6 Opera House is in Paris/Australia.
7 The engineer Gustave Eiffel built the tower in 1789/1889.
8 Big Ben is a clock tower/Opera House.

2c Work in pairs. Complete the questions.

e.g. in/museum/What/opened/1881? - What museum opened in 1881?

1 the/Where/is/Natural History Museum?
2 Do/work/there/scientists?
3 How many/the Museum/things/in/and Darwin Centre/are there?

Classwork and homework

4 the/dinosaur's skeleton/When/did/appear/the museum/in?
5 is/the/How/long/skeleton?
6 dodo/Is/extinct/bird/the?
7 people/sleep/Can/museum/at/the?

Homework

1 **Answer the questions.**

1 Why do many people come to Uzbekistan?
2 What places do they usually visit?
3 Have you met any tourists in your place?
4 If yes, why do they come to your town/village?
5 If no, find reasons why they should come to your place.

2 **Prepare for the Project work.**

UNIT 10 HOLIDAYS, HOLIDAYS!!

Lesson 1 Special holidays around the world

Homework

Ask your family what special holidays they like or would like to see outside of Uzbekistan. Ask them the following questions and write the answers:
Oila a'zolaringizdan O'zbekistondan tashqarida nishonlanadigan qanday maxsus bayramlarni yoqtirishi yoki tomosha qilishni istashi haqida so'rang. Ulardan quyidagi savollarni so'rab, javoblarni yozing:

1 What is the name of the special holiday?
2 Where does this special holiday take place?
3 What can they see there?
4 Why is this interesting to them?
5 How will they remember the special holiday?
6 How many years ago did they visit? OR When would they like to go?

Lesson 2 Special holidays around the world

Homework

1a **Read and answer the question. Is it easy to understand this text?**

Punctuationmarksarepartofyourlanguagesystemtheyhelpyoumanage thewordsandideasyouwritetheyhelpyoucommunicate

1b **Read again. Answer the questions.**
Is it easy to understand this text? Why?

Punctuation marks are part of your language system. They help you manage the words and ideas you write. They help you communicate.

2 **Read and write in order.**

Thank you for the wonderful time I had in Plymouth. I've told all my friends about what we did together.
Love
Can I come and stay with you again next summer?

Dear Granny and Grandpa
Mum and Dad sent their love to you.
Anne
How are you?
The photos we took are great! I'll send you some of them.

Lesson 3 Exotic America

Homework

1 **Read and write the sentences correctly.**

Remember:
Sentences begin with capital letters. They end with full stops, questions marks or exclamation marks.

1 the boy wrote a letter
2 he wanted to know a lot of things
3 did his friend answer all the questions

2 **Write what things you need if...**

- you are going to the mountains on a warm spring day
- your friends and you go to Samarkand in summer to see the monuments (and take pictures of them)
- your parents and you go to Russia for winter holidays
- you go to a village in early autumn

Lesson 4 Welcome to Dreamworld!

Homework

Read and write the sentences correctly.

Remember:
Commas separate things in a list.
e.g. Tourists have fish, shellfish, coconut pudding, pineapple and music and hula dancing.
Commas also separate parts of a sentence. The parts may be a word or groups of words.
e.g. Millions of years ago, in times of dinosaurs, the Colorado River was much bigger.

1 We bought oranges apples tomatoes and carrots.
2 The leaves in autumn are yellow red and brown.
3 If you go to the USA you should visit Arizona.

Lesson 5 What makes a good companion?

Homework

1 **Read and write the sentences correctly.**

Remember:
Colons do two jobs:
a) They can introduce the list. e.g. Visitors can see some typical Australian animals: koalas, kangaroos, emus and wombats.

b) They can introduce a quotation (what somebody says or writes).
e.g. *The first line of the poem says: "Trees are the kindest things I know".*

1 Our house has everything people need gas electricity hot and cold water.
2 Pack these things shirts jeans socks and a pair of shoes.
3 The story began like this School for me was the best place in the world.

2 Do the quiz.

ARE YOU A GOOD COMPANION?



1 How would you rather spend your holiday?
a Travelling with your parents.
b You'd rather go hiking with a group of boys and girls and a teacher.



2 When you go hiking,
a you get tired very quickly.
b you can walk and do more than others.

3 When you get tired or don't like something,
a you complain to your parents or friends.
b you think that you mustn't show it to your parents/friends.

4 You like
a telling your companions what you know or have read.
b listening to your companions' stories.

5 You enjoy
a noisy games and sports.
b quiet games and walks.

6 When you pack, you
a always take everything you need.
b sometimes forget to take something you need.





Count your score.

1 a - 1 b - 2
2 a - 1 b - 2
3 a - 1 b - 2
4 a - 2 b - 1
5 a - 2 b - 1
6 a - 2 b - 1

Read about yourself. Do you agree?

6 - 7 points. Be more active and more organised and you will be a good companion.
8 - 10 points. You are a good companion. Everyone wants to travel with you.
11-12 points. You are certainly a perfect companion. But did you answer all the questions honestly?

Grammatik ma’lumotlar

(O‘qituvchilar uchun)

1) Ot (Noun)

Predmetning nomini bildirib, *kim? (who?)* va *nima? (what?)* savollaridan biriga javob bo‘luvchi so‘z turkumi ot deyiladi. Ot artikllar bilan ishlatilishi mumkin. Ingliz tilida otlar bosh va qaratqich kelishiklariga ega: *student* (bosh kelishik), *student’s* (qaratqich kelishigi).

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

Sanalmaydigan otlar *rice, water* kabi so‘zlar bo‘lib, ular biz sanay olmaydigan narsalardir. Biz *rice* deyishimiz mumkin, ammo *one rice* deb ayta olmaymiz. Shuning uchun sanalmaydigan otlar faqat birlik shaklda bo‘lib, ulardan keyin fe’llar birlikda ishlatiladi.

Otlarda ko‘plik

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

Ko‘plik yasovchi -s yoki -es qo‘shimchasi otlarga quyidagi jadvalda keltirilgan qoidalarga ko‘ra qo‘shiladi va turlicha talaffuz qilinadi:

Birlik	Ko‘plik
a banana – banan *a cat* – mushuk *an orange* – apelsin	*bananas* – bananlar *cats* – mushuklar *oranges* – apelsinlar

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

Ingliz tilida yana shunday otlar ham mavjudki, ularning ko‘pligi so‘z o‘zagining o‘zgarishi bilan yasaladi: *man – men, woman – women, child – children, goose – geese, foot – feet*.

Yana shunday otlar borki, ularning birligi va ko‘pligi bir xil shaklga ega: *fish – fish, sheep – sheep, deer – deer*.

Ba’zida ikki qismdan iborat bo‘lgan bitta narsani aytishda ko‘plikdagi otdan foydalaniladi: *trousers, shorts, glasses, pyjamas* va b.lar. Bu so‘zlar ko‘plikda bo‘lganligi sababli ular bilan ko‘plikdagi fe’llar qo‘llaniladi. Ularning birlik shakli yo‘q.

Agar ularning bittasi haqida gap ketsa, *“a pair of (jeans)”* deb aytiladi.

m-n.: My trousers ***are*** old. (***is*** *old* emas)
Your jeans ***are*** nice. (***is*** *nice* emas)

2) Artikl (Article)

Artikl ingliz tiliga xos bo‘lib, u otlar oldidan ishlatiladi. O‘zbek tilida bunday so‘z turkumi mavjud emas.

Artiklning ikki turi mavjud: 1) noaniq artikl – *a, an*; 2) aniq artikl – *the*.

Undosh tovushlar (masalan, *b, c, d, f, g, h*) oldidan *a* noaniq artikli ishlatiladi: *a book, a coat, a house, a letter*. Unli tovushlar (masalan, *a, e, i, o, u*) oldidan esa *an* noaniq artikli ishlatiladi: *an address, an egg, an idea, an old house*.

Yodda tuting! *a/an* faqatgina birlikdagi sanaladigan otlar oldidan ishlatiladi. Ular ko‘plikdagi hamda sanalmaydigan otlar oldidan ishlatilmaydi.

Noaniq artikl		Aniq artikl
a [ə]	**an** [ən]	**the** [ðə]
Noaniq artikl quyidagi hollarda ishlatiladi: – birlikdagi otlar bilan: *a cat, a zebra, an eye*		Aniq artikl quyidagi hollarda ishlatiladi: – tartib sonlar oldidan: *the first, the second*

– biror narsa haqida birinchi marta gapirilganda: *This is a book*. – *have (has); there is* dan keyin keladigan birlikdagi sanaladigan otlar bilan: *I have a brother. There is a ball*. – biror narsa/kimsaning qanday narsa/kimsa ekanligi aytilganda: *He is a nice man*. – biror kimsaning kasbini aytishda: *My father is a teacher*.	– birinchi marta gapirilgan narsa gapda takror ishlatilganda: *The book is good*. – so‘zlovchi gap borayotgan narsa haqida tinglovchi biladi, deb o‘ylaganda: *Open the window please*. – sifatlarning orttirma darajasi oldidan: *the fastest train* – musiqiy asboblar bilan: *the guitar*
Atoqli otlar bilan artiklning ishlatilish va ishlatilmaslik hollari	
Aniq artikl quyidagilar bilan ishlatiladi:	**Artikl quyidagilar bilan ishlatilmaydi:**
1) okean, dengiz, daryo va kanal nomlari bilan. **m-n.:** the Atlantic Ocean, the Red Sea, the Amu Darya, the Panama Canal va h.k.	ko‘llarning nomlari bilan. **m-n.:** Lake Windermere, Lake Ullswater, Lake Michigan va h.k.
2) tog‘ tizmalari (guruhlari) nomlari bilan. **m-n.:** the Hisor Mountains, the Alps va h.k.	yakka tog‘larning nomlari bilan. **m-n.:** Mount Everest, Kilimanjaro va h.k.
3) orol guruhlarining nomlari bilan. **m-n.:** the Canary Islands, the British Isles va h.k.	yolg‘iz orollarning nomlari bilan. **m-n.:** Tasmania, Madagascar va h.k.
4) to‘rt geografik zonalar bilan. **m-n.:** the north, the south, the east, the west	*northern, southern, eastern, western* hamda *North America, South America* (ular mamlakatlardir) deb aytilganda.
5) Republic, Kingdom, States dan tashkil topgan mamlakat nomlari bilan. **m-n.:** the Republic of Uzbekistan, the United States of America (the USA), the United Kingdom (the UK)	materik, mamlakat, shahar, shtat, hudud, ko‘cha nomlari bilan. **m-n.:** North America, Uzbekistan, Africa, Tashkent, London, New York, Kashkadarya, Navoi Street va h.k.
6) sahrolarning nomlari bilan. **m-n.:** the Mirzachul, the Sahara va h.k.	odamlar ismi bilan. **m-n.:** Zafar, Sevara va h.k.

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

3) Otlarning qaratqich kelishigi (Possessive case)

Otlarning qaratqich kelishigi (-’s) ko‘pincha odam va hayvonni anglatuvchi otlarning oxiriga qo‘shilib, egalikni, tegishlilikni bildiradi va o‘zbek tilidagi “-ning” qo‘shimchasiga to‘g‘ri keladi: *John**’s** bike* (Jon**ning** velosipedi); *the dog**’s** tail* (it**ning** dumi).

Otlarning qaratqich kelishigi (-’s) birlikdagi va ko‘pligi *-s/-es* bilan yasalmaydigan otlarning ko‘pligiga (masalan, *men, women, children, people*) qo‘shiladi: *the boy’s house, Chris’s birthday, the children’s park*.

Ko‘pligi *-s/-es* bilan yasaladigan otlarning ko‘pligidan keyin esa faqatgina tutuq belgisi (’) qo‘shiladi xolos: *my parents’ bedroom, her friends’ school*.

Taqqoslaymiz: the student**’s** books (talaba**ning** kitoblari)
the student**s’** books (talaba**larning** kitoblari)

4) So‘z yasash: *book+shop (n+n)*

Ko‘pincha bitta narsa, shaxs, fikrni aytish uchun ikkita ot (ot+ot) birga ishlatiladi.

m-n.: *a bookshop, a toyshop, village committe, school uniform* va b.lar

Bu so‘zlarda birinchi ot sifat vazifasini bajaradi. U ikkinchi otning qanday narsa, shaxs, fikr ekanligini anglatishga yordam beradi.

m-n.: *a school bag* = maktabda darsliklar solish uchun foydalaniladigan sumka.
An English textbook = ingliz tilini o‘rgatadigan darslik.

5) Sifat (Adjective)

Bad, big, boring, good, interesting, new, old, small kabi so‘zlar sifatlardir. Sifatlar shaxs yoki buyumning belgisini, xususiyatini bildirib, *qanday?, qanaqa?* degan savollarga javob bo‘ladi. Ular otlardan keyin emas, balki ulardan oldin ishlatiladi: *a big*^{sifat} *house*^{ot}.

Sifatlar otlarning birlik yoki ko‘pligiga qarab o‘zgarmaydi: *a **fast** car; **fast** cars*.

Otlar oldida bir necha sifat ishlatilsa, ular orasida *and* bog‘lovchisi ishlatilmaydi: *a* ***big bad*** *wolf* (ammo *a big* ***and*** *bad wolf* emas). Shuningdek, ularning ishlatilish tartibi quyidagicha bo‘ladi:

1) son; **2)** o‘lcham; **3)** shakl; **4)** rang; **5)** millat; **6)** material.

Masalan: *My robot has three large round black eyes*.

Sifatlar *be, become, get, look, feel* kabi fe’llardan keyin ham ishlatilishi mumkin, m-n.:

The water ***is cold***. *She* ***looks happy***. *I* ***feel hot/happy/angry/sad***.

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

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

Fe’llarga *“-ing”* qo‘shimchasini qo‘shish orqali ham sifatlar hosil qilinishi mumkin, m-n.: *amaze + ing = amazing; interest + ing = interesting; bore + ing = boring* va b.lar.

Sifat darajalari

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

Sifatlarning oddiy darajasi ularning hech qanday qo‘shimchasiz birlamchi shakllaridir: *nice, green, old, young, tall, strong, beautiful, fast, slow, hungry, sad* va h.k.

Sifatlarning qiyosiy darajasi: *-er, more, than*

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

Qiyosiy daraja o‘zbek tiliga “-roq” deb tarjima qilinadi, masalan: *tall**er*** – baland**roq**; *long**er*** – uzun**roq**; ***more*** *beautiful* – chiroyli**roq**.

-er quyidagilarga qo‘shiladi:	**more** quyidagilar oldidan ishlatiladi:
1. bir bo‘g‘inli sifatlarga: m-n. *tall – tall**er**, old – old**er**, long – long**er*** va h.k.	ikki bo‘g‘inli yoki ko‘p bo‘g‘inli sifatlar oldidan, m-n.: *interesting – more interesting* *beautiful – more beautiful* *boring – more boring* *difficult – more difficult*
2. ***-y*** bilan tugaydigan ikki bo‘g‘inli sifatlarga. ***-y*** bu yerda ***-i*** ga o‘zgaradi, m-n.: *happ**y** – happ**i**er, hungr**y** – hungr**i**er*.	
3. qisqa sifatlar *bir unli + bir undosh* bilan tugagan bo‘lsa, oxirgi undosh *ikki undosh*ga aylanadi, m-n.: *ho**t** – ho**tt**er*. Ammo *bir unli + w* bilan tugaganda *w* ikkilanmaydi, m-n.: *lo**w** – lo**w**er*.	

O‘z qiyosiy shakllarini “*-er*” yoki “*more*” bilan yasamaydigan ba’zi noto‘g‘ri sifatlar ham mavjud. Ularning maxsus shakllari bor: *good – better, bad – worse, little – less, far – farther/further, many/much – more*.

Sifatlarning orttirma darajasi

Biror narsani u taalluqli bo‘lgan butun bir guruh bilan taqqoslash uchun sifatlarning orttirma darajasi ishlatiladi. Odatda bir yoki ikki bo‘g‘inli sifatlarning oddiy darajasiga *“-est”* qo‘shimchasini qo‘shish yoki ikki va undan ortiq bo‘g‘inli sifatlar oldidan *“most”* so‘zini ishlatish bilan orttirma darajadagi sifatlar yasaladi. Orttirma darajadagi sifatlar oldidan aniq artikl *“the”* ishlatiladi.

Orttirma daraja o‘zbek tiliga *“eng”* deb tarjima qilinadi, masalan: *the tall**est*** – **eng** baland; *the long**est*** – **eng** uzun va h.k.

-er quyidagilarga qo‘shiladi:	**most** quyidagilar oldidan ishlatiladi:
1. bir bo‘g‘inli sifatlarga: m-n. *cold – the cold**est**, big – the big**gest*** va h.k.	ikki bo‘g‘inli yoki ko‘p bo‘g‘inli sifatlar oldidan, m-n.: *interesting – the most interesting* *beautiful – the most beautiful* *boring – the most boring* *difficult – the most difficult*
2. ***-y*** bilan tugaydigan ikki bo‘g‘inli sifatlarga. ***-y*** bu yerda ***-i*** ga o‘zgaradi, m-n.: *easy – the eas**i**est, earl**y** – the earl**i**est*.	
3. qisqa sifatlar *bir unli + bir undosh* bilan tugagan bo‘lsa, oxirgi undosh *ikki undosh*ga aylanadi, m-n.: *ho**t** – ho**tt**est*. Ammo *bir unli + w* bilan tugaganda *w* ikkilanmaydi, m-n.: *lo**w** – lo**w**est*.	

O‘z orttirma darajasini *“-est”* yoki *“most”* bilan yasamaydigan ba’zi noto‘g‘ri sifatlar ham mavjud. Ularning maxsus shakllari bor: *good – the best, bad – the worst, far – the farthest/furthest, little – the least, many/much – the most*.

Sifatlarning orttirma darajasi ishtirok etgan bitta gapni ikki xil usulda aytish mumkin, m-n.:

Watching TV is the most popular activity for boys. *The most popular activity for boys is watching TV*.

6) Taqqoslash: *as ... as / not as ... as*

Agar *“than”* biror narsa, kishi va b.larni boshqa bir narsa, kishi va b.lar bilan taqqoslashda yordam bersa, *“as ... as”* ikki narsaning ma’lum darajada bir-biriga o‘xshashligini ko‘rsatishda ko‘maklashadi. Sifat *“as ... as”* ning o‘rtasida qo‘yiladi, m-n.:

*Their house is **as** small **as** ours*. (Ularning uyi bizniki**dek** kichkina.)

I’m as tired as you are. (Men siz**dek** charchaganman.)

“not as ... as” ikki narsaning ma’lum darajada bir-biridan farq qilishini ko‘rsatishda ishlatiladi, m-n.:

*This tree is **not as** tall **as** that one*. (Bu daraxt ana u daraxt**dek** baland **emas**.)

*Today is **not as** cold **as** yesterday*. (Bugun kechagi**dek** sovuq **emas**.)

7) Buyruq gaplar

Ingliz tilida fe’lning *“to”*siz shaklini gapning boshida qo‘llash orqali buyruq mayli – buyruq ohangidagi gaplar yasaladi.

Bo‘lishli buyruq gap	Inkor buyruq gap
Touch it. Unga teg(ing).	*Don’t touch it*. Unga tegma(ng).
Stop. To‘xta(ng).	*Don’t stop*. To‘xtama(ng).

Buyruq gaplarning inkor shaklini yasash uchun, jadvaldagidek, *“Don’t”* inkor yasovchi ko‘makchisi birinchi o‘ringa qo‘yiladi.

8) Son (Number)

Narsalarning miqdori yoki tartibini bildirgan so‘zlar sonlardir. Sonlar sanoq sonlar (Cardinal Numbers) va tartib sonlarga (Ordinal Numbers) bo‘linadi.

Sanoq sonlar

Sanoq sonlar shaxs yoki buyumlarning miqdorini bildirib, *nechta? (how many?)* so‘rog‘iga javob bo‘ladi, m-n.: *one, two, three* va h.k.

20 dan boshlab o‘nliklar va birliklar o‘rtasida chiziqcha “ - ” ishlatiladi, m-n.: *twenty-five, thirty-seven, forty-eight, fifty-four, sixty-six, seventy-nine*.

1 dan 100 gacha bo‘lgan sanoq sonlar

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

100 dan 1000 gacha bo‘lgan sanoq sonlar

100 dan yuqori sonlarda birlik hamda o‘nliklar oldidan “and”, 120 dan boshlab o‘nliklar va birliklar o‘rtasida chiziqcha “-” ishlatiladi.

100	a / one hundred	183	a / one hundred and eighty-three
101	a / one hundred and one	415	four hundred and fifteen
102	a / one hundred and two	525	five hundred and twenty-five
111	a / one hundred and eleven	678	six hundred and seventy-eight
120	a / one hundred and twenty	750	seven hundred and fifty
127	a / one hundred and twenty-seven	1000	a / one thousand

1000 dan katta sanoq sonlar

1000 dan katta sonlar bo‘sh joy qoldirish bilan emas, balki vergullar bilan yozilishiga va quyidagicha o‘qilishiga e’tibor bering: 1,300 — one thousand three hundred; 1,305 — one thousand three hundred and five; 3,309 — three thousand three hundred and nine; 4,643 — four thousand six hundred and forty-three; 447,400 — four hundred and forty-seven thousand four hundred; 2,500,000 — two million five hundred thousand; 32,500,000– thirty two million five hundred thousand.

Sanalar bilan vergul ham, bo‘sh joy ham ishlatilmasligiga va quyidagicha o‘qilishiga e’tibor bering: 1300 — thirteen hundred; 1305 — thirteen-o-five; 1563 — fifteen-sixty-three; 1985 —nineteen eighty-five; 2001 — two thousand and one; 2018 — two thousand eighteen.

Tartib sonlar

Tartib sonlar predmetlarning tartibini bildiradi va *qaysi?, nechanchi? (which?)* so‘rog‘iga javob bo‘ladi. Tartib sonlar oldida aniq artikl *“the”* ishlatiladi: *the tenth, the sixth, the third*.

1, 2, 3 dan boshqa hamma sanoq sonlarga *"-th"* qo'shimchasini qo'shish orqali tartib sonlar yasaladi. *One, two, three* ning tartib sonlari quyidagicha bo'ladi: *one – the first; two – the second; three – the third*. "-th" bilan tartib sonlar hosil qilinganda quyidagi sonlarda ayrim o'zgarishlarni kuzatish mumkin: *fi**ve** – the fi**fth**; eigh**t** – the eigh**th**; nin**e** –the nin**th**; twel**ve** – the twel**fth***.

1 dan 100 gacha bo'lgan tartib sonlar

1 – 10	11 – 20	21 – 100
1st the first	11th the eleventh	21st the twenty-first
2nd the second	12th the twelfth	22nd the twenty-second va h.k.
3rd the third	13th the thirteenth	30th the thirtieth
4th the fourth	14th the fourteenth	40th the fortieth
5th the fifth	15th the fifteenth	50th the fiftieth
6th the sixth	16th the sixteenth	60th the sixtieth
7th the seventh	17th the seventeenth	70th the seventieth
8th the eighth	18th the eighteenth	80th the eightieth
9th the ninth	19th the nineteenth	90th the ninetieth
10th the tenth	20th the twentieth	100th the hundredth

Shaxslar		Kishilik olmoshlari	Egalik olmoshlari	Obyekt kelishigidagi olmoshlar
Birlik	I	*I* (men)	*my* (mening)	*me* (meni, menga)
	II	*you* (sen)	*your* (sening)	*you* (seni, senga)
	III	*he* (u)	*his* (uning)	*him* (uni, unga)
		she (u)	*her* (uning)	*her* (uni, unga)
		it (u)	*its* (uning)	*it* (uni, unga)
Ko'plik	I	*we* (biz)	*our* (bizning)	*us* (bizni, bizga)
	II	*you* (siz)	*your* (sizning)	*you* (sizni, sizga)
	III	*they* (ular)	*their* (ularning)	*them* (ularni, ularga)

9) Olmosh (Pronouns)

Ot o'rnida ishlatish mumkin bo'lgan so'zlar olmoshlar deyiladi.

Ko'rsatish olmoshlari:
this – these, that – those

Yaqin turgan narsani ko'rsatishda *"this"* (bu), uzoq turgan narsani ko'rsatishda esa *"that"* (ana u, anavi) ko'rsatish olmoshlaridan foydalaniladi, m-n.:

This is a cat – Bu mushuk.
That is a dog – Anavi kuchuk.

"These" ko'rsatish olmoshi so'zlovchi yaqinida turgan ko'plikdagi narsalarni, *"those"* ko'rsatish olmoshi esa so'zlovchidan uzoqroqda turgan ko'plikdagi narsalarni ko'rsatib aytish uchun ishlatiladi. *"These"* o'zbek tiliga *"(mana) bu ...lar"* deb, *"those"* esa *"(ana) u ...lar"* deb tarjima qilinadi, m-n.: *these photos* – (mana) bu fotosuratlar; *those pencils* – (ana) u qalamlar.

10) Predlog (Prepositions)

Ingliz tilida ko'plab predloglar mavjud bo'lib, ularning ko'pchiligi birdan ortiq ma'noga ega bo'lganligi sababli murakkab predloglar hisoblanadi. Bir tildagi predlog boshqa bir tilda bir qancha tarjimalarga ega bo'lishi mumkin.

Payt predloglari: *at, on, in, before, after*

***"at"* (...da) predlogi.** Bu predlog soat vaqtlarini aytishda ishlatiladi, m-n.: *I get up at 6.30. I have breakfast at seven*.

"Night, midnight, midday, a.m., p.m." so'zlari bilan *"at"* predlogi ishlatiladi, m-n.: *I go to bed at night. We watch cartoons at five p.m*.

Bayramlar bilan ham *"at"* predlogi ishlatiladi, m-n.: *We cook sumalak at Navruz. We have a lot of fun at New Year*.

Yodda tuting! Soat nechada, qaysi paytda ekanligini so'rash uchun, odatda, *"At what time...?"* deb emas, balki *"What time...?"* deb so'raladi, m-n.: *What time is the film?*

"on" (...da) predlogi. Bu predlog kunlar, sanalar va *Monday morning, Friday afternoon* kabi iboralar bilan ishlatiladi, m-n.: *I was at home on Wednesday. I get up late on Sundays. My birthday in on 15 May. I go swimming on Monday mornings. We don't work on Constitution Day*.

"in" (...da) predlogi. Bu predlog kun qismlari *morning, afternoon, evening* bilan ishlatiladi: *in the morning, in the afternoon, in the evening. I go to school in the morning*.

Shuningdek, *"in"* predlogi oy, yil va fasllar bilan ham ishlatiladi, m-n.: *My birthday is in April. I was born in 2008. Snow falls in winter*.

Yodda tuting! *"This, next, last, every"* li iboralar oldidan predloglar ishlatilmaydi, m-n.: *What are you doing this afternoon? Goodbye. See you next week. We played tennis last Saturday. I go to my friend's house every week.*

***"Before"* (...dan oldin) predlogi** biror ish-harakatning biror paytdan oldin, ***"after"* (...dan keyin) predlogi** esa keyin sodir bo'lganligini aytishda ishlatiladi, m-n.: *Before breakfast I get up and have a shower. After lunch I play basketball.*

O'rin-joy predloglari: *in, on, at*

***"in"* (...(ichi)da) predlogi.** Bu predlog predmet biror narsaning ichidaligini ifodalaydi, m-n.: *'Where's Botir?' 'In the kitchen.' There's nothing in the fridge.*

Ko'cha, tuman, shahar, viloyat, respublika, davlat, mamlakat ichida ekanligini aytish uchun *"in"* predlogi ishlatiladi, m-n.: *They live in Navoi Street. Farid is in Bukhara.*

***"on"* (...(usti)da) predlogi.** Bu predlog predmet biror narsaning ustidaligini ifodalaydi, m-n.: *There are six books on the table. She has photos on the wall.*

"on" predlogi biror narsaning o'ng yoki chap tomonda ekanligini aytishda ham ishlatiladi, m-n.: *The fridge is on the right. The cupboard is on the left.*

***"at"* (...(yoni)da) predlogi.** Bu predlog predmet biror narsaning oldida, yonida ekanligini aytishda, shuningdek, uchrashuv joyi, bekatlar bilan ishlatiladi, m-n.: *The boy is at the door. Let's meet at Aziz's house this evening. Turn left at the bus stop/corner.*

"at" predlogi quyidagi so'zlar bilan ham ishlatib turiladi: *at breakfast/lunch/dinner, at home, at a restaurant, at work, at the office, at the theatre/cinema, at a party, at (the) school/college/university, at the hospital, at the bank, at the supermarket.*

Boshqa o'rin-joy predloglari

under – ...ning tagida; *near* – ...ning yaqinida; *in front of* – ...ning oldida; *opposite* – ...ning qarshisida; *behind* – ...ning orqasida; *next to* – ...ning yonida; *between* – ikki narsa o'rtasida; *from* – ...dan

The book is **under** the chair. The cooker is **between** the window and table. The sports club is **opposite** the library. The library is **next to** the school. Malik is **in front of** Tohir. Tohir is **behind** Malik. We live in a village **near** the town. Take it **from** him.

***"By"* va *"on"* predloglari**

Biror transport vositasi orqali biror joyga borish, safar qilishni aytishda ingliz tilida, odatda, *"by"* predlogidan foydalaniladi, m-n.: *by bus, by car, by minivan, by train, by bike, by motorbike, by plane*. Bu predlog o'zbek tiliga *"bilan", "orqali"* deb tarjima qilinadi. Biror joyga piyoda, yayov borishni aytishda esa *"on"* predlogi ishlatiladi, m-n.: *on foot.*

Yo'nalish predloglari

***"to"* (...ga) predlogi** yo'nalishni aytish uchun ishlatiladi: *I go to school on foot.*

***"from... to..."* (...dan ...gacha) predloglari** yo'nalish va payt predloglari bo'lishi mumkin: *I walk **from** school **to** home. I have lunch **from** 1 o'clock **to** 1.30.*

Biror joyga yetib borishni aytishda ***"get to"* (...ga yetib olmoq) predlogi** ishlatiladi: *I get to school at 8 o'clock.*

Yodda tuting! *"get"* va *"home"* o'rtasida *"to"* ishlatilmaydi: *I get home at 2 o'clock.*

11) Oddiy hozirgi zamon (Present Simple Tense)

Oddiy hozirgi zamon quyidagi hollarda ishlatiladi:

a) hamma vaqt uchun umumiy bo'lgan ish-harakatlarni aytish uchun, m-n.: *My parents live near Samarkand* (Ota-onam Samarqand yaqinida yashaydilar).

b) takror-takror, tez-tez sodir bo'lib turadigan ish-harakatlarni aytishda, m-n.: *We play football on Saturdays* (Biz shanba kunlari futbol o'ynaymiz).

Bunda, ko'pincha, quyidagi ravishlar ishlatib turiladi: *always* (doimo), *never* (hech qachon), *often* (tez-tez), *sometimes* (ba'zida), *usually* (odatda), *once a day* (bir kunda bir marta), *twice a week* (haftada ikki marta), *every day/week/month/year* (har kuni/hafta/oy/yil).

Oddiy hozirgi zamonda darak gapning yasalishi

III shaxs birlik *(he, she, it)*dan boshqa barcha shaxslar *(I, you, we, they)*ning oddiy hozirgi zamon bo'lishli gapi egadan keyin fe'lning *"to"*siz shaklini ishlatish orqali yasaladi. Oddiy hozirgi zamon bo'lishli gapining III shaxs birligi *"to"*siz fe'lga *"-s"* yoki *"-es"* qo'shimchalarini qo'shish orqali yasaladi *(keyingi sahifadagi jadvalga qarang)*.

Shaxslar		Bo‘lishli gap	So‘roq gap	Inkor gap
Birlik	I	I like	Do I like ... ?	I do not (don’t) like ... .
	II	You like	Do you like ... ?	You do not (don’t) like ... .
	III	He / She / It } likes	Does { he / she / it } like ... ?	He / She / It } does not (doesn’t) like ... .
Ko‘plik	I / II / III	We / You / They } like	Do { we / you / they } like ... ?	We / You / They } do not (don’t) like ... .

III shaxs birlikda fe’llar qachon *“-s”* yoki *“-es”* qo‘shimchalarini oladi?

1) Ko‘pchilik fe’llarga *“-s”* qo‘shimchasi qo‘shiladi: *work → works;*
2) *-s, -sh, -ch, -x* bilan tugagan fe’llarga *“-es”* qo‘shimchasi qo‘shiladi: *wash → washes; teach → teaches;*
3) O‘qilmaydigan *“-e”* bilan tugovchi fe’llarga *“-s”* qo‘shimchasi qo‘shiladi: *write → writes;*
4) *“-o”* bilan tugovchi fe’llarga *“-es”* qo‘shimchasi qo‘shiladi: *go → goes; do → does;*
5) Qoidadan mustasno bo‘lgan holat: *have → has;*
6) *“-y”* bilan tugovchi fe’llarning III shaxs birligi quyidagicha yasaladi: *unli + y (-ay, -ey, -oy, -uy)* bilan tugovchi fe’llarga *“-s”* qo‘shimchasi qo‘shiladi: *say → says; play → plays;*
7) *Undosh + y (-dy, -ly, -py, -ry* va h.k.*)* bilan tugovchi fe’llarning *“-y”* harfi *“-ie”*ga o‘zgaradi va *“-s”* qo‘shimchasi qo‘shiladi: *fly → flies*.

Oddiy hozirgi zamonda so‘roq gapning yasalishi

Oddiy hozirgi zamon so‘roq gapini yasash uchun *“do”* yoki *“does”* ko‘makchi fe’lidan foydalaniladi. Bunda III shaxs birlikdan boshqa hamma shaxslar uchun *“do”*, III shaxs birlik uchun esa *“does”* ko‘makchi fe’lini egadan oldinga qo‘yish bilan so‘roq shakl yasaladi. III shaxs birlik so‘roq shaklini yasash uchun *“does”* ko‘makchi fe’li egadan oldinga qo‘yilganda, asosiy fe’l *“-s”* yoki *“-es”* qo‘shimchasini olmaydi *(yuqoridagi jadvalga qarang)*.

Oddiy hozirgi zamonda inkor gapning yasalishi

Oddiy hozirgi zamon inkor gapini yasash uchun *“do not (don’t)”* yoki *“does not (doesn’t)”*dan foydalaniladi. Bunda III shaxs birlikdan boshqa hamma shaxslar uchun *“do not (don’t)”*ni, III shaxs birlik uchun esa *“does not (doesn’t)”*ni egadan keyinga qo‘yish bilan inkor shakl yasaladi. III shaxs birlik inkor shaklini yasash uchun *“does not (doesn’t)”* egadan keyinga qo‘yilganda, asosiy fe’l *“-s”* yoki *“-es”* qo‘shimchasini olmaydi *(yuqoridagi jadvalga qarang)*.

12) *“to be” (bo‘lmoq, bor bo‘lmoq)* fe’li oddiy hozirgi zamonda: *am/is/are*

Shaxslar		Bo‘lishli gap	So‘roq gap	Inkor gap
Birlik	I	I am (I’m)	Am I?	I am not (I’m not)
	II	You are (you’re)	Are you?	You are not (you’re not)
	III	He / She / It } is (he’s) / (she’s) / (it’s)	Is { he / she / it }?	He / She / It } is not (he’s not) / (she’s not) / (it’s not)
Ko‘plik	I / II / III	We / You / They } are (we’re) / (you’re) / (they’re)	Are { we / you / they }?	We / You / They } are not (we’re not) / (you’re not) / (they’re not)

13) Hozirgi davomli zamon (Present Continuous Tense)

Yasalishi. Ushbu zamonning **bo‘lishli gapi**ni yasashda egadan so‘ng *“to be”* ko‘makchi fe’lining hozirgi zamon shakllari *(am, is, are)*dan biri va undan keyin, fe’lning *“-ing”* qo‘shimchasi qo‘shilgan shaklidan foydalaniladi. *(Fe’lga “-ing” ni qo‘shish qoidalari uchun “Gerundiy” mavzusiga qarang.)*

Bo‘lishli gaplarda *“am”, “is”, “are”* larning og‘zaki nutqdagi qisqacha ko‘rinishi *’m, ’s, ’re* shakllarida bo‘ladi: *I’m working. He’s (she’s/it’s) coming. We’re (you’re/they’re) talking*.

Shaxslar		Bo‘lishli gap	So‘roq gap	Inkor gap
Birlik	I	I am (’m) working.	Am I working?	I am not (’m not) working.
	II	You are (’re) working.	Are you working?	You are not (’re not) working.
	III	He / She / It } is (’s) working.	Is { he / she / it } working?	He / She / It } is not (’s not) working.
Ko‘plik	I / II / III	We / You / They } are (’re) working.	Are { we / you / they } working?	We / You / They } are not (’re not) working.

Hozirgi davomli zamonning **so‘roq gapi** *“to be”* ko‘makchi fe’lining hozirgi zamon shakllari *(am, is, are)* ni egadan oldinga olib o‘tish, egadan keyin esa fe’lning *“-ing”* qo‘shimchasi qo‘shilgan shaklini ishlatish orqali yasaladi *(yuqoridagi jadvalga qarang)*.

Hozirgi davomli zamonning **bo‘lishsiz (inkor) gapi**ni yasashda esa *“to be”* ko‘makchi fe’li shakllaridan keyin *“not”* inkor yuklamasi va undan keyin fe’lning *“-ing”* li shakli qo‘yiladi. Inkor gaplarda uchrovchi *“am not”, “is not”, “are not”* larning og‘zaki nutqdagi qisqacha ko‘rinishi *’m not, ’s not, ’re not* shaklida bo‘ladi *(yuqoridagi jadvalga qarang)*.

Ishlatilishi. Hozirgi davomli zamon quyidagi ish-harakatlarni ifodalash uchun ishlatiladi:

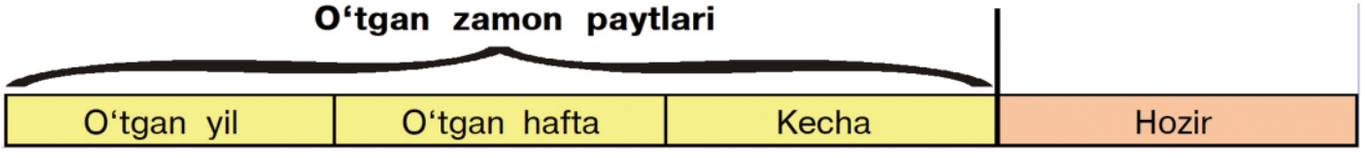
a) So‘zlovchining nutqi mobaynida davom etayotgan ish-harakatlar: *I am speaking now* (Men hozir gapiryapman). *He is writing a letter* (U xat yozyapti).

b) Kelasi zamonda bajarilishi aniq va oldindan rejalashtirilgan ish-harakatlar: *Next week we are going to Bukhara* (Kelasi hafta biz Buxoroga ketyapmiz).

14) Oddiy o‘tgan zamon (Past Simple Tense)

Ishlatilishi. 1) Oddiy o‘tgan zamon o‘tgan zamondagi biror paytda sodir bo‘lgan ish-harakatni aytishda ishlatiladi, m-n.: *yesterday* (kecha), *last week* (o‘tgan hafta), *last year* (o‘tgan yil), *in 2016* (2016-yilda) va b.lar. Oddiy o‘tgan zamonda faqat o‘tgan zamon haqida gap boradi: *I didn’t see you yesterday. What time did you come?*

2) Shuningdek, bu zamon birin-ketin sodir bo‘lgan ish-harakatlarni aytishda ham ishlatiladi, m-n.: *He **went** into the cafe, **had** a cup of tea and ...*



Oddiy o‘tgan zamon bo‘lishli gapining yasalishi

Oddiy o‘tgan zamonning bo‘lishli gapi egadan keyin fe’lning o‘tgan zamon shaklini ishlatish orqali yasaladi. Oddiy o‘tgan zamon fe’li oddiy hozirgi zamon fe’lidan farqli o‘laroq III shaxs birlikda tuslanmaydi, balki barcha shaxslar uchun bir xil shaklga ega bo‘ladi *(120-betdagi jadvalga qarang)*.

O‘tgan zamon fe’llari ikki guruhga bo‘lib o‘rganiladi: **to‘g‘ri** va **noto‘g‘ri** fe’llar.

O‘tgan zamon shakli ***-ed*** qo‘shimchasi bilan yasaladigan fe’llar to‘g‘ri fe’llardir.

O‘tgan zamon shakli ***-ed*** qo‘shimchasi bilan emas, balki o‘zak o‘zgarishi yoki boshqacha usullar bilan yasaladigan fe’llar noto‘g‘ri fe’llardir.

O‘tgan zamon to‘g‘ri fe’llari qanday yasaladi?

1) ko‘pchilik fe’llarga ***-ed*** qo‘shimchasi qo‘shiladi: *work → work**ed**; help → help**ed**;*
2) o‘qilmaydigan ***-e*** bilan tugaydigan fe’llarga ***-d*** qo‘shiladi: *hope → hope**d**;*
3) ***-y*** bilan tugovchi fe’llarning o‘tgan zamon shakli quyidagicha yasaladi:
   a) *unli + y (-ay, -ey, -oy, -uy)* bilan tugovchi fe’llarga ***-ed*** qo‘shimchasi qo‘shiladi: *play → play**ed**; enjoy → enjoy**ed**;*
   b) *undosh + y (-dy, -ly, -py, -ry* va h.k.*)* bilan tugovchi fe’llarga ***-ed*** qo‘shilganda ***-y*** harfi ***-i*** ga o‘zgaradi: *tr**y** → tr**i**ed; repl**y** → repl**i**ed;*

Fe’llarga -ed qo‘shimchasi qo‘shilganda undoshlarning ikkilanishi

1) **bir unli + bir undosh**dan iborat bir bo‘g‘inli so‘zlarning oxirgi undoshi ***-ed*** qo‘shilganda ikkilanadi: *pla**n** → pla**nn**ed; sto**p** → sto**pp**ed;*

	Bo‘lishli gap	So‘roq gap	Inkor gap
Birlik	I / You / He / She / It — cooked cakes. / saw the cow.	Did + I / You / He / She / It — cook cakes. / see the cow.	I / You / He / She / It — did not (didn’t) cook cakes. / did not (didn’t) see the cow.
Ko‘plik	We / You / They	We / You / They	We / You / They

2) **ikki unli** + **bir undosh** yoki **bir unli** + **ikki undosh**dan iborat bir bo‘g‘inli so‘zlarning oxirgi undoshi ***-ed*** qo‘shilganda ikkilanmaydi: *wa**i**t → wai**t**ed; wa**n**t → wan**t**ed;*

3) ko‘p bo‘g‘inli so‘zlarning oxirgi bo‘g‘ini urg‘ulangan bo‘lsa va shu bo‘g‘in **bir unli** + **bir undosh**dan iborat bo‘lsa, ***-ed*** qo‘shilganda so‘z oxirgidagi undosh ikkilanadi: *preFER → prefe**rr**ed;* Ammo *WONder → wonde**r**ed*.

O‘tgan zamon noto‘g‘ri fe’llari qanday yasaladi?

Noto‘g‘ri fe’llarning o‘tgan zamonini yasash uchun aniq qoidalar mavjud emas. Shu sababli bu noto‘g‘ri fe’llarning o‘tgan zamon shakllarini faqatgina ularni birma-bir yodlab olish orqali o‘zlashtirib olish mumkin *(noto‘g‘ri fe’llari ro‘yxati 126-betdagi jadvalda berilgan)*.

Oddiy o‘tgan zamonda so‘roq gapning yasalishi

Hamma shaxslarda *did* ko‘makchi fe’lini egadan oldinga qo‘yish bilan oddiy o‘tgan zamon so‘roq gapi yasaladi. So‘roq gap yasash uchun *did* ko‘makchi fe’li egadan oldinga qo‘yilganda, undan keyin keladigan asosiy fe’l *“to”*siz infinitiv shaklda bo‘ladi. Chunki *did* ko‘makchi fe’li o‘tgan zamonni anglatib turgan bir paytda, yana o‘tgan zamonni anglatuvchi boshqa fe’lga ehtiyoj tug‘ilmaydi *(yuqoridagi jadvalga qarang)*.

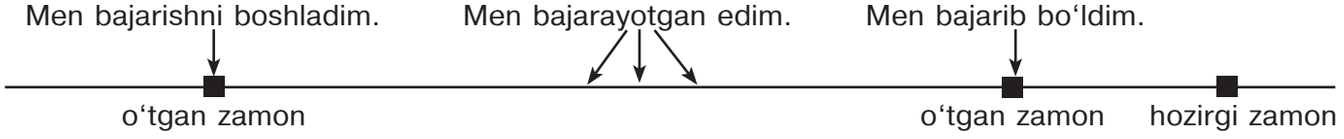
Oddiy o‘tgan zamonda inkor gapning yasalishi

Hamma shaxslarda *did not (didn’t)*ni egadan keyinga qo‘yish bilan oddiy o‘tgan zamon inkor shakli yasaladi. Inkor shaklni yasash uchun *did not (didn’t)* egadan keyinga qo‘yilganda, undan keyin keladigan asosiy fe’l *“to”*siz infinitiv shaklda bo‘ladi. Chunki *did not (didn’t)* o‘tgan zamonni anglatib turgan bir paytda, yana o‘tgan zamonni anglatuvchi boshqa fe’lga ehtiyoj tug‘ilmaydi *(yuqoridagi jadvalga qarang)*.

15) O‘tgan davomli zamon (Past Continuous Tense)

Shaxslar		Bo‘lishli gap	So‘roq gap	Inkor gap
Birlik	I	I was working.	Was I working?	I was not (wasn’t) working.
	II	You were working.	Were you working?	You were not (weren’t) working.
	III	He / She / It — was working.	Was + he / she / it — working?	He / She / It — was not (wasn’t) working.
Ko‘plik	I / II / III	We / You / They — were working.	Were + we / you / they — working?	We / You / They — were not (weren’t) working.

O‘tgan zamondagi aniq vaqtda (masalan, soat 3da) kimningdir biror narsa qilayotganini aytish uchun o‘tgan davomli zamon ishlatiladi. Masalan: *We were watching TV at 3 o’clock yesterday*. Kecha soat 3 da biz televizor ko‘rayotgan edik.



O‘tgan zamonda biror uzoqroq ish-harakat sodir bo‘layotgan paytda boshqa bir qisqa ish-harakat sodir bo‘lganini aytish uchun ko‘pincha o‘tgan davomli zamon va oddiy o‘tgan zamon birgalikda ishlatib turiladi. Masalan: I was going home when I met him. What were you doing when I phoned you?

16) Hozirgi tugallangan zamon (I have/haven't done)

Hozirgi tugallangan zamon tugallangan ish-harakatni ifodalaydi va u har doim hozir bilan bog'langan bo'ladi. O'tgan zamondagi ish-harakatning natijasi hozir ko'rinadi, m-n.: *I can't find my money. I've lost it*. (Pulimni topolmayapman. Uni yo'qotib qo'yibman – Men pulimni o'tgan zamonda yo'qotgan edim va u hozir menda yo'q.)

Hozirgi tugallangan zamon ko'pincha yangiliklar yoki yaqinda yuz bergan hodisalarni birinchi marotaba aytishda ishlatiladi, m-n.: *I can't walk. I've broken my leg. I've cut my finger. It's hurting me*.

Hozirgi tugallangan zamondagi gap quyidagi tartibda yasaladi:

Bo'lishli shakl: *ega + have/has + past participle (o'tgan zamon sifatdoshi)*

Bo'lishsiz shakl: *ega + have/has not + past participle (o'tgan zamon sifatdoshi)*

So'roq shakl: *Have/has + ega + past participle (o'tgan zamon sifatdoshi)*

Shaxslar		Bo'lishli gap	So'roq gap	Inkor gap
Birlik	I	I have cooked/lost.	Have I cooked/lost?	I have not (haven't) cooked/lost.
	II	You have cooked/lost.	Have you cooked/lost?	You have not (haven't) cooked/lost.
	III	He / She / It } has cooked/lost.	Has { he / she / it } cooked/lost?	He / She / It } has not (hasn't) cooked/lost.
Ko'plik	I	We / You / They } have cooked/lost.	Have { we / you / they } cooked/lost?	We / You / They } have not (haven't) cooked/lost.
	II			
	III			

O'tgan zamon sifatdoshi *(past participle)* – fe'lning uchinchi shakli. O'tgan zamon sifatdoshi to'g'ri yoki noto'g'ri fe'l bo'lishi mumkin. Uning to'g'ri fe'llari oddiy o'tgan zamon to'g'ri fe'li bilan bir xil shaklga ega. (Oddiy o'tgan zamon to'g'ri fe'llari – *finished/opened/talked* va b.lar.)

O'tgan zamon sifatdoshining noto'g'ri fe'llari turli shakllarga ega, m-n.: lost/been/gone/broken.

(O'tgan zamon sifatdoshi (past participle) noto'g'ri fe'llari 126-betdagi jadvalda berilgan)

How long have you had ...?

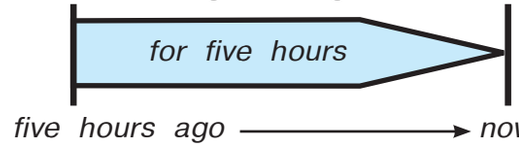
O'tgan zamonda boshlanib hozirgi paytgacha davom etgan biror ish-harakatning qancha vaqt davom etganini bilish uchun *How long have you had ...?* so'rog'idan foydalaniladi, m-n.:

How long have you had a pain in your leg?

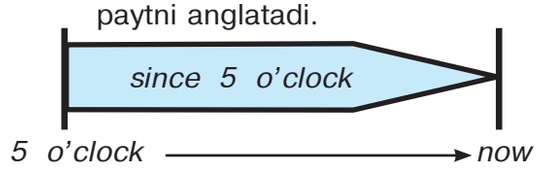
Bu savolga javob quyidagicha bo'lishi mumkin:

a) *I've had it for five hours*. yoki b) *I've had it since 5 o'clock*.

a) javob og'riqning qancha davom etganini anglatadi.



b) bu javob esa og'riq boshlangan paytni anglatadi.



m-n.: *I've known him for ten years*. *I've known him since 1992*.

"For" quyidagi kabi so'z va so'z birikmalari bilan qo'llaniladi: *5 hours, ten days, two weeks, three months, a long time* va b.lar.

"Since" quyidagi kabi so'z va so'z birikmalari bilan qo'llaniladi: *5 o'clock, Monday, May, Navruz, 2001* va b.lar.

Ever

Biror kimsaning hayoti davomida qilgan narsalari haqida aytilganda yoki so'ralganda "ever" so'zli hozirgi tugallangan zamon ishlatiladi, m-n.:

Have you ever played tennis? (Siz hech tennis o'ynaganmisiz?)

It's the best film I've ever seen. (U men shu paytgacha ko'rgan filmlarning eng yaxshisi.)

17) *There is (There are)* iborasi

Ingliz tilida *"there is"* biror joyda birlikdagi biror narsaning borligini aytishda, *"there are"* biror joyda ko'plikdagi narsalarning borligini aytishda ishlatiladigan til qurilmalaridir, m-n.: *There is an orange in the box*. (Quti ichida apelsin bor.) *There are oranges in the box*. (Quti ichida apelsinlar bor.)

Bo'lishli gap	So'roq gap	Inkor gap
There is (there's) a book on the table.	Is there a book on the table?	There is not (isn't) a book on the table?
There are a lot of books on the table.	Are there a lot of books on the table?	There are not (aren't) a lot of books on the table?

18) Modal fe'llar: can, must va should

Modal fe'llar ko'makchi fe'llarning maxsus bir guruhidir. Ular boshqa asosiy fe'llardan oldin ishlatilib, ma'lum bir ma'nolarni, masalan, *ruxsat, jismoniy qobiliyat, mumkinlik, shartlilik, maslahat* kabilarni anglatib keladi.

Can* modal fe'li: *(can + do something)

Bu modal fe'l boshqa asosiy fe'llardan oldin ishlatilib, a) jismoniy qobiliyatni ifodalaydi va o'zbek tilida *qila olmoq, bajara olmoq* degan ma'nolarni ifodalaydi, m-n.: *I can jump* – Men sakray olaman. *Can you count?* – Sen/Siz sanay olasanmi/olasizmi?

b) quyidagicha savol bilan ruxsat so'rashda ishlatiladi: *Can I/we ...?* – biror narsa qilsam/ qilsak bo'ladimi? Masalan: *Can I use the phone, please?* – Iltimos, telefoning(iz)dan foydalansam bo'ladimi? *Mum, can we play here?* – Oyi, shu yerda o'ynasak bo'ladimi?

d) quyidagicha savol bilan narsalarni so'rab olishda ishlatiladi: *Can I/we have...?* – ...ni olsam/ olsak bo'ladimi? Masalan: *Can I have your pen, please?* – Ruchkang(iz)ni olsam bo'ladimi, iltimos?

Must* modal fe'li: *(must + do something)

Bu modal fe'l ham boshqa asosiy fe'llardan oldin ishlatilib, ish-harakat amalga oshirilishi *shart, zarur, kerak* degan ma'nolarni ifodalaydi, m-n.: *Pupils must go to school every day* – O'quvchilar har kuni maktabga borishlari shart/kerak.

Should* modal fe'li: *(should + do something)

Should + do something iborasi "bunday qilish kerak, uni qilsa yaxshi/to'g'ri bo'ladi" degan ma'noni anglatib, maslahat, tavsiya berishda ishlatiladi. Masalan: *You should go to bed early* – Barvaqt uxlagani yotishingiz kerak.

Can, must va *should* modal fe'llarining so'roq va inkor shakllari *do, do not* ko'makchi fe'li yordamida emas, balki bu modal fe'llarni egadan oldinga olib o'tish, inkor shakli esa bu modal fe'llardan keyin *not* inkor yuklamasini qo'yish bilan yasaladi *(quyidagi jadvalga qarang)*.

Bo'lishli gap	So'roq gap	Inkor gap
I / You / He / She / It / We / You / They } can / must / should } speak English.	Can / Must / Should { I / You / He / She / It / We / You / They } speak English?	I / You / He / She / It / We / You / They } cannot (can't) / must not (mustn't) / should not (shouldn't) } speak English.

19) I'm going to (do)

Bu ibora oldindan o'ylab qo'yilgan reja, qaror va niyatlarni kelgusida amalga oshirish haqida gapirilganda qo'llaniladi, m-n.: *There is a good film tonight. I'm going to watch it*. (Bugun kechqurun yaxshi film bo'ladi. Uni ko'rmoqchiman.) *We are going to buy a new car next week*. (Biz keyingi hafta yangi mashina sotib olmoqchimiz.)

20) Oddiy kelasi zamon: *will*

Will ('ll) kelgusida yuz beradigan ish-harakatni oldindan aytish uchun ishlatiladi, m-n.: *The weather tomorrow will be warm and sunny*. (Ertaga ob-havo iliq va quyoshli bo'ladi.)

Will bilan birga ko'pincha *I think (I don't think), I'm sure* kabi iboralar ishlatiladi, m-n.:

I think/don't think the maths test will be difficult. (Matematikadan test qiyin bo'ladi/bo'lmaydi deb o'ylayman.) *I'm sure she will be late*. (Ishonchim komilki, u kech qoladi.)

Will ('ll) to'satdan, nutq paytida qilinadigan qarorlar uchun ham ishlatiladi, m-n.: *It's cold here. I'll close the window. – You promised to give me a book. – OK, I'll bring it in a minute.*

Will tez-tez: a) biror narsani qilish taklif etilganda, m-n.: *You look sick. I'll call a doctor for you*. b) biror narsa qilishga va'da berilganda ishlatiladi, m-n.:

A: Can you give me some money. I'll give it back next week.

B: OK, I don't have money with me now. I'll give you some tomorrow.

Will bo'lishsiz shaklda *won't (= will not)* tarzida qo'llaniladi, m-n.:

Don't tell me to do it. I won't do it.

21) So do I. Neither do I. I don't either. Nor do I.

So do I/we/you/they iborasi suhbatdosh tomonidan bildirilgan bo'lishli darak gapga qo'shilganda (munosabatni bildirish uchun) ishlatiladi. Bunday iboralarda gap tartibi darak gap tartibi bilan bir xil bo'lmaydi. Fe'l egadan oldinga o'tadi, m-n.:

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

B: So do I.

Neither do I. / I don't either. / Nor do I. suhbatdosh tomonidan bildirilgan bo'lishsiz ma'lumotga qo'shilganda ishlatiladi, m-n.:

A: I don't do kurash.

B: Neither do I. / I don't either. / Nor do I.

22) Gerundiy (otlashgan fe'llar) – *Gerund*

Ingliz tilida fe'lning *"-ing"* qo'shimchasi bilan tugagan shakli gerundiy yoki otlashgan fe'l deb yuritiladi. Gerundiy fe'lning otlik xususiyatiga ega bo'lgan shaklidir. O'zbek tilidagi harakat nomi, ya'ni *ishlash, o'qish, kuylash, yozish* kabilar ingliz tilidagi gerundiyga to'g'ri keladi: *working* – ishlash, *reading* – o'qish, *singing* – kuylash, *writing* – yozish.

Fe'llarning *"-ing"* li shakllari qanday yasaladi?

1) Ko'pchilik fe'llar: ***v* + *-ing***. Masalan: *work* → *working; sleep* → *sleeping*.

2) *"-e"* bilan tugovchi fe'llar: ~~***-e***~~ + ***ing***. Masalan: *make* → *making*.

"*-ing*" qo'shilganda undoshlarning ikkilanishi

1) **bir unli** + **bir undosh**dan iborat bir bo'g'inli so'zlarning oxirgi undoshi ***-ing*** qo'shilganda ikkilanadi: *pla**n*** → *pla**nn**ing; sto**p*** → *sto**pp**ing;*

2) **ikki unli** + **bir undosh** yoki **bir unli** + **ikki undosh**dan iborat bir bo'g'inli so'zlarning oxirgi undoshi ***-ing*** qo'shilganda ikkilanmaydi: *w**ait*** → *wai**t**ing; w**ork*** → *wor**k**ing*.

23) like/don't like/love + ot *yoki* gerundiy

Like, don't like va *love* fe'llaridan keyin ot so'z turkumi ishlatiladi, m-n.: *I like cartoons. I don't like horror films. I love music programmes.*

Like, don't like va *love* fe'llaridan keyin fe'l ishlatiladigan bo'lsa, u gerundiy shaklida bo'ladi, m-n.: *He likes **playing** chess. He doesn't like **going** to the cinema. Do you like **dancing**?*

24) I would (I'd) like to be ...

Would like (+ to be/to do) xohish, istakni xushmuomalalik bilan aytish uchun ishlatiladi, m-n.: *I'd like two kilos of tomatoes, please. Would you like some coffee?*

25) Some *va* any

a) *Some* (biroz, bir nechta) bo'lishli gaplarda sanalmaydigan va ko'plikdagi sanaladigan otlar oldida ishlatiladi, m-n.: *Give me some apples, please. There is some milk in the bottle.*

Some so'roq gaplarda savolga *"Yes"* javobi kutilganda, biror narsa taklif qilinganda yoki narsa so'raganda ham ishlatiladi, m-n.: – *Would you like some coffee? – Yes.*
Can I have some milk for my tea, please?

b) *Some* "ba'zi, ayrim" degan ma'noni ham anglatib, ko'plikdagi otlar oldida ishlatiladi, m-n.: *Some shops are open every day* – Ba'zi do'konlar har kuni ochiq bo'ladi.

Any (biror, birorta bo'lsa ham, hech) bo'lishsiz va so'roq gaplarda sanalmaydigan va ko'plikdagi sanaladigan otlar oldida ishlatiladi, m-n.: *There isn't any fruit in the fridge. Do you have any pencils? Is there any juice?*

26) Bog‘lovchi (Conjunctions): *and, but, before, after, then, because, or*

Gaplar va gap bo‘laklarini bir-biri bilan bog‘lash uchun ishlatiladigan so‘zlar bog‘lovchilar deyiladi. Bunday bog‘lovchilarga *and, but, before, after, then, because, or* kabilarni misol qilib keltirish mumkin.

“And” (va) teng bog‘lovchi hisoblanadi. Gapda bir necha so‘z uyushib kelganda, bu uyushiq bo‘laklarning oxirgi ikkitasi *“and”* bilan bog‘lanadi, m-n.: *I have a mum* ***and*** *a dad*. *I like watching football, playing chess, riding my horse* ***and*** *listening to music*.

“But” (lekin, ammo, biroq) zidlovchi bog‘lovchidir. Bu bog‘lovchi bildirilgan fikrga zid yana bir fikr bildirish uchun ular o‘rtasida ishlatiladi va shu bilan ikkita gapni bir-biriga bog‘laydi, m-n.: *It’s old* ***but*** *beautiful*. *Her school is in London* ***but*** *our school is in Tashkent*.

“Then” (keyin, so‘ng, so‘ngra) bog‘lovchisi biror voqeani hikoya qilib berishda ish-harakatlarning mantiqiy ketma-ketligini ko‘rsatib berish uchun ishlatiladi, m-n.: *Aziz’s mother gets up early and she makes breakfast*. ***Then*** *she cleans the house*. *She does the shopping and* ***then*** *works in the afternoon*.

“Because” (chunki, sababli, tufayli) bog‘lovchisi biror ish-harakatga sabab bo‘lgan boshqa ish-harakatni aytishda ishlatiladi, m-n.: *I don’t like maths* ***because*** *it’s difficult*. *Two girls and two boys like Sunday* ***because*** *we don’t have lessons*.

“Or” (yoki) bog‘lovchisi ikki yoki bir necha gapni yoki gapning uyushiq bo‘laklarini bir-biri bilan bog‘laydi va quyidagi hollarda ishlatiladi:

a) ikkita imkoniyatdan birini tanlashda: *You can go home* ***or*** *stay at school*.

b) noaniqlikni ifodalashda: *There are usually five* ***or*** *six lessons*.

d) inkor yoki inkor ma’noli gaplarda ikkita uyushiq bo‘lakni bog‘laydi va *“na ... va na ...”* degan ma’noni ifodalab keladi, m-n.: *I don’t drink tea* ***or*** *milk* – Men na choy va na sut ichaman. *I don’t like jazz* ***or*** *rock*. *We don’t have a parrot* ***or*** *a dove*.

27) Ravish (Adverb)

Ravishlar fe’l haqida ma’lumot beradi, ya’ni fe’lning qanday, qay tarzda, qay darajada, qay ravishda bajarilganligini bildiradi va asosan, fe’ldan keyin ishlatiladi, m-n.:

I ***play*** *fe’l tennis* ***well*** *ravish*. (Men tennisni yaxshi o‘ynayman.)

Ko‘pchilik ravishlar sifatlarga *“-ly”* qo‘shimchasini qo‘shish orqali yasaladi, m-n.:

Sifat:	quick	careful	bad	loud	soft	noisy	slow	happy
Ravish:	quick**ly**	careful**ly**	bad**ly**	loud**ly**	soft**ly**	noisi**ly**	slow**ly**	happi**ly**

Ayrim so‘zlarni o‘zi asl ravish bo‘lganligi sababli ularga *“-ly”* qo‘shilmaydi, m-n.:

well (yaxshi), *fast* (tez), *late* (kech), *hard* (qattiq, tirishqoqlik bilan).

28) Ingliz tilida so‘z tartibi

Ingliz va o‘zbek tillarida gapdagi so‘z tartibi bir-biridan farq qiladi. Ingliz tilida gapda oldin ega, keyin kesim, so‘ng to‘ldiruvchi va nihoyat, hol keladi. Ingliz tilidagi gaplarda so‘z tartibi almashtirib yuborilsa, yoki gapning mazmuni o‘zgaradi, yoki gap mantiqsiz bo‘lib qoladi. O‘zbek tilida esa ko‘p hollarda ega, to‘ldiruvchi va holning o‘rni almashinib kelishi mumkin, lekin kesim har doim gap oxirida keladi. Agarda egadan keyin kesim qo‘yilsa, gap bo‘laklari bir-biri bilan mantiqan bog‘lanmay qoladi. Buni quyidagi misollarda yaqqol ko‘rish mumkin.

English	**ega**	**kesim**	**to‘ldiruvchi**	**hol**
	The children	are playing	football	now.
Uzbek	**ega, to‘ldiruvchi *yoki* hol**			**kesim**
	Bolalar Hozir Bolalar	hozir bolalar futbolni	futbol futbol hozir	o‘ynashyapti.

29) Ingliz tilida payt hollarining gaplardagi o‘rni

Every morning (day), on Fridays (Mondays ...) kabi payt hollari gap boshida yoki gap oxirida keladi.

hol	**ega**	**kesim**	**to‘ldiruvchi**	**hol**
Every day	I	watch	TV	(every day).
(On Sundays)	I	don’t go	to school	(on Sundays).

Always, usually, often, sometimes, never kabi payt hollari odatda egadan keyin keladi.

ega	hol	kesim	boshqalar
I	always	brush	my teeth.
We	never	swim	in winter.

30) Qo‘shma gaplar

Qo‘shma gaplar ikki qismdan iborat bo‘ladi: *bosh gap* va *ergash gap*. Ergash gap bosh gapni to‘ldirib keladi. U odatda *because, if, that* yoki *wh* li bog‘lovchi so‘zlar orqali bosh gap bilan bog‘lanadi. Ergash gap bosh gapdan oldin ham keyin ham kelishi mumkin. Agar ergash gap bosh gapdan keyin kelsa, ular orasida vergul ishlatilmaydi. Agarda u bosh gapdan oldin kelsa, vergul ishlatiladi, m-n.:

When you came, everybody was reading. (vergul ishlatiladi)
Everybody was reading when you came. (vergul ishlatilmaydi)
Because he was ill, he couldn’t go to school. (vergul ishlatiladi)
I didn’t have my breakfast because I got up late. (vergul ishlatilmaydi)

I think/believe/know that ...

Ko‘pgina fe’llar (m-n.: *think, know* va b.lar) kishining o‘y-fikrlari va his-tuyg‘ularini ifodalaydi. Qo‘shma gaplarda bunday fe’llardan keyin *that* li ergash gap keladi, m-n.: *I* ***know that*** *the task’s difficult*. *I* ***think that*** *it’s already time to go*. *I* ***believe that*** *he’s a good man*.

Ba’zida *that* tushib qoladi, m-n.: *I think it’s already time to go. I believe he’s a good man*.

31) Too

Too ikki maqsadda ishlatiladi:

a) *Too* “ham” ma’nosini anglatib, gap oxirida keladi, m-n.: *Sobir knows Russian. He knows English too. – I’ve got a headache. – I have too*.

b) *Too* “keragidan ortiq”, “haddan tashqari” ma’nolarini ham anglatib, sifat va ravish hamda *many, much, few, little* so‘zlaridan oldin ishlatiladi. Bunda uning ma’nosi bo‘lishsiz bo‘ladi, m-n.: *This dress is too big. We came too late to have dinner. You put too much salt in the soup*.

32) Hozirgi zamon majhul nisbati (Present Passive)

Fe’llar ikki nisbatda bo‘ladi: aniq nisbat *(active verb)* va majhul nisbat *(passive verb)*.

Ega bajargan ish-harakatni aytish uchun fe’lning aniq nisbati qo‘llaniladi, m-n.:

Somebody cleans this room every day.

Bu yerda: *Somebody* aniq nisbatning egasi va u ish-harakatni bajaryapti.

Egaga nisbatan sodir bo‘ladigan ish-harakatni ifodalash uchun fe’lning majhul nisbati ishlatiladi, m-n.:

This room is cleaned every day.

Bu yerda: *This room* majhul nisbatning egasi va egaga nisbatan ish-harakat sodir etilyapti.

Hozirgi zamon majhul nisbati quyidagi tartibda yasaladi: *ega + am/is/are + o‘tgan zamon sifatdoshi*.

(O‘tgan zamon sifatdoshi (past participle) haqida 121-betdagi “Tugallangan hozirgi zamon” mavzusiga qarang. Uning noto‘g‘ri fe’llari ro‘yxati 126-betdagi jadvalda berilgan.)

Agar gapda ish-harakatni bajaruvchi yoki uning sodir bo‘lishiga sababchi kishi yoki narsa aytib o‘tilsa, u *by* predlogi yordamida ifodalanadi, m-n.: *In the morning the letters are collected* ***by postmen***. *The letters are sorted* ***by machines***.

33) So‘z yasash: *re-* old qo‘shimchasi

re- “qaytadan” degan ma’noni anglatadi va u bilan “qaytadan bajarish” ma’nosini anglatadigan fe’llar yasaladi, m-n.: *reuse* = “qaytadan foydalanmoq”, *reread* = “qaytadan o‘qimoq”, *rewrite* = “qaytadan yozmoq” ma’nosini anglatadi.

34) I would (I’d) rather (do)

Would rather (do) “bajarishni afzal ko‘rgan bo‘lardim” ma’nosini anglatadi. *Would rather* dan keyin keladigan fe’l *“to”*siz ishlatiladi, m-n.:

A: Let’s go to museum.
B: That’s a good idea.
C: Oh, no. I’d rather go to the sports centre.

Bu iboraning bo‘lishsiz shakli – *I’d rather not (do)*.

m-n. *I’m feeling sick. I’d rather not go with you*.

List of irregular verbs
(Noto‘g‘ri fe’llar ro‘yxati)

Present simple	Past simple	Past participle	Present simple	Past simple	Past participle
be	was/were	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
blow	blew	blown	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
dig	dug	dug	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	sew	sewed	sewn/sewed
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown/showed
feed	fed	fed	shut	shut	shut
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	spend	spent	spent
freeze	froze	frozen	stand	stood	stood
get	got	got	sweep	swept	swept
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	throw	threw	thrown
hold	held	held	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lay	laid	laid	win	won	won
leave	left	left	write	wrote	written

English-Uzbek Wordlist

adj – adjective – sifat
adv – adverb – ravish
conj – conjunction – bog‘lovchi
det – determiner – aniqlovchi
int – interjection – undov so‘z
n – noun – ot
num – number – son
pl – plural – ko‘plik
prep – preposition – predlog
pron – pronoun – olmosh
v – verb – fe’l

a [ə]	*noaniq artikl*
about *prep, adv* [ə'baʊt]	1) haqida; 2) taxminan
about your friend	do‘stingiz haqida
at about 8 o’clock	taxminan soat sakkizlarda
accident *n* ['æksɪdənt]	avariya, baxtsiz hodisa
act (out) *v* [ækt ('aʊt)]	ijro etmoq
active *adj* ['æktɪv]	faol
activity *n* [æk'tɪvɪti]	1) faoliyat; 2) mashq
ad *n* [æd]	e’lon, reklama
address *n* [ə'dres]	manzil
adult *n* ['ædʌlt, ə'dʌlt]	yoshi katta, (katta yoshli) odam
advert *n* ['ædvɜ:t]	e’lon
advertise *v* ['ædvətaɪz]	1) reklama joylashtirmoq; 2) reklama qilmoq
advertisement *n* [əd'vɜ:tɪsmənt]	e’lon; reklama; anons
advertiser *n* ['ædvətaɪzə]	reklama beruvchi
advertising *n* ['ædvətaɪzɪŋ]	reklama qilish, reklama
aerobics *n* [eə'rəʊbɪks]	aerobika
after *prep* ['ɑ:ftə]	...dan keyin/so‘ng
afternoon *n* [ˌɑ:ftə'nu:n]	tush vaqti
Good afternoon.	Assalomu alaykum./Xayrli kun. *(tush paytida)*
in the afternoon *adv*	tushdan keyin
again *adv* [ə'gen, ə'geɪn]	yana, tag‘in
age *n* [eɪdʒ]	yosh
ago *adv* [ə'gəʊ]	ilgari, muqaddam, burun, oldin, avval
air *n* [eə]	havo
air the room *v+n* ['eə ðə 'ru:m]	xonani shamollatmoq
airport *n* ['eəpɔ:t]	aeroport
album *n* ['ælbəm]	albom
all *pron* [ɔ:l]	hamma
all the things	hamma narsalar
alligator *n* ['ælɪgeɪtə]	alligator *(timsoh)*
aloud *adv* [ə'laʊd]	ovoz chiqarib
alphabet *n* ['ælfəbet]	alifbo
also *adv* ['ɔ:lsəʊ]	ham
always *adv* ['ɔ:lwɪz, 'ɔ:lweɪz]	har doim, doimo
a.m. [ˌeɪ'em]	*tungi soat 12 dan kunduzgi 12 gacha bo‘lgan vaqt*
amateur *adj* ['æmətə]	havaskorlarga oid, havaskor(lar) ...; noprofessional
an [ən, æn]	*noaniq artikl*
ancient *adj* ['eɪnʃənt]	antik, qadimiy; qadimdan qolgan, antiqa
and *conj* [ənd, ænd]	va
And you?	Siz-chi?
angry *adj* ['æŋgri]	jahldor, jahli chiqqan
animal *n* ['ænɪm(ə)l]	hayvon
ankle *n* ['æŋkl]	to‘piq, to‘piq suyagi
answer *n, v* ['ɑ:nsə]	1. javob; 2. javob bermoq
ant *n* [ænt]	chumoli
any *adv* ['eni]	1) *(so‘roq gaplarda)* biror-bir, hech; 2) *(inkor gaplarda)* hech, hech qanday
any more ['enimɔ:]	yana
Anything else?	Yana biror narsa xohlaysizmi?
apple *n* ['æp(ə)l]	olma
apple juice *n+n* ['æpl 'dʒu:s]	olma sharbati

apricot *n* [ˈeɪprɪkɒt] o‘rik
April *n* [ˈeɪpr(ə)l] aprel
April Fool’s Day [ˈeɪprl ˈfʊlz deɪ] 1-aprel hazil kuni
architect *n* [ˈɑ:kɪtekt] arxitektor, me’mor
arctic fox *n* [ˌɑ:ktɪkˈfɒks] arktika tulkisi
are *v* [ɑ:] bo‘lmoq *(ko‘plik shaxslar uchun)*
Are you ...? Siz ...misiz?
area *n* [ˈeəriə] hudud, maydon, joy
arm *n* [ɑ:m] qo‘l
armadillo *n pl (-s)* [ˈɑ:mədɪləʊ] *zool*. armadillo *(zirhlilar oilasi vakili)*
armchair *n* [ˈɑ:mtʃeə] kursi, o‘rindiq, kreslo
art *n* [ɑ:t] tasviriy san’at
Art Museum *n+n* [ˈɑ:t mju:ˌzɪəm] San’at muzeyi
Asian *adj* [ˈeɪʃ(ə)n, ˈeɪʒən] Osiyoga oid, osiyocha
ask *v* [ɑ:sk] so‘ramoq
aspirin *n* [ˈæsprɪn] aspirin *(dori)*
astronaut *n* [ˈæstrənɔ:t] astronavt, fazogir
at *prep* [ət, æt] ...da
at all umuman
ate *v* [eɪt] *“eat” fe’lining o‘tgan zamon shakli*
athlete *n* [ˈæθli:t] yengil atletikachi
atlas *n* [ˈætləs] atlas (mato)
attack *v* [əˈtæk] hujum qilmoq, hamla qilmoq, tashlanmoq
August *n* [ˈɔ:gəst] avgust
aunt *n* [ɑ:nt] xola, amma
autonomous *adj* [ɔ:ˈtɒnəməs] avtonom, muxtor, o‘z-o‘zini idora qiladigan
autumn *n* [ˈɔ:təm] kuz
average *adj* [ˈævrɪdʒ] o‘rtacha
award *n, v* [əˈwɔ:d] 1. (berilgan) mukofot *yoki* jazo; 2. *(biror narsa)* bermoq; *(biror narsa bilan)* mukofotlamoq

A

awful *adj* [ˈɔ:f(ə)l] yomon, rasvo

B

baa *v* [bɑ:] baramoq
baby *n* [ˈbeɪbi] chaqaloq, go‘dak
back *adv* [bæk] 1) orqada, orqasida; 2) qayta, qaytarib
back *n* [bæk] orqa, yelka
backache *n* [ˈbækeɪk] bel og‘rig‘i, sanchig‘i
bad *adj* [bæd] yomon
bag *n* [bæg] sumka, portfel
bakery *n pl (-ies)* [ˈbeɪkəri] 1) novvoyxona; non do‘koni; 2) non mahsulotlari
ball *n* [bɔ:l] to‘p, koptok
balloon *n* [bəˈlu:n] havo shari, aerostat
ballooning *n* [bəˈlu:nɪŋ] havoda suzish (uchish)
banana *n pl (-s)* [bəˈnɑ:nə] banan
bandage *n* [ˈbændɪdʒ] bint, bog‘ich, taxtakach; bandaj
bank *n* [bæŋk] bank
bar *n* [bɑ:] plitka, taxtacha, bo‘lak
a bar of bir plitka/bo‘lak ...
bargain *n, v* [ˈbɑ:gɪn] 1. arzon xarid; suvtekin (arzon-garov)ga sotib oligan biror narsa; 2. savdolashmoq, baylashmoq
bark *v* [bɑ:k] vovullamoq, hurmoq
basketball *n* [ˈbɑ:skɪtbɔ:l] basketbol
bat *n* [bæt] *zool*. ko‘rshapalak
bath *n* [bɑ:θ] vanna
bathroom *n* [ˈbɑ:θrʊm] yuvinish xonasi *(uydagi xona)*
be *v* [bi:] bo‘lmoq
be afraid of *v* [bɪ əˈfreɪd əv] ...dan qo‘rqmoq
be careful *v* [bɪ ˈkeəfʊl] ehtiyot bo‘lmoq
be kind to *v* [bɪ ˈkaɪnd tə] ...ga mehribonlik ko‘rsatmoq
beach *n* [bi:tʃ] plaj; ko‘l yoki katta daryo qirg‘og‘i
bean *n* [bi:n] loviya
bear *n* [beə] ayiq

beat *v* [bi:t]	*(tuxumni)* ko‘pchitmoq, ko‘pirtirmoq
beautiful *adj* [ˈbju:tɪf(ə)l]	chiroyli
because *conj* [bɪˈkɒz, bɪˈkəz]	chunki
bed *n* [bed]	1) karavot; 2) *(yotish uchun)* o‘rin, joy
go to bed [ˈgəʊ tə ˈbed]	uxlagani yotmoq
bedroom *n* [ˈbedrʊm]	yotoqxona (uydagi xona)
bee *n* [bi:]	asalari
before *adv* [bɪˈfɔ:]	...dan oldin
begin *v* [bɪˈgɪn]	boshlamoq, boshlanmoq
behind *prep* [bɪˈhaɪnd]	...ning orqasida
bell *n* [bel]	qo‘ng‘iroq; qo‘ng‘iroqcha
belong *v* [bɪˈlɒŋ] (to)	qarashli/tegishli bo‘lmoq, mulki bo‘lmoq
berry *n pl (-ies)* [ˈberi]	reza meva *(qulupnay, maymunjon kabilar)*
best *adj* [best]	eng yaxshi
between *prep* [bɪˈtwi:n]	(ikki narsa) orasida
bicycle *n* [ˈbaɪsɪkl]	velosiped
big *adj* [bɪg]	katta
bike *n* [baɪk]	velosiped, mototsikl
biker *n* [ˈbaɪkə]	velosipedchi
biking *n* [ˈbaɪkɪŋ]	velosiped minish
billion *num* [ˈbɪljən]	milliard
bird *n* [bɜ:d]	qush
birdhouse *n* [ˈbɜ:dhaʊs]	qush uyasi
birthday *n* [ˈbɜ:θdeɪ]	tug‘ilgan kun
birthday cake *n+n* [ˈbɜ:θdi ˈkeɪk]	tug‘ilgan kun torti
birthday card *n+n* [ˈbɜ:θdi ˈkɑ:d]	tug‘ilgan kun tabrik xati
birthday party *n+n* [ˈbɜ:θdi ˈpɑ:ti]	tug‘ilgan kun bazmi
biscuit *n* [ˈbɪskɪt]	pishiriqlar
bite *v* (*past* bit) [baɪt]	qopmoq, tishlamoq, tishlab olmoq
black *adj* [blæk]	qora
black panther *adj+n* [ˈblækˈpænθə]	qora qoplon
blackboard *n* [ˈblækbɔ:d]	sinf doskasi (qora)
blanket *n* [ˈblæŋkɪt]	jun adyol (ko‘rpa)
blazer *n* [ˈbleɪzə]	yengil kurtka
bleat *v* [bli:t]	balamoq *(qo‘y-echkilar haqida)*
blew [blu:]	*“blow” fe’lining o‘tgan zamon shakli*
block of flats [ˈblɒkəv ˈflæts]	ko‘p qavatli uy
blond *adj* [blɒnd]	oq-malla, sarg‘ish
blood *n* [blʌd]	qon
blouse *n* [blaʊz]	bluzka *(yengil matoli kofta)*
blow *v* [bləʊ]	esmoq *(shamol haqida)*
blue *adj* [blu:]	ko‘k, zangori, moviy
boar *n* [bɔ:]	to‘ng‘iz, yovvoyi cho‘chqa
board *n* [bɔ:d]	sinf doskasi
boat *n* [bəʊt]	qayiq
body *n pl (-ies)* [ˈbɒdi]	gavda, tana
bodybuilding *n* [ˈbɒdi ˌbɪldɪŋ]	kulturizm, bodibilding
bone *n* [bəʊn]	suyak
book *n* [bʊk]	kitob
book case *n+n* [ˈbʊkkeɪs]	kitob javoni, kitob tokchasi
book shop *n+n* [ˈbʊkʃɒp]	kitob do‘koni
boots *n* [bu:ts]	1) butsi *(futbol botinkasi);* 2) botinka; etik
border *n, v* [ˈbɔ:də]	1. chegara; 2. chegaradosh bo‘lmoq
boring *adj* [ˈbɔ:rɪŋ]	zerikarli
botany *n* [ˈbɒtəni]	botanika
both *adj* [bəʊθ]	har ikkala
bottle *n* [bɒtl]	butilka, shisha
a bottle of	bir shisha ...
bought *v* [bɔ:t]	*“buy” fe’lining o‘tgan zamon shakli*
bowl *n* [bəʊl]	kosa
a bowl of ... [ə ˈbəʊl əv ...]	bir kosa ...
a bowl of salad [ə ˈbəʊl əv ˈsæləd]	bir kosa salat

box *n* [bɒks] — quti
a box of — bir quti ...
boxing *n* ['bɒksɪŋ] — boks tushish; boks
boy *n* *pl (boys)* [bɔɪ] — o‘g‘il bola
branch *n* [brɑ:ntʃ] — novda, butoq, shox
bray *v* [breɪ] — hangramoq *(eshak haqida)*
bread *n* *pl (-)* [bred] — non
break *n, v* [breɪk] — 1. tanaffus; 2. sindirmoq
breakfast *n* ['brekfəst] — nonushta
have breakfast *v+n* — nonushta qilmoq
bride *n* [braɪd] — unashtirib qo‘yilgan qiz (ayol), kelin
bridegroom *n* ['braɪdgru:m] — unashtirilgan yigit, kuyov
bridesmaid *n* ['braɪdzmeɪd] — kelinning o‘rtog‘i *(qiz bola)*
bright *adj* [braɪt] — yorqin; quyoshli
British *adj* ['brɪtɪʃ] — 1) britaniyalik; 2) britaniyaga oid, Britaniya ...
bronze *n* [brɒnz] — bronza
brother *n* ['brʌðə] — aka; uka
brown *adj* [braʊn] — jigarrang, malla
brush *n, v* [brʌʃ] — 1. cho‘tka; 2. cho‘tkalamoq
brush teeth *n+v* ['brʌʃ ti:θ] — tishlarni cho‘tka bilan tozalamoq
buffalo *n* ['bʌfələʊ] — buyvol
Bulgarian *n* [bʌl'geəriən] — bolgariyalik, bolgar, bolgar kishisi; bolgar ayoli
bull *n* [bʊl] — ho‘kiz, buqa
burn *v* [bɜ:n] — 1) yoqmoq, yondirmoq, kuydirmoq; 2) kuydirib olmoq, kuyib qolmoq

bus *n* [bʌs] — avtobus
go home by bus — uyga avtobus bilan bormoq
businessman *n* ['bɪznɪsmən] — (erkak) biznesmen, tadbirkor
businesswoman *n* ['bɪznɪsˌwʊmən] — (ayol) biznesmen, tadbirkor
busy *adj* ['bɪzi] — ish bilan band
but *conj* [bʌt] — lekin, ammo
butcher’s ['bʊtʃəz] — go‘sht rastasi
butter *n* ['bʌtə] — sariyog‘
butterfly *n* *pl (-ies)* ['bʌtəflaɪ] — kapalak
buy *v* [baɪ] (*past* bought) — sotib olmoq
by *prep* [baɪ] — bilan, orqali, tomonidan
by metro [baɪ 'metrəʊ] — metro bilan
bye *int* [baɪ] — xayr

cabbage *n* ['kæbɪdʒ] — karam
cable TV ['keɪblti:'vi:] — abonentlarga xizmat ko‘rsatuvchi kabelli televideniye
cafe *n* ['kæfeɪ] — kafe; qahvaxona
cage *n* [keɪdʒ] — qafas
cake *n* [keɪk] — tort, pirojniy
calendar *n* ['kælɪndə] — taqvim
calf *n* *pl (calves)* [kɑ:f] — buzoqcha, buzoq
call *v* [kɔ:l] — 1) chaqirmoq; 2) telefon qilmoq
came *v* [keɪm] — *“come” fe’lining o‘tgan zamon shakli*
camel *n* ['kæm(ə)l] — tuya
camera *n* ['kæmərə] — fotoapparat
camping *n* ['kæmpɪŋ] — 1) kemping; 2) tabiat quchog‘ida dam olish *(chodirli lagerda)*

can *modal verb* (*past* could) [kæn, kən] — qila olmoq, qo‘lidan kelmoq
Can I have ...? — ...ni olsam bo‘ladimi?
Can I help you? [kən aɪ 'help ju:] — Yordamim kerakmi?
canary *n* *pl (-ies)* [kə'neəri] — kanareyka
cannot *v* ['kænət] — qila olmaslik, qo‘lidan kelmaslik
canoeist *n* [kə'nu:ɪst] — kanoeda suzuvchi sportchi
canteen *n* [kæn'ti:n] — oshxona
at the canteen [ət ðə kæn'ti:n] — oshxonada
cap *n* [kæp] — kepka, shapka
capital *n* ['kæpɪtl] — poytaxt

car *n* [kɑ:]	avtomobil
caravan *n* [ˈkærəvæn]	karvon
card *n* [kɑ:d]	otkritka, tabrik xati
cardboard *n* [ˈkɑ:dbɔ:d]	karton
careful *adj* [ˈkeəf(ə)l]	ehtiyotkor
carrot *n* [ˈkærət]	sabzi
carry *v* [ˈkæri]	ko‘tarib yurmoq
cartoon *n* [kɑ:ˈtu:n]	multfilm
casual *adj* [ˈkæʒʊəl]	1) tasodifiy, tasodifan bo‘lgan; 2) *(kiyim haqida)* kundalik, har kungi, doimiy
cat *n* [kæt]	mushuk
caterpillar *n* [ˈkætəˌpɪlə]	kapalakqurt
cave *n* [keɪv]	g‘or
CD (compact disk) [ˌsi:ˈdi:]	CD (kompakt-disk)
celebrate *v* [ˈselɪbreɪt]	bayram qilmoq, nishonlamoq
celebration *n* [ˌselɪˈbreɪʃ(ə)n]	bayram
central *adj* [ˈsentrəl]	markaziy
centre *n* [ˈsentə]	markaz
century *n* *pl (-ies)* [ˈsentʃəri]	asr, yuz yillik vaqt
cereal *n* [ˈsɪəriəl]	1) donli mahsulotlardan tayyorlangan taom; 2) boshoqli g‘alla o‘simligi
ceremony *n* [ˈserɪməni]	marosim; udum; tantana
chain *n* [tʃeɪn]	zanjir
chair *n* [tʃeə]	stul
chalk *n* [tʃɔ:k]	bo‘r
champion *n* [ˈtʃæmpɪən]	chempion
change *v* [tʃeɪndʒ]	o‘zgartirmoq
Changing of the Guard	qorovul almashinuvi
channel *n* [ˈtʃænl]	*(televizion)* kanal
chant *n* [tʃɑ:nt]	chant *(kichik she’r)*
cheap *adj* [tʃi:p]	arzon
check *v* [tʃek]	tekshirmoq
cheese *(mass n)* [tʃi:z]	pishloq
cheeseburger *n* [ˈtʃi:zbɜ:gə]	chizburger
cheetah *n* [ˈtʃi:tə]	gepard
checked *adj* [tʃekt]	katak gulli *(mato haqida)*
chef *n* [ʃef]	oshpaz
chemist’s [ˈkemɪstəz]	dorixona
cherry *n* *pl (-ies)* [ˈtʃeri]	olcha
chess *n* [tʃes]	shaxmat
chest *n* [tʃest]	ko‘krak qafasi, ko‘krak, ko‘ks
chick *n* [tʃɪk]	jo‘ja
chicken *n* [ˈtʃɪkɪn]	tovuq
chief *n* [tʃi:f]	boshliq, rahbar
child *n* *pl (children)* [tʃaɪld]	bola
children *n* [ˈtʃɪldrən]	bolalar
Chinese New Year *n* [ˈtʃaɪni:z ˌnju: ˈjɪə]	xitoycha yangi yil
chips *n* [tʃɪps]	chips *(qovurilgan kartoshka)*
chocolate *n* [ˈtʃɒklɪt]	shokolad
choose *v* [tʃu:z]	tanlamoq
cinema *n* [ˈsɪnɪmə]	kinoteatr
circle *n, v* [ˈsɜ:k(ə)l]	1. aylana; 2. aylantirib chizmoq
circus *n* [ˈsɜ:kəs]	sirk
city *n* *pl (-ies)* [ˈsɪti]	katta shahar
clap *v* [klæp]	qarsak, chapak chalmoq
clasp *v* [klɑ:sp]	qismoq, siqmoq
class *n* [klɑ:s]	sinf; dars
classbook *n* [ˈklɑ:sbʊk]	darslik
classical music *adj+n* [ˈklæsɪk(ə)l ˌmju:zɪk]	mumtoz musiqa
classmate *n* [ˈklɑ:smeɪt]	sinfdosh
classroom *n* [ˈklɑ:srʊm]	sinfxona
classroom things *n+n* [ˈklɑ:srʊm ˌθɪŋz]	o‘quv qurollari

clean *adj, v* [kli:n]	1. toza; 2. tozalamoq
clean the room *v+n* ['kli:n ðə 'ru:m]	xonani tozalamoq
clean water *adj+n* ['kli:n 'wɔ:tə]	toza suv
cleaner *n* ['kli:nə]	farrosh
clear *adj, v* [klɪə]	1. a) aniq; b) toza; 2. tozalamoq
clever *adj* ['klevə]	aqlli, zukko
climate *n* ['klaɪmɪt]	iqlim
climb *v* [klaɪm]	tirmashib chiqmoq
climbing *n* ['klaɪmɪŋ]	alpinizm
clock *n* [klɒk]	soat
cloud *n* [klaʊd]	bulut
cloudy *adj* ['klaʊdi]	bulutli
clown *n* [klaʊn]	masxaraboz, qiziqchi
club *n* [klʌb]	klub, to‘garak
cluck *v* [klʌk]	qaqillamoq (*tovuq haqida*)
coach *n* [kəʊtʃ]	trener, murabbiy
coal *(mass n)* [kəʊl]	ko‘mir
coat *n* [kəʊt]	palto
coffee *n pl (-)* ['kɒfi]	qahva
coin *n* [kɔɪn]	tanga
cold *adj, n* [kəʊld]	1. sovuq; 2. shamollash
I have a cold. [aɪ 'hæv ə 'kəʊld]	Shamollab qoldim.
collect *v* [kə'lekt]	yig‘moq, to‘plamoq
collection *n* [kə'lekʃn]	to‘plam, kolleksiya
college *n* ['kɒlɪdʒ]	kollej
colour *n* ['kʌlə]	rang
colour pencils	rangli qalamlar
coloured *adj* ['kʌləd]	rangli
comb *n, v* [kəʊm]	1. taroq; 2. taramoq
come *v* [kʌm] (*past* came)	kelmoq
come from	...dan kelmoq
come home *v+n* [ˌkʌm 'həʊm]	uyga kelmoq
comedy *n pl* (-ies) ['kɒmɪdi]	komediya
comfortable *adj* ['kʌmftəbl]	qulay, shinam
companion *n* [kəm'pænɪən]	hamroh, ulfat, sherik; hamsuhbat
compete *v* [kəm'pi:t]	musobaqa qilmoq, bellashmoq
competition *n* [ˌkɒmpɪ'tɪʃn]	musobaqa, bellashuv; tanlov
complete *v* [kəm'pli:t]	tamomlamoq, tugallamoq
computer *n* [kəm'pju:tə]	kompyuter
computer game *n+n*	kompyuter o‘yini
computer programmer *n+n*	kompyuter dasturchisi
confetti *n pl (confetti)* [kən'feti]	mayda rangli qog‘oz
Constitution Day *n* [ˌkɒnstɪ'tju:ʃn 'deɪ]	Konstitutsiya kuni
continent *n* ['kɒntɪnənt]	qit’a, mintaqa
cook *v, n* [kʊk]	1. pishirmoq, ovqat tayyorlamoq; 2. oshpaz
cooker *n* ['ku:kə]	plita, pechka, o‘choq
cool *adj* [ku:l]	salqin
copy *v* ['kɒpi]	ko‘chirmoq
copybook *n* ['kɒpibʊk]	daftar
corn *n pl (–)* [kɔ:n]	don, g‘alla
corner *n* ['kɔ:nə]	burchak
correct *adj, v* [kə'rekt]	1. to‘g‘ri; 2. to‘g‘rilamoq
cost *n, v* (*past* cost) [kɒst]	1. narx; 2. turmoq *(narx haqida)*
costume *n* ['kɒstjʊm]	kiyim; ko‘ylak, kostum
cotton *adj, n* ['kɒtn]	1. a) paxtaga oid; paxta...; b) paxta ipidan qilingan; 2. a) paxta; b) momiq paxta; d) ip gazlama
cough *n, v* [kɒf]	1. yo‘tal; 2. yo‘talmoq
count *v* [kaʊnt]	sanamoq
country *n pl (-ies)* ['kʌntri]	mamlakat
cousin *n* ['kʌzn]	ammavachcha, xolavachcha, amakivachcha, tog‘avachcha

cow *n* [kaʊ]	sigir
crayon *n* ['kreɪən]	rangli bo‘r
cream *n* [kri:m]	*(tibbiy)* krem, maz, malham dori
creed *n* [kri:d]	maslak, e’tiqod, imon
crocodile *n* ['krɒkədaɪl]	timsoh
cross *n, v* [krɒs]	1. X belgisi; 2. X (iks) qilib chizmoq
crossway *n* ['krɒsweɪ]	1) kesib o‘tuvchi yo‘l; 2) ikkita magistralni bog‘lovchi yo‘l; 3) chorraha
crossword *n* ['krɒswɜ:d]	krossvord
do crosswords ['du: 'krɒswɜ:dz]	krossvord yechmoq
crow *v* [krəʊ]	qichqirmoq *(xo‘roz haqida)*
crown *n* [kraʊn]	toj
cucumber *n* ['kju:kʌmbə]	bodring
cuddle *v* ['kʌdl]	bag‘riga bosmoq, qattiq quchoqlamoq
cup *n* [kʌp]	finjon, chashka
a cup of tea [ə 'kʌp əv 'ti:]	bir finjon choy
cupboard *n* ['kʌpbəd]	oziq-ovqat/idish-tovoq javoni (shkafi)
curly *adj* ['kɜ:li]	jingalak
curtain *n* ['kɜ:tən]	parda
customer *n* ['kʌstəmə]	xaridor
cut *v* [kʌt]	kesmoq, qirqmoq
cut down *v* ['kʌt 'daʊn]	kesmoq
cycle *v* ['saɪk(ə)l]	velosipedda uchmoq
dad *n* [dæd]	dada; ota
dairy *adj* ['deəri]	sutdan qilingan, sut ...
dance *n, v* [dɑ:ns]	1. raqs; 2. raqsga tushmoq
dancer *n* ['dɑ:nsə]	raqqos, raqqosa, o‘yinchi
dangerous *adj* ['deɪndʒrəs]	xavfli
dark *adj* [dɑ:k]	1) qora, qoramtir; 2) qorong‘i
date *n* [deɪt]	sana
daughter *n* ['dɔ:tə]	qiz
day *n* [deɪ]	kun
dear *adj* [dɪə]	qadrli, aziz
December *n* [dɪ'sembə]	dekabr
decoration *n* [ˌdekə'reɪʃn]	bezak
deer *n pl (–)* [dɪə]	bug‘u
defeat *v* [dɪ'fi:t]	mag‘lubiyatga uchratmoq, yengmoq
degree *n* [dɪ'gri:]	daraja
delicious *adj* [dɪ'lɪʃəs]	shirin, mazali
demonstrate *v* [ˈdemənstreɪt]	namoyish qilmoq, ko‘rsatmoq
desert *n* ['dezət]	cho‘l, sahro
desk *n* [desk]	yozuv stoli, parta
destroy *v* [dɪ'strɔɪ]	buzmoq, yo‘q qilmoq
dialogue *n* ['daɪəlɒg]	dialog
diary *n pl (-ies)* ['daɪəri]	kundalik daftar
dictation *n* [dɪk'teɪʃ(ə)n]	diktant
did [dɪd]	*“do” fe’lining o‘tgan zamon shakli*
difference *n* ['dɪf(ə)rəns]	farq
different *adj* ['dɪf(ə)rənt]	turli, farqli, o‘zgacha, boshqacha
difficult *adj* ['dɪfɪk(ə)lt]	qiyin
Dilong *n* [dɪ'lu:n]	dilun *(yirtqich dinozavr turi)*
dinner *n* ['dɪnə]	kechki ovqat
have dinner	kechki ovqatni yemoq
dinosaur *n* ['daɪnəsɔ:]	*zool*. dinozavr
director *n* [dɪ'rektə]	direktor
dirty *adj* ['dɜ:ti]	iflos, kir, irkit, isqirt, jirkanch
disability *n pl (-ies)* [ˌdɪsə'bɪlɪti]	1) noqobillik, uquvsizlik; 2) ishga yaroqsizlik, nogironlik, majruhlik
dish *n* [dɪʃ]	1) idish-tovoq; 2) taom
dishwasher *n* ['dɪʃwɒʃə]	idish-tovoq yuvish mashinasi
district *n* ['dɪstrɪkt]	okrug, tuman; uchastka

diver *n* ['daɪvə] 1) suvga sho‘nguvchi; 2) g‘avvos
do *v* [du:] (*past* did) 1) qilmoq, bajarmoq; 2) *yordamchi fe’l*
do homework ['du: 'həʊmwɜ:k] uy vazifasini bajarmoq
do morning exercises ['du: 'mɔ:nɪŋ 'eksəsaɪzs] ertalabki badantarbiya mashqlarini bajarmoq
do sums *v* ['du: 'sʌmz] misolni ishlamoq
doctor *n* ['dɒktə] doktor, vrach, shifokor
dog *n* [dɒg] kuchuk, it
doira *n* [dɔɪ'rɑ:] doira *(musiqiy asbob)*
doll *n* [dɒl] qo‘g‘irchoq
dolphin *n* ['dɒlfɪn] delfin
domestic animal *adj+n* [də'mestɪk 'ænɪml] uy hayvoni
donkey *n pl (-s)* ['dɒŋki] eshak
Don’t ...! ['dəʊnt ...] *inkor buyruq gapni boshlab beradi:* ... qilma!
Don’t play with my dog! Itim bilan o‘ynama!
door *n* [dɔ:] eshik
dove *n* [dʌv] kabutar, kaptar
down *adv* [daʊn] past tomonga
downstairs *adv* [ˌdaʊn'steəz] pastki qavat(da)ga
dragon *n* ['drægn] ajdar
draughts *n* ['drɑ:fts] shashka
draw *v* (*past* drew), *n* [drɔ:] 1. chizmoq, rasm solmoq; 2. *sportda:* durang o‘yin, durang
drawing *n* ['drɔ:ɪŋ] 1) chizish, rasm solish, chizmachilik; 2) rasm, chizma
dress *n* [dres] ko‘ylak
dresser *n* ['dresə] komod *(kiyim-kechak turadigan yashikli javon)*
drill *n* [drɪl] mashq
drink *n, v* (*past* drank) [drɪŋk] 1. ichimlik; 2. ichmoq
drive *v* (*past* drove) [draɪv] 1) *(mashinani)* boshqarmoq, yurgizmoq, *(otni)* haydamoq; 2) *(mashina, arava va sh.k.larda)* eltmoq, olib borib qo‘ymoq

D

driver *n* ['draɪvə] haydovchi
drops *n* [drɒps] tomizg‘i, tomiziladigan dori

E

dry *adj* [draɪ] quruq
duck *n* [dʌk] o‘rdak
duckling *n* ['dʌklɪŋ] o‘rdakcha
dust *n pl (-s)*, *v* [dʌst] 1. chang; 2. changni artmoq (artib tozalamoq)
duststorm *n* [ˌdʌst'stɔ:m] chang-to‘zon, changli bo‘ron
dutor *n* [dʊ'tɔ:r] dutor *(musiqiy asbob)*

each *adj* [i:tʃ] har bir
each other *adv* ['i:tʃ 'ʌðə] bir-birini
eagle *n* ['i:gl] burgut
ear *n* [ɪə] quloq
earache *n* ['ɪəreɪk] quloq og‘rig‘i
early *adv* ['ɜ:li] erta, erta bilan, barvaqt
Earth Day *n+n* ['ɜ:θ 'deɪ] Yer kuni
earthquake *n* ['ɜ:θkweɪk] zilzila
east *n* [i:st] sharq
eat (up) *v* (*past* ate) [i:t (ʌp)] yemoq; yeb qo‘ymoq
eco ['ekəʊ] *murakkab so‘zlarda* ekologik *ma’nosini anglatadi*
educational *adj* [ˌedjʊ'keɪʃnəl] ta’limiy; tarbiyaviy; ma’rifiy
egg *n* [eg] tuxum
eggplant *n* ['egplɑ:nt] baqlajon
eight *num* [eɪt] sakkiz
eighteen *num* [ˌeɪ'ti:n] o‘n sakkiz
eighth *num* [eɪtθ] sakkizinchi
eight hundred *num* [eɪt 'hʌndrəd] sakkiz yuz
eighty *num* ['eɪti] sakson
eighty-one *num* [ˌeɪti 'wʌn] sakson bir
elbow *n* ['elbəʊ] tirsak
elder *adj* ['eldə] to‘ng‘ich, katta
electrical *adj* [ɪ'lektrɪkl] elektr tokiga oid, elektr ...

Wordlist

electricity *n* *pl (-)* [ɪˌlekˈtrɪsɪti]	tok, elektr toki
electronic engineer [ɪˌlekˈtrɒnɪk ˌendʒɪˈnɪə]	muhandis elektronchi
elephant *n* [ˈelɪfənt]	fil
eleven *num* [ɪˈlev(ə)n]	o‘n bir
eleventh *num* [ɪˈlevənθ]	o‘n birinchi
embroidered *adj* [ɪmˈbrɔɪdəd]	gul/kashta tikilgan
embroidery *n* [ɪmˈbrɔɪdəri]	kashta, gul; kashta (gul) tikilgan mahsulot
emperor *n* [ˈempərə]	imperator, xoqon
emu *n* [ˈiːmjuː]	*zool*. emu
end *v* [end]	tuga(lla)moq, tamomlamoq
energy *n* *pl (-)* [ˈenədʒi]	energiya, quvvat
engineer [ˌendʒɪˈnɪə]	muhandis
English *adj, n* [ˈɪŋglɪʃ]	1. inglizcha; ingliz; 2. ingliz tili
enjoy *v* [ɪnˈdʒɔɪ]	maza (huzur) qilmoq, zavqlanmoq, rohatlanmoq
enough *adj* [ɪˈnʌf]	yetarli, yetadigan, kifoya qiladigan
equator *n* [ɪˈkweɪtə]	ekvator
eraser *n* [ɪˈreɪzə]	o‘chirg‘ich
Eskimo *n* [ˈeskɪməʊ]	eskimos *(millat)*
eucalyptus *n* [ˌjuːkəˈlɪptəs]	*bot*. evkalipt
evening *n* [ˈiːvnɪŋ]	kechqurun, oqshom
Good evening.	Xayrli oqshom.
in the evening *adv*	kechqurun, oqshomda
every *det* [ˈevri]	har bir, har...
every day *adv* [ˈevrideɪ]	har kuni
everybody *pron* [ˈevrɪbɒdi]	hamma
everything *pron* [ˈevriθɪŋ]	hamma narsa
everywhere *pron* [ˈevriweə]	hamma yerda
Excuse me, who’s this?	Uzr, siz kimsiz (bu kim)?
exciting *adj* [ɪkˈsaɪtɪŋ]	hayajonli, qiziqarli, maroqli
exhibition *n* [ˌeksɪˈbɪʃən]	ko‘rgazma
expect *v* [ɪkˈspekt]	kutmoq
extinct *adj* [ɪkˈstɪŋkt]	1) o‘chgan, so‘ngan; 2) qirilib (yo‘q bo‘lib) ketgan
expensive *adj* [ɪkˈspensɪv]	qimmat
eye *n* [aɪ]	ko‘z
eye drops [ˈaɪdrɒps]	ko‘z tomizg‘i, ko‘zga tomiziladigan dori
face *n* [feɪs]	yuz, bet
fact *n* [fækt]	fakt, dalil, isbot
fairy tale *adj+n* [ˈfeəri ˈteɪl]	ertak
fall *v* [fɔːl]	1) tushmoq, pasaymoq; 2) yog‘moq (qor)
fall asleep *v+adj* [ˈfɔːl əˈsliːp]	uxlab qolmoq
false *adj* [fɔːls]	yolg‘on, noto‘g‘ri
family *n* *pl (-ies)* [ˈfæməli]	oila
family tree *n+n* [ˌfæməli ˈtriː]	shajara
famous *adj* [ˈfeɪməs]	mashhur
fantastic *adj* [fænˈtæstɪk]	ajoyib, g‘aroyib
fantasy *n* [ˈfæntəsi]	tasavvur
far *adv* [fɑː]	uzoq
far from *adv* [ˈfɑːfrəm]	...dan uzoq
farm *n* [fɑːm]	ferma
farmer *n* [ˈfɑːmə]	fermer, dehqon
fashion *n* [ˈfæʃən]	1) fason; bichim, andaza; 2) moda, rasm, odat
fast *adv* [fɑːst]	tez
fast food *adj+n* [ˈfɑːstˈfuːd]	tez tayyor bo‘ladigan taom
father *n* [ˈfɑːðə]	ota
Father’s Day *n+n* [ˌfɑːðəz ˈdeɪ]	Otalar kuni
favourite *adj, n* [ˈfeɪv(ə)rɪt]	1. sevimli; 2. yoqtirgan narsasi
February *n* [ˈfebrʊəri]	fevral
feed *v* [fiːd] (*past* fed)	ovqatlantirmoq, boqmoq
feed the animals	hayvonlarga yemish bermoq
feel *v* [fiːl] (*past* felt)	his qilmoq, sezmoq

feel happy *v+adj* [ˌfi:l ˈhæpi]	xursand bo‘lmoq
feel angry *v+adj* [ˌfi:l ˈæŋgri]	achchiqlanmoq
feel sad *v+adj* [ˌfi:l ˈsæd]	xafa (g‘amgin) bo‘lmoq
feel bored *v+adj* [ˌfi:l ˈbɔ:d]	zerikmoq
fell [fel]	*“fall” fe’lining o‘tgan zamon shakli*
female *n, adj* [ˈfi:meɪl]	1. a) ayol; b) *zool*. urg‘ochi; 2. urg‘ochi jinsiga oid; ayollarga xos bo‘lgan; ayollar ...
Ferris wheel *n+n* [ˈferɪsˌwi:l]	charxpalak *(o‘yin-kulgi qurilmasi)*
fifteen *num* [ˌfɪfti:n]	o‘n besh
fifth *num* [fɪfθ, fɪftθ]	beshinchi
fifty *num* [ˈfɪfti]	ellik
fifty-one *num* [ˌfɪfti ˈwʌn]	ellik bir
fig *n* [fɪg]	*bot*. anjir
fight *n, v* [faɪt]	1. jang, kurash; mushtlashish, yoqalashish; 2. urishmoq, kurashmoq, janjallashmoq
fill *v* [fɪl]	to‘ldirmoq, to‘lg‘izmoq
film star *n+n* [ˈfɪlmsta:]	kino yulduzi
finally *adv* [ˈfaɪnəli]	nihoyat, oxiri; pirovardida, oqibatida
find *v* [faɪnd] (*past* found)	topmoq
fine *adj* [faɪn]	yaxshi
I’m fine (OK).	Men yaxshiman.
finger *n* [ˈfɪŋgə]	barmoq
finish *n, v* [ˈfɪnɪʃ]	1. tugatmoq, tugallamoq; 2. oxir
fir tree *n+n* [ˈfɜ:tri:]	qoraqarag‘ay, archa
fire *n* [faɪə]	olov
fireman *n* [ˈfaɪəmən]	o‘t o‘chiruvchi
fireworks *n* [ˈfaɪəwɜ:ks]	mushakbozlik
first *num* [fɜ:st]	birinchi
fish *n pl (–)* [fɪʃ]	baliq
fish and chips [ˈfɪʃəntʃɪps]	baliq va qovurilgan kartoshka
fit *v* [fɪt]	1) mos (muvofiq) kelmoq; 2) lop-loyiq kelmoq, yarashmoq
fitness centre *n+n* [ˈfɪtnɪs ˌsentə]	fitnes-markaz
fitting room *n* [ˈfɪtɪŋru:m]	kiyib ko‘rish xonasi
five *num* [faɪv]	besh
five hundred *num* [faɪv ˈhʌndrəd]	besh yuz
five hundred soums a kilo	bir kilogrammi 500 so‘m
flag *n* [flæg]	bayroq
flame *n* [fleɪm]	alanga, olov
flannel *adj, n* [ˈflænl]	1. flaneldan qilingan, flanel ...; 2. jundan / paxta ipidan to‘qilgan flanel, paxmoq ko‘ylak
flat *n* [flæt]	kvartira
floor *n* [flɔ:]	1) qavat; 2) pol
on the ground floor	birinchi qavatda
on the first floor	ikkinchi qavatda
floral *adj* [ˈflɔ:rəl]	gulli, gullar tasviri tushirilgan *(mato haqida)*
florist’s [ˈflɒrɪstz]	gul do‘koni
flour *n pl (–)* [ˈflaʊə]	un
flower *n* [ˈflaʊə]	gul
flu *n* [flu:]	gripp
fly *v* [flaɪ] (*past* flew)	parvoz qilmoq
fly a kite *v+n* [ˈflaɪ ə ˈkaɪt]	varrak uchirmoq
foal *n* [fəʊl]	1) toycha, toy, ot bolasi; 2) xo‘tik, eshak bolasi
fog *n* [fɒg]	tuman
foggy *adj* [ˈfɒgi]	tumanli
food *n* [fu:d]	oziq, ovqat, yemish
foot *n* [fʊt] *pl (feet)*	oyoq
go on foot	piyoda bormoq
football *n* [ˈfʊtbɔ:l]	futbol
play football *v+n*	futbol o‘ynamoq
football player *n+n* [ˈfʊtbɔ:l ˌpleɪə]	futbol o‘yinchisi
footprint *n* [ˈfʊtprɪnt]	iz, oyoq izi
for *prep* [fə, fɔ:]	uchun

for ages *adv* [fər'eɪdʒəz]	uzoq muddat; anchadan beri
for example = e.g. [fərɪg'zɑ:mpl]	masalan
forecast *n* ['fɔ:kɑ:st]	ob-havo ma'lumoti
forest *n* ['fɒrɪst]	o'rmon
forget *v* [fə'get]	unutmoq
fork *n* [fɔ:k]	sanchqi, vilka
forty *num* ['fɔ:ti]	qirq
forty-one *num* [ˌfɔ:ti 'wʌn]	qirq bir
four *num* [fɔ:]	to'rt
four hundred *num* [ˌfɔ: 'hʌndrəd]	to'rt yuz
fourteen *num* [ˌfɔ:'ti:n]	o'n to'rt
fourth *num* [fɔ:θ]	to'rtinchi
fox *n* [fɒks]	tulki
French *adj, n* [frentʃ]	1. fransuzcha; fransuz; 2. fransuz tili
free *adv* [fri:]	1) bo'sh; 2) erkin
freezing *adj* ['fri:zɪŋ]	muzdek, sovuq
fresh *adj* [freʃ]	1) sof, musaffo; 2) yangi uzilgan
fresh air *adj+n* [ˌfreʃ 'eə]	toza havo
fresh fruit *adj+n* [ˌfreʃ 'fru:t]	yangi uzilgan mevalar
Friday *n* ['fraɪdi]	juma
fridge *n* [frɪdʒ]	muzlatkich, sovutkich
friend *n* [frend]	do'st, o'rtoq
friendly *adj* ['frendli]	do'stona, xavfsiz
frog *n* [frɒg]	qurbaqa
from *prep* [frəm, frɒm]	...dan
front *n* [frʌnt]	old, old qism
fruit *n* [fru:t]	meva
fry *v* [fraɪ]	qovurmoq
fuel *n* [fjʊəl]	yoqilg'i, yonilg'i
fun *n, adj* [fʌn]	1. xursandchilik; 2. zavqlanarli
funny *adj* ['fʌni]	qiziq, kulgili
furniture *n* [ˈfɜ:nɪtʃə]	mebel
furry *adj* ['fɜ:ri]	yungli
game *n* [geɪm]	o'yin
garden *n* ['gɑ:dn]	bog'
gardener *n* ['gɑ:dnə]	bog'bon
gas *n pl (-)* [gæs]	gaz
gave *v* [geɪv]	*"give" fe'lining o'tgan zamon shakli*
gazelle *n* [gə'zel]	g'izol, ohu
gel *n* [dʒel]	gel
geography *n* [dʒi'ɒgrəfi]	geografiya
German *adj, n* ['dʒɜ:mən]	1. nemischa; nemis; 2. nemis tili
get *v* [get] (*past* got)	olmoq
get dressed *v+adj* [ˌget 'drest]	kiyinmoq
get marks *v+n* [ˌget 'mɑ:ks]	baho olmoq
get married *v* [ˌget 'mærid]	uylanmoq, turmushga chiqmoq
get off *v* [ˌget 'ɒf]	chiqmoq, tushmoq
get on *v* [ˌget 'ɒn]	minmoq
get ready *v+adj* [ˌget 'redi]	tayyor bo'lmoq
get up ['getʌp]	o'rnidan turmoq
get washed *v+adj* [ˌget 'wɒʃt]	yuvinmoq
Get well soon.	Tezroq sog'ayib ket(ing).
get home *v+n* [ˌget 'həʊm]	uyga yetib kelmoq
get to school [ˌget tə 'sku:l]	maktabga yetib olmoq/bormoq
giraffe *n* [dʒɪ'rɑ:f]	jirafa
girl *n* [gɜ:l]	qiz bola
give *v* [gɪv] (*past* gave)	bermoq
glass *n* [glɑ:s]	1) shisha; 2) shisha idish; 3) stakan
a glass of juice [ə 'glɑ:s əv 'dʒu:s]	bir stakan sharbat
global warming *adj+n* ['gləʊbəl 'wɔ:mɪŋ]	global iqlim isishi
go *v* [gəʊ] (*past* went)	yurmoq, bormoq

go away [ˌgəʊ əˈweɪ]	ketmoq (nariga)
go fishing *v+n* [ˈgəʊ ˈfɪʃɪŋ]	baliq ovlamoq
go hiking *v+n* [ˈgəʊ ˈhaɪkɪŋ]	sayohatga chiqmoq
go shopping *v+n* [ˈgəʊ ˈʃɒpɪŋ]	bozorlik qilmoq, xarid qilmoq
go straight [ˈgəʊ ˈstreɪt]	to‘g‘riga yurmoq
go to bed [ˌgəʊtəˈbed]	uxlagani yotmoq
go to school	maktabga bormoq
goat *n* [gəʊt]	echki
gobble *v* [ˈgɒbl]	qulqullamoq *(kurka haqida)*
gold *n* [gəʊld]	oltin, tilla
goldfish *n* *pl (–)* [ˈgəʊldˌfɪʃ]	oltin (tilla) baliq
Goldilocks [ˈgəʊldɪlɒks]	Tillasoch qiz *(ertakda)*
good *adj* [gʊd]	yaxshi
I’m good at … [aɪm ˈgʊd ət]	Men …da yaxshiman.
Goodbye. [gʊdˈbaɪ]	Xayr.
Good morning! [ˈgʊd ˈmɔːnɪŋ]	Xayrli tong!
goose *n* *pl* *(geese)* [guːs giːs]	g‘oz
gosling *n* *pl* [ˈgɒslɪŋ]	g‘oz jo‘jasi
got [gɒt]	*“get” fe’lining o‘tgan zamon shakli*
I got here by metro.	Bu yerga metro bilan yetib keldim.
grandad *n* [ˈgrændæd]	bobo
grandfather *n* [ˈgrændˌfɑːðə]	bobo
grandmother *n* [ˈgrændˌmʌðə]	momo, buvi
grandparents *n* [ˈgrændˌpeərənts]	bobo va buvi
granny *n* *pl (-ies)* [ˈgræni]	buvi, momo
grape *n* [greɪp]	uzum
graph *n* [græf, grɑːf]	grafik
grass *n* [grɑːs]	o‘t, maysa
grasshopper *n* [ˈgrɑːsˌhɒpə]	chigirtka
grassland *n* [ˈgrɑːslænd]	yaylov
great *adj* [greɪt]	1) buyuk, ulug‘; 2) Zo‘r! (Yaxshi! Ajoyib!)
It’s great!	Zo‘r!
Greek *adj, n* [griːk]	grek; grek tili
green *adj* [griːn]	yashil
greengrocer’s [ˈgriːnˌgrəʊsəz]	meva-cheva do‘koni
greet *v* [griːt]	salomlashmoq
greeting *n* [ˈgriːtɪŋ]	salomlashish
grey *adj* [greɪ]	kulrang
group *n* [gruːp]	guruh
ground *n* [ˈgraʊnd]	yer
grow v (*past* grew) [grəʊ]	o‘s(tir)moq
grown-up *n* [ˈgrəʊnʌp]	yoshi katta
guess *v* [ges]	o‘ylab topmoq, fahmlamoq
guitar *n* [gɪˈtɑː]	gitara
gym *n* [dʒɪm]	gimnastika (sport) zali
gymnast *n* [ˈdʒɪmnæst]	gimnastikachi
gymnastics *n* [dʒɪmˈnæstɪks]	gimnastika
habit *n* [ˈhæbɪt]	odat, o‘rganish
habitat *n* [ˈhæbɪtæt]	vatan, makon, yashash joyi
had [hæd, həd]	*“have” fe’lining o‘tgan zamon shakli*
hail *n, v* [heɪl]	1. do‘l; 2. do‘l yog‘moq
hailstone *n* [ˈheɪlstəʊn]	do‘l
hailstorm *n* [ˈheɪlstɔːm]	do‘lli bo‘ron
hair *n* *pl (–)* [heə]	soch
do hair *v+n*	sochni taramoq
half *adj* [hɑːf]	yarim
half a kilo [ˈhɑːfəˌkɪləʊ]	yarim kilogramm
half-term *adj+n* [ˌhɑːfˈtɜːm]	yarim choraklik
hamburger *n* [ˈhæmbɜːgə]	gamburger
hand *n* [hænd]	1) qo‘l; 2) tomon
handball *n* [ˈhændbɔːl]	qo‘l to‘pi

handicrafts *n* [ˈhændikrɑ:fts] mehnat darsi
happen *v* [ˈhæpən] sodir bo‘lmoq
happily *adv* [ˈhæpɪli] xursandlik bilan
happy *adj* [ˈhæpi] xursand, baxtli
Happy birthday! *int* [ˈhæpi ˈbɜ:θdi] Tug‘ilgan kuningiz bilan!
hard *adv* [hɑ:d] qattiq; tirishqoqlik bilan
work hard *v+adv* [ˌwɜ:kˈhɑ:d] qattiq ishlamoq
hare *n* [heə] quyon
hat *n* [hæt] shlapa
hate *v* [heɪt] yomon ko‘rmoq
have *v* [həv, hæv] 1) ega bo‘lmoq; bor bo‘lmoq; 2) yemoq, ichmoq
I have [aɪ ˈhæv] menda bor, men egaman
have a break *v+n* [həvə ˈbreɪk] tanaffusga chiqmoq
have a good time [həvə ˌgʊd ˈtaɪm] vaqtni yaxshi o‘tkazmoq
have breakfast *v+n* [həv ˈbrekfəst] nonushta qilmoq
have dinner *v+n* [həv ˈdɪnə] kechki ovqatni yemoq
have fun *v+n* [həv ˈfʌn] xursandchilik qilmoq
have lessons *v+n* [həv ˈlesnəz] darsi bo‘lmoq; o‘qimoq
have lunch *v+n* [həv ˈlʌntʃ] tushlik qilmoq
he *pron* [hi:] u *(erkaklar uchun)*
head *n* [hed] bosh, kalla
headache *n* [ˈhedeɪk] bosh og‘rig‘i
healthy *n* [ˈhelθi] sog‘lom, foydali
hear *v* (*past* heard) [hɪə] eshitmoq
heart *n* [hɑ:t] yurak
heavy *adj* [ˈhevi] og‘ir, vazmin, yuki og‘ir
hedgehog *n* [ˈhedʒhɒg] tipratikan
helicopter *n* [ˈhelɪkɒptə] vertolyot
Hello. [həˈləʊ] Salom!
helmet *n* [ˈhelmɪt] shlem, kaska
help *v* [help] yordam bermoq
Help yourself. [ˈ - jəˈself] Olib o‘tiring.
hen *n* [hen] tovuq
her *adj, pron* [hə, hɜ:] *(ayollar uchun)* 1) uning; 2) uni, unga
Her name is … Uning ismi …
herbal *adj* [ˈhɜ:bl] o‘t-o‘landan tayyorlangan
here *adv* [hɪə] shu (bu) yerda
Here you are. Mana, marhamat.
hero *n* [ˈhɪərəʊ] qahramon
Hi! [haɪ] Salom!
hide *v* [haɪd] bekitmoq, yashirmoq
hide and seek [ˈhaɪdənˌsi:k] bekinmachoq o‘yini
high *adj* [haɪ] baland, yuqori
high-heeled *adj* [ˌhaɪˈhi:ld] baland poshnali
high-jump *n+n* [ˈhaɪdʒʌmp] balandlikka sakrash
do the high-jump *v+n* balandlikka sakramoq
high temperature *adj+n* [ˈhaɪ ˈtemprətʃə] baland harorat
hike *n, v* [haɪk] 1. uzoq sayr, ekskursiya yoki yayov sayohat; 2. sayohat qilmoq; aylanib yurmoq, kezmoq
hiking *n* [ˈhaɪkɪŋ] yayov ekskursiya, piyoda sayr
him *pron* [hɪm] uni, unga *(erkaklar uchun)*
hip *n* [hɪp] tos; yonbosh
hippo *n* [ˈhɪpəʊ] gippopotam, begemot
his *adj, pron* [hɪz] *(erkaklar uchun)* uning
His name is … Uning ismi …
historical place *adj+n* [hɪˈstɒrɪkl ˌpleɪs] tarixiy joy
history *n* [ˈhɪst(ə)ri] tarix
hit *v* [hɪt] 1) ur(il)moq; 2) (mo‘ljalga) tegizmoq; 3) shikastlamoq, lat yedirmoq, jarohatlamoq
hobby *n pl (-ies)* [ˈhɒbi] xobbi, sevimli mashg‘ulot
hockey *n* [ˈhɒki] xokkey
play hockey *v+n* xokkey o‘ynamoq

holiday *n* [ˈhɒlɪdeɪ]	1) bayram; 2) ta'til
home *n* [həʊm]	uy (yashash joy)
homework *n* [ˈhəʊmwɜːk]	uy vazifasi
do homework *v+n*	uy vazifasini bajarmoq
honk *v* [hɒŋk]	g'aqillamoq *(g'oz haqida)*
hop *v* [hɒp]	sakramoq
hope *v* [həʊp]	umid qilmoq
hopscotch *n* [ˈhɒpskɒtʃ]	sopolak, chertak
horror film *n+n* [ˌhɒrəˈfɪlm]	dahshatli (qo'rqinchli) film
horse *n* [hɔːs]	ot
horse riding *n* [ˈhɔːs ˈraɪdɪŋ]	ot minish
hospital *n* [ˈhɒspɪtl]	kasalxona, shifoxona
at the hospital [ət ðə ˈhɒspɪtl]	shifoxonada
host *n* [həʊst]	*(mehmonga nisbatan)* mezbon, xo'jayin
hot *adj* [hɒt]	issiq
hot dog *adj+n* [ˈhɒtdɒg]	xot-dog
hotel *n* [həʊˈtel]	mehmonxona
house *n* [haʊs]	uy
housewife *n* [ˈhaʊswaɪf]	uy bekasi
how *adv* [haʊ]	1) qanday; 2) qanday qilib
How are you?	Qalaysiz?
How do you go home?	Uyga qanday borasiz?
How did you get here today?	Bugun bu yerga qanday yetib kelding(iz)?
How much is it/are they?	Uning/ularning narxi qancha?
How long ...?	Qancha (vaqt) ...?
How many ...?	Nechta? Qancha?
How old are you?	Yoshingiz nechada?
human *n* [ˈhjuːmən]	odam; inson
humming bird *n* [ˈhʌmɪŋbɜːd]	kolibri
hundred [ˈhʌndrəd]	yuz *(sanoq son)*
hungry *adj* [ˈhʌŋgri]	och, ochiqqan, qorni och
hurt *v* [hɜːt]	lat yedirmoq, shikast yetkazmoq; og'rimoq
husband *n* [ˈhʌzbənd]	er, turmush o'rtoq
hyena *n* [haɪˈiːnə]	sirtlon, yoldor bo'ri
hygiene *n* [ˈhaɪdʒiːn]	gigiyena
I *pron* [aɪ]	men
ice [aɪs]	muz
ice cream *n+n* [ˈaɪskriːm]	muzqaymoq
icy *adj* [ˈaɪsi]	muzli
I'd like...	...istayman, ...xohlayman
I'd rather [aɪdˈrɑːðə]	Men ...ni afzal ko'raman.
I'm full.	To'ydim.
important *adj* [ɪmˈpɔːtənt]	muhim, ahamiyatli
in *prep* [ɪn]	1) ichida *(joyga nisbatan)*; 2) ...da *(paytga nisbatan)*
in front of *prep* [ɪn ˈfrʌntəv]	...ning oldida
in the morning *adv*	ertalab, ertalabki paytda
include *v* [ɪnˈkluːd]	o'z ichiga olmoq, qamrab olmoq, tarkib topmoq
Independence Day [ˌɪndɪˈpendəns ˈdeɪ]	Mustaqillik kuni
indigo *adj* [ˈɪndɪgəʊ]	to'q ko'k
information *n pl (–)* [ˌɪnfəˈmeɪʃ(ə)n]	ma'lumot, axborot
injection *n* [ɪnˈdʒekʃn]	inyeksiya, ukol
insect *n* [ˈɪnsekt]	hasharot
interest *v* [ˈɪntrɪst]	qiziqtirmoq
interesting *adj* [ˈɪntrɪstɪŋ]	qiziqarli, qiziq
interpreter *n* [ɪnˈtɜːprɪtə]	tarjimon
interview *n, v* [ˈɪntəvjuː]	1. intervyu; 2. intervyu olmoq
invitation *n* [ˌɪnvɪˈteɪʃ(ə)n]	taklif
invitation card *adj+n* [ˌɪnvɪˈteɪʃn ˈkɑːd]	taklifnoma
invite *v* [ɪnˈvaɪt]	taklif qilmoq
Irish *adj, n* [ˈaɪərɪʃ]	1. irlandcha; irland; 2. irland tili
iron *n* [ˈaɪən]	dazmol

do the ironing *v+n* ['du: ðə 'aɪənɪŋ]	kiyim-kechakni dazmol qilmoq
is *v* [ɪz]	bo‘lmoq *(3-shaxs birlik uchun)*
island *n* ['aɪlənd]	orol
it *pron* [ɪt]	*(3-shaxs birlik uchun)* 1) u; 2) uni, unga
It’s time to ...	(biror narsa qilish) vaqti bo‘ldi.
It’s two o’clock. [ɪts 'tu: ə'klɒk]	Soat ikki bo‘ldi.
It’s 2.05. [ɪts 'tu: əʊ 'faɪv]	Soat ikkidan besh daqiqa o‘tdi.
It’s two thirty. [ɪts 'tu: 'θɜ:ti]	Soat ikki yarim bo‘ldi.
It’s two thirty-five. [ɪts 'tu: 'θɜ:ti 'faɪv]	Soat ikkidan o‘ttiz besh daqiqa o‘tdi.
its *det, adj* [ɪts]	uning
jacket *n* ['dʒækɪt]	kurtka, kalta kamzul
jaguar *n* ['dʒægjuə]	*zool*. yaguar
jam *n* [dʒæm]	murabbo
January *n* ['dʒænjʊəri]	yanvar
jar *n* [dʒɑ:]	ko‘za, banka
a jar of	bir banka ...
jazz *n* [dʒæz]	jaz *(musiqa)*
jeans *n* [dʒi:nz]	jinsi
job *n* [jɒb]	ish
joey *n* ['dʒəʊɪ]	kenguru bolasi
joke *n* [dʒəʊk]	hazil
journey *n* ['dʒɜ:ni]	safar; sayohat *(quruqlikda)*
judo *n* ['dʒu:dəʊ]	dzyudo *(yaponcha kurash)*
judoka *n* ['dʒu:dəʊkə]	dzyudochi
July *n* [dʒʊ'laɪ]	iyul
jump *v* [dʒʌmp]	sakramoq
jump a rope *v+n* ['dʒʌmp ə'rəʊp]	arqon (arg‘amchi) sakramoq
jumper *n* ['dʒʌmpə]	sakrovchi
jumping *n* ['dʒʌmpɪŋ]	sakrash
June *n* [dʒu:n]	iyun
jungle *n* ['dʒʌŋgl]	chakalakzor, changalzor, qalin o‘rmon
junior *n, adj* ['dʒu:nɪə]	1. yoshi kichik; 2. a) kenja *(o‘g‘il, uka haqida);* b) kichik *(mavqeyi bo‘yicha);* d) yoshlar ...
kangaroo *n* [ˌkæŋgə'ru:]	kenguru
karate *n* [kə'rɑ:ti]	karate
karateka *n* [kə'rɑ:tɪkə]	karatist, karatechi
keep *v* [ki:p] (*past* kept)	saqlamoq, asramoq
keep clean ['ki:p ˌkli:n]	toza tutmoq
keeper *n* ['ki:pə]	qorovul
kettle *n* [ketl]	qumg‘on, chovgun
kick *v* [kɪk]	1) oyoq bilan zarba bermoq, tepmoq; 2) *sport (koptok va sh.k.ni)* urmoq, tepmoq
kid *n* [kɪd]	1) uloq, echki bolasi; 2) bola, kichkintoy
kill *v* [kɪl]	o‘ldirmoq
kilo *n* ['ki:ləʊ]	kilogramm
a kilo of	bir kilogramm ...
a kilo of tomatoes [ə 'ki:ləʊ əv tə'mɑ:təʊz]	bir kilogramm pomidor
kilometre *n* [kɪ'lɒmɪtə]	kilometr (= 1000 metr)
kind *n, adj* [kaɪnd]	1. tur, xil; 2. mehribon, rahmdil
a kind of	...ning bir turi
all kinds of	har xil ... / turli ...
kindergarten *n* ['kɪndəgɑ:tn]	bolalar bog‘chasi
king *n* [kɪŋ]	qirol
kiss *n, v* [kɪs]	1. bo‘sa, o‘pich; 2. o‘pmoq
kitchen *n* ['kɪtʃɪn]	oshxona *(uydagi xona)*
kite *n* [kaɪt]	varrak
kitten *n* ['kɪtn]	mushukcha
kiwi *n* ['ki:wi:]	kivi *(qush, meva)*
knee *n* [ni:]	tizza
knife *n pl (knives)* [naɪf]	pichoq

know *v* [nəʊ] (*past* knew) bilmoq
koala *n* [kəʊˈɑːlə] *zool*. koala

ladybird *n* [ˈleɪdɪbɜːd] *zool*. xonqizi
lake *n* [leɪk] ko‘l
lamb *n* [læm] qo‘zichoq
landscape *n* [ˈlændskeɪp] landshaft, manzara; peyzaj
language *n* [ˈlæŋgwɪdʒ] til
last *adj* [lɑːst] o‘tgan
late *adv* [leɪt] kech, kech qolgan
be late kechikmoq, kech qolmoq
laugh *v* [lɑːf] kulmoq
lay the table *v+n* [ˈleɪ ðə ˈteɪbl] dasturxon yozmoq
lazy *adj* [ˈleɪzi] yalqov, dangasa, ishyoqmas
leaf *n* *pl (leaves)* [liːf] barg
learn *v* [lɜːn] o‘rganmoq
learn by heart [ˌlɜːn baɪ ˈhɑːt] yodlamoq, yod olmoq
leather *adj, n* [ˈleðə] 1. charmdan qilingan; charm...; 2. *(oshlangan)* teri
leisure *n* [ˈleʒə] ishdan xoli vaqt; bo‘sh vaqt
leave home/school [ˌliːv ˈhəʊm / ˈskuːl] uydan/maktabdan chiqmoq
left *adv* [left] chap tomon, chap
on the left *prep* [ɒn ðə ˈleft] chap tomonda
leg *n* [leg] oyoq
lemon *n* [ˈlemən] limon
lemonade *n* [ˈlemə'neɪd] limonad
leopard *n* [ˈlepəd] qoplon
lesson *n* [ˈles(ə)n] dars
Let’s ... [lets] Kelinglar...
Let’s go. [ˌlets'gəʊ] Yur(ing), ketdik.
letter *n* [ˈletə] 1) harf; 2) xat
lettuce *n* [ˈletɪs] salat *(ko‘kat turi)*
librarian *n* [laɪˈbreəriən] kutubxonachi
library *n* *pl (-ies)* [ˈlaɪbrəri] kutubxona
lie *v* [laɪ] 1) yotqizmoq; 2) yotmoq; 3) joylashgan bo‘lmoq; 4) cho‘zilmoq, yoyilmoq

life *n* [laɪf] hayot
light *adj* [laɪt] 1) yorug‘; 2) yengil
like *v* [laɪk] yoqtirmoq, yaxshi ko‘rmoq
I’d like ... [aɪd ˈlaɪk ...] ... xohlayman/istayman
I like doing ... Men ... qilishni yoqtiraman.
line *n* [laɪn] 1) chiziq; 2) yo‘nalish, yo‘l *(metro yo‘li haqida)*
lion *n* [ˈlaɪən] sher, arslon
list *n* [lɪst] ro‘yxat
listen *v* [ˈlɪsn] tinglamoq, eshitmoq
literature *n* [ˈlɪt(ə)rətʃə] adabiyot
litre *n* [ˈliːtə] litr
little *adj* [ˈlɪtl] kichkina
a little biroz ...
live *v* [lɪv] yashamoq
lively *adj* [ˈlaɪvli] jonli, qaynoq, hayot qaynagan; qizg‘in, jo‘shqin
living room *n+n* [ˈlɪvɪŋrʊm] mehmonxona *(uydagi xona)*
lizard *n* [ˈlɪzəd] kaltakesak
locate *v* [ləʊˈkeɪt] (biror narsaning) joylashgan o‘rnini topmoq, ko‘rsatmoq, aniq joylashgan joyini aniqlamoq

be located in ... ...da joylashgan bo‘lmoq
logo *n* [ˈlɒgəʊ] 1) firma *yoki* tovar belgisi; 2) emblema *(grafik ramz);* shior *(mahsulot joylangan qop, karton va sh.k.da)*

long *adj* [lɒŋ] uzoq, uzun
long-jump *n+n* [ˈlɒŋdʒʌmp] uzunlikka sakrash
do the long-jump [ˈduː ðə ˈlɒŋdʒʌmp] uzunlikka sakramoq
long-sleeved *adj* [ˌlɒŋˈsliːvd] uzun yengli
look *v* [lʊk] 1) qaramoq; 2) ...ko‘rinadi

look after [ˌlʊk ˈɑ:ftə] g‘amxo‘rlik qilmoq
look at [ˈlʊkət] biror narsaga qaramoq
look like [ˈlʊklaɪk] o‘xshamoq, ko‘rinmoq
a lot of [əˈlɒtəv] ko‘p
loud *adj* [laʊd] baland ovozli
loudly *adv* [ˈlaʊdli] baland ovoz bilan
love *n, v* [lʌv] 1) sevgi; 2) sevmoq, yaxshi ko‘rmoq
lovely *adj* [ˈlʌvli] sevimli
low *adj* [ləʊ] 1) past; 2) kam, oz
low-heeled *adj* [ˌləʊˈhi:ld] past poshnali
lucky *adj* [ˈlʌki] baxtli, omadli
lunch *n* [lʌntʃ] tushlik
have lunch *v+n* tushlik qilmoq
lunchbox *n* [ˈlʌntʃbɒks] *(o‘quvchi, ishchi uchun)* ovqat qutisi

magazine *n* [ˌmægəˈzi:n] jurnal
main *adj* [meɪn] asosiy
make *v* [meɪk] *(past* made*)* yasamoq, tuzmoq, qilmoq
make bed *v+n* o‘rin (joy) solmoq
make a video *v+n* [ˈ -əˈvɪdiəʊ] videotasvirga olmoq
make palov *v+n* [ˈ -pʌˈləʊ] palov pishirmoq
be made of ... ...dan yasalgan
man *n pl (men)* [mæn, men] (erkak) kishi
mandrill *n* [ˈmændrɪl] mandril *(maymun turi)*
manner *n* [ˈmænə] odob, axloq
many *det* [ˈmeni] ko‘p
map *n* [mæp] xarita
Maori *n, adj* [ˈmaʊri] maori *(millat)*
March *n* [mɑ:tʃ] mart
mark *n, v* [mɑ:k] 1. baho; 2. baholamoq
marker *n* [ˈmɑ:kə] marker *(chizish uchun katta flomaster)*
market *n* [ˈmɑ:kɪt] bozor
mascot *n* [ˈmæskət] tumor; baxt (omad) keltiruvchi odam *yoki* hayvon
match *n v* [mætʃ] 1. gugurt; 2. mos keltirmoq, mos keladiganini tanlamoq
mathematics *n* [ˌmæθɪˈmætɪks] matematika
maths *n* [mæθs] matematika
maths teacher *n+n* [ˈmæθs ˈti:tʃə] matematika o‘qituvchisi
mausoleum *n* [ˌmɔ:səˈli:əm] maqbara
May *n* [meɪ] may
May Day *n+n* [ˈmeɪ ˈdeɪ] May kuni bayrami *(Angliyada)*
May king *n+n* [ˈmeɪ ˈkɪŋ] May qiroli
May queen *n+n* [ˈmeɪ ˈkwi:n] May qirolichasi
maybe *adv* [ˈmeɪbi] balki
maypole *n* [ˈmeɪpəʊl] may bayrami ustuni
me *pron* [mi, mi:] meni, menga
meal *n* [mi:l] taom, ovqat
mean *v* [mi:n] (*past* meant) anglatmoq
meaning *n* [ˈmi:nɪŋ] ma’no
meat *n* [mi:t] go‘sht
mechanic *n* [mɪˈkænɪk] mexanik
medal *n* [medl] medal; orden, nishon
medicine *n* [ˈmedsən] dori, dori-darmon
meet *v* [mi:t] (*past* met) uchrashmoq, uchratmoq
melon *n* [ˈmelən] qovun
melt *v* [melt] erimoq
meow *v* [miˈaʊ] miyovlamoq
met *v* [met] *“meet” fe’lining o‘tgan zamon shakli*
metal *n, adj* [metl] 1. metall; 2. metalldan qilingan, metall ...
meteorite *n* [ˈmi:tɪəraɪt] meteorit *(fazodan yerga tushgan jism)*
metre *n* [ˈmi:tə] metr
metro *n* [ˈmetrəʊ] metro
mice *n* [maɪs] *pl of* mouse sichqonlar

midday *n* [ˌmɪdˈdeɪ]	tushki payt, choshgoh
midnight *n* [ˈmɪdnaɪt]	tun (yarim tun)
mile *n* [maɪl]	milya
milk *n* [mɪlk]	sut
million *num* [ˈmɪljən]	million
mime *v* [maɪm]	imo-ishora bilan ifodalamoq, pantomima qilmoq
mineral *n* [ˈmɪnərəl]	ma'dan, mineral
minivan *n* [ˈmɪnɪvæn]	marshrutli taksi
minus *n* [ˈmaɪnəs]	minus; manfiy
minute *n* [ˈmɪnɪt]	daqiqa
mirror *n* [ˈmɪrə]	ko'zgu, oyna
mix *v* [mɪks]	aralashtirmoq
mobile phone *n+n* [ˈməʊbaɪlfəʊn]	uyali telefon
model car *n+n* [ˈmɒdl ˈkɑ:]	mashina modeli
modern *adj* [ˈmɒdn]	zamonaviy
Monday *n* [ˈmʌndi]	dushanba
money *n* [ˈmʌni]	pul
monkey *n* [ˈmʌŋki]	maymun
monster *n* [ˈmɒnstə]	maxluq
month *n* [mʌnθ]	oy
moo *v* [mu:]	ma'ramoq *(sigir haqida)*
moon *n* [mu:n]	oy
mop the floor *v+n* [ˈmɒp ðə ˈflɔ:]	polni shvabra bilan artmoq
more *adv* [mɔ:]	1) ...roq *(ko'p bo'g'inli sifatlarning qiyosiy darajasini yasashda ishlatiladi);* 2) ko'proq
more beautiful [ˈmɔ: ˈbju:tɪfl]	chiroyliroq
more interesting [ˈmɔ: ˈɪntrɪstɪŋ]	qiziqroq
morning *n* [ˈmɔ:nɪŋ]	ertalab, tong
Good morning.	Xayrli tong.
in the morning *adv*	ertalab, tongda
mosque *n* [mɒsk]	masjid
mosquito *n* *pl (-es)* [məˈski:təʊ]	chivin
most [məʊst]	eng *(ko'p bo'g'inli sifatlarning orttirma darajasini yasashda ishlatiladi)*
the most beautiful [ðə ˈməʊst ˈbju:tɪfl]	eng chiroyli
the most interesting [ðə ˈməʊst ˈɪntrɪstɪŋ]	eng qiziq
mother *n* [ˈmʌðə]	ona
mother tongue *n+n* [ˌmʌðə ˈtʌŋ]	ona tili
motorbike *n* [ˈməʊtəbaɪk]	moped
motto *n* [ˈmɒtəʊ]	shior
mountain *n* [ˈmaʊntɪn]	tog'
mouse *n* [maʊs] *pl (mice)* [maɪs]	sichqon
mouth *n* [maʊθ]	og'iz
move *v* [mu:v]	silji(t)moq, ko'ch(ir)moq
movement *n* [ˈmu:vmənt]	harakat, yurish; siljish
Mr *n* [ˈmɪstə]	janob
Mrs *n* [ˈmɪsɪz]	xonim
much *det* [mʌtʃ]	ko'p
mulberry *n* [ˈmʌlbəri]	tut
mum *n* [mʌm]	oyi
museum *n* [mju:ˈzɪəm]	muzey
mushroom *n* [ˈmʌʃru:m]	qo'ziqorin
music *n* [ˈmju:zɪk]	musiqa
musical parade *adj+n* [ˈmju:zɪk(ə)l pəˈreɪd]	musiqiy parad
must *v* [məst, mʌst]	kerak, lozim
my *adj* [maɪ]	mening
name *n* [neɪm]	ism, nom
napkin *n* [ˈnæpkɪn]	qo'l sochiq; salfetka
national *adj* [ˈnæʃnəl]	milliy, davlat...; xalq ..., umumxalq
nationality *n* *pl (-ies)* [ˌnæʃəˈnælɪti]	millat
nature *n* [ˈneɪtʃə]	tabiat

near *adv* [nɪə] yaqinida
need *v* [ni:d] muhtoj (kerak) bo‘lmoq
neigh *v* [neɪ] kishnamoq
Neither do/can I. Men ham.
nephew *n* [ˈnefju:] *(o‘g‘il)* jiyan
nest *n* [nest] uya, in
never *adv* [ˈnevə] hech qachon
new *adj* [nju:] yangi
New Year *adj+n* [ˌnju: ˈjɪə] Yangi yil
news *n* [nju:z] yangilik
newsagent’s [ˈnju:zˌeɪdʒənts] gazeta kioskasi
newspaper *n* [ˈnju:sˌpeɪpə] gazeta
next to *prep* [ˈnekst tə] ...ning yonida
nice *adj* [naɪs] 1) yaxshi; 2) chiroyli, yoqimli
niece *n* [ni:s] *(qiz)* jiyan
night *n* [naɪt] tun
at night *adv* kechqurun, kechasi
nine *num* [naɪn] to‘qqiz
nine hundred *num* [naɪn ˈhʌndrəd] to‘qqiz yuz
nineteen *num* [ˌnaɪnˈti:n] o‘n to‘qqiz
ninety *num* [ˈnaɪnti] to‘qson
ninety-one *num* [ˌnaɪnti ˈwʌn] to‘qson bir
ninth *num* [naɪnθ] to‘qqizinchi
no *adv* [nəʊ] yo‘q
No, I don’t. Yo‘q.
No, sorry. Kechirasiz, yo‘q.
nod *v* [nɒd] bosh qimirlatmoq
noise *n* [nɔɪz] shovqin
noisily *adv* [ˈnɔɪzɪli] shovqin solib
noisy *adj* [ˈnɔɪzi] shovqinli
north *n* [nɔ:θ] shimol
north-east [ˌnɔ:θˈi:st] shimoli-sharq
north-west [ˌnɔ:θˈwest] shimoli-g‘arb
nose *n* [nəʊz] burun
nose drops [ˈnəʊzdrɒps] burun tomizg‘i, burunga tomiziladigan dori
not so long ago yaqindagina, yaqinda
notice *n* [ˈnəʊtɪs] eslatma, belgi
November *n* [nəʊˈvembə] noyabr
now *adj* [naʊ] hozir, endi
number *n* [ˈnʌmbə] nomer, raqam
nurse *n* [nɜ:s] hamshira

ocean *n* [ˈəʊʃən] okean, ummon
o’clock *adv* [əˈklɒk] soat *(vaqt haqida)*
October *n* [ɒkˈtəʊbə] oktabr
of *prep* [əv, ɒv] ...ning
of course [ˌəv ˈkɔ:s] albatta
office *n* [ˈɒfɪs] idora
often *adv* [ˈɒf(ə)n, ˈɒft(ə)n] tez-tez
oh [əʊ] nol
oil *n* *pl (-)* [ɔɪl] yog‘
oink [ɔɪŋk] xurillamoq *(cho‘chqa haqida)*
old *adj* [əʊld] 1) eski; 2) yoshi katta, qari
omelette *n* [ˈɒmlɪt] quymoq
Olympic *adj* [əˈlɪmpɪk] olimpiadaga oid; olimpiada ...
on *prep* [ɒn] 1) ustida *(joyga nisbatan)*; 2) ...da *(paytga nisbatan)*
on foot *adv* [ɒn ˈfʊt] piyoda, yayov
one *num* [wʌn] bir
onion *n* [ˈʌnjən] piyoz
only *adv* [ˈəʊnli] faqatgina, bor-yo‘g‘i
open *v* [ˈəʊpən] ochmoq
operation *n* [ˌɒpəˈreɪʃn] jarrohlik amaliyoti, operatsiya

opposite *prep* ['ɒpəzɪt]	qarshisida, ro‘parasida
or *conj* [ɔ:]	yoki
orange *n, adj* ['ɒrɪndʒ]	1. apelsin; 2. olovrang, to‘q sariq
orange juice *n+n* ['ɒrɪndʒ 'dʒu:s]	apelsin sharbati
order *n* ['ɔ:də]	tartib
ostrich *n* ['ɒstrɪtʃ]	tuyaqush
other *det* ['ʌðə]	boshqa
our *adj* [aʊə]	bizning
ox *n* [ɒks]	buqa, ho‘kiz
oxygen *pl (-)* ['ɒksɪdʒən]	kislorod
packet *n* ['pækɪt]	paket, qog‘ozxalta
a packet of	bir paket ...
page *n* [peɪdʒ]	sahifa, bet
pageboy *n* ['peɪdʒbɔɪ]	kelinning o‘rtog‘i *(o‘g‘il bola)*
paid *v* [peɪd]	*“pay” fe’lining o‘tgan zamon shakli*
pair *n* [peə]	juft
pain *n, v* [peɪn]	1. og‘riq; zirqirash; 2. og‘ritmoq, og‘rimoq
palace *n* ['pælɪs]	saroy
pancake *n* ['pænkeɪk]	quymoq
pancake race *n+n*	quymoq poygasi
paper *n* ['peɪpə]	1) qog‘oz; 2) hujjat
parachuting *n* ['pærəʃu:tɪŋ]	parashutdan sakrash sporti
parade *n* [pə'reɪd]	parad, namoyish
parents *n* ['peərənts]	ota-ona
park *n* [pɑ:k]	istirohat bog‘i
parrot *n* ['pærət]	to‘tiqush
partner *n* ['pɑ:tnə]	sherik, hamkor
party *n pl (-ies)* ['pɑ:ti]	bazm
past *prep* [pɑ:st]	o‘tgan
half past [hɑ:f 'pɑ:st]	...dan yarim soat o‘tgan
It’s half past nine.	Soat to‘qqiz yarim bo‘ldi.
quarter past ['kwɔ:tə 'pɑ:st]	...dan chorak (15) daqiqa o‘tgan
pasta *n* ['pæstə]	makaron mahsulotlari
pay *v* [peɪ] *(past* paid*)*	to‘lamoq
pay attention *v+n*	e’tibor qaratmoq, ahamiyat bermoq
PE *n* ['pi: 'i:]	jismoniy tarbiya *(dars)*
pea *n* [pi:]	no‘xat
peach *n* [pi:tʃ]	shaftoli
peach juice *n+n* ['pi:tʃ 'dʒu:s]	shaftoli sharbati
peacock *n* ['pi:kɒk]	tovus
pear *n* [peə]	nok
pear juice *n+n* ['peə 'dʒu:s]	nok sharbati
pen *n* [pen]	ruchka
pencil *n* ['pensl]	qalam
pencil case *n+n* ['penslkeɪs]	qalamdon
penguin *n* ['peŋgwɪn]	pingvin
people *n* ['pi:pl]	odamlar
pepper *n* ['pepə]	qalampir, garmdori
perfume *n* ['pɜ:fju:m]	atir
period of time ['pɪəriədəv 'taɪm]	vaqt davri
person *n* ['pɜ:sn]	shaxs
pet *n* [pet]	uy hayvoni *(sevimli hayvon)*
phew *int* [fju:]	uf
phone *v* [fəʊn]	telefon qilmoq, qo‘ng‘iroq qilmoq
photo *n* ['fəʊtəʊ]	fotosurat
photographer *n* [fə'tɒgrəfə]	fotograf, suratkash
PI (physical instruction) = PE	
piano *n* [pi'ænəʊ]	pianino
pick *v* [pɪk]	termoq
picnic *n* ['pɪknɪk]	sayr
picture *n* ['pɪktʃə]	rasm, surat

pie *n* [paɪ]	pirog
piece *n* [pi:s]	bo‘lak, parcha, burda
a piece of	bir bo‘lak ...
pig *n* [pɪg]	cho‘chqa
piglet *n* [ˈpɪglɪt]	cho‘chqa bolasi, cho‘chqacha
pillow *n* [ˈpɪləʊ]	yostiq(cha), bolish(cha)
pilot *n* [ˈpaɪlət]	uchuvchi
pinch punch *v* [ˌpɪntʃˈpʌntʃ]	chimchilamoq
pink *adj* [pɪŋk]	pushti rang
pizza *n* [ˈpi:tsə]	pitsa
place *n* [pleɪs]	joy
plain *adj* [pleɪn]	oddiy, jo‘n, odmi, odatdagi
plane *n* [pleɪn]	samolyot
plant *n, v* [plɑ:nt]	1. o‘simlik; 2. ekmoq
plaster *n* [ˈplɑ:stə]	gips
put the broken leg in plaster	singan oyoqni gipslamoq
plastic *adj* [ˈplæstɪk]	plastmassa
plate *n* [pleɪt]	likopcha
platypus *n* [ˈplætɪpəs]	*zool*. o‘rdakburun
play *v, n* [pleɪ]	1. o‘ynamoq; 2. o‘yin
play badminton *v+n* [ˈpleɪ ˈbædmɪntən]	badminton o‘ynamoq
play hopscotch *v+n* [ˈpleɪ ˈhɒpskɒtʃ]	sopolak o‘ynamoq
play tag *v+n* [ˈpleɪ ˈtæg]	quvlashmachoq o‘ynamoq
play the guitar *v+n* [ˈpleɪ ðə gɪˈtɑ:]	gitara chalmoq
play the piano *v+n* [ˈpleɪ ðə pɪˈænəʊ]	pianino chalmoq
player *n* [ˈpleɪə]	o‘yinchi
playground *n* [ˈpleɪgraʊnd]	o‘yin maydoni
please *int* [pli:z]	iltimos
plum *n* [plʌm]	olxo‘ri
plump *adj* [plʌmp]	semiz, to‘ladan kelgan
plural *adj* [ˈplʊərəl]	ko‘plik
plus *prep* [plʌs]	qo‘shuv, plus
p.m. [ˌpi:ˈem]	*kunduzgi 12 dan tungi 12 gacha bo‘lgan vaqt*
pocket *n* [ˈpɒkɪt]	cho‘ntak
poem *n* [ˈpəʊɪm]	she’r
point *v* [pɔɪnt]	ko‘rsatmoq
poisonous *adj* [ˈpɔɪz(ə)nəs]	zaharli
polar *adj* [ˈpəʊlə]	qutbga oid, qutb ...
police officer *n+n* [pəˈli:s ˌɒfɪsə]	politsiyachi
police station *n+n* [pəˈli:s ˌsteɪʃn]	politsiya mahkamasi
policeman *n pl (-men)* [pəˈli:smən]	politsiya xodimi, politsiyachi
polite *adj* [pəˈlaɪt]	odobli, xushmuomala
polka-dotted *adj* [ˈpɒlkə ˈdɒtɪd]	xol-xol gulli *(mato haqida)*
polyester *n* [ˌpɒlɪˈestə]	poliester
pomegranate *n* [ˈpɒmɪgrænɪt]	anor
poor *adj* [pʊə]	1) kambag‘al, nochor; 2) bechora
Oh, poor you.	Voy bechora.
pop *n* [pɒp]	pop *(musiqa)*
popular *adj* [ˈpɒpjʊlə]	mashhur
population *n pl (-)* [ˌpɒpjʊˈleɪʃən]	aholi
porridge *n* [ˈpɒrɪdʒ]	bo‘tqa, kasha
portfolio *n pl (-s)* [pɔ:tˈfəʊliəʊ]	muhim hujjatlar jildi (papkasi)
postcard *n* [ˈpəʊstkɑ:d]	ochiq xat, otkritka
poster *n* [ˈpəʊstə]	poster, plakat
pouch *n* [paʊtʃ]	xalta *(kenguru haqida)*
poult *n* [pəʊlt]	kurka jo‘jasi
pour *v* [pɔ:]	quymoq, yog‘moq *(yomg‘ir haqida)*
present *n* [ˈprez(ə)nt]	sovg‘a
problem *n* [ˈprɒbləm]	muammo
profession *n* [prəˈfeʃən]	kasb
programme *n* [ˈprəʊgræm]	dastur
P.S. (post scriptum) [ˌpi:ˈes]	*xatdan keyin yoziladigan qo‘shimcha yozuv*

pumpkin *n* [ˈpʌmpkɪn]	oshqovoq
pupil *n* [ˈpju:p(ə)l]	o‘quvchi
puppy *n* *pl (-ies)* [ˈpʌpi]	kuchukcha
purple *adj* [ˈpɜ:pəl]	to‘q qizil, qirmizi
put *v* [pʊt]	qo‘ymoq
put in	(...ning ichiga) qo‘ymoq
put on	kiymoq
puzzle *n* [ˈpʌzl]	topishmoq, boshqotirma
do puzzles *v+n* [ˈdu: ˈpʌz(ə)l]	boshqotirma yechmoq
quack *v* [kwæk]	g‘ag‘alamoq *(o‘rdak haqida)*
quail *n* [kweɪl]	bedana
quarter *adj* [ˈkwɔ:tə]	chorak
It is a quarter past nine.	Soat to‘qqizdan o‘n besh daqiqa o‘tdi.
quarter to ... [ˈkwɔ:tə tə]	...dan chorak daqiqa o‘tdi
queen *n* [kwi:n]	qirolicha
question *n* [ˈkwestʃ(ə)n]	savol
queue *v* [ˈkju:]	navbatda turmoq
quiet *adj* [ˈkwaɪət]	tinch, sokin
quietly *adv* [ˈkwaɪətli]	tinchgina
quince *n* [kwɪns]	behi
quiz *n* [kwɪz]	topqirlik, viktorina
rabbit *n* [ˈræbɪt]	uy quyoni
race *n* [reɪs]	poyga
racing bicycle *n+n* [ˈreɪsɪŋ ˈbaɪsɪkl]	poyga velosipedi
radio *n* *pl (-s)* [ˈreɪdɪəʊ]	radio
radish *n* [ˈrædɪʃ]	rediska
rain *n, v* [reɪn]	1. yomg‘ir; 2. yomg‘ir yog‘moq
rainbow *n* [ˈreɪnbəʊ]	kamalak
rainfall *n* [ˈreɪnfɔ:l]	yog‘ingarchilik
rain forest *n+n* [ˈreɪnfɒrɪst]	sernam tropik o‘rmon
rainy *adj* [ˈreɪni]	yomg‘irli, seryomg‘ir
raisin *n* [ˈreɪzn]	mayiz
rare *adj* [reə]	kam uchraydigan, kamyob, noyob
rat *n* [ræt]	kalamush
raw *adj* [rɔ:]	xom, pishmagan
read *v* [ri:d]	o‘qimoq
reading *n* [ˈri:dɪŋ]	o‘qish
record *v* [rɪˈkɔ:d]	yozib olmoq, qayd qilmoq
recycle *v* [ˌri:ˈsaɪkl]	qayta ishlamoq
red *adj* [red]	qizil
reduce *v* [rɪˈdju:s]	qisqartirmoq, kamaytirmoq
referee *n* [ˌrefəˈri:]	hakam; referi
region *n* [ˈri:dʒən]	1) hudud, zona; o‘lka; 2) *(mamlakat)* okrugi, viloyati
relative *n* [ˈrelətɪv]	qarindosh
remember *v* [rɪˈmembə]	yodda tutmoq, eslamoq
repeat *v* [rɪˈpi:t]	qaytarmoq, takrorlamoq
report *n, v* [rɪˈpɔ:t]	1. hisobot; 2. axborot (hisobot) bermoq
reporter *n* [rɪˈpɔ:tə]	muxbir
represent *v* [ˌreprɪˈzent]	1) *(biror jihatdan)* aks ettirmoq *yoki* ifodalamoq; 2) mujassamlantirmoq; ramzi bo‘lib xizmat qilmoq
rest *n* [rest]	dam
have a rest *v+n*	dam olmoq
restaurant *n* [ˈrestrɒnt]	restoran
return *v* [rɪˈtɜ:n]	qaytmoq
no returns	qaytarish yo‘q
reuse *v* [ˌrɪ:ˈju:z]	qayta ishlatmoq
revision *n* [rɪˈvɪʒən]	takrorlash, qaytarish
rhino *n* [ˈraɪnəʊ]	*zool*. karkidon
ribbon *n* [ˈrɪbən]	lenta, tasma
rice *n* [raɪs]	guruch

rich *adj* [rɪtʃ]	boy
ride *v* [raɪd] (*past* rode)	minmoq
ride a bike *v+n* ['raɪd ə 'baɪk]	velosiped minmoq
ride a horse *v+n* ['raɪd ə 'hɔ:s]	ot minmoq
ride a skateboard *v+n* ['raɪd ə 'skeɪtbɔ:d]	skeytbord uchmoq
rider *n* ['raɪdə]	chavandoz, haydovchi
right *adj* [raɪt]	1) to‘g‘ri; 2) o‘ng
on the right *prep* [ɒnðə'raɪt]	o‘ng tomonda
ring *n* [rɪŋ]	*(jang uchun)* ring; maydoncha
rise *v* [raɪz] (*past* rose)	ko‘tarilmoq, ko‘tarmoq
risky *adj* ['rɪski]	xavfli, xatarli, tahlikali, qaltis
river *n* ['rɪvə]	daryo
road *n* [rəʊd]	yo‘l
robot *n* ['rəʊbɒt]	robot
rock *n* [rɒk]	rok *(musiqa)*
roller-coaster *n* ['rəʊlə,kəʊstə]	amerikacha baland-pastliklar *(attraksion)*
roller-skate *v* ['rəʊləskeɪt]	rolikda uchmoq
roller skating *n* ['rəʊlə ,skeɪtɪŋ]	rolikda uchish
room *n* [ru:m]	xona
rooster *n* ['ru:stə]	xo‘roz
rose *n* [rəʊz]	atirgul
round *adj, adv* [raʊnd]	1. dumaloq; 2. atrofida
route *n* [ru:t]	1) marshrut; 2) yo‘l, kurs, trassa
rubob *n* [rʊ'bɒb]	rubob *(musiqa asbobi)*
rucksack *n* ['rʌksæk]	rukzak, sayohat xaltasi
rug *n* [rʌg]	gilam(cha)
rule *n* [ru:l]	qoida
ruler *n* ['ru:lə]	chizg‘ich
run *v* [rʌn] (*past* ran)	1) oqmoq (suv); 2) yugurmoq
run away *v+adv* [,rʌnə'weɪ]	qochib ketmoq
runner *n* ['rʌnə]	chopuvchi, yuguruvchi
running *n* ['rʌnɪŋ]	yugurish
runny nose *adj+n* ['rʌni ,nəʊz]	tumov
Russian *adj, n* ['rʌʃn]	1) ruscha; rus; 2) rus tili
sad *adj* [sæd]	g‘amgin, xafa
said [sed]	*“say” fe’lining o‘tgan zamon shakli*
sailor *n* ['seɪlə]	dengizchi
safari *n* [sə'fɑ:ri]	“safari” hayvonot bog‘i *(qafaslarsiz)*
salad *n* ['sæləd]	salat
sales assistant *n+n* ['seɪlz ə'sɪstənt]	sotuvchi
salt *(mass n)* [sɔ:lt]	tuz
salty *adj* ['sɔ:lti]	tuzli, sho‘r
(the) same *adj* [seɪm]	bir xil, o‘shaning o‘zi
sandwich *n* ['sænwɪdʒ]	buterbrod
sat *v* [sæt]	*“sit” fe’lining o‘tgan zamon shakli*
satellite *n* ['sætɪlaɪt]	sun’iy yo‘ldosh
Saturday *n* ['sætədi]	shanba
sausage *n* ['sɒsɪdʒ]	sosiska/kolbasa
save *v* [seɪv]	1) saqlamoq, asramoq; 2) qutqarmoq
saxaphone *n* ['sæksəfəʊn]	saksafon
saw [sɔ:]	*“see” fe’lining o‘tgan zamon shakli*
say *v* [seɪ]	aytmoq, demoq
say goodbye *v+n* [,seɪ 'gʊdbaɪ]	xayrlashmoq
scared *adj* ['skeəd]	qattiq qo‘rqqan, cho‘chigan
school *n* [sku:l]	maktab
at the school [ət ðə 'sku:l]	maktabda
schoolbag *n* ['sku:lbæg]	sumka
schoolboy *n* ['sku:lbɔɪ]	maktab o‘quvchisi *(o‘g‘il bola)*
schoolchildren *n* ['sku:ltʃɪldrən]	o‘quvchilar
school things *n+n* ['sku:l 'θɪŋz]	o‘quv qurollari
scientific *adj* [,saɪən'tɪfɪk]	ilmiy

scientist *n* ['saɪəntɪst]	olim
score *n, v* [skɔ:]	1. *sport* hisob; ochko; 2. a) ochko olmoq; b) darvozaga to‘p urmoq
Scottish *adj* ['skɒtɪʃ]	shotlandiyalik(lar)...; Shotlandiya...
sea *n* [si:]	dengiz
sea eagle *n+n* ['si: 'i:gl]	*zool*. suvburgut
seashore *n* ['si:ʃɔ:]	dengiz qirg‘og‘i, dengiz sohili
season *n* ['si:zən]	fasl
second *n, num* ['sekənd]	1) soniya; 2) ikkinchi
secretary *n pl (-ies)* ['sekrɪtəri]	kotib, kotiba
section *n* ['sekʃən]	bo‘lim
see *v* [si:] (*past* saw)	ko‘rmoq, ko‘rishmoq
seed *n* [si:d]	urug‘, urug‘lik, don
see-saw *n* ['si:sɔ:]	innana
play see-saw *n+n*	innanada uchmoq
send *v* [send] (*past* sent)	jo‘natmoq, yubormoq, yo‘llamoq
sentence *n* ['sent(ə)ns]	gap
separate *v* ['sepəreɪt]	ajratmoq, bo‘lmoq, ayirmoq
be separated from	...dan ajralib turmoq
September *n* [sep'tembə]	sentabr
serve *n, v* [sɜ:v]	1. (to‘p) oshirish *(tennis, badminton);* 2. a) xizmat qilmoq, ishlamoq, xizmatchi bo‘lmoq; b) to‘p oshirmoq *(tennis va voleybol)*
seven *num* ['sevn]	yetti
seven hundred *num* [ˌsevn 'hʌndrəd]	yetti yuz
seventeen *num* [ˌsevn'ti:n]	o‘n yetti
seventh *num* ['sevnθ]	yettinchi
seventy *num* ['sevnti]	yetmish
seventy-one *num* [ˌsevnti 'wʌn]	yetmish bir
several *adj* ['sevrəl]	bir qancha, bir qator, bir talay
sew *v* [səʊ]	tikmoq
shake *v* [ʃeɪk] (*past* shook)	silkitmoq
shampoo *n* [ʃæm'pu:]	shampun
shark *n* [ʃɑ:k]	akula, nahang
sharpener *n* ['ʃɑ:pnə]	qalam ochqich
she *pron* [ʃɪ, ʃi:]	u *(ayollar uchun)*
sheep *n pl (–)* [ʃi:p]	qo‘y
shelf *n pl (shelves)* [ʃelf]	tokcha *(taxtadan yasalgan)*
shine *v* [ʃaɪn]	yarqiramoq, charaqlamoq *(quyosh haqida)*
shirt *n* [ʃɜ:t]	ko‘ylak
shoes *n* [ʃu:z]	tufli
short-sleeved *adj* [ˌʃɔ:t'sli:vd]	kalta yengli
shop *n* [ʃɒp]	do‘kon
do the shopping *v+n* ['du: ðə 'ʃɒpɪŋ]	xarid qilmoq
at the shop	do‘konda
shop assistant *n* ['ʃɒp əˌsɪstənt]	sotuvchi
short *adj* [ʃɔ:t]	kalta, qisqa
shorts *n* [ʃɔ:ts]	shortik, kalta shim
short-sleeved *adj* [ˌʃɔ:t'sli:vd]	kalta yengli
should *modal verb* [ʃəd, ʃʊd]	kerak, lozim, zarur
shoulder *n* ['ʃəʊldə]	yelka
show *v* [ʃəʊ]	ko‘rsatmoq
shower *n* ['ʃaʊə]	dush
have/take a shower *v+n*	dushga tushmoq, dush qabul qilmoq
sick *n* [sɪk]	kasal
side *n* [saɪd]	tomon, taraf
sign *n* [saɪn]	bildirish, e’lon
silk *adj, n* [sɪlk]	1. ipakka oid; ipakdan qilingan; ipak ...; 2. ipak mato
silver *n* ['sɪlvə]	kumush
sing *v* [sɪŋ]	kuylamoq, qo‘shiq aytmoq
singer *n* ['sɪŋə]	qo‘shiqchi, xonanda
sister *n* ['sɪstə]	opa, singil

sit *v* [sɪt]	o‘tirmoq
Sit down. ['sɪtdaʊn]	O‘tiring.
sit-up *n* ['sɪtʌp]	o‘tirib-turish mashqi
six *num* [sɪks]	olti
six hundred *num* [ˌsɪks 'hʌndrəd]	olti yuz
sixteen *num* [ˌsɪks'ti:n]	o‘n olti
sixth *num* [sɪksθ]	oltinchi
sixty *num* ['sɪksti]	oltmish
sixty-one *num* [ˌsɪksti 'wʌn]	oltmish bir
skate *n, v* [skeɪt]	1. konki; 2. konki uchmoq
skateboard *n* ['skeɪtbɔ:d]	skeytbord *(asfaltda uchish uchun rolikli taxta)*
skateboarding *n* ['skeɪtˌbɔ:dɪŋ]	skeytbordda uchish
skating *n* ['skeɪtɪŋ]	konki uchish
skeleton *n* ['skelɪtn]	skelet
ski *n, v* [ski:]	1. chang‘i; 2. chang‘i uchmoq
skiing *n* ['ski:ɪŋ]	chang‘i sporti; chang‘i uchish
skip *v* [skɪp]	sakramoq
skirt *n* [skɜ:t]	yubka
sky *n* [skaɪ]	osmon
sledge *n, v* [sledʒ]	1. chana; 2. chanada uchmoq
sleep *v* [sli:p]	uxlamoq
slept *v* [slept]	*“sleep” fe’lining o‘tgan zamon shakli*
slogan *n* ['sləʊgən]	shior, chaqiriq, murojaat
slow *adj* [sləʊ]	sekin, asta
slowly *adv* ['sləʊli]	ohista
small *adj* [smɔ:l]	kichik, kichkina
smart *adj* [smɑ:t]	1) bama’ni, idrokli, tez tushunadigan, aqlli, fahmli; 2) gapga usta, topqir, dono, tadbirli, hozirjavob
smile *n, v* [smaɪl]	1. kulgi; 2. kulmoq
snake *n* [sneɪk]	ilon
snow *n* [snəʊ]	qor
snowball *n* ['snəʊbɔ:l]	qor to‘pi
snowboarding *n* ['snəʊbɔ:dɪŋ]	snoubording *(sport turi)*
snowman *n* ['snəʊmæn]	qor odam
snowstorm *n* ['snəʊstɔ:m]	qorbo‘ron, izg‘irin
snowy *adj* ['snəʊi]	qorli
so *conj, adv* [səʊ]	1. shunday qilib, shuning uchun; 2. shunchalik
So do/can I.	Men ham.
soap *n* [səʊp]	sovun
socks *n* [sɒks]	paypoq
sofa *n* ['səʊfə]	divan
soft *adj* [sɒft]	yumshoq
softly *adv* ['sɒftli]	yumshoq ovoz bilan
soldier *n* ['səʊldʒə]	askar
some *det, adj* [sʌm]	ba’zi, ayrim
sometimes *pron* ['sʌmtaɪmz]	ba’zida, ba’zan
something *pron* ['sʌmθɪŋ]	nimadir, biror narsa
son *n* [sʌn]	o‘g‘il
song *n* [sɒŋ]	qo‘shiq
soon *adv* [su:n]	tezda
sore eye *adj+n* [ˌsɔ:r 'aɪ]	ko‘z og‘rig‘i
sore hand *adj+n* [ˌsɔ: 'hænd]	qo‘l og‘rig‘i
sore leg *adj+n* [ˌsɔ: 'leg]	oyoq og‘rig‘i
sore throat *adj+n* [ˌsɔ: 'θrəʊt]	tomoq og‘rig‘i
sorry *v* ['sɒri]	kechiring, kechirasiz
Sorry, you have the wrong number.	Kechirasiz, noto‘g‘ri raqam terdingiz.
sound *n* [saʊnd]	tovush
soup *n* [su:p]	sho‘rva
south *n* [saʊθ]	janub
south-east [ˌsaʊθ'i:st]	janubi-sharq
south-west [ˌsaʊθ'west]	janubi-g‘arb
sparrow *n* ['spærəʊ]	chumchuq

space *n* *pl (-)* [speɪs] — fazo
speak *v* [spi:k] (*past* spoke) — gapirmoq
speak to *v+prep* ['spi:k tə] — ... bilan gaplashmoq
special *adj* ['speʃl] — maxsus
spell *v* [spel] — harflab aytmoq yoki yozmoq
spend *v* [spend] (*past* spent) — o'tkazmoq
spider *n* ['spaɪdə] — o'rgimchak
spider monkey *n+n* [ˌspaɪdə 'mʌŋki] — o'rgimchaksimon maymun
spoon *n* [spu:n] — qoshiq
spot *n* [spɒt] — 1. dog', xol, qashqa; 2. diqqatga sazovor joy
sport *n* [spɔ:t] — sport
sportsman *n* *pl (-men)* ['spɔ:tsmən] — sportchi
sports centre *n+n* ['spɔ:ts 'sentə] — sport markazi
sports uniform *n+n* ['spɔ:ts 'ju:nɪfɔ:m] — sport formasi
spring *n* [sprɪŋ] — 1) bahor; 2) buloq
spy *n, v* [spaɪ] — 1. josus; 2. izlamoq
square *adj, n* [skweə] — to'rtburchak, kvadrat
square kilometre (sq.km) *n* [- 'kɪləˌmi:tə] — kvadrat kilometr
staff room *n+n* [ˌstɑ:f'ru:m] — xodimlar (o'qituvchilar) xonasi
stand *v* [stænd] — turmoq
Stand up. ['stændʌp] — O'rningizdan turing.
start *n, v* [stɑ:t] — 1. boshlanish; start; 2. boshlamoq
station *n* ['steɪʃn] — 1) bekat; 2) vokzal
stationery *n* ['steɪʃənri] — kanselariya buyumlari
stay (at) *v* [steɪ] — qolmoq, (vaqtinchalik) turmoq, yashamoq
stay at school ['steɪ ət 'sku:l] — maktabda qolmoq
stay with *v+prep* ['steɪ wɪð] — 1) ...bilan qolmoq; 2) ...bilan yashamoq
step back in time — eski, vaqtdan ortda qolgan
sticking plaster *adj+n* ['stɪkɪŋ 'plɑ:stə] — yopishqoq plastir, leykoplastir
stomach *n* ['stʌmək] — 1) oshqozon, me'da; 2) qorin
stomachache *n* ['stʌməkeɪk] — oshqozon og'rig'i
stone *n* ['stəʊn] — tosh
stop *v* [stɒp] — to'xtamoq
stork *n* [stɔ:k] — laylak
story *n* *pl* *(-ies)* ['stɔ:ri] — hikoya
straight *adj* [streɪt] — 1) to'g'ri; 2) tekis *(soch haqida)*
strawberry *n* ['strɔ:bəri] — qulupnay
street *n* [stri:t] — ko'cha
stripe *n* [straɪp] — yo'l-yo'l chiziq, taram-taram yo'l
striped *adj* [straɪpt] — yo'l-yo'l, olabayroq
strong *adj* [strɒŋ] — kuchli
student *n* ['stju:d(ə)nt] — talaba
study *v* ['stʌdi] — o'qimoq, o'rganmoq
stuffed bird *adj+n* [stʌft'bɜ:d] — qush tulumi
subject *n* ['sʌbdʒɪkt] — o'quv fani
suddenly *adv* ['sʌdnli] — to'satdan, bexosdan
sugar *n* *pl (-)* ['ʃʊgə] — shakar, qand
suit *v* [sju:t] — 1) talabni qondirmoq; mos (loyiq, to'g'ri) kelmoq; 2) yarashmoq, o'tirishmoq

sum *n* [sʌm] — yig'indi
do sums *v+n* — masala yechmoq
summer *n* ['sʌmə] — yoz
sun *n* [sʌn] — quyosh
sunbathe *v* ['sʌnbeɪð] — quyoshda toblanmoq
Sunday *n* ['sʌndi] — yakshanba
sunflower *n* ['sʌnˌflaʊə] — kungaboqar
sunglasses *n* ['sʌnglɑ:sɪs] — quyoshdan himoyalovchi ko'zoynak, qora ko'zoynak

sunny *adj* ['sʌni] — quyoshli, serquyosh
supermarket *n* ['su:pəˌmɑ:kɪt] — supermarket
sure *adj* [ʃəʊə, ʃɔ:] — ishonchli
Are you sure? — Ishonchingiz komilmi?

surname *n* ['sɜ:neɪm]	familiya
surprise *n* [sə'praɪz]	kutilmagan sovg'a, surpriz
swallow *n* ['swɒləʊ]	qaldirg'och
sweep *v* [swi:p] (*past* swept)	supurmoq
sweep the floor *v+n* ['swi:p ðə 'flɔ:]	polni supurmoq
sweet *adj, n* [swi:t]	1. shirin; 2. shirinlik
swept *v* [swept]	*"sweep" fe'lining o'tgan zamon shakli*
swim *v* [swɪm] (*past* swam)	cho'milmoq, suzmoq
swimmer *n* ['swɪmə]	suzuvchi
swimming *n* ['swɪmɪŋ]	cho'milish, suzish
symbol *n* ['sɪmbəl]	belgi, ramz, timsol, nishon
table *n* ['teɪbl]	1) stol; 2) jadval
tablet *n* ['tæblɪt]	tabletka *(dori)*
taekwondo *n* ['taɪkwɒndəʊ]	taekvondo *(sport turi)*
tail *n* [teɪl]	dum
take *v* [teɪk] (*past* took)	1) olmoq; 2) *(dori)* ichmoq, qabul qilmoq
take a photo *v+n* ['teɪk ə 'fəʊtəʊ]	fotosuratga olmoq
take a size	...o'lchamli (ko'ylak, oyoq kiyim) kiymoq
take for a walk *v+n*	sayrga olib chiqmoq
take medicine	dori ichmoq, qabul qilmoq
take the rubbish out ['teɪk ðə 'rʌbɪʃ 'aʊt]	axlatni/supurindini tashlab kelmoq
talent *n* ['tælənt]	1) iste'dod, talant; qobiliyat, uquv; 2) talantli (iste'dodli) odam, iste'dod (talant) sohibi
talk *v, n* [tɔ:k]	1. suhbatlashmoq; 2. suhbat
talk on the phone *v+n*	telefonda gaplashmoq
tall *adj* [tɔ:l]	novcha, bo'yi uzun, baland
tasty *adj* ['teɪsti]	mazali, lazzatli
taxi *n* ['tæksi]	taksi
taxi-driver *n* ['tæksi 'draɪvə]	taksi haydovchi
tea *n* [ti:]	choy
teach *v* [ti:tʃ] (*past* taught)	o'qitmoq
teacher *n* ['ti:tʃə]	o'qituvchi
Teachers' Day *n+n* ['ti:tʃəz 'deɪ]	O'qituvchilar kuni
team *n* [ti:m]	komanda, jamoa
teddy bear *n* ['tedi 'beə]	o'yinchoq ayiq
teeth *n* [ti:θ]	tishlar
telephone *n* ['telɪfəʊn]	telefon
tell *v* [tel] (*past* told)	aytmoq
temperature *n* ['temp(ə)rətʃə]	harorat
ten *num* [ten]	o'n
tennis *n* ['tenɪs]	tennis
tenth *num* [tenθ]	o'ninchi
text *n* [tekst]	matn
Thank you. ['θæŋkju:]	Rahmat.
that *adj* [ðət, ðæt]	1) ana u; 2) o'sha
the [ðə, ðɪ]	*aniq artikl*
theatre *n* ['θɪətə]	teatr
their *adj* [ðə, ðeə]	ularning
them *pron* [ðəm, ðem]	ularni, ularga
then *conj* [ðen]	keyin, so'ng
there *adv* [ðeə, ðə]	u yerda
there is/are [ðerɪz / ðerɑ:]	*(biror joyda)* ... bor
thermometer *n* [θə'mɒmɪtə]	termometr
these *pron* [ði:z]	bular *(yaqindagi narsalarga nisbatan)*
they *pron* [ðeɪ]	ular
thin *adj* [θɪn]	ozg'in, ingichka
thing *n* [θɪŋ]	narsa, buyum
think *v* [θɪŋk] (*past* thought)	o'ylamoq
third *num* [θɜ:d]	uchinchi
thirteen *num* [ˌθɜ:'ti:n]	o'n uch
thirty *num* ['θɜ:ti]	o'ttiz

thirty-one *num* [ˌθɜ:ti ˈwʌn]	o‘ttiz bir
this *pron adj* [ðɪs]	bu, shu
those *pron* [ðəʊz]	ana ular *(uzoqdagi narsalarga nisbatan)*
thousand *num* [ˈθaʊzənd]	ming
three *num* [θri:]	uch
three hundred *num* [ˌθri: ˈhʌndrəd]	uch yuz
throw *v* [θrəʊ] (*past* threw)	tashlamoq, otmoq, otib yubormoq
throw in the air [-ɪn ðə eə]	yuqoriga/osmonga otmoq, irg‘itmoq
thumb *n* [θʌm]	bosh barmoq
thunderstorm *n* [ˈθʌndəstɔ:m]	momaqaldiroq
Thursday *n* [ˈθɜ:zdi]	payshanba
tick *v* [tɪk]	belgi bilan belgilamoq
ticket *n* [ˈtɪkɪt]	chipta, bilet
tidy up *v* [ˈtaɪdiʌp]	tartibga solmoq, yig‘ishtirmoq
tiger *n* [ˈtaɪgə]	yo‘lbars
tights *n* [ˈtaɪts]	kolgotka
time *n* [taɪm]	1) payt; 2) marta
on time	o‘z vaqtida
timeline *n* [ˈtaɪmlaɪn]	vaqt shkalasi, xronologiya *(voqealar tarixi, vaqti ketma-ket yozilgan ro‘yxat)*
timetable *n* [ˈtaɪmˌteɪbl]	dars jadvali
tired *adj* [taɪəd]	charchagan
title *n* [ˈtaɪtl]	mavzu, sarlavha
to *prep* [tu, tə, tu:]	1) ...ga *(yo‘nalish predlogi)*; 2) ...kam *(payt predlogi)*
go to school	maktabga bormoq
ten minutes to eleven	o‘ntakam o‘n bir
toaster *n* [ˈtəʊstə]	toster
today *adv* [tə'deɪ]	bugun
toe *n* [təʊ]	oyoq barmog‘i
toilet *n* [ˈtɔɪlət]	1) hojatxona; 2) unitaz
tomato *n* [tə'mɑ:təʊ]	pomidor
tomato salad *n+n* [tə'mɑ:təʊ ˈsæləd]	pomidor salat
tomorrow *adv* [tə'mɒrəʊ]	ertaga
tongue *n* [tʌŋ]	til
tongue twister *n+n* [ˌtʌŋˈtwɪstə]	tez aytish
too *adv* [tu:]	ham
took *v* [tʊk]	*“take” fe’lining o‘tgan zamon shakli*
tooth *n pl (teeth)* [tu:θ]	tish
toothache *n* [ˈtu:θeɪk]	tish og‘rig‘i
toothbrush *n* [ˈtu:θbrʌʃ]	tish cho‘tkasi
toothpaste *n* [ˈtu:θpeɪst]	tish pastasi
torch *n* [tɔ:tʃ]	1) mash’al; 2) fonar, fonus
tortoise *n* [ˈtɔ:təs]	toshbaqa
total *n* [ˈtəʊtl]	jami
touch *v* [tʌtʃ]	tegmoq, turtmoq
tourist *n* [ˈtʊərɪst]	sayyoh, turist
town *n* [taʊn]	kichik shahar
toy *n* [tɔɪ]	o‘yinchoq
toy shop *n+n* [ˈtɔɪʃɒp]	o‘yinchoq do‘koni
tractor *n* [ˈtræktə]	traktor
tradition *n* [trə'dɪʃ(ə)n]	an’ana
traditional *adj* [trə'dɪʃnl]	an’anaviy
traffic *n* [ˈtræfɪk]	yo‘l harakati
train *v, n* [treɪn]	1. shug‘ullan(tir)moq; 2. poyezd
trainers *n* [ˈtreɪnəz]	krossovka
translate *v* [trænsˈleɪt]	tarjima qilmoq
transmit *v* [trænzˈmɪt]	uzatmoq
transport *n* [ˈtrænspɔ:t]	transport
travel *n, v* [ˈtrævəl]	1. sayohat, safar; 2. sayohatga chiqmoq
travelling *n* [ˈtrævəlɪŋ]	sayohat, safar
tree *n* [tri:]	daraxt

T. Rex *n* [ˈtiː ˈreks]	tiranozavr *(yirtqich dinozavr)*
triangle *n* [ˈtraɪæŋgəl]	uchburchak
trip *n* [trɪp]	(qisqa muddatli) sayohat, safar; ekskursiya
trousers *n* [ˈtraʊzəz]	shim
true *adj* [truː]	to‘g‘ri, haqiqat
try *v* [traɪ]	urinib ko‘rmoq; harakat qilmoq
try on *v* [ˈtraɪ ˈɒn]	kiyib ko‘rmoq
T-shirt *n* [ˈtiː ˈʃɜːt]	futbolka
tube *n* [tjuːb]	metropoliten
Tuesday *n* [ˈtjuːzdi]	seshanba
tugai *n* [tʊˈgaɪ]	to‘qay
tulip *n* [ˈtjuːlɪp]	lola
tummy ache *n+n* [ˌtʌmi ˈeɪk]	qorin og‘rig‘i
tundra *n* [ˈtʌndrə]	tundra
turkey *n pl (-s)* [ˈtɜːki]	kurka
turn *n, v* [tɜːn]	1. navbat; 2. burilmoq
turn left *v+n* [ˈtɜːn ˈleft]	chapga burilmoq
turn off *v* [ˈtɜːnɒf]	*(jo‘mrakni)* yopmoq; *(chiroq, radio va h.k.ni)* o‘ch(ir)moq
turn right *v+n* [ˈtɜːn ˈraɪt]	o‘ngga burilmoq
turnip *n* [ˈtɜːnɪp]	sholg‘om
turtle *n* [ˈtɜːtl]	dengiz toshbaqasi
TV star *n* [ˌtiːˈviːˈstɑː]	teleyulduz
twelfth *num* [twelfθ]	o‘n ikkinchi
twelve *num* [twelv]	o‘n ikki
twenty *num* [ˈtwenti]	yigirma
twenty-one *num* [ˈtwenti ˈwʌn]	yigirma bir
twin *n* [twɪn]	egizak
two *num* [tuː]	ikki
two hundred *num* [ˌtuː ˈhʌndrəd]	ikki yuz
two-storey house [ˌtuːˈstɔːrɪ haʊs]	ikki qavatli uy
ugly *adj* [ˈʌgli]	xunuk, badbashara
umbrella *n* [ʌmˈbrelə]	soyabon
uncle *n* [ˈʌŋkl]	tog‘a, amaki
under *prep* [ˈʌndə]	tagida, ostida
underground *n* [ˈʌndəgraʊnd]	metropoliten
understand *v* [ˌʌndəˈstænd]	tushunmoq
unhealthy *n* [ʌnˈhelθi]	nosog‘lom, zararli
uniform *n* [ˈjuːnɪfɔːm]	forma
unit *n* [ˈjuːnɪt]	bo‘lim
university *n pl (-ies)* [ˌjuːnɪˈvɜːsɪti]	universitet, oliygoh
untidy *adj* [ʌnˈtaɪdi]	besaranjom, besarishta
unusual *adj* [ʌnˈjuːʒʊəl]	noodatiy
up *adv* [ʌp]	yuqori tomonga
upstairs *adv* [ˌʌpˈsteəz]	yuqorigi qavatda
us *pron* [əs, ʌs]	bizni, bizga
use *v* [juːz]	foydalanmoq, ishlatmoq
usually *adv* [ˈjuːʒʊəli]	odatda
Uzbek *adj, n* [ˈʊzbek]	1. o‘zbek, o‘zbekcha; 2. o‘zbek tili
vacuum cleaner *n+n* [ˈvækjuəm ˈkliːnə]	changyutkich
vampire bat *n+n* [ˈvæmpaɪəˈbæt]	qonxo‘r ko‘rshapalak
varan *n* [vʌˈrɑːn]	echkemar
vase *n* [vɑːz]	vaza, guldon
vegetable *n* [ˈvedʒtəbl]	sabzavot
very *adv* [ˈveri]	juda
video *adj* [ˈvɪdɪəʊ]	video
village *n* [ˈvɪlɪdʒ]	qishloq
vintage *adj* [ˈvɪntɪdʒ]	1) qadimgi, qadimiy, antiqa; 2) eskirgan; eskirib qolgan; eski modadagi, eskicha
violet *adj* [ˈvaɪəlɪt]	binafsharang, siyohrang

visit *v* ['vɪzɪt] tashrif buyurmoq
vitamin *n* ['vɪtəmɪn] vitamin
volcano *n* [vɒl'keɪnəʊ] vulqon; yonar tog‘
volleyball *n* ['vɒlibɔ:l] voleybol

wait (for) *v* ['weɪtfɔ:] kutmoq
wake up *v* ['weɪkʌp] (*past* woke) uyg‘onmoq
walk *v* [wɔ:k] sayr qilmoq, piyoda yurmoq
wall *n* [wɔ:l] devor
want *v* [wɒnt] xohlamoq, istamoq
war *n* [wɔ:] urush; jangovor harakatlar
warm *adj* [wɔ:m] iliq
was [wəz, wɒz] edim, edi, bo‘lganman, bo‘lgan (*o‘tgan zamonda birlikdagi shaxs uchun ishlatiladi*)
was born [wəz 'bɔ:n] tug‘ilgan
wash *v* [wɒʃ] yuvmoq
do the washing ['du: ðə 'wɒʃɪŋ] kir yuvmoq
wash the dishes ['wɒʃ ðə 'dɪʃɪz] idish-tovoqlarni yuvmoq
washing machine ['wɒʃɪŋmə‚ʃi:n] kir yuvish mashinasi
washing-up *n* [‚wɒʃɪŋ'ʌp] idish-tovoqni yuvish
waste *n pl (-), v* [weɪst] 1. chiqindi; 2. bekorga sarflamoq
watch *v* [wɒtʃ] 1) ko‘rmoq; 2) kuzatmoq
watch TV *v+n* ['wɒtʃ ‚ti:'vi:] televizor ko‘rmoq
water *n pl (–), v* ['wɔ:tə] 1. suv; 2. sug‘ormoq
watermelon *n* ['wɔ:təmelən] tarvuz
water skiing *n+n* ['wɔ:tə‚ski:ɪŋ] suv chang‘isi sporti
we *pron* [wi, wi:] biz
wear *v* [weə] (*past* wore) kiymoq
weather *n* ['weðə] ob-havo
Wednesday *n* ['wenzdi] chorshanba
wedding *n* ['wedɪŋ] nikoh to‘yi
week *n* [wi:k] hafta
weekend *n* [‚wi:k'end] hafta oxiri
weight *n* [weɪt] og‘irlik, vazn
well *adv* [wel] yaxshi
well-dressed *adj* [‚wel'drest] yaxshi kiyingan, yasangan, bezangan; bashang kiyingan
Welsh *adj, n* [welʃ] 1. uelscha; uelslik; 2. uels tili
went [went] *“go” fe’lining o‘tgan zamon shakli*
were [wɜ:] *“be” fe’lining o‘tgan zamon ko‘plik shakli*
west *n* [west] g‘arb
western *adj* ['westən] g‘arbiy
wet *adj* [wet] nam, ho‘l
whale *n* [weɪl] kit
what *pron, adv* [wɒt] 1) nima; 2) qanday
What about you? Siz(da)-chi?
wheel *n* [wi:l] g‘ildirak
when *adv* [wen] qachon
When’s he/she at home? U qachon uyda bo‘ladi?
where *adv* [weə] qayerda, qayerga
Where are you going? Qayerga boryapsan/boryapsiz?
Where can I buy ...? ...ni qayerda sotib olsam bo‘ladi?
which *pron* [wɪtʃ] qaysi
white *adj* [waɪt] oq
whiteboard *n* ['waɪtbɔ:d] sinf doskasi *(oq rangli)*
who *pron* [hu:] kim
whose *pron* [hu:z] kimning
why *pron* [waɪ] nima uchun
wife *n pl (wives)* [waɪf] xotin
wild *adj* [waɪld] yovvoyi
wildlife *n* ['waɪldlaɪf] yovvoyi tabiat; yovvoyi hayvonlar
willow *n* ['wɪləʊ] tol
wind *n* [wɪnd] shamol

window *n* [ˈwɪndəʊ]	deraza
windstorm *n* [ˈwɪndstɔ:m]	kuchli shamol, bo‘ron
windy *adj* [ˈwɪndi]	shamolli
winter *n* [ˈwɪntə]	qish
wise *adj* [waɪz]	dono, oqil
wish *n, v* [wɪʃ]	1. tilak, istak; 2. tilamoq
with *prep* [wɪð, wɪθ]	bilan
wolf *n pl (wolves)* [wʊlf] [ˈwʊlvz]	bo‘ri
woman *n pl (women)* [ˈwʊmən] [ˈwɪmɪn]	ayol
wombat *n* [ˈwɒmbæt]	*zool*. vombat
wonderful *adj* [ˈwʌndəf(ə)l]	ajoyib
wood *n* [wʊd]	1) o‘rmon; daraxtzor; 2) yog‘och-taxta; yog‘och *(material)*
wool *n* [wʊl]	1) yung; jun; 2) jun gazlama *yoki* kiyim
word *n* [wɜ:d]	so‘z
wordlist *n* [ˈwɜ:dlɪst]	lug‘at
work *n pl (–), v* [wɜ:k]	1. ish; 2. ishlamoq
workbook *n* [ˈwɜ:kbʊk]	mashq daftari
world *n* [wɜ:ld]	dunyo, jahon
Would you like... ? [wədjə ˈlaɪk]	...xohlaysizmi?
wrestler *n* [ˈreslə]	kurashchi
wrist *n* [rɪst]	bilak
write *v* [raɪt]	yozmoq
wrong *adj* [rɒŋ]	noto‘g‘ri
yard *n* [jɑ:d]	hovli
year *n* [jɜ:]	yil
years old [ˌjɪəz ˈəʊld]	... yoshda
yellow *adj* [ˈjeləʊ]	sariq
yes *adv* [jes]	ha
yesterday *adv* [ˈjestədi]	kecha
yoga *n* [ˈjəʊgə]	yoga, yogalar jismoniy mashqlari tizimi
you *pron* [jə, jʊ, ju:]	1) sen, siz; 2) sizni, sizga
young *adj* [jʌŋ]	yosh
your *adj* [jə, jɔ:]	sening, sizning
youth *n* [juθ]	yoshlar, o‘spirinlar, yoshlik
yucky *adj* [ˈjʌki]	yoqimsiz, bemaza
yummy *adj* [ˈjʌmi]	ishtahani qo‘zg‘atadigan, yeyishli
zebra *n* [ˈzi:brə]	zebra
zoo *n* [zu:]	hayvonot bog‘i

Geographical names

Afghanistan *n* [æfˈgænɪstɑ:n]	Afg‘oniston
Africa *n* [ˈæfrɪkə]	Afrika
Alaska *n* [əˈlæskə]	Alyaska *(AQSh shtati)*
Amazon *n* [ˈæməzən]	Amazonka
America *n* [əˈmerɪkə]	Amerika
Amu-Darya *n* [ɑ:ˈmu: dɑ:ˈrjɑ:]	Amudaryo
Antarctic Circle *n* [ænˈtɑ:ktɪk ˈsɜ:kəl]	Antarktida qutb doirasi
Antarctica *n* [ænˈtɑ:ktɪkə]	Antarktida
Aral Sea *n* [ˈærəl ˈsi:]	Orol dengizi
Arctic *n* [ˈɑ:ktɪk]	Arktika
Arctic Circle *n* [ˈɑ:ktɪk ˈsɜ:kəl]	Shimoliy qutb doirasi
Arctic Ocean *n* [ˈɑ:ktɪk ˈəʊʃən]	Shimoliy muz okeani
Asia *n* [ˈeɪʃə]	Osiyo
Atlantic Ocean *n* [ətˈlæntɪk ˈəʊʃən]	Atlantika okeani
Auckland *n* [ˈɔ:klənd]	Oklend
Australia *n* [ɒˈstreɪlɪə]	Avstraliya

Australian Alps *n*	[ɒ'streɪliən 'ælps]	Avstraliya Alp tog‘lari
Belfast *n*	[ˌbel'fɑ:st]	Belfast
Ben Nevis *n*	['ben 'nevɪs]	Ben-Nevis
Berlin *n*	[bɜ:'lɪn]	Berlin
Black Sea *n*	['blæk 'si:]	Qora dengiz
Brazil *n*	[brə'zɪl]	Braziliya
Brisbane *n*	['brɪzbən]	Brisben
Cairo *n*	['kaɪ(ə)rəʊ]	Qohira
California *n*	[ˌkæli'fɔ:nɪə]	Kaliforniya
Canada *n*	['kænədə]	Kanada
Canberra *n*	['kænbərə]	Kanberra
Cardiff *n*	['kɑ:dɪf]	Kardiff
Central Africa *n*	[ˌsentrəl 'æfrɪkə]	Markaziy Afrika
Central America *n*	[ˌsentrəl ə'merɪkə]	Markaziy Amerika
Central Asia *n*	[ˌsentrəl 'eɪʃə]	Markaziy Osiyo
Chimgan *n*	[tʃɪm'gɑ:n]	Chimyon
China *n*	['tʃaɪnə]	Xitoy
Colorado *n*	[ˌkɒlə'rɑ:dəʊ]	Kolorado
Edinburgh *n*	['edɪnbərə]	Edinburg
Egypt *n*	['i:dʒɪpt]	Misr
The Eiffel Tower	[ðɪ:'aɪfəl 'taʊə]	Eyfel minorasi
England *n*	['eŋglənd]	Angliya
Equator *n*	[ɪ'kweɪtə]	Ekvator
Europe *n*	['jʊərəp]	Yevropa
Fergana Valley *n*	[fer'gɑ:nɑ: 'vælɪ]	Farg‘ona vodiysi
Florida *n*	['flɒrɪdə]	Florida
France *n*	['frɑ:ns]	Fransiya
Germany *n*	['dʒɜ:məni]	Germaniya
Gissar *n*	[gi'sɑ:]	Hisor
Great Britain *n*	['greɪt 'brɪtn]	Buyuk Britaniya
Great Lakes *n*	['greɪt 'leɪks]	Buyuk ko‘llar
Hazret Sultan *n*	[hʌz'ret sul'tɑ:n]	Hazrat Sulton
Hawaii *n*	[hə'waɪɪ]	Gavayi *(AQSh shtati)*
India *n*	['ɪndiə]	Hindiston
Indian Ocean *n*	['ɪndiən 'əʊʃən]	Hind okeani
Indonesia *n*	['ɪndə'ni:ziə]	Indoneziya
Irish Republic *n*	[ˌaɪərɪʃ rɪ'pʌblɪk]	Irlandiya Respublikasi
Italy *n*	['ɪtəli]	Italiya
Japan *n*	[dʒə'pæn]	Yaponiya
Karakum Desert *n*	[kɑ:'rɑ:'ku:m 'dezət]	Qoraqum cho‘li
Kazakhstan *n*	[ˌkæzæk'stɑ:n]	Qozog‘iston
Kitab *n*	[ki'tɑ:b]	Kitob
Kyzylkum Desert *n*	[kɪ'zɪl'ku:m 'dezət]	Qizilqum cho‘li
Korea *n*	[kə'rɪə]	Koreya
Kyrgyzstan *n*	[ˌkɜ:giz'stɑ:n]	Qirg‘iziston
Lake Taupo *n*	['leɪk 'tɒpəʊ]	Topo ko‘li
Lake Windermere *n*	['leɪk 'wɪndəˌmɪə]	Vindermer ko‘li
Loch Ness *n*	['lɒk 'nes]	Lox Nes
London *n*	['lʌndən]	London
Lough Neagh *n*	['lɒk 'neɪ]	Lox Ney
Mackenzie *n*	[mə'kenzɪ]	Makkenzi
Malaysia *n*	[mə'leɪziə]	Malayziya
Manas *n*	[mʌ'nɑ:s]	Manas
Mediterranean Sea *n*	[ˌmedɪtə'reɪnɪən 'si:]	O‘rtayer dengizi
Melbourne *n*	['melbən]	Melburn
Mexico *n*	['meksɪkəʊ]	Meksika
Mississippi *n*	[ˌmɪsɪ'sɪpɪ]	Missisipi
Montreal *n*	[ˌmɒntrɪ'ɔ:l]	Monreal
Moscow *n*	['mɒskəʊ]	Moskva
Mount Cook *n*	['maʊnt 'kuk]	Kuk tog‘i

Mount Everest *n* ['maʊnt 'evərest]	Everest cho‘qqisi
Mount Kilimanjaro *n* ['maʊnt ˌkɪlɪmən'dʒɑ:rəʊ]	Kilimanjaro tog‘i
Mount Ruapehu *n* ['maʊnt ˌru:ə'peɪhu:]	Ruapehu tog‘i
Mount Taranaki *n* ['maʊnt ˌtɑ:rə'nɑ:kɪ]	Taranaki tog‘i
Murray *n* ['mʌrɪ]	Murrey daryosi
New Zealand *n* [ˌnju: 'zi:lənd]	Yangi Zelandiya
Nile *n* ['naɪl]	Nil
North America *n* [ˌnɔ:θ ə'merɪkə]	Shimoliy Amerika
North Island *n* [ˌnɔ:θ 'aɪlənd]	Shimoliy Islandiya
North Sea *n* ['nɔ:θ 'si:]	Shimoliy dengiz
Northern Ireland *n* [ˌnɔ:ðən 'aɪlənd]	Shimoliy Irlandiya
Nurata *n* [ˌnʊrʌ'tʌ:]	Nurota
Ottawa *n* ['ɒtəwə]	Ottava
Oxford *n* ['ɒksfəd]	Oksford
Pacific Ocean *n* [pə'sɪfɪk 'əʊʃən]	Tinch okean
Pakistan *n* [ˌpɑ:kɪ'stɑ:n]	Pokiston
Pamir Mountains *n* [pə'mɪə 'maʊntɪnz]	Pomir tog‘lari
Paris *n* ['pærɪs]	Parij
Perth *n* [pɜ:θ]	Pert
Picton *n* ['pɪktən]	Pikton
Poland *n* ['pəʊlənd]	Polsha
Rio de Janeiro *n* [ˌri:əʊdədʒə'nɪrəʊ]	Rio-de-Janeyro
Rocky Mountains *n* ['rɒkɪ 'maʊntɪnz]	Qoyali tog‘lar
Rome *n* ['rəʊm]	Rim
Rotorua *n* ['rɒtɒrʊə]	Rotorua
Russia *n* ['rʌʃə]	Rossiya
Sahara *n* [sə'hɑ:rə]	Sahroyi Kabir *(cho‘l)*
Saint Lawrence *n* [sənt 'lɔ:rəns]	Avliyo Lavrentiy daryosi
Scotland *n* ['skɒtlənd]	Shotlandiya
Severn *n* ['sevən]	Severn
Snowdon *n* ['snəʊdən]	Snovdon
South Africa *n* [ˌsaʊθ 'æfrɪkə]	Janubiy Afrika
Southern Alps *n* [ˌsʌðən 'ælps]	Janubiy Alp tog‘lari
South America *n* [ˌsaʊθ ə'merɪkə]	Janubiy Amerika
Sydney *n* ['sɪdnɪ]	Sidney
Syr-Darya *n* [ˌsɪədɑ:'rjɑ:]	Sirdaryo
Tajikistan *n* [tɑ:ˌdʒi:kɪ'stɑ:n]	Tojikiston
Tasman Sea *n* ['tæzmən 'si:]	Tasmaniya dengizi
Thames *n* [temz]	Temza
Tianshan Mountains *n* [tɪ'en'ʃɑ:n 'maʊntɪnz]	Tiyoanshan tog‘lari
Tokyo *n* ['təʊkɪəʊ]	Tokio
Toronto *n* [tə'rɒntəʊ]	Toronto
Tower of London *n* ['taʊər əv 'lʌndən]	London minorasi
Trafalgar Square *n* [trə'fælgə 'skweə]	Trafalgar maydoni
Turkey *n* ['tɜ:kɪ]	Turkiya
Turkmenistan *n* [ˌtɜ:kmenɪ'stɑ:n]	Turkmaniston
Ugam Chatkal *n* [ʊˌgɑm tʃʌt'kɑ:l]	Ugom-Chotqol
Ullswater *n* ['ʌlzwɔ:tə]	Alsuoter ko‘li
United Kingdom (the UK) *n* [ju:ˌnaɪtɪd 'kɪŋdəm]	Birlashgan Qirollik
Urgench *n* [ʊr'gentʃ]	Urganch
USA *n* ['ju:'es'eɪ]	AQSH
Ust Urt *n* [ˌʊst 'jurt]	Ustyurt
Uzbekistan *n* [ʊzˌbekɪ'stɑ:n]	O‘zbekiston
Vancouver *n* [væn'ku:və]	Vankuver
Wales *n* ['weɪlz]	Uels
Warsaw *n* ['wɔ:sɔ:]	Varshava
Washington *n* ['wɒʃɪŋtən]	Vashington
Wellington *n* ['welɪŋtən]	Vellington
Zarafshan *n* [ˌzʌrɑ:f'ʃɑ:n]	Zarafshon
Zaamin *n* ['zɑ:mɪn]	Zomin

www.idum.uz saytidan yuklab olindi

X 17 **Teens' English 7** [Matn]: darslik/ S. Xan, L. Kamalova, L. Jo'rayev. – Toshkent: «O'zbekiston», 2019. – 160 b.

ISBN 978-9943-25-792-4

UO'K 811.111(075.3)
KBK 81.2 Engl-922

O'quv nashri

Svetlana Xan, Ludmila Kamalova, Lutfullo Jo'rayev

Teens' English 7

Ta'lim o'zbek va qardosh tillarda olib boriladigan umumiy o'rta ta'lim maktablarining 7-sinfi uchun darslik

Muharrirlar: *N. Nurmatova, S. Saidmurodov*
Badiiy muharrir *D. Mulla-Axunov*
Dizayner-rassom *A. Farmonov*
Musahhih *Sh. Shoabdurahimova*
Texnik muharrir *T. Xaritonova*
Kichik muharrir *M. Salimova*
Kompyuterda sahifalovchi *F. Hasanova*

Nashriyot litsenziyasi AI №158, 14.08.2009.
Bosishga 2019-yil 14-mayda ruxsat etildi. Bichimi 60x90$^{1}/_{8}$. Ofset qog'oziga ofset bosma usulida bosildi. «Pragmatika» garniturasi. Kegli 12, 11. Shartli bosma tabog'i 20,0. Nashr tabog'i 17,45. Adadi 472 148. Buyurtma № 19-93.

O'zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligining «O'zbekiston» nashriyot-matbaa ijodiy uyi.
100011, Toshkent, Navoiy ko'chasi, 30.

e-mail: uzbekistan@iptd-uzbekistan.uz
www.iptd-uzbekistan.uz

Telefon: (371) 244-87-55, 244-87-20
Faks: (371) 244-37-81, 244-38-10.