Teens'

ENGLISH

Umumiy o‘rta ta’lim maktablarining 6-sinfi uchun darslik

6

O‘zbekiston Respublikasi Xalq ta’limi vazirligi tasdiqlagan



Pupil’s book

Workbook

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

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Dear Pupil!

Welcome to **Teens' English 6**!

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

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

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

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

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

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

Have fun!

The Authors

Aziz o'quvchi!

Teens' English 6 darsligiga xush kelibsiz!

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

Mashq daftari ingliz tilini sinfda yoki 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.

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LESSON 1 Jobs at school

1 **Listen and repeat.**

2b **Listen and check.**

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



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

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

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

4a **Listen and complete the sentence.**

4b **Write T for True and F for False.**

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

5b **Work in pairs.**

Pupil A: Look at this page. Ask and write about David Beckham.

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

Pupil B: Look at page 11.



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

LESSON 2 Professions

1 **Listen and sing.**

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

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



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

3a **Find similar words.**

3b **Listen and check.**

4 **Match the sentences and the jobs.**

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

librarian *X*	chef	gardener
cleaner	interpreter	reporter
teacher	nurse	secretary

5 **Play "Tic Tac Toe".**

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

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

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

6b **Report.**

e.g. Lena's father is an engineer. Her mother is a doctor.

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

1 **Listen and sing.**

2 **Chain Drill.**



3 **Listen to Sevara, Laziz and Dilnoza. Complete the table.**

Use: pilot, reporter, interpreter, planes, English, film stars

4a **Listen and match.**



Lucy Daniel Madina Rustam Davron Sabina Aziz Heggy Alisher

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

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

Remember:

What do you want to be?
I want to be a doctor because I like to help sick people.
Daniel wants to be a computer programmer because he likes computers.

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

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

name	job	why
Regina	doctor	help sick people

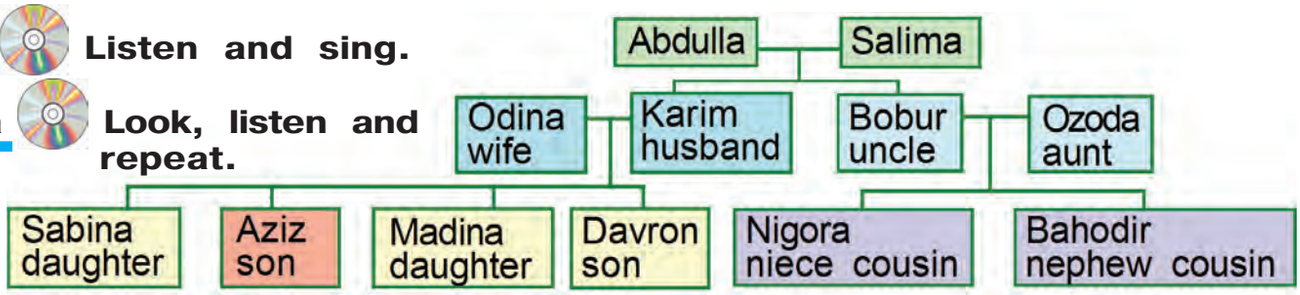
5b **Report.**

e.g. Regina wants to be a doctor because she wants to help sick people.

LESSON 4 A wedding in Fergana

1 **Listen and sing.**

2a **Look, listen and repeat.**



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

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

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

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



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

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

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

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

LESSON 5 Uzbek and English weddings



1 **Listen and sing.**

2 **Play "Find Someone Who".**
e.g. Zamira has two brothers.

3 **Look, listen and repeat. Write the meaning of the words from the Wordlist.**

pageboy, bride, bridesmaid, bridegroom, throw, confetti



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

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



5 **Listen and repeat.**

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

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



Something old,
Something new,
Something borrowed,
Something blue.



UNIT 1 Work and family

LESSON 6 Project

1 **Listen and sing.**





2 **Play "What's My Job?"**

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

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





Name:

Profession:

Country:

What s/he is famous for:

3b Make the presentations.





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

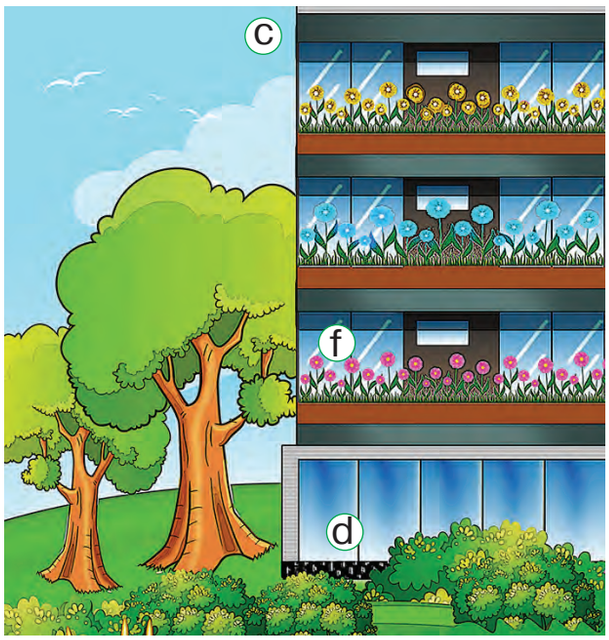
Unit 1 • Lesson 1

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

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

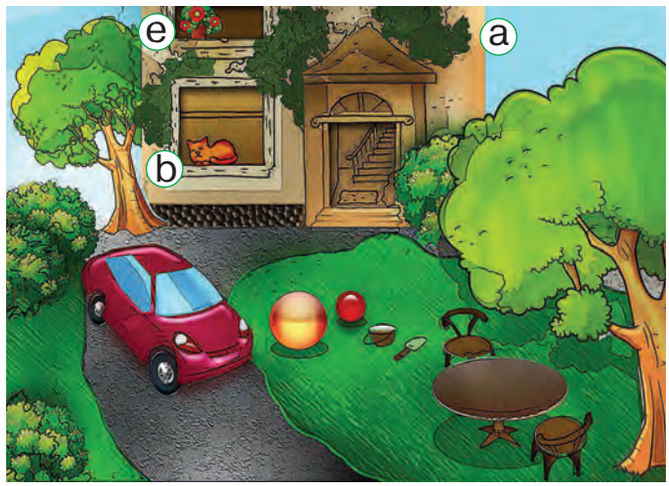
LESSON 1 An English house

1 **Listen and repeat.**



2a **Look and match. Listen and repeat.**

1 a block of flats
2 a two-storey house
3 (on) the ground floor
4 (on) the first floor
5 downstairs
6 upstairs



2b **Work in pairs. Point and say.**

e.g. **A:** *(points)*
B: A block of flats.

Upstairs, floor (2),
Downstairs, two-storey

3a **Read Lucy's letter. How many rooms do they have?**

Dear Aziz,
Thanks for your letter. You ask me to describe my house. It is (1) a ... house. (2) ... on the first (3) ... there are three bedrooms, a bathroom and a toilet. My bedroom is between my parents' room and my brother's room. My room is bigger than his room. My room is the best!
(4) ... on the ground (5) ... there is a living room, a dining room and a kitchen.
There is a small but beautiful garden in front of the house. We like playing in the garden. Sometimes we eat in the garden. My dad parks his car in the street in front of the house.
Please write to me about your house.
Love,
Lucy

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

3c **Work in pairs. Ask and guess the room.**

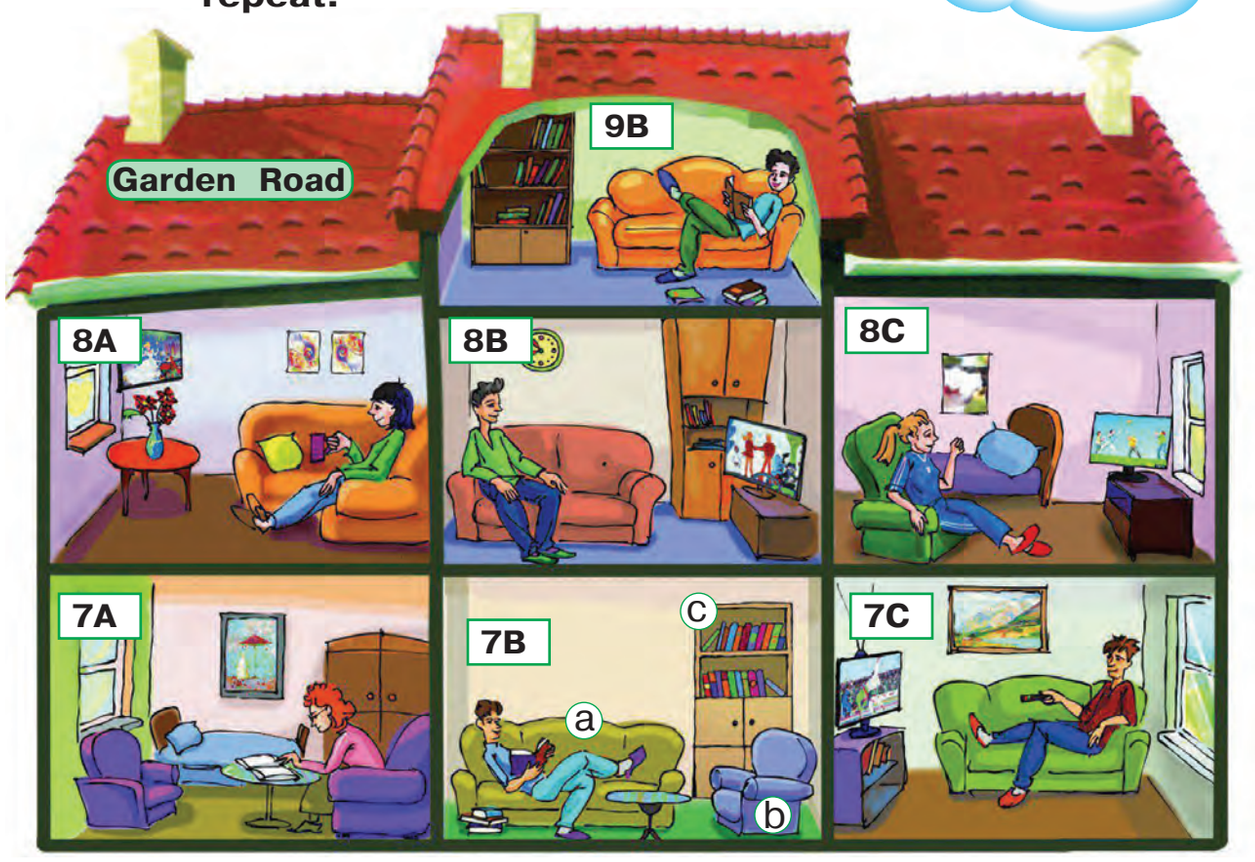
e.g. **A:** *(chooses a room)*
B: Is the room downstairs? Is there a cooker? ...

LESSON 2 Welcome to my home!

1 **Listen and sing.**

1) a book case
2) a sofa
3) an armchair

2a **Look and match. Listen and repeat.**



2b **Play "Snowball".**

e.g. **A:** a sofa
B: a sofa, a book case
C: a sofa, a book case, a ...

3a **Listen and find.**

3b **Play "Where's Mr Brown?"**

Pupil A: **Look at this page. You have info for Pupil B on page 14. Find where Mr Willis, Mrs Trish and Mrs Read live.**
Pupil B: **Look at page 35.**

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

LESSON 3 Tidy up your room!

1 **Listen and sing.**

2 **Read and repeat.**

Happy Harry helps at home on the holiday!

3 **Look, read and write instructions.**

e.g. Put the books in the bookcase.

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



4a **Choose and write three sentences.**

e.g. I mopped the floor.

4b **Play a guessing game.**

e.g. Did you mop the floor?

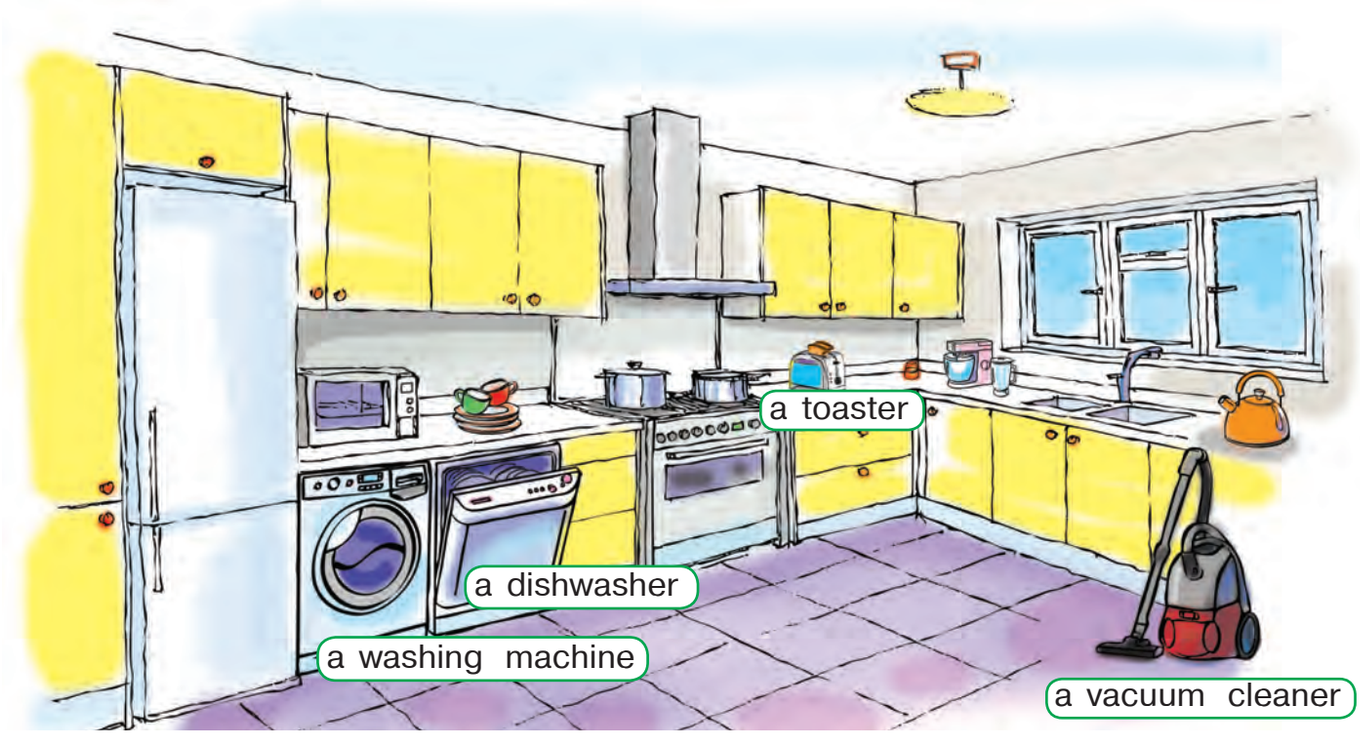
Info for Pupil B

person	address
Mr Brown	9B Garden Road
Mr Bin	7C Garden Road
Mrs Green	7A Garden Road

LESSON 4 Homes, sweet homes ...

1 **Listen and sing.**

2 **Look, listen and repeat.**



3 **Play "Kim's Game".**

4 **Work in groups of 3. Ask and answer.**

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

5 **Listen and complete.**

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

LESSON 5 Unusual houses

1 **Listen and sing.**

2 **Play "We are washing dishes!"**

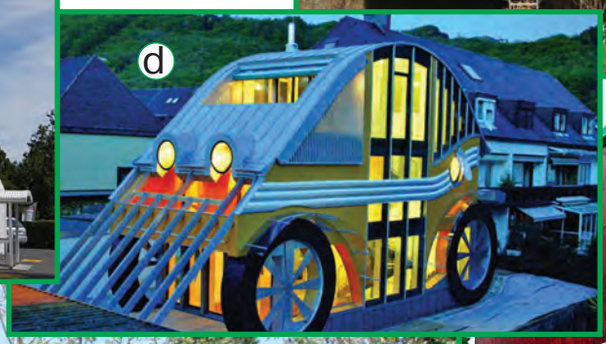
3a **Look, read and match.**

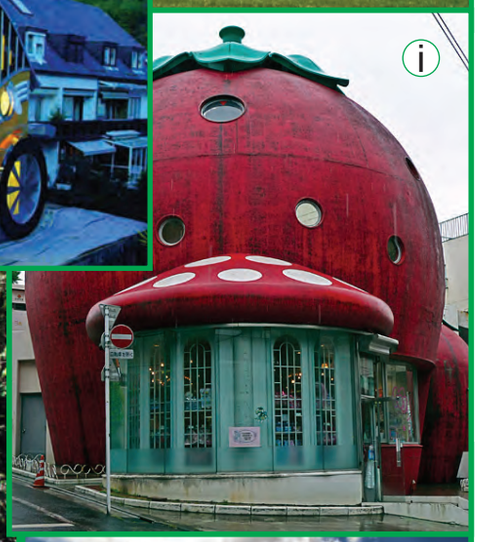
1 Stone House, Portugal
2 Flying Boat, Japan
3 The Shoe House, the USA
4 The Dog House, New Zealand
5 The Auto House, Austria
6 The Strawberry House, Japan
7 The Boeing 727 House, Costa Rica















3b **Chain Drill.**

e.g. **A:** The Strawberry House.
B: It's from Japan. The Dog House.
C: It's from ...

3c **Work in groups of 4/5. Choose, write and say.**

e.g. I'd like to live in the Boeing 727 House because I like planes.

3d **Report.**

e.g. Aziz and Farhod would like to live in the Auto House because they like cars.

LESSON 6 Project My dream home

1 Listen and sing.

2a Draw and describe your dream house.

2b Make a presentation.











I can

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

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

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

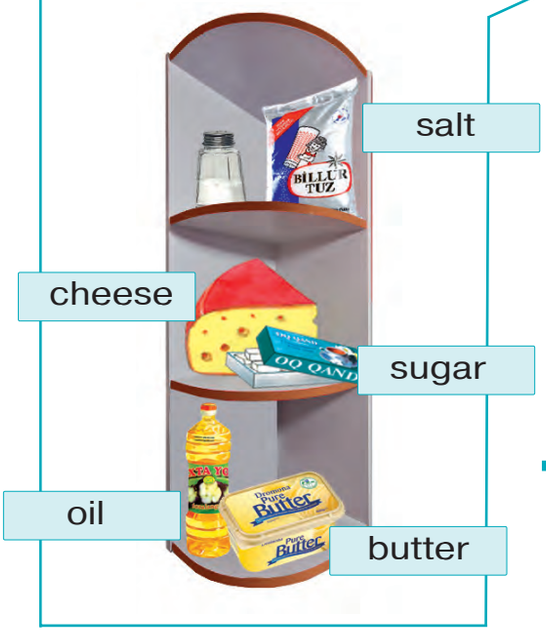
I can talk and write about devices we use at home.
Uyda ishlatiladigan anjomlar haqida gapirib, yoza olaman.

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

LESSON 1 What's in the fridge?

1 **Listen and repeat.**

2a **Look, listen and repeat.**





4a **Look and write 4 sentences.**

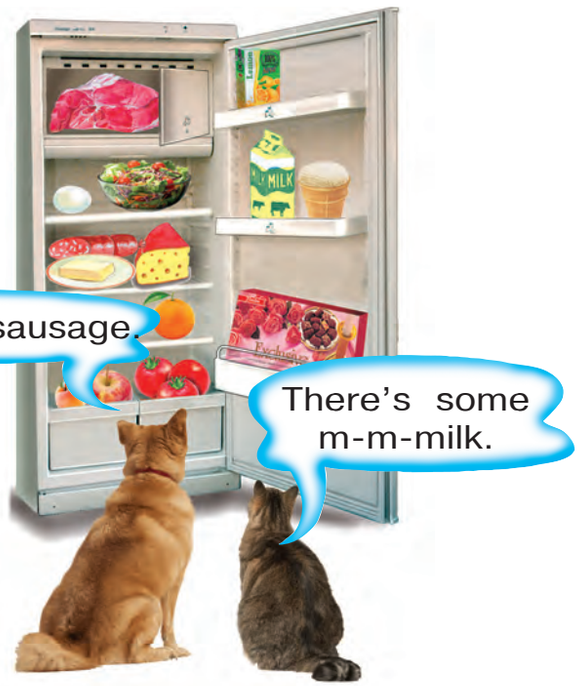
e.g. There is some meat on the first shelf.

2b **Work in pairs. Point and say.**

A: *(points)*
B: Cheese.

3 **Work in groups. Put the words in the right place.**

e.g. There is an egg.
There is some butter.



egg butter
banana cheese oil
apple sweet sugar
orange salt

Remember:

There is an ice cream.
There is some sugar.

4b **Work in pairs. Say True or False.**

e.g. **A:** There is some meat on the second shelf.
B: False. There is some meat on the first shelf.

5 **Listen and draw.**

LESSON 2 Is there any fruit?

1 **Listen and sing.**

2a **Look and match. Listen and repeat.**

1) flour
2) lemonade
3) chips



2b **Work in pairs. Point and say.**

A: *(points)*
B: Flour.



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

1) What is Aziz going to eat?
2) What is he going to drink?

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



4 **Work in pairs. Find five differences.**

Pupil A: Look at this picture.
Pupil B: Look at the picture on page 23.

e.g. Pupil A: Is there any lemonade in picture B?
Pupil B: No. Is there any jam in picture A?

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

A: Is there any milk?
B: Yes. / No.

Remember:

Is there any rice?
Yes. / No.

LESSON 3 There are a lot of vegetables.

1 **Listen and sing.**

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





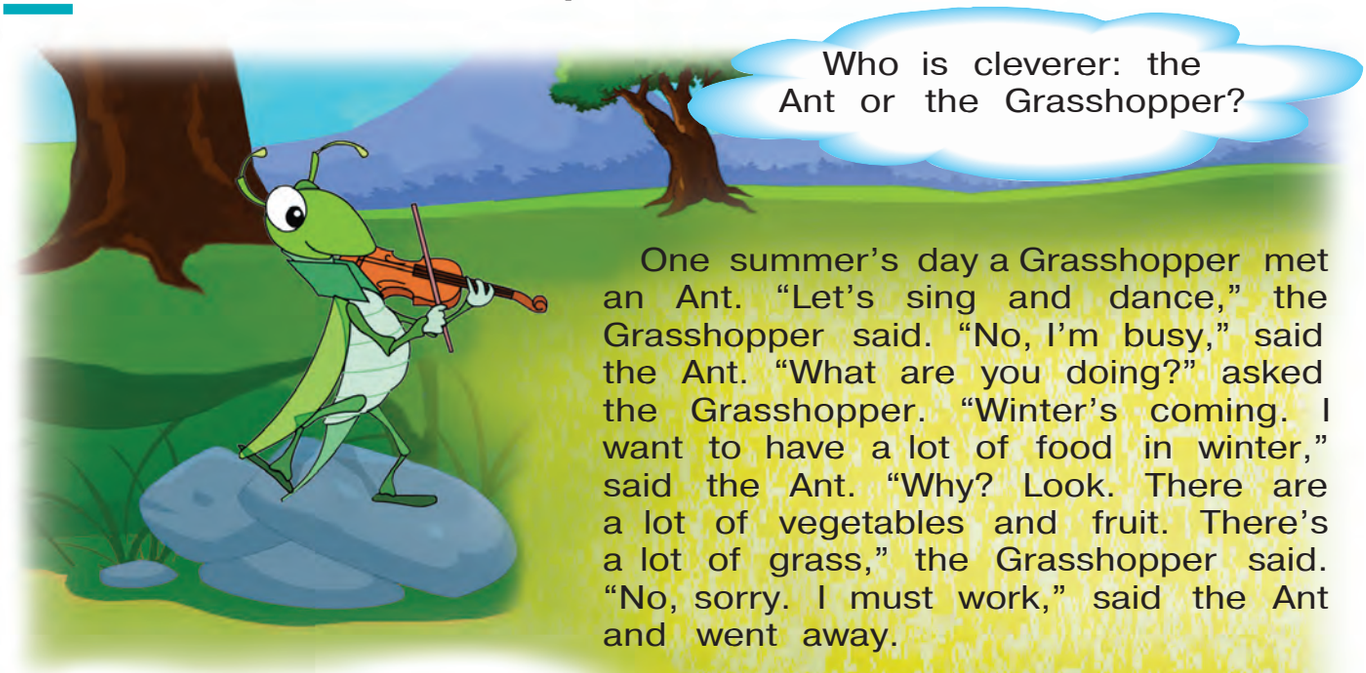
1. On this table there is a lot of bread and honey. There are a lot of bananas, apples and tomatoes.

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

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

2b **Play "There is a lot of ...".**

3a **Read and answer the question.**



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



Remember:

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

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

LESSON 4 Supermarkets and shops

1 **Listen and sing.**

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

2a **Listen and repeat.**

2b **Work in groups. Write your poem.**

3a **Look, listen and repeat.**



3b **Listen and match with the sections.**

4a **Put the words in the right column.**

sausages, tomatoes,
chocolate cakes, meat, fruit cakes,
lemons, banana yogurt, lemon biscuits,
cucumbers, strawberries, milk

Dairy	Bakery	Meat	Fruit and veg
milk			

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

e.g. **A:** Where can I buy sausages?
B: Go to the meat section. Where can I buy ...?

LESSON 5 A bar of chocolate, please.

1 **Listen and sing.**



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

Where do people in Britain buy food?

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

2b **Answer the questions.**

1) Where do people in Uzbekistan buy food?
2) Where does your family buy food?

3 **Look and match. Listen and repeat.**

1 a bottle of
2 a packet of
3 a box of
4 a jar of
5 a bar of
6 a kilo of



4 **Work in groups of 4/5. Play "Say a Sentence".**

e.g. I'd like a bar of chocolate.

chocolate, mineral water, sausages, jam, peaches, tea, biscuits, honey, tomatoes, yogurt, coffee, juice

5a **Listen and read.**



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

Good morning.
I'd like some green tea, please.
Yes, and some biscuits.
Lemon biscuits, please.
Two, please.
Thank you.

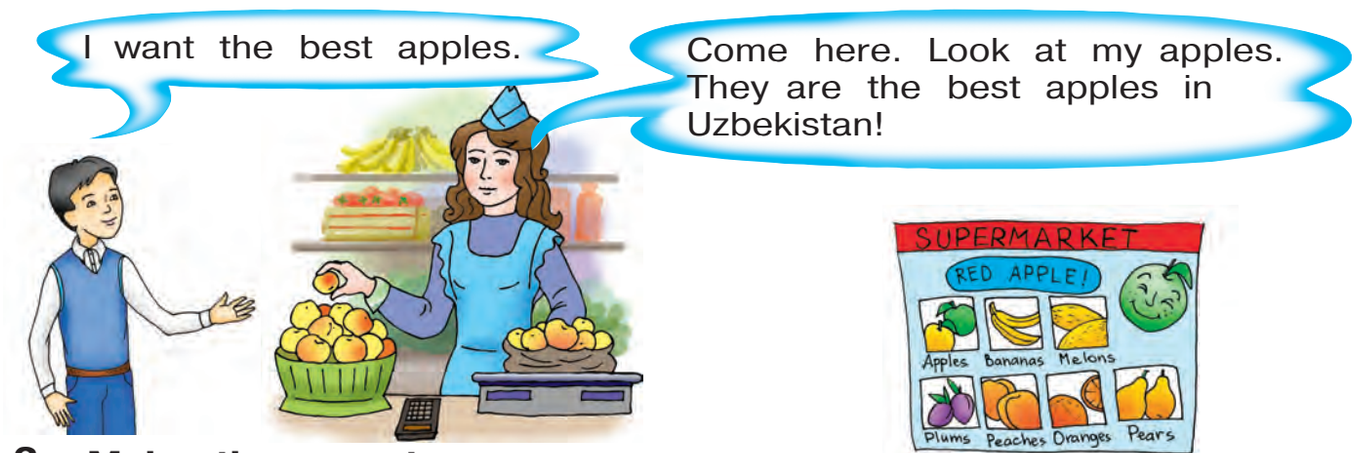
5b **Work in pairs. Play "Customer and Sales Assistant".**

LESSON 6 Project

1 **Listen and sing.**

2a **Prepare for the game "Let's Go Shopping".**

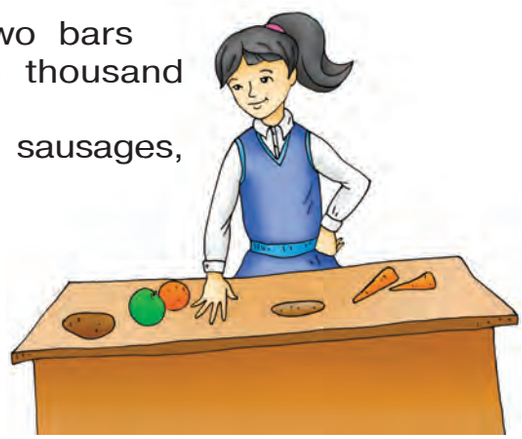
2b **Play "Let's Go Shopping".**



2c **Make the report.**

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

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





Unit 3 • Lesson 2

Activity 4 Work in pairs. Find five differences.

Pupil B: Look at the picture.

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

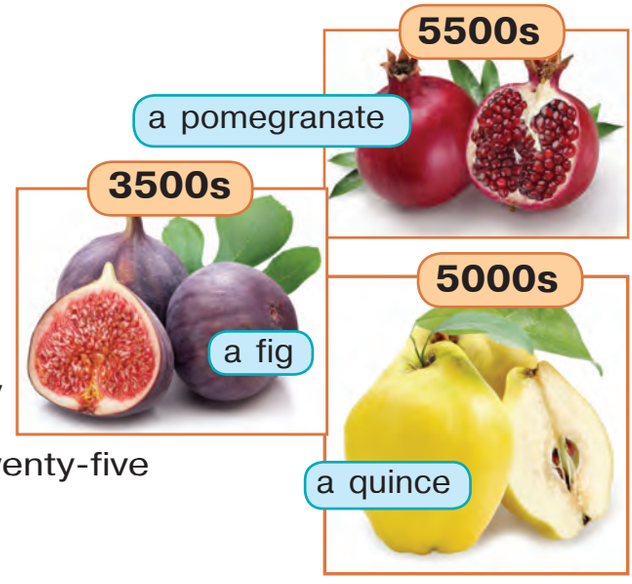
Pupil 2: No. Is there any jam in picture A?



LESSON 1 How much are they?

1 **Listen and repeat.**

2 **Look, listen and repeat.**



3a **Work in pairs. Match the numbers with words.**

1) 250; 2) 1500; 3) 2125; 4) 1250

a) one thousand five hundred
b) one thousand two hundred and fifty
c) two hundred and fifty
d) two thousand one hundred and twenty-five

3b **Listen and repeat.**

4a **Work in pairs. Read and answer the questions.**

1) How much are quinces?
   a) 1500 soums b) 2500 soums c) 5000 soums

2) How much does the customer* pay*?
   a) 5000 soums b) 2500 soums c) 1500 soums

3) How many quinces does the customer buy?
   a) half a kilo b) a kilo c) two kilos

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



Remember:

5000 soums a kilo
260 – two hundred and sixty
7520 – seven thousand five hundred and twenty
$^1/_2$ – half a kilo
Anything else?

4b **Listen and repeat.**

5 **Work in pairs. Write your dialogue.**

LESSON 2 How much does it cost?

1 **Listen and sing.**

2 **Look, listen and repeat.**

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

I'm small and red. I grow very fast. I grow under the ground*. You can eat me raw. I'm in salads. 1

I'm not a plant. I'm white or brown. I have a hat. I grow on the ground. People usually don't eat me raw*. 2

I'm the most popular vegetable in Uzbekistan. I grow under the ground. I'm brown. You can't eat me raw. Children like me very much. 3

mushroom



C

turnip

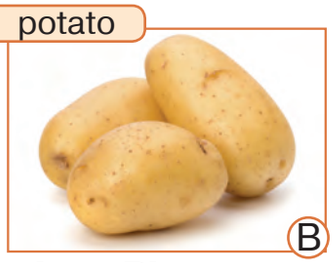


radish



A

potato



B

4 **Work in groups of 4/5. Play "Guess the Vegetable".**

e.g. A: *(takes a card and says)* It's big and round.
B: Does it grow under the ground?
A: No.
C: Do we eat it raw?
A: No.
D: Is it orange?
A: Yes.
E: Do we eat it in somsas and mantis?
A: Yes.
All: It's a pumpkin!

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

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

6 **Work in pairs. Play "Customers and Sales Assistants".**

e.g. C: How much do tomatoes cost?
S: They cost 1200 soums a kilo.
C: Two kilos, please.
S: Here you are. That's 2400 soums, please.

tomatoes 1200 soums/kg
peaches 3000 soums/kg
cucumbers 1400 soums/kg
pumpkins 1000 soums each
onions 500 soums/kg
cabbages 800 soums each

Remember:
How much do cabbages cost?
How much do tomatoes cost?
They cost 500 soums each.
They cost 1200 soums a kilo.

LESSON 3 Do you want to be healthy?

1 **Listen and sing.**

2 **Read and answer the questions.**

What's in your lunchbox? Is it healthy food?





My lunchbox

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

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

3a **Work in pairs. Read and find the words with *. Does "should" mean:**

a) can? b) must? c) like?

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



















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

e.g. We should eat good food.

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

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





LESSON 4 Are your animals healthy?

1 **Play "Fruit and Vegetables".**



2a **Answer the question.**

In cartoons rabbits often eat carrots. Are carrots good for rabbits?

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

a) carrots a week b) stay at home c) are bad d) a lot of grass e) shouldn't eat carrots

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

2c **Listen and check.**



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

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

cows and horses	dogs at home
good: eat old grass in spring	**good:** wet and dry food, some vegetables, apples, bananas, strawberries, water
bad: drink water after new grass in spring ... makes them sick ... can kill them	**bad:** grapes, melons, onions, peas, fresh milk, raw meat, chocolate ... makes them sick

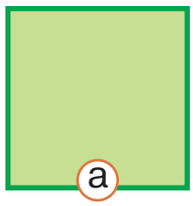
3b **Make a presentation of your programme.**

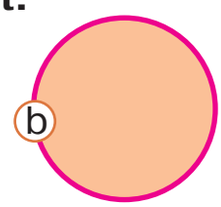
LESSON 5 Whose sandwich is this?

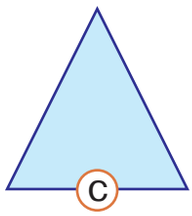
1 **Listen and sing.**

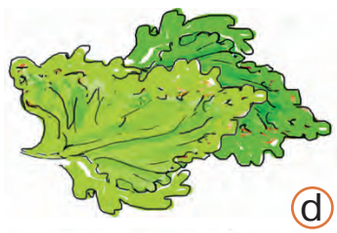
2a **Work in pairs. Match. Listen and repeat.**

1) triangle
2) square
3) circle
4) raisins
5) lettuce











2b **Work in pairs. Point and say.**

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

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

A

Madina

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









B

Aziz

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

3b **Draw your sandwich. Write five sentences.**

e.g. 1 It has circle eyes from an egg.
2 It has raisins for the eyes.
3 ...

3c **Work in pairs. Picture dictation.**

e.g. **A:** It has circle eyes from an egg. It has raisins for the eyes.

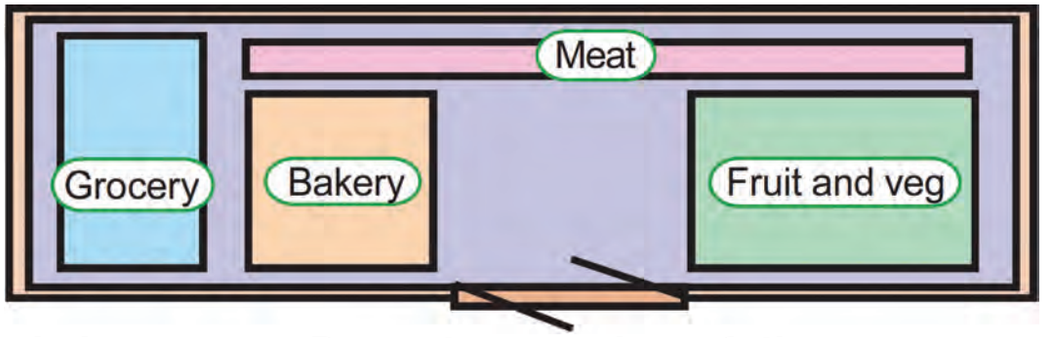
LESSON 6 Project

1 **Listen and sing.**

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

Bakery:

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



2b **Work in groups. Present your plan of the supermarket.**

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

I can

1) I can say about vegetables.
Men sabzavotlar haqida aytib bera olaman.

e.g. I grow under the ground. I'm long and thin. I'm yellow or orange. You can cook me or eat me raw.

2) I can ask and answer about how much fruit and vegetables cost.
Meva va sabzavotlar necha pul turishi haqida so'rab, javob bera olaman.

e.g. – How much do potatoes cost?
– They cost 1000 soums a kilo.

3) I can say what food you should eat to be healthy.
Sog'lom bo'lish uchun qanday oziq-ovqat yeyish kerakligini ayta olaman.

e.g. We should eat fresh fruit and vegetables. We shouldn't eat a lot of sweets or chocolates.

4) I can say how to look after domestic animals.
Uy hayvonlariga qanday qarash lozimligini ayta olaman.

e.g. Don't give your rabbit a lot of carrots. Give your rabbit a lot of grass.

5) I can write how to make a sandwich.
Buterbrodni qanday tayyorlash kerakligini yoza olaman.

e.g. Cut triangle eyes from an egg. Put raisins for the eyes.

LESSON 1 When's your birthday?

1 **Listen and repeat.**

2a **Look at the table. Say the date of your birthday.**

e.g. the 31st of November

-st	-nd	-rd
first (1st) twenty-first (21st) thirty-first (31st)	second (2nd) twenty-second (22nd)	third (3rd) twenty-third (23rd)

-th
fourth (4th) fifth (5th) sixth (6th) seventh (7th) eighth (8th) ninth (9th) tenth (10th) eleventh (11th) twelfth (12th) thirteenth (13th) fourteenth (14th) fifteenth (15th) sixteenth (16th) seventeenth (17th) eighteenth (18th) nineteenth (19th) twentieth (20th) twenty-fourth (24th – 30th)

2b **Chain Drill.**

e.g. **A:** When's your birthday?
B: My birthday's on the 3rd of February.

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

1949 → **2014**

2014, 1953, 1981, 2003, 1968, 1996, 2000, 1979, 1949

3b **Listen and repeat.**

3c **Work in pairs. Point and say.**

e.g. **A:** *(points)*
B: Nineteen eighty-one.

4 **Play "Bingo".**

Bingo!!!

2014	1981	1968
1953	2008	2000

5a **Listen and match the people and years.**

e.g. 1b

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



Remember:
1982 – nineteen eighty-two
2000 – two thousand
2008 – two thousand and eight

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

e.g. **A:** When was Arslan's grandad born?
B: In ...

LESSON 2 Happy birthday!

1 **Listen and sing.**



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

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

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

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

What do you	have get do sing	on your birthday?

a birthday card, a birthday party, go to the restaurant, birthday cake, a present, "Happy birthday"

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

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



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

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

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

e.g. 1b



LESSON 3 Birthdays are fun!

1 **Listen and sing.**

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

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

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













2b **Chain Drill.**
e.g. I'd like to have a birthday party with table fireworks.

2c **Work in groups of 4/5. Choose a birthday party.**
e.g. I'd like to have a dinosaur birthday party because I like dinosaurs.

3a **Work in pairs. Read and put in order.**
e.g. 1 Dear John

3b **Write your answer to the invitation card.**



LESSON 4 My best birthday

1 **Listen and sing.**

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

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

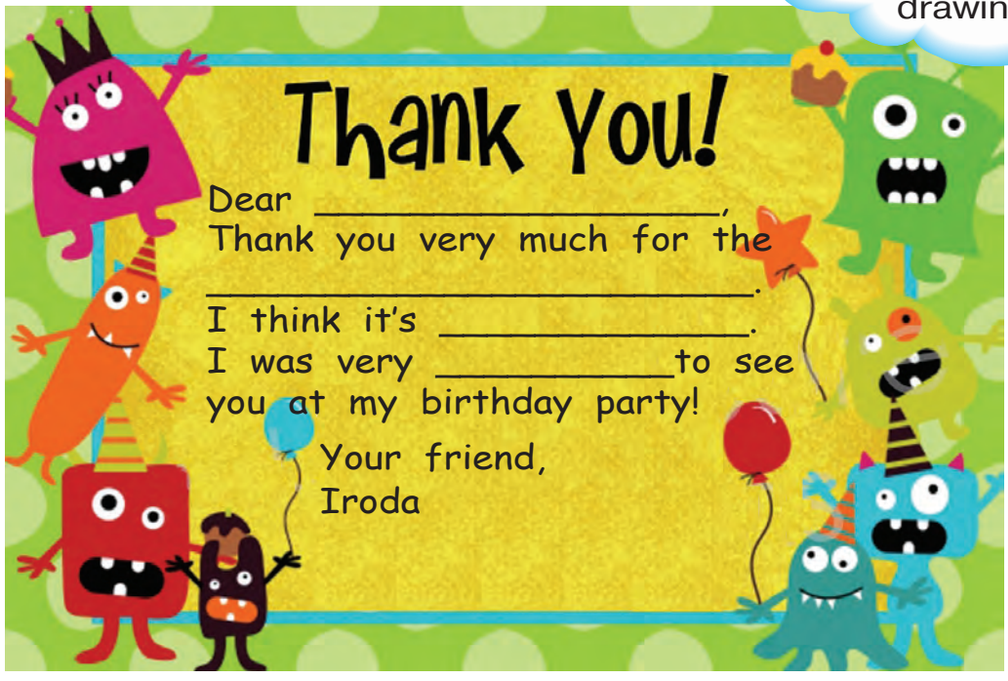
2b **Listen and check.**

3a **Write five sentences about your best birthday.**

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

4 **Work in pairs. Complete the sentences.**

happy, beautiful, Akmal, album for drawing

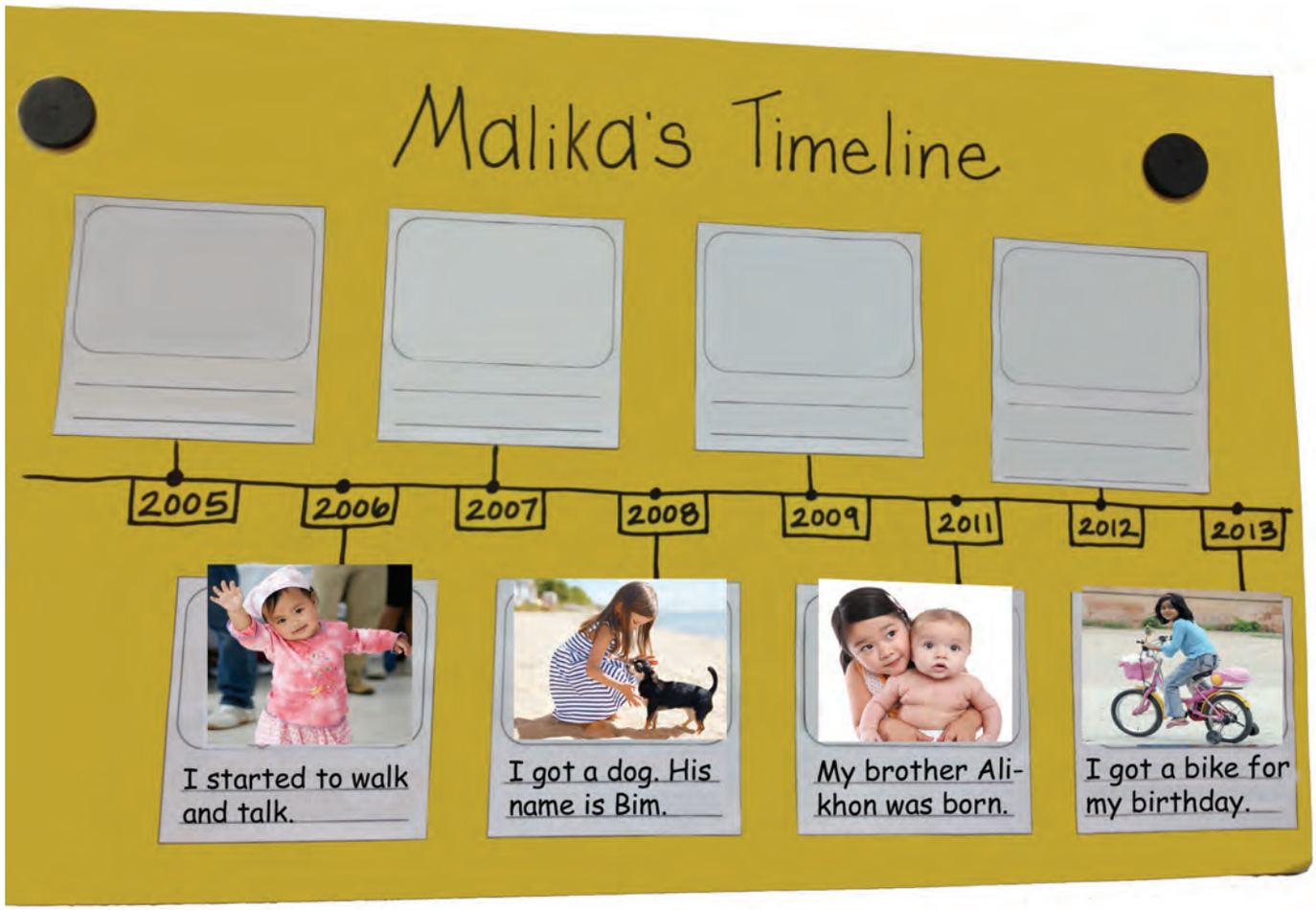


LESSON 5 My Timeline

1 **Listen and sing.**

2a **Work in pairs. Ask and answer. Complete Malika's timeline.**
Pupil A: Look at this page.
Pupil B: Look at page 59.

e.g. **Pupil A:** What happened in 2005?
Pupil B: Malika was born.



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

3a **Make your timeline. Write four sentences.**

e.g. In 2018 I got a mobile phone for my birthday.

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

3c **Report.**

e.g. Shuhrat's birthday is on the 5th of May and my birthday is on the 14th of June.

LESSON 6 Project

1 **Listen and sing.**

2a **Complete the Timeline about you.**

last summer	September	October	November
e.g. *went to Samarkand*			

2b **Write four sentences about you.**

e.g. Last summer I went to Samarkand.

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

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

	last summer	September	October	November
Azamat	**e.g.** *went to Samarkand*			
Nina				
Shohruh				
Nilufar				

Unit 2•Lesson 2

Activity 3b Work in pairs. Play "Where's Mr Brown?"

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

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

Info for Pupil A

person	address
Mr Willis	8B Garden Road
Mrs Read	8A Garden Road
Mrs Trish	8C Garden Road

LESSON 1 What did you do yesterday?

1 **Listen and repeat.**

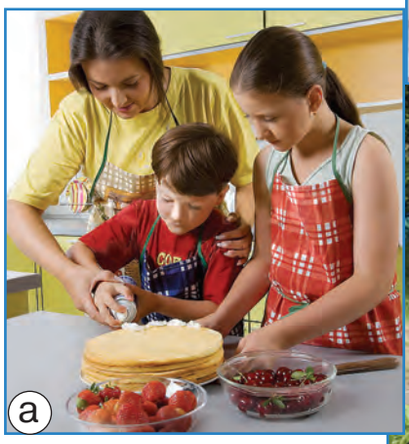
2 **Play "Miming".**

watch TV,
have a shower, buy a book,
wake up late, eat meat,
play computer games, work in
the garden, drink tasty juice,
take the rubbish out

e.g. A: *(mimes)*
B: Did you watch TV?
A: No.
C: Did you play computer games?
A: Yes.

3 **Listen and match the dialogues and pictures.**

e.g. Dialogue 1e











4a **Work in pairs. Read and write your dialogue.**

A: What did you do yesterday?
B: We went to ... .
A: What did you do there?
B: We ... .
A: How was it?
B: It was ... .

interesting,
boring, fun, great

help mother,
brush teeth, take the rubbish
out, get washed, play sew-saw,
do homework, do the washing,
go to the theatre, play chess,
go fishing, play the
piano/rubob

4b **Act your dialogue out.**

LESSON 2 Dinosaurs

1 **Listen and sing.**



2a **Look at the picture and answer the question.**

What do you know about dinosaurs?

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

What new information did you know from the text?







Facts about dinosaurs

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

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

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

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

3b **Work in pairs. Ask and answer about a dinosaur.**

e.g. How many years ago did T. Rex/Dilong live?
How long/tall was ...? How big head/teeth ...?
How many ...? Where ...? What ...?

LESSON 3 What did he look like?

1 **Listen and sing.**

2 **Play "Find Someone Who".**
e.g. Did you get up late yesterday?

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



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

Pupil A:

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



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

LESSON 4 How old are bicycles?

1 Listen and sing.

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

2b Listen and repeat.

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

1960



f

1980



a

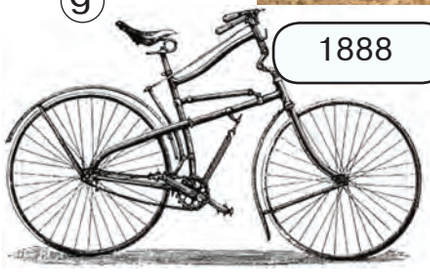
1920



e

g

1888



c

1870

b



1885



d

1817

Facts about bicycles

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

1 In ... Carl Drais from Germany made the first "Running Machine." It had two wheels*. But people moved* on foot.
2 In ... the bicycle had a very big front wheel.
3 In ... Starely from England made a better bicycle. He used a chain* for a bicycle. The front wheel was not bigger than the second wheel.
4 In ... Dunlop from Scotland made the wheels with air.
5 In ... people made first bicycles for children.
6 In ... people made the racing bicycles*.
7 In ... people started to use the mountain bicycles*. Today – Every year people make about 100 million bikes in the world.

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

e.g. 1d

3c Listen and check.

3d Work in pairs. Ask and answer.

e.g. **A:** What happened in 1817?
B: Carl Drais made the first "Running Machine."

Remember:

100 million – one hundred million

bike=bicycle

UNIT 6 Life in the past

LESSON 5 When I was ...

1 **Listen and sing.**

2 **Play "Past Tense".**
e.g. have - had

have	count	go
open	put	start
cost	wash	sleep
buy	clean	make
like	want	jump

3a **Work in pairs. Read and answer the questions.**
What did the boy want to have? Why?

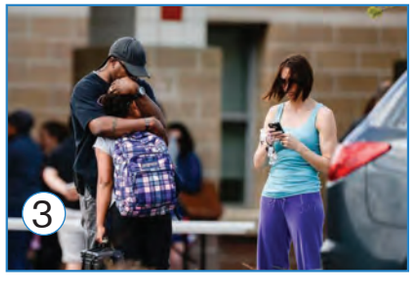
When I was a little boy we lived in a small village. My school was far from home. I went there on foot. I was unhappy because I did not have a bike. My friend Sam had a bike and he rode to school. I asked my parents to buy me a bike but my father did not have money.

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

a) After that Sam's parents bought him a new big bike. It was wonderful.
b) One day when I went to school, I saw Sam on the road. He could not move. He had a sore leg.
c) Sam gave me his old bike. I was happy to have a bike.
d) His parents took him home.
e) I took his bike and rode to his home.











3c **Listen and check.**

4a **Work in groups of 4/5. Say about your favourite toy and what you liked doing when you were a little boy/girl.**
e.g. When I was a little boy/girl, my favourite toy was ... .
I liked playing ... .

4b **Report. Say about the most favourite toys and games in your group.**
e.g. The most favourite toy in our group was ...
We liked playing ... .

LESSON 6 Project

1 **Listen and sing.**

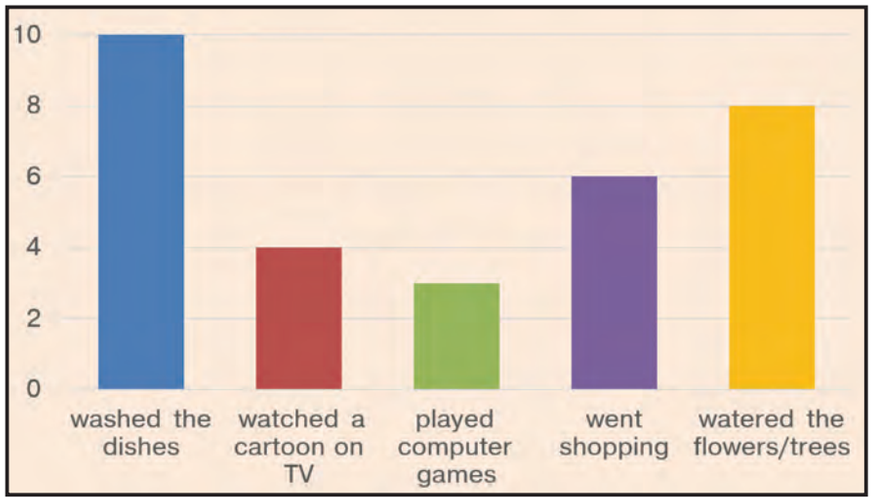
2a **Work in groups of 4/5. Play "Find Someone Who".**
e.g. Did you wash the dishes yesterday?

2b **Report.**
e.g. Four pupils in our group washed the dishes.

3a **Make a class graph.**

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

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



I can

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

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

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

4) I can write an invitation card, an answer to the invitation card and a Thank-you letter.
Taklifnoma, taklifnomaga javob va tashakkurnoma yoza olaman.

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

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

7) I can say about the first bicycles. Dastlabki velosipedlar haqida ayta olaman.
e.g. Bicycles are 200 years old. But the first bicycles were different.

LESSON 1 Where did pizza come from?

1 **Listen and repeat.**

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

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


a


b


c


d


e


f


g


i


h

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

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

2c **Play "Ball".**

A: *(throws a ball)* pasta
B: China

Remember:

burger = hamburger/ cheeseburger

2d **Chain drill.**

A: Where did coffee come from?
B: From Africa. Where did chocolate come from?
C: From …

3a **Work in groups of 5. Play "Find Someone Who".**

3b **Report.**

LESSON 2 How to make pancakes

1 **Listen and sing.**

pancake, mix, enjoy, finally, fry

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

How to make pancakes:

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











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

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

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

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

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

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



LESSON 3 Can you cook palov?

1 **Listen and sing.**





2a **Answer the questions.**

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

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

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

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

2c **Listen and check.**

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

Mum is at granny's house and I must cook for the family.



3b **Work in pairs. Look and say about Sabina's list.**
e.g. Sabina bought bread for breakfast.

LESSON 4 What do you have for a picnic?

1 **Listen and sing.**

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

1 Where does Lucy's family have picnics?
2 What do they have for a picnic?
3 Do they cook on a picnic?
4 What do they do on a picnic?



a picnic,
a knife, a plate,
a fork, a spoon

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

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

	in England	in Uzbekistan
place for a picnic	**e.g.** *a park*	
people have		
people cook		
people do		

2c **Work in groups of 4/5. Say about picnics in Uzbekistan and England.**

e.g. In England people go for a picnic to a park.
In Uzbekistan we go for a picnic to a river or to the mountains.

3 **Listen and complete the sentences.**

LESSON 5 How often do you eat fast food?

1 **Listen and sing.**

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

3 **Read and answer the question. Write the new words.**

What food at the market is cheap/expensive?

4 **Listen and match.**



Aisha George Diego Chrystal David

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

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

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

name	often eats fast food	doesn't often eat fast food	why
e.g. *Askar*	✓		*It's delicious.*

5b **Report.**

e.g. Askar often eats fast food because it's delicious.

LESSON 6 Project

1 **Listen and sing.**

2 **Work in pairs. Look at the food pyramid. Ask and answer.**

Eat only a little



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

Eat not much



3a **Complete the food pyramid for you.**

Eat a lot



3b **Write five sentences about your pyramid.**

e.g. I eat cereal a little.

3c **Work in pairs. Say about your pyramids.**

e.g. A: I eat cereal a little.
B: You should eat cereal a lot.

Unit 6•Lesson 3

Activity 3b Work in pairs. Help the boy to find the man.

Pupil A: Look at page 38. Ask and answer.
e.g. Was his bag big? What colour was his bag?

Pupil B: Look at this page. Ask and answer.
e.g. Was his hair curly? What colour were his eyes?

Pupil B:

Here is your information. The man was plump. He had a big black bag. He had a green jacket on. His nose was big. Ask your friend about the man's eyes (colour), his hair (curly/straight, colour) and cap (colour), if he was tall/short.



LESSON 1 What did you have for breakfast?

1 **Listen and repeat.**

2 **Play "Do You Like ...?"**

3 **Work in pairs. Read and say True or False.**

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

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

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







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

e.g. Serena had ... .

5a **Write two sentences about your breakfast.**

e.g. I ate ... . I drank ... .

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

e.g. **A:** What did you have for breakfast?
B: I ate ... . I drank ... .

LESSON 2 Would you like ...?

1 **Listen and sing.**

2 **Listen and do.**

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

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



1
A: Would you like some pancakes?
B: Yes, please. Mm. They are delicious. Pass me some jam, please.
A: Here you are. Help yourself to some fruit.
B: Thank you. I'm full.

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



3b **Listen and repeat.**

4 **Work in pairs. Look at the picture in activity 3a. Ask and say.**
e.g. A: Would you like some ... ?
B: Yes, please./No, thank you.
A: Help yourself.

cereal, milk, fruit, juice, bread, butter, cheese, sausages, meat, eggs, porridge, jam, honey, tea, coffee

5a **Work in pairs. Write your dialogue.**

5b **Act out your dialogue.**

LESSON 3 At the canteen

1 **Listen and sing.** **2** **Listen, read and repeat.**

to queue

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

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

3b **Report.**

e.g. Four people in our group eat in the canteen.

4a **Work in pairs. Read the letter the Estover pupils wrote to their school director. Answer the questions.**

1) Do the pupils of Estover school like the meals in the canteen? Why?/Why not?
2) What food would they like to have?

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















4b **Work in pairs. Answer the questions about your school canteen.**

1) Do you like the meals in the canteen? Why?/Why not?
2) What food would you like to have?

LESSON 4 Table manners

1 **Listen and sing.**

napkin,
polite, manner

We say “Thank you”,
We say “Please”,
We put napkins
On our knees.
That’s how we do
The things right.
We have manners,
We are polite.

2 **Listen and repeat the poem. Answer the questions.**

1) What is this poem about?
2) Are you polite?

3a **Work in pairs. Match the sentences and pictures.**

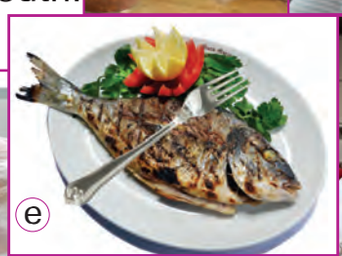
e.g. 1c

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



















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

4a **Work in pairs. Write five sentences about what you must and must not do at the table.**

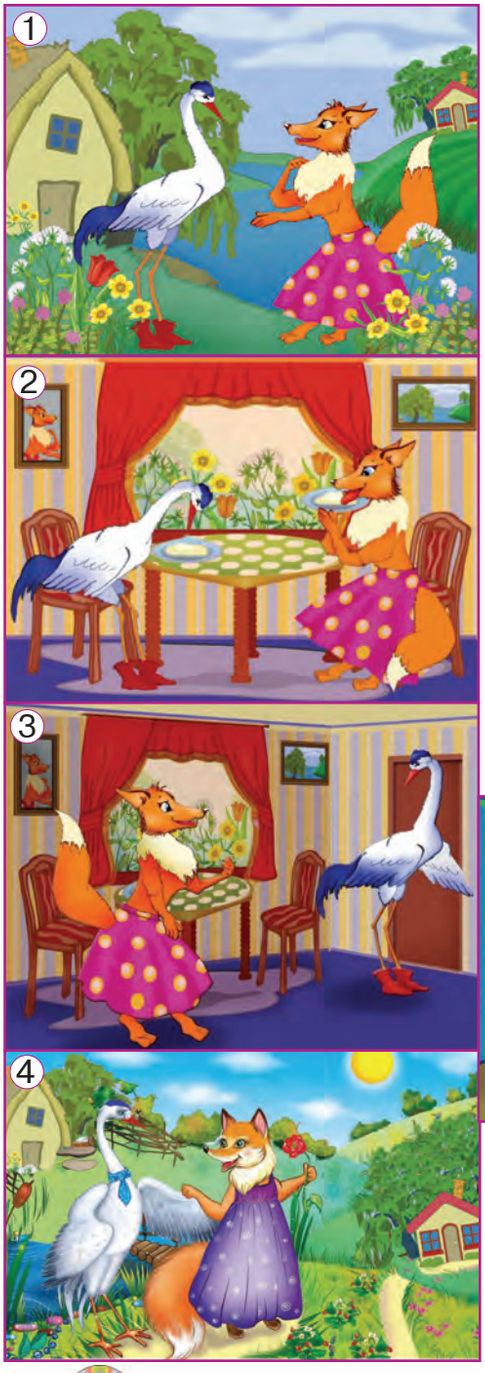
e.g. 1) Use a napkin for your mouth and hands.
2) Don’t use a mobile phone at the table.

4b **Work in pairs. Point to the picture in activity 3a and say.**

e.g. **A:** *points*
B: Don’t put a lot of food in your mouth.

LESSON 5 Lay the table

1 **Listen and sing.**



2a **Look and put the sentences in order.** **e.g.** 1c

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





2b **Listen and check.**







3 **Listen and choose the correct picture.**

4 **Work in pairs. Point and say.**
e.g. **A:** *(points to a plate and says)* A plate.
B: You should put a plate in the centre.

5 **Play "The Table Race".**

LESSON 6 Project

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

write nicely, be late, look the new words in the Wordlist, talk to your friend loudly, help your friends, look at the window, be active, do homework, bring toys to the classroom, have a pen and pencil, eat at the lesson, listen to the teacher, sleep at the lesson, play games at the lesson, listen to each other, go to school every day, draw on the desk, be polite

must	mustn't
e.g. *write nicely, ...*	*don't be late, ...*

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

2c **Report.**

I can

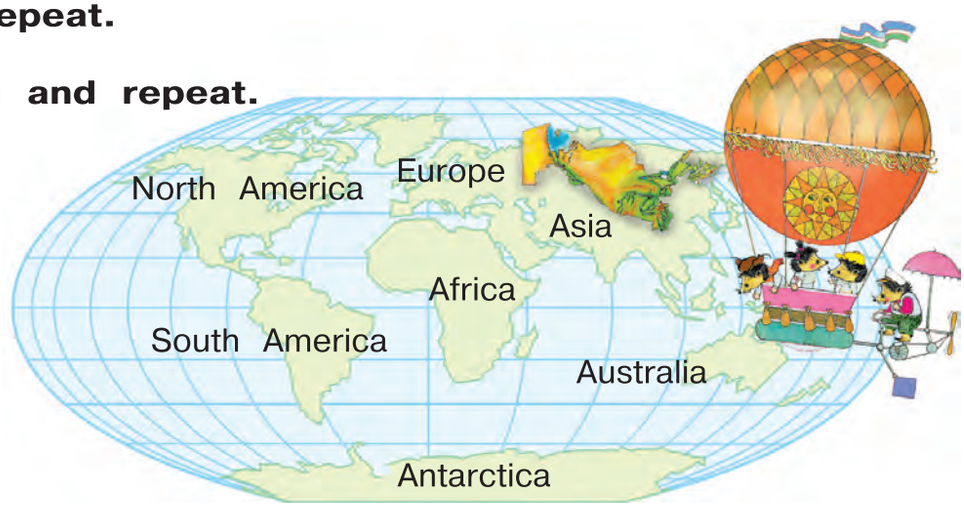
1) **I can say where some food came from.** Ba'zi oziq-ovqatlar qayerdan kelganligini ayta olaman.
   e.g. Pizza came from Italy.
2) **I can say how to make pancakes and other food.** Quymoq va boshqa ovqatlarni qanday tayyorlashni ayta olaman.
   e.g. First take three eggs and mix them with some milk. Then ...
3) **I can say about picnics in Uzbekistan and England.** O'zbekiston va Angliyada dala sayri haqida ayta olaman.
   e.g. In England people go for a picnic to a park.
4) **I can ask and answer about breakfast.** Men nonushta haqida so'rab, javob bera olaman.
   e.g. What did you have for breakfast?
5) **I can ask and answer what people would like to eat.** Odamlar nima yeyishni istashini so'ray olaman va shunday savolga javob bera olaman.
   e.g. **A:** Would you like some ...?
   B: Yes, please./No, thank you.
6) **I can ask and answer about the school canteen.** Maktab oshxonasi haqida so'rab, javob bera olaman.
   e.g. Do you like the meals in the canteen?
7) **I can say what we must and must not do at the table.** Dasturxon atrofida nima qilishimiz va qilmasligimiz kerakligini ayta olaman.
   e.g. Use a napkin for your mouth and hands. Don't put a lot of food in your mouth.
8) **I can lay the table.** Men dasturxon tuzay olaman.
   e.g. The forks are on the left and a knife is on the right.
9) **I can write rules for a lesson.** Men dars uchun qoida yoza olaman.
   e.g. Write nicely. Don't be late.

LESSON 1 Continents, countries ...

1 **Listen and repeat.**

2a **Look, listen and repeat.**

1) the world
2) continent
3) Asia
4) Africa
5) North America
6) South America
7) Europe
8) Antarctica
9) Australia



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

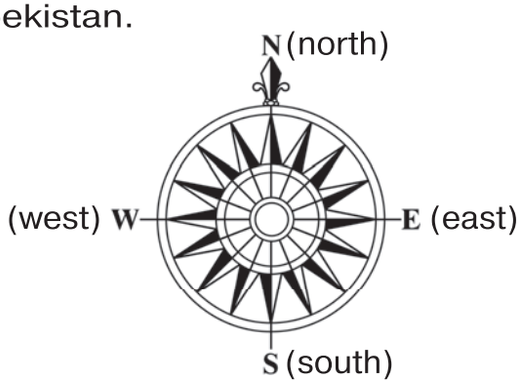
2c **Read and answer the question.**
Would you like to visit Antarctica? Why?/Why not?

Antarctica has the coldest climate on the Earth. It is the fifth largest continent and the coldest, windiest, driest place in the world. Antarctica's lowest air temperature record was on 21 July 1983, with −89.2°C at Vostok Station. Antarctica has 90% of the world's ice and more than 70% of its fresh water.
Antarctica is home to penguins. Penguins are very interesting birds. They cannot fly but they swim very well and eat fish! Some penguins live in the ice and snow.



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





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

3c **Write three sentences.**
e.g. Turkmenistan is to the south of Uzbekistan.

LESSON 2 We're in Europe.

1 **Listen and sing.**

2 **Look, listen and answer the questions.**

1) Where is the Eiffel Tower?
2) How many steps does the Eiffel Tower have?
3) How many people visit it every year?
4) What do children do in ski schools?



3a **Look, read and complete.**

3b **Read and check.**



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

4 **Read and match.**







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

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

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

LESSON 3 Brr! North America

1 **Listen and sing.**

2 **Look and answer the questions.**

1) How many countries are in North America?
2) What are they?
3) Which country is the biggest/ smallest?



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

1	a) North	b) South
2	a) west	b) north
3	a) Ottawa	b) Washington
4	a) children	b) adults
5	a) like	b) live
6	a) continents	b) cities

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







3b **Listen and check.**

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

e.g. Where's Canada?

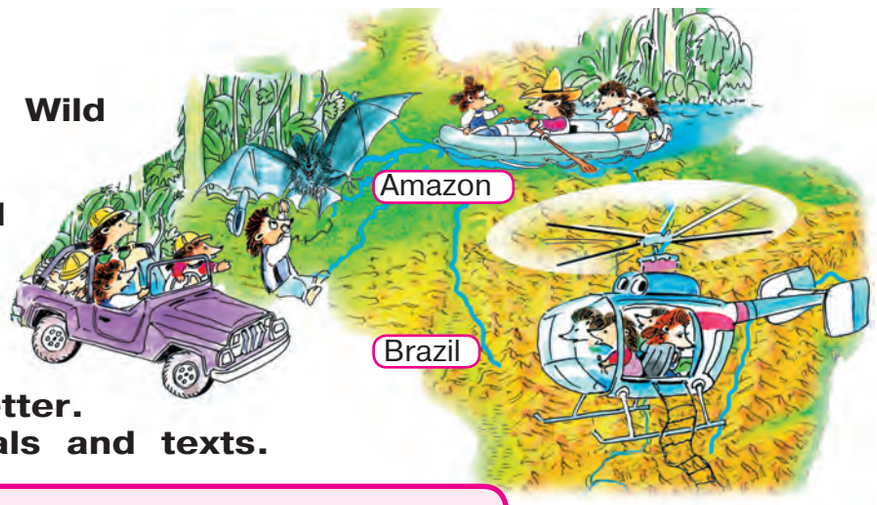
LESSON 4 The longest, the biggest ...

1 **Listen and sing.**

2 **Play "This is a Wild Animal."**

3a **Look, listen and repeat.**

1) Brazil 3) boat
2) Amazon 4) scared



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

Dear friends at home

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

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

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

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

See you soon.
Love
Heggy


armadillo a


vampire bat b


jaguar c


alligator d

3c **Work in pairs. Play "Listen and Guess".**

e.g. **A:** This animal lives in rain forests. It's very strong. It has a 'house' on it's back.
B: Armadillo!

LESSON 5 Kiwis, koalas and kangaroos

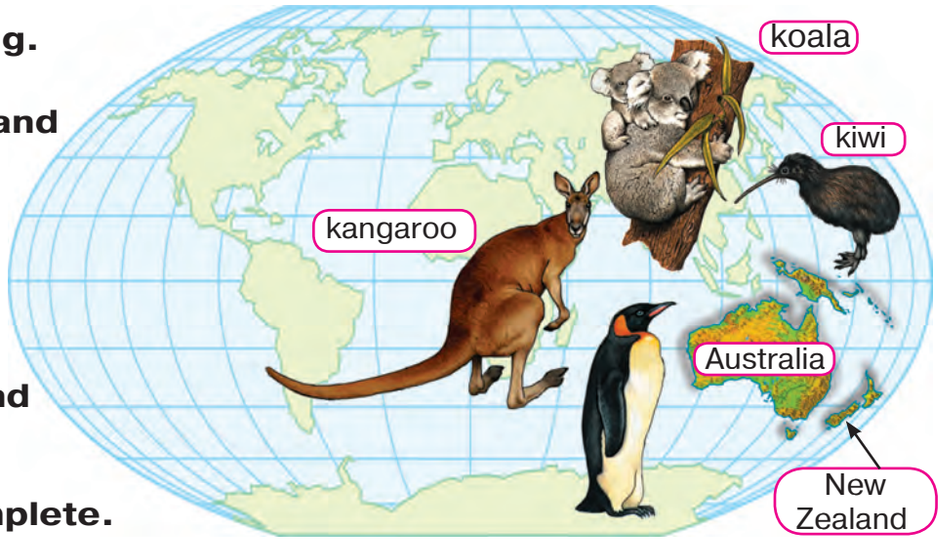
1 **Listen and sing.**

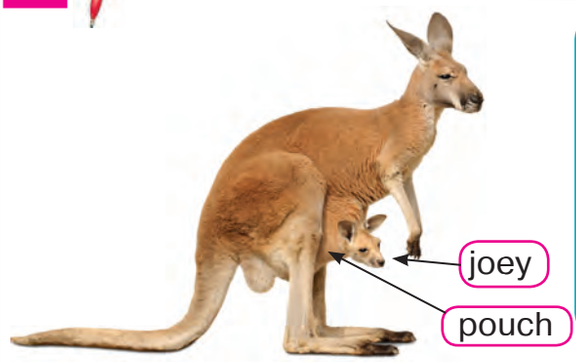
2a **Look, listen and repeat.**

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

3a **Play "Mix and Match!"**

3b **Read and complete.**





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

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





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

4a **Complete the table.**

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

LESSON 6 Project

1 **Listen and sing.**

2 **Create a class poster of wild animals.**

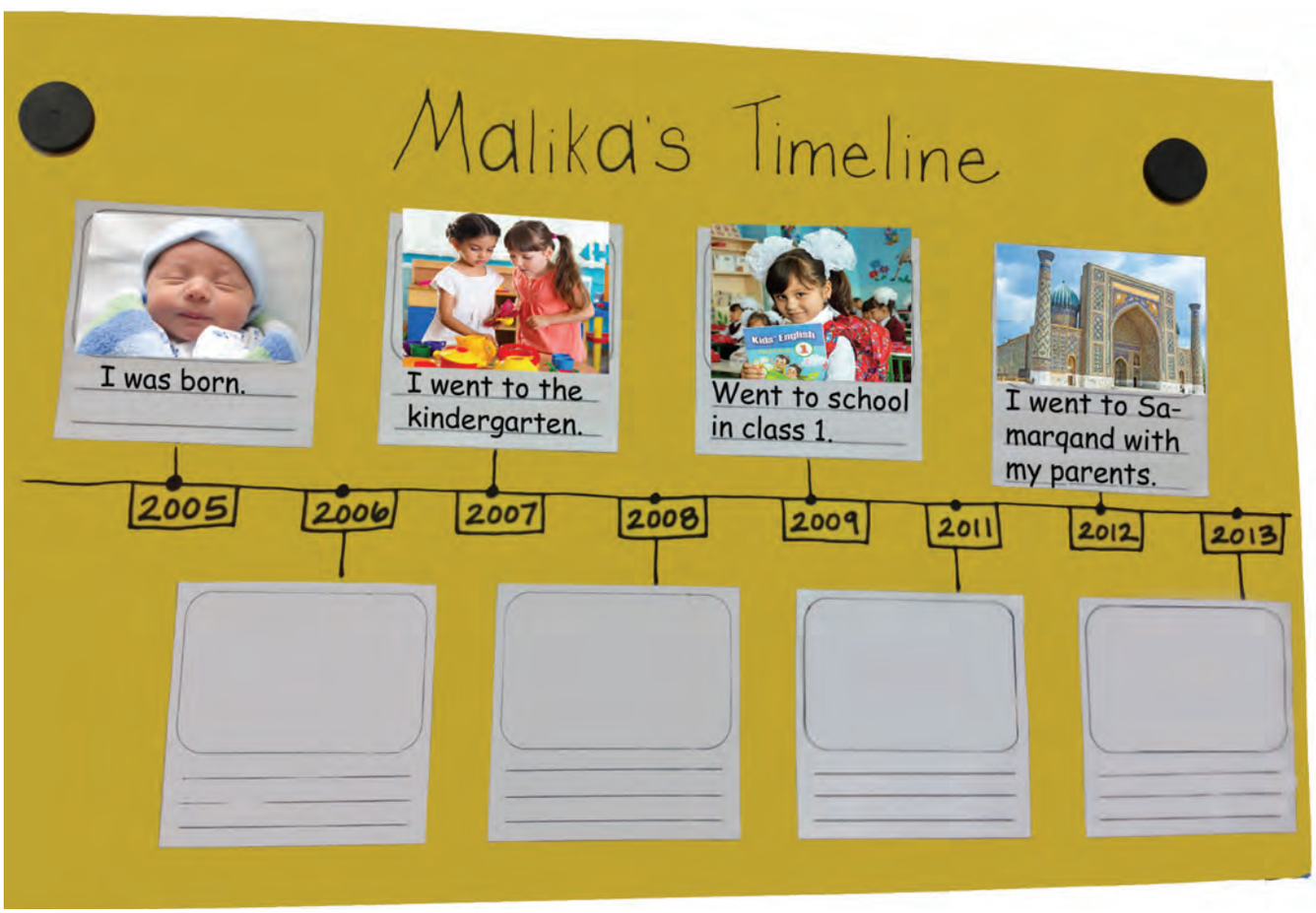
3 **Listen to group's presentation.**



Unit 5•Lesson 5

Activity 2a Work in pairs. Ask and answer. Complete Malika's timeline. Pupil B: Look at this page.

e.g. Pupil A: What happened in 2005?
Pupil B: Malika was born.



LESSON 1 Do you know Uzbekistan?

1 **Listen and repeat.**

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

2a **Look, listen and match.**



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

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

3 **Listen and repeat.**

e.g. 32,500,000 – thirty-two million five hundred thousand

3,309; 1,900; 2,500,000; 4,643; 447,400; 877; 1,500; 4,000

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

population, area, climbing, hiking, snowboarding

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

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

Remember:

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

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

e.g. What is the highest/longest ... ?
How long/high/big ...?

LESSON 2 What is the UK?

1 **Listen and sing.**

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

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

3a **Listen and repeat.**

3b **Listen and complete the sentences.**

1,085; 354; 392; 56; 346; 1,344

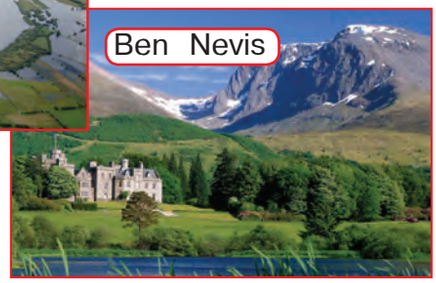
the North Sea, the Atlantic Ocean, the Thames, the Severn, Ben Nevis, Snowdon, Lough Neagh, Loch Ness, water skiing

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









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

e.g. How high/How long ... ? What is the population/area ... ?

LESSON 3 Welcome to the USA!

1 **Listen and sing.**

2a **Listen and repeat.**

2b **Listen and repeat the numbers.**

9,600,000 326,400,000 7,500,000
3,730 2,330 4,000

the Great Lakes, Washington, the Pacific Ocean, the Mississippi, the Colorado, the Saint Lawrence, the Rocky Mountains, Canada, the Atlantic Ocean, the USA

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



America's Travel invites you to visit the USA. The USA is a big country. It has an area of 9,600,000 sq km. There is a lot you can do and see! And there are a lot of friendly people you can meet. The population is 326,400,000 people! There are many nationalities in the USA: English, German, Chinese and Uzbek! The capital of the USA is Washington. Its population is 7,500,000 people. Visit Washington and see the President's home and office – the White House.

If you like swimming, sailing or fishing, you are lucky. To the east of the USA is the Atlantic Ocean and to the west is the Pacific Ocean. And there are many big rivers in the USA: the longest rivers are the Mississippi (3,730 km) and the Colorado (2,330 km). If you want to have a rest, you can visit the Great Lakes in the north. If you are strong, you can go climbing in the Rocky Mountains in the west. They are more than 4,000 metres high! You can take a tent and cook your meals there. And if you want more, to the north of the USA is Canada and to the south is Mexico. Don't think long. Phone us today for a wonderful holiday. See you in the USA!

3a **Look at the tables. Write four questions.**

e.g. Which area is bigger: the UK or Uzbekistan?
Which country has more people?

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

3b **Work in groups of 4/5. Look at the table. Ask and answer the questions.**

e.g. Which area is bigger: the UK or Uzbekistan? Which country has more people? How high/long/big is ... ?

LESSON 4 Australia

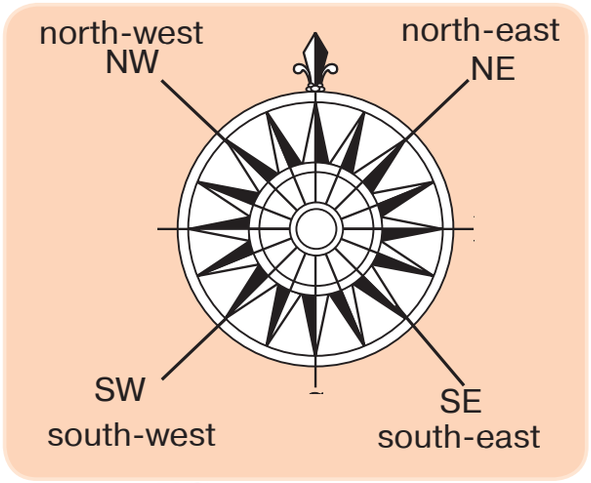
1 **Listen and sing.**

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

1) Is Australia an island or a country?
2) What animals live in Australia?



2b **Listen and repeat.**



the Indian Ocean, the Murray River, the Australian Alps, Perth, Canberra



3a **Listen and complete the map.**

3b **Work in pairs. Say True or False.**

e.g. 1F

1) The Murray River is in the north of Australia.
2) Perth is in the south-west of Australia.
3) Canberra is the capital of Australia.
4) There are no high mountains in Australia.
5) Perth is in the south-west of Australia.
6) Australia is an island.
7) The Pacific Ocean is to the south and to the west.

4a **Work in pairs. Look at the table and write seven questions.**

e.g. Which country has the biggest population?
Where is the River Severn?

4b **Work in groups of 4/5. Look at the table. Ask and answer.**

e.g. Which river is longer: the Murray or the Severn?

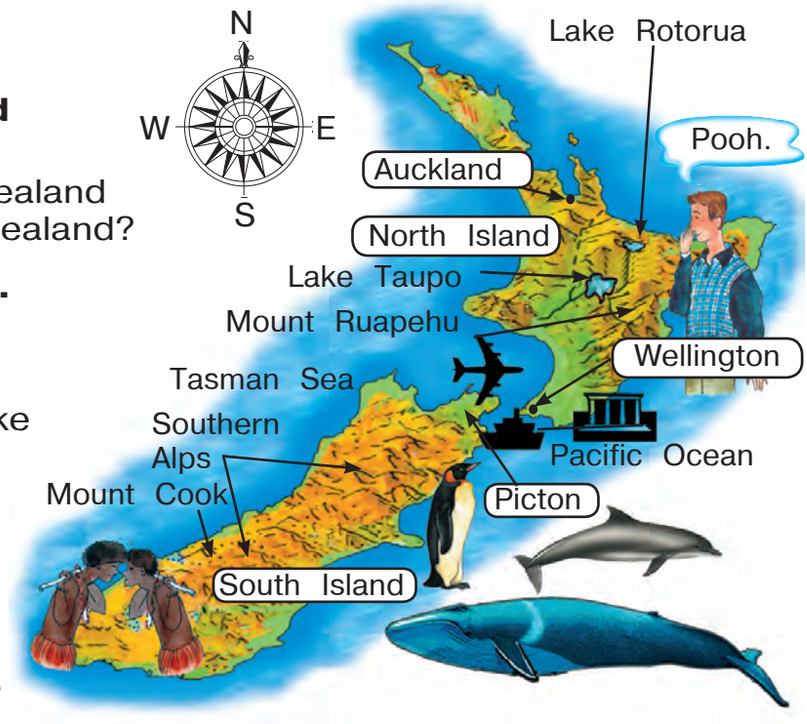
	Uzbekistan	The UK	Australia
population	32,500,000	65,200,000	24,600,000
area	447,400 sq km	244,880 sq km	7,700,00 sq km
river	Amu Darya – 1,500 km	Severn – 354 km	Murray – 2,375 m
mountains	Khazret Sultan – 4,643 m	Ben Nevis – 1,344 m	Australian Alps – 2,228 m

LESSON 5 New Zealand

1 **Listen and sing.**

2 **Look at the picture and answer the question.**

What animals live in New Zealand and in the sea near New Zealand?



3a **Listen and repeat.**

New Zealand, Wellington, airport, North Island, South Island, the Southern Alps, Lake Taupo, Lake Rotorua, Maori

3b **Read the letter and answer the questions.**

1) Who is the letter from?
2) What does Laura want to do?
3) What is the letter about?

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

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

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

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

LESSON 6 Project

1 **Listen and sing.**

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

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



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

3b **Work in groups. Play "Geographical Quiz".**

I can

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

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

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

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

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

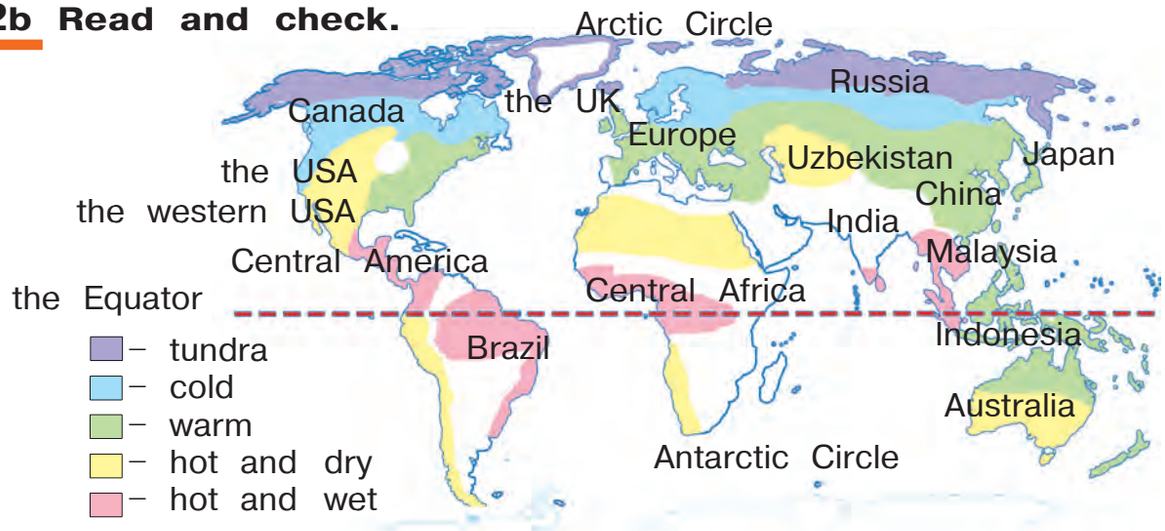
6) **I can choose a country to visit.** Borish uchun biror mamlakatni tanlay olaman.
e.g. I would like to visit New Zealand because it has the cleanest air, and Lake Taupo, the most beautiful place to swim.

LESSON 1 Climate of the world

1 **Listen and repeat.**

2a **Answer the question.**
What does the word 'climate' mean?

2b **Read and check.**



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

2c **Answer the question.** What's the climate like in your place?
e.g. It's cold in winter.

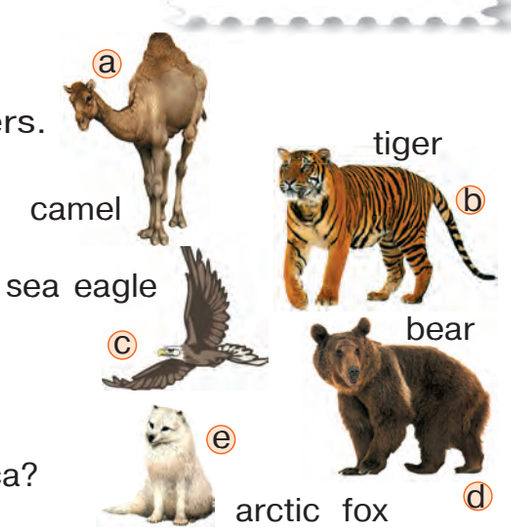
3a **Write the meaning of the words. Check in the Wordlist.**
the Equator, the Arctic Circle, the Antarctic Circle, tundra, climate, hot and wet, hot and dry, warm, cold

1 tundra
2 cold
3 warm
4 hot and dry
5 hot and wet

3b **Look, listen and repeat.**

4 **Match the animals and climates.**

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



6a **Look, listen and point.**

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

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

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

LESSON 2 What's the climate like?

1 **Listen and sing.**

2 **Look at graph A. Answer the questions.**

1) What's the climate like in Uzbekistan?
2) What's the longest/shortest season?
3) When do the summers/winters begin?

3 **Listen and guess the climate.**

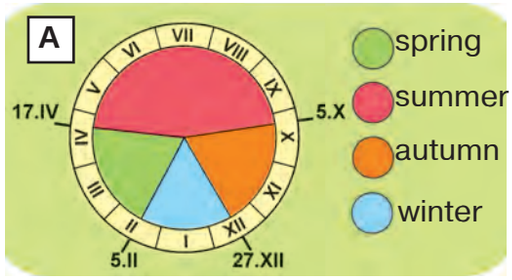
4a **Look at graph B. Listen and repeat.**

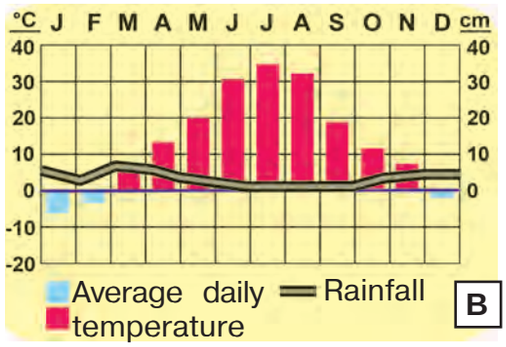
average, rainfall

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

Rainfall *(n)* Rain, snow or hail that the area has in a period of time.
e.g. The desert is an area with very low rainfall. This year's rainfall was very high.
Average *(adj)* Average means usual, typical.
e.g. In Uzbekistan in summer the average temperature is high and average rainfall is very low.

The climate of Uzbekistan

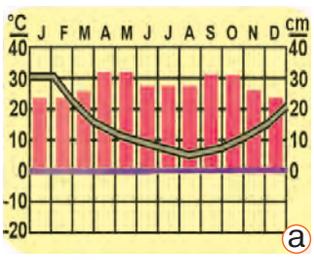


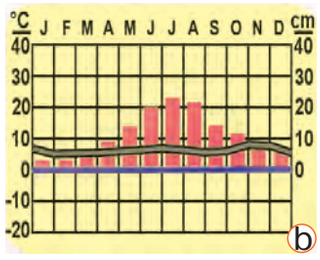


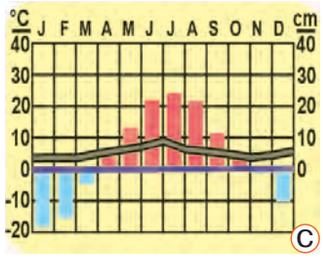
4c **Answer the questions.**

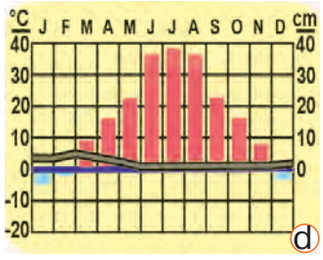
1) What's the average temperature in Uzbekistan in January and July?
2) What's the average rainfall in January and July?

5a **Write the climate for each graph.**









5b **Match the graphs and countries.**

1) Russia 2) Turkmenistan 3) Indonesia 4) Great Britain

5c **Add and write more countries for each climate.**

e.g. Hot and dry: Turkmenistan, Uzbekistan, Kyrgyzstan ...

6 **Work in groups. Choose a country. Talk about it. Use the questions.**

1) Where is the country?
2) What's the climate like?
3) What's the average temperature in summer/winter?
4) What's average rainfall in winter/summer?

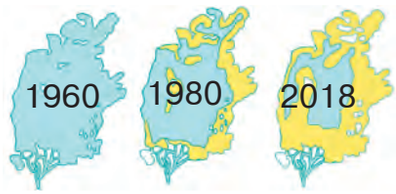
LESSON 3 Save water!

1 **Listen and sing.**

2a **Look at the maps and answer the questions.**

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

The Aral Sea



2b **Read and answer the questions: What can you do?**

e.g. We can plant trees.

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

plant trees, recycle paper, buy recycled paper, save water, water vegetables at night

3 **Read and complete the table.**

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

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

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

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

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

I use water	times	litres
Brush teeth	2	3
Wash hands and a face		
Wash dishes		
Have a shower		
Have a bath		
Total		

4b **Work in pairs. Write instructions.**

e.g. Do not run water when you brush your teeth. You can save 46 litres of water every day.

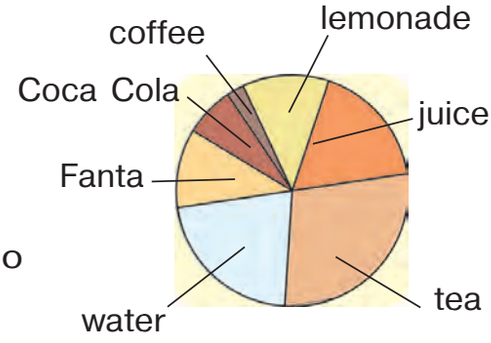
LESSON 4 Save energy!

1 **Listen and sing.**

2 **Play "Favourite Drinks".**

3 **Look and answer.**

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



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

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

gas, electricity, million

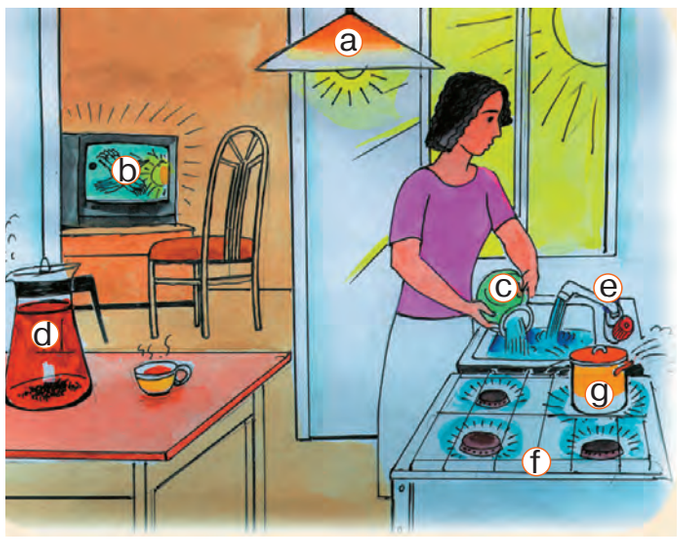
5b **Read and answer.**

1) How can we save energy?
2) How many cups of tea does your family usually drink?

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

5c **Look, read and match.**

1) Save water!
2) Use all the water!
3) Save energy!
4) Don't waste water!



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



e.g. Save energy!

6b **Report to the class.**

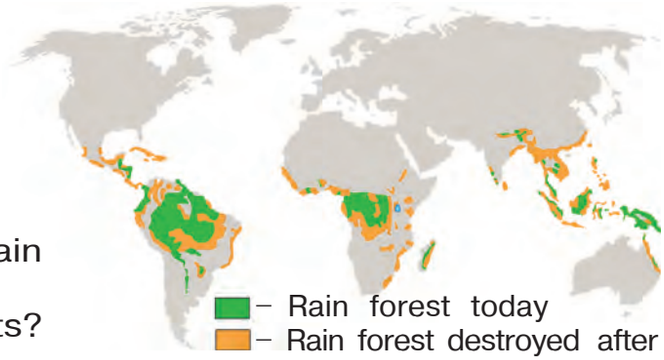
LESSON 5 Save our rain forests!

1 **Listen and sing.**

2 **Look, read and answer.**

A rain forest is a forest with tall trees. It rains a lot there.

1 Where are the rain forests?
2 What is the climate like in a rain forest?
3 What countries have rain forests?
4 Was the area of rain forests bigger or smaller before 1945?
5 Why is the area of rain forests going down now?
6 What problems are there?



3a **Work in groups. Read and give a title to the text.**

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

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

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

4 **Look and answer.**

1) Which picture means 'to recycle'?
2) What can we recycle?

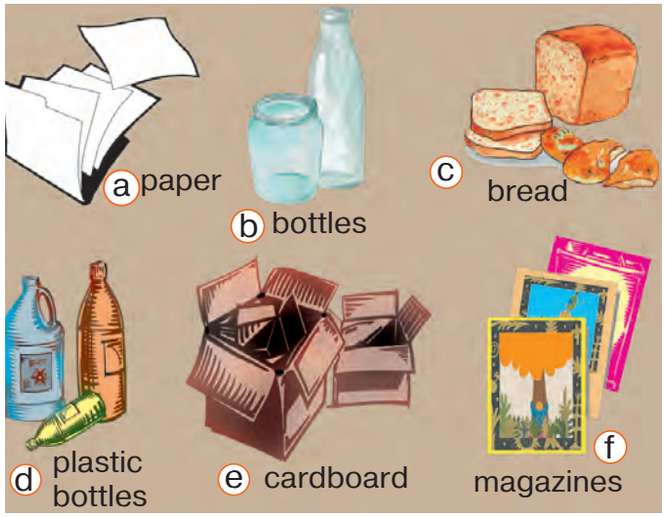




5 **Work in groups. Complete the poster.**

Rain forests need your help.

What are rain forests? (Write 1-2 sentences).
Where are they?
Why are they important?
What's happening? (What's the problem?)
What can you do? (**e.g.** Buy recycled paper…)



LESSON 6 Project

1 **Listen and sing.**

report, rewrite, repeat, reuse, ready, resell, result, repeat, region, refill, red, redo, reduce, recycle

2a **Answer the questions.**

1) What things can you reuse?
2) In which words does **re-** mean 'do it again'?
e.g. 'do it again' – rewrite

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

water, electricity, gas, energy, trees



2c **Say True or False.**

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

2d **Do the quiz.**

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

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

Unit 13 • Lesson 5

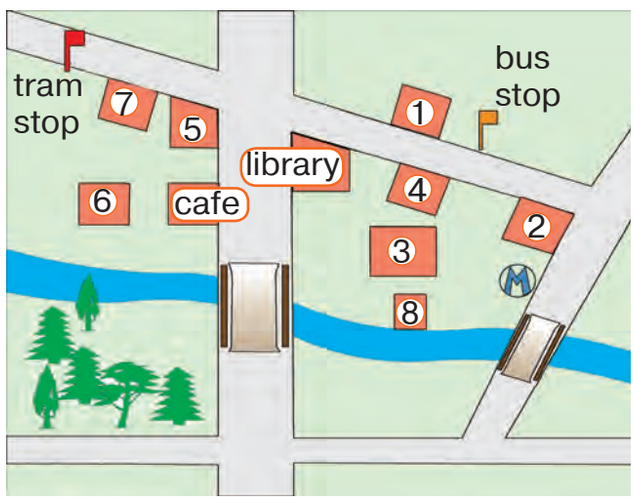
Activity 2a Work in pairs. Copy and complete the plan.

Pupil B: Look at this page.

e.g. Pupil A: What's next to the metro?

Pupil B: The book shop.

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

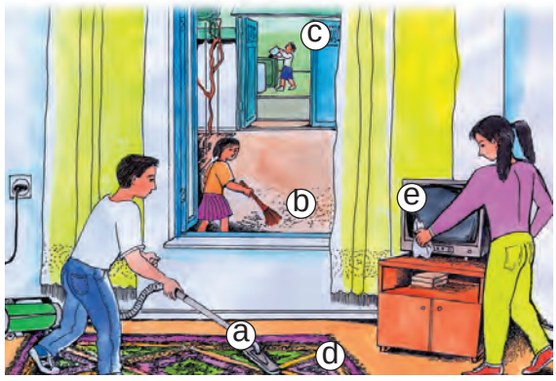


LESSON 1 What were you doing?

1 **Listen and repeat.**

2 **Work in pairs. Look and match.**

1) to sweep
2) to take the rubbish out
3) a vacuum cleaner
4) to dust
5) a rug



3 **Work in pairs. Write the verbs.**

e.g. take – taking

sweep, work, dust, clean, do, work

4a **Read Aziz's story and answer the question.**

Why were the children busy at 11am last Sunday?

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

4b **Work in pairs. Complete the sentences.**

5 **Chain Drill.**

A: I was sweeping the floor at 6pm yesterday.
What were you doing at 6pm yesterday?

B: I was watching TV at 6pm yesterday. What were you doing... ?

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

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

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

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



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

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

6b **Answer the questions.**

Do you like the story? Which is better: to smile or to be angry?

LESSON 2 An accident

1 **Listen and sing.**

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

3 **Work in pairs. Find the words in the Wordlist. Write the meaning.**

traffic, get on, get off, accident



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

4b **Look and write four questions.**

bark, sit, talk, stand, get off, get on, on the ground, behind

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

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

Policeman: What's your name?
Mr Brown: My name's Henry. Henry Brown. I work in a small cafe in Chestnut Street.
Policeman: What did you do in the afternoon?
Mr Brown: I was working in the cafe. Usually there isn't much traffic in the street and it's quiet. But yesterday it was different. At 3... er... about 3 o'clock in the afternoon I heard a loud noise and went out to have a look.
Policeman: What did you see?
Mr Brown: A dog was barking at two boys. The boys were standing behind a tree. A cat was sitting under a tree. There was a green bus. It was standing near the bank. The bus driver, well... he was laughing loudly at the dogs and the boys. A girl was getting off the bus and a boy was getting on the bus.
Policeman: Did you see an accident?
Mr Brown: Yes, I saw an accident: a big red car was near a tree. The driver was a woman. She was standing near her car. She looked really unhappy. Well, I wanted to help her and phoned the traffic police.
Policeman: Thank you.

LESSON 3 Do you like fairy tales?

1 **Listen and sing.**

2a **Answer the questions.**

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

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

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

(to be continued)
(davomi bor)



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

2d **Work in pairs. Complete the sentences.**

e.g. Fairy tales in English begin with "Once upon a time".

1) Fairy tales in English begin ... .
2) The king sent the mosquito to find ...
3) The mosquito wanted ...
4) The mosquito went to ...
5) The mosquito tasted ...
6) The mosquito could not ...
7) The mosquito saw ...

3a **Work in groups of 4/5. Write five sentences about a character from a popular fairy tale.**

e.g. A: The character's a good girl. Her name's "Beep". She has a mother and a grandmother. Her granny lives behind the forest. "Beep" likes flowers. She doesn't like wolves. Who is it?

3b **Work in groups. Play "Beep". Guess the fairy tale and the character.**

LESSON 4 Can birds and animals talk?

1 **Listen and sing.**

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

1) the mosquito	a) was sleeping
2) the snake	b) was flying
3) the baby	c) was sitting
4) the mother	d) was having a rest
5) the swallow	e) was cooking



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

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

(to be continued)



2c **Work in pairs. Read and say True, False or Don't Know.**

1) The baby and the mother were sleeping under a tree.
2) The mosquito bit the baby and liked the human meat.
3) The mosquito flew away quickly to the king with the good news.
4) A swallow heard the mosquito's words.
5) The mosquito came to the snake's home in the mountains.
6) The mosquito did not like the human meat.

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

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

3 **Work in pairs. Play "A Chain".**

e.g. A: (Who?)	My friend
B: (And who?)	and my dog
A: (What were they doing?)	were swimming
B: (Where?)	in the river
A: (When?)	at 6am yesterday.
B: (the end of the story)	And they liked it./But they didn't like it.

LESSON 5 A happy end

1 **Listen and sing.**

3a **Listen and answer the question.**

Why do swallows have Vs in their tales?

3b **Read and choose the best title for the fairy tale.**

Why Mosquitoes Cannot Speak
The Snake and the Swallow
The Human Baby and the Animals

2 **Agree or disagree.**

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

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

From that time on the mosquito can only say "bzzz", and the snake and the swallow hate each other.

When a swallow flies, we can see the V in his tail made by the snake. And we remember the day when the swallow saved the human baby. When a swallow makes a nest in your home, it is very good for you.



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

4 **Work in pairs. Read and match the texts and the fairy tales.**

1) Thumbelina 2) Goldilocks 3) Mowgli 4) Snow Queen

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

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

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

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

LESSON 6 Project

1 **Listen and sing.**

2a **Work in groups. Write a fairy tale.**



2b **Exchange your fairy tales.**

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

I can

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

2) **I can talk about different countries and continents.** Turli mamlakat va qit'alar haqida gapira olaman.
e.g. Antarctica has the coldest climate on the Earth.

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

4) **I can tell a fairy tale with a plan.** Reja bilan ertak ayta olaman.
e.g. Once upon a time…
Then…
After that …
From that time on …

LESSON 1 Do you know?

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

2 **Answer the question.**
What are Uzbek people famous for?

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

1) How do men in Uzbekistan greet each other*?
2) How do women in Uzbekistan greet each other?
3) How do young people greet adults?
4) How do you greet your friends?



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

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



4a **Work in pairs. Answer the questions.**

1) What do Uzbek boys do when they meet?
2) What do Uzbek girls do when they meet?
3) What do English boys do when they meet?
4) What do English girls do when they meet?

4b **Listen and check.**



5a **Read, copy and complete.**
Do you know?

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



people	greeting
e.g. Uzbek	Men shake hands, women kiss

5b **Work in groups of three. Play "Guess the People".**
Pupil A and **B:** *(touch noses)*
Pupil C: Eskimos?

LESSON 2 Mr Whitfield went fishing.

1 **Play “My Hobby”.**

2a **Answer the questions about your last weekend*.**

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

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

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

fishing, food, to buy, bread, sausages, fruit, vegetables, to pay, nice, lunch, to sleep, to catch*, to come back, to be happy

2c Report.

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



3b Work in pairs. Answer the questions.

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

a rest, fishing, sausages, day, fish, fruit, bread, supermarket, lunch

4 **Copy and complete the sentences.**

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

LESSON 3 Do you have a ‘bird table’?



1 Look and answer the questions.

Do you know any other animals that help people? How do they help?

2a Read and answer the questions.

1) How do animals help people?
2) How do people help animals?

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

2b Work in pairs. Answer the questions.

Do you have any animals? Do they do any work? Would you like to have any animals to work for you? Are animals important for you?

2c Work in pairs. Answer the question.

What jobs can dogs do?

e.g. Dogs help people who cannot see.

save people, help people who cannot see, work with the police, work in a circus, help farmers, work in space, find people in the mountains, find people after earthquakes



2d Write five sentences.

3 Work in groups. Answer the questions.

How do we help animals?
What can we do in schools or at home?

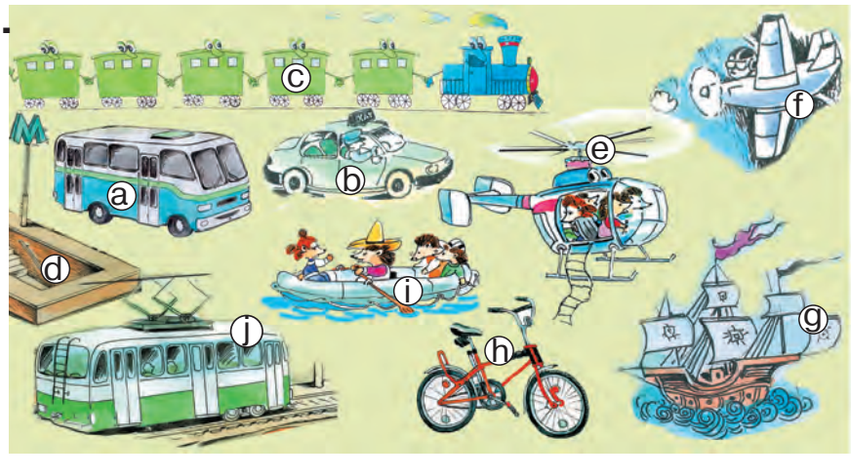
LESSON 4 What's the best transport?

1 **Play "Simon Says".**

e.g. We want Group A to turn left.

2 **Look, listen and match.**

1) car
2) tram
3) bus
4) bicycle
5) metro
6) train
7) plane
8) ship
9) helicopter
10) boat



3 **Chain Drill.**

Planes are the fastest transport.

4a **Make a diagram.**

4b **Work in groups of 4/5. Answer the question.**

What's the best transport?

e.g. The best transport is the bicycle because it's the cheapest and healthiest.

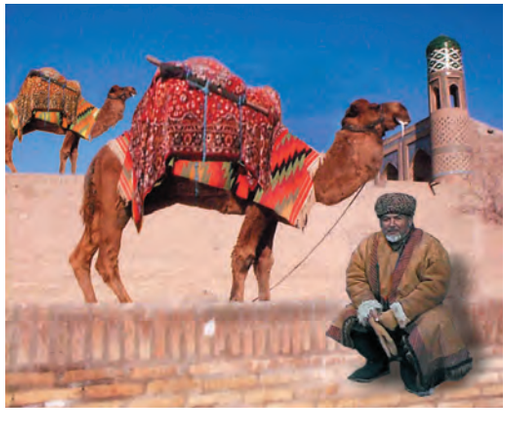
5a **Look at the picture and answer the questions.**

1) Who can you see?
2) When do you think it is?
   1900 1800 1700 1600
3) What are they doing?
4) What do you know about caravans?

fast, slow, good, bad, clean, dirty, cheap, healthy, dangerous, expensive, comfortable

5b **Read the text and give a title.**

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



5c **Answer the questions.**

1) Would you like to travel with a caravan?
2) Would you like to live in those days? Why?/Why not?

5d **Look and answer the questions.**

1) What other animals do people use for transport and work?
2) Does your family use any animals?

LESSON 5 What's next to ... ?

1 **Play "I Spy...".**

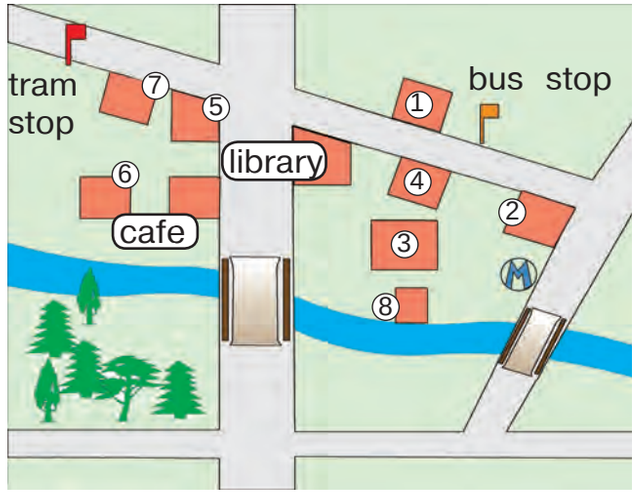
A: I spy with my little eye something beginning with 's'.
B: Is it on the left?

on the left, on the right, between, in front of, behind, next to

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

Pupil A: Look at this page.
Pupil B: Look at page 71.

e.g. Pupil A: What's next to the bus stop?
Pupil B: The bank.



② the book shop
④ the grocery
⑥ the hospital
⑧ the restaurant

2b **Look and find what places you can add.**

2c **Work in groups. Add to the map.**

I think it should be next to the bus stop. We can go to school easily.



Where's the best place for the school?



Oh no. The bus stop is noisy. I think it should be next to the market. We can buy snacks easily.



That's a great idea! What do you all think?

What about next to the park? We can rest after classes.



Oh no. The market is noisy too.



2d **Present your group plan.**

e.g. We decided to build a sports centre. Our sports centre is near the ... .
It should be ... because ... . You can go there by ... because it's not far from ... .

2e **Choose and make your class plan.**

3 **Play the "Longest Sentence".**

e.g. The girl is standing next to her house.
The beautiful girl is standing next to her new house.
The beautiful girl and her friend are standing next to her new house.

LESSON 6 I can ... I know ...

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

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

2) Count how many things you can do. Compare with others in the class. How did you do?

Classwork and homework

Lesson 1 Jobs at school

Classwork

a director
b school doctor
c teacher

4a **Listen and complete the sentence.**

Vali is talking to the _____

4b **Write T for True and F for False.**

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

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

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

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

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

Name: *David Beckham*
Profession:
Country:
Was born in:
What he does:
What he is famous for:

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

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

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

Homework

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

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

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

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

2 **Put the words in order.**

So'zlarni tartib bilan joylashtiring.

e.g. 1 *She was born in a village near Fergana.*

Classwork and homework

1 was/She/born/in/a/near/village/Fergana.
2 had/Her/eight/parents/children.
3 songs/She/a lot of/knows/old.
4 trains/He/a lot/day/every.
5 his/He/a lot of/friends/has/in/team.

Lesson 2 Professions

Classwork

3a Find similar words.

photographer, policeman, interpreter, assistant, TV star, programmer, librarian, architect, gardener

oOoo	oOo	Ooo
photographer	*policeman*	*programmer*

4 Match the sentences and the jobs.

a teacher, a nurse, a chef, a gardener, a secretary, a photographer, a doctor, a pilot, a reporter

e.g. 1 *a teacher*

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

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

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

name	father	mother
e.g. *Lena*	*engineer*	*doctor*

Homework

1 Do the puzzle. Topishmoqni toping.

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

1	*t*	*e*	*a*	*c*	*h*	*e*			
2									
3									
4									
5									
6									
7									

Classwork and homework

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

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

Classwork

pilot, reporter, interpreter, planes, English, film stars

3 **Listen to Sevara, Laziz and Dilnoza. Complete the table.**

name	wants to be ...	why
Laziz	**e.g.** *a reporter*	because he wants to interview ...
Dilnoza	*an*	because she likes ...
Sevara		because she likes ...

4a **Listen and match.**

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

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

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

name	job	why
e.g. *Regina*	*doctor*	*help sick people*

Homework

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

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

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

breakfast, people, home, hospital, takes, car, helps

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



Lesson 4 A wedding in Fergana

Classwork

2b **Look and write about Aziz's family.**

e.g. Odina — Karim = *wife - husband*

Odina — Sabina =
Ozoda — Madina =
Aziz — Karim =
Karim — Bahodir =
Davron — Nigora =

Classwork and homework

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

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

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

name	relatives	jobs
e.g. *Saida*	*cousin Suhrob*	*12. Pupil. Village not far from Tashkent.*

Homework

1 **Look at the table in activity 5. Choose three friends and write about their relatives.** 5-mashqdagi jadvalga qarang. Uchta o'rtoqni tanlab, ularning qarindoshlari haqida yozing.

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

2 **Put the words in the correct place.**
So'zlarni mos joyga qo'ying.

married, palov, dressed, video, cake, up

get	make
e.g. *married*	

Lesson 5 Uzbek and English weddings

Classwork

2 **Play "Find Someone Who".**

e.g. Do you have have three uncles.

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

Classwork and homework

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

A: You are from Great Britain.

e.g. Do girls in Uzbekistan have a white wedding dress?

B: You are from Uzbekistan.

e.g. Do girls in Great Britain have a white wedding dress?

	Uzbekistan	Great Britain
wedding dress	1...	1 **e.g.** *white wedding dress*
wedding cake	2...	2...
cards	3...	3...
presents	4...	4...
flowers	5...	5...
weddings on a Saturday	6...	6...
pageboy	7...	7...
bridesmaid	8...	8...

Homework

1 **Write the words in order.**

So‘zlarni tartib bilan joylashtiring.

e.g. 1 *It's my sister Victoria's wedding.*

1 my/sister/It's/Victoria's/wedding.

2 I/help/must/Victoria/with/wedding dress/her.

3 The/bridesmaid/a special/has/too/dress.

4 England/In/weddings/are/on/Saturday/usually.

2 **Look at activity 4b. Write 5 sentences.**

4b-mashqqa qarab, 5 ta gap yozing.

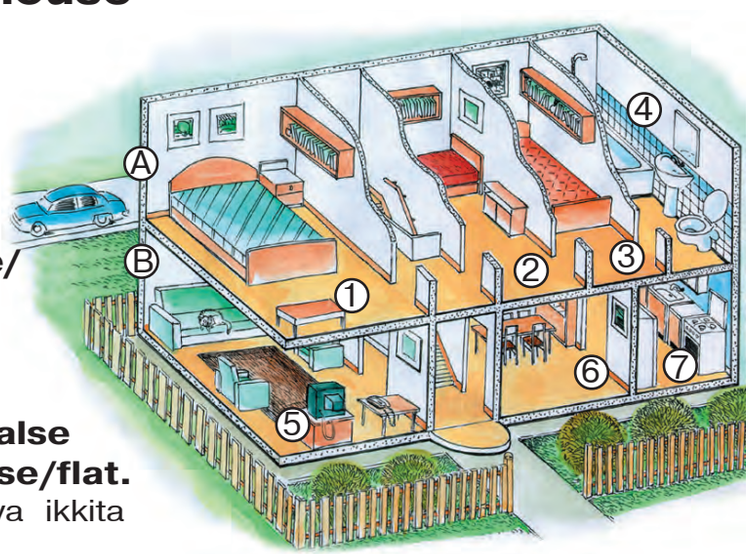
e.g. *In Great Britain they have bridesmaids and in Uzbekistan we have bride's friends.*

UNIT 2 Houses and homes

Lesson 1 An English house

Classwork

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



Homework

1 **Draw a plan of your house/flat. Label the rooms.**

O‘z uyingiz rejasini tuzing. Xonalarning nomini yozing.

2 **Write two true and two false sentences about your house/flat.**

O‘z uyingiz haqida ikkita to‘g‘ri va ikkita noto‘g‘ri gap yozing.

Classwork and homework

Lesson 2 Welcome to my home!

Homework

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

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

on the right,
on the left,
between, under
next to

Lesson 3 Tidy up your room!

Classwork

4a Chose and write three sentences.

e.g. *I mopped the floor.*

	activities	you	your friend
1	wash the dishes		
2	mop the floor		
3	play computer games		
4	watch TV		
5	take the rubbish out		
6	feed animals		
7	sweep the yard		
8	read a book		

Homework

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

e.g. *I swept the yard.*

Lesson 4 Homes, sweet homes ...

Classwork

4 Work in groups of 3. Ask and answer.

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

1	... a TV			
2	... a computer			
3	... a fridge			
4	... a toaster			
5	... a cooker			
6	... a vacuum cleaner			
7	... a washing machine			
8	... a dishwasher			

Classwork and homework

Homework

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

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

Lesson 5 Unusual houses

Classwork

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

	Me			
1 Stone House				
2 Flying Boat				
3 The Shoe House				
4 The Dog House				
5 The Auto House				
6 The Strawberry House				
7 The Boeing 727 House				

Homework

Write five sentences. Beshta gap yozing.
e.g. *We use a chair to sit on it.*

1) We use a toaster _____
2) We use a washing machine _____
3) We use a vacuum cleaner _____
4) We use a dishwasher _____
5) We use a cooker _____

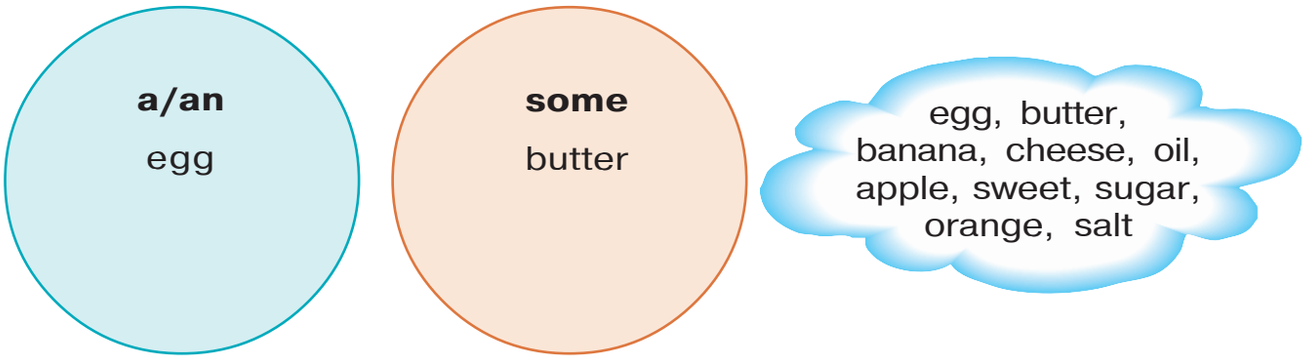
UNIT 3 At the grocery

Lesson 1 What’s in the fridge?

Classwork

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

Classwork and homework



4a **Look and write four sentences.**

e.g. *There is some meat on the first shelf.*

Homework

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

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

Lesson 2 Is there any fruit?

Homework

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

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

Lesson 3 There are a lot of vegetables.

Classwork

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

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

happy, hungry
unhappy, no
a lot of

Homework

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

e.g. *There is a lot of rice in the cupboard.*

Classwork and homework

2 **Read and draw the table from the fairy tale. Choose the correct answer to the question.**
Ertakni o‘qing va unda tasvirlangan dasturxonni chizing. Savolga to‘g‘ri javobni tanlang.

Who ate the cake? a) Tina b) Fina c) Tina and Fina



City Mouse and Farm Mouse

Fina Mouse lives in a city. Tina Mouse lives on a farm. One day Fina comes to see Tina. “Hello, Tina,” says Fina. “How are you?” Tina is happy to see her friend. “Hello, come to the table. Let’s have dinner,” she says. “But wait a moment. I’m making some coffee.” Fina looks at the table. There is a lot of cheese, a lot of sausages and some bread. There are some pears and a lot of apples. On the table Fina sees a big cake. “Oh, there’s a cake too. Yummy. I like cakes,” she says. When Tina comes to the room with coffee, she looks at the table. “Oh, no!” she says. “Where’s my cake?!” “The cake was delicious!” says Fina.



Lesson 4 Supermarkets and shops

Classwork

2b **Work in groups. Write your poem.**

Shopping, shopping.
Let’s go shopping.
We can buy a lot of food:
_____ and _____,
_____ and _____.
It is so good!

Homework

Answer the questions. Savollarga javob bering.

1) Where can we buy biscuits?
e.g. *We can buy biscuits in the bakery section.*
2) Where can we buy yogurt?
3) What can we buy in the dairy section?
4) What can we buy in the meat section?

Lesson 5 A bar of chocolate, please.

Homework

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

e.g. *a big chocolate cake, ...*

Classwork and homework

Lesson 1 How much are they?

Homework

1 **Complete the dialogues.** Dialoglarni to‘ldiring.

Here you are. any 3000 Thank you. much kilo please 5000

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

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

2 **Write the numbers.** Sonlarni yozing.

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

Lesson 2 How much does it cost?

Homework

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

pomegranates, mushrooms, ice creams quinces, turnips, radishes, rice, cabbages, pears, meat, cherries, chocolate

fruit	vegetable	other fruit
e.g. *quinces*		

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

e.g. *1f*

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

Lesson 3 Do you want to be healthy?

Classwork

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

eat good food, go to bed late, get up early, eat fresh fruit, eat salads, eat a lot of hot dogs, eat at a different time, have a lot of water, eat a lot of sweets, often eat a lot, do morning exercises

should	shouldn’t
eat good food	

Classwork and homework

3c Work in pairs. Ask and answer.

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

to have	food
good hair and eyes	**e.g.** *eggs and…*
bones and teeth	
energy	
to be strong	

Homework

1 Match the parts of the words to make five fruit.
So‘zlarning bir qismiga mos ikkinchi qismini topib, beshta meva nomini yozing.

e.g. *cherry*

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

2 Put the words in order.
So‘zlarni tartib bilan joylashtiring.

1) healthy/To be/you/eat/must/good food.
2) of energy/Good/gives/you/food/a lot.
3) You/of water/drink/litres/two/every day/should.
4) eat/You/meat and potatoes/should/for energy.
5) eat/You/a lot of/sweets/shouldn’t/or chocolates.

Lesson 4 Are your animals healthy?

Homework

1a Complete the table with what food you should and shouldn’t feed your cat. Mushugingizga berishingiz kerak bo‘lgan va bo‘lmagan oziq-ovqatlar bilan jadvalni to‘ldiring.

good for cats	bad for cats
e.g. *wet or dry food,*	*grapes and raisins,*

wet or dry food, milk, chicken, meat, bones, fruit, fish, vitamins and minerals, sweets, bread, some rice, water, cakes

1b Complete the sentences. Gaplarni yozib tugallang.

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

Lesson 5 Whose sandwich is this?

Homework

1 Read and answer the questions.
O‘qing va savollarga javob bering.

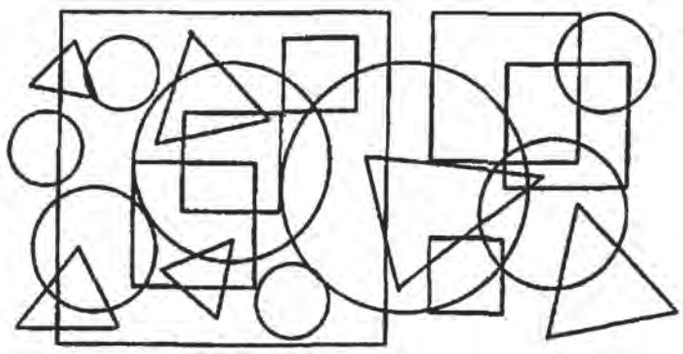
1 Why do we keep food in the fridge?
2 How do we keep food clean and fresh?
3 Why do we keep food with a lot of sugar or salt?

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

Classwork and homework

2 **How many circles, squares and triangles can you see?** Nechta doira, to‘rtburchak va uchburchaklarni ko‘ryapsiz?

Circles:
Triangles:
Squares:



UNIT 5 Birthday

Lesson 1 When’s your birthday?

Homework

Write about three relatives. Uchta qarindoshingiz haqida yozing.

e.g. *My father’s birthday is on the 18th of April. He was born in … .*

Lesson 2 Happy birthday!

Homework

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

Lesson 3 Birthdays are fun!

Homework

1a **Read and complete the last sentence.** O‘qing va oxirgi gapni tugallang.

1) I was very happy.
2) I wasn’t happy.

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

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

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

Classwork and homework

Lesson 4 My best birthday

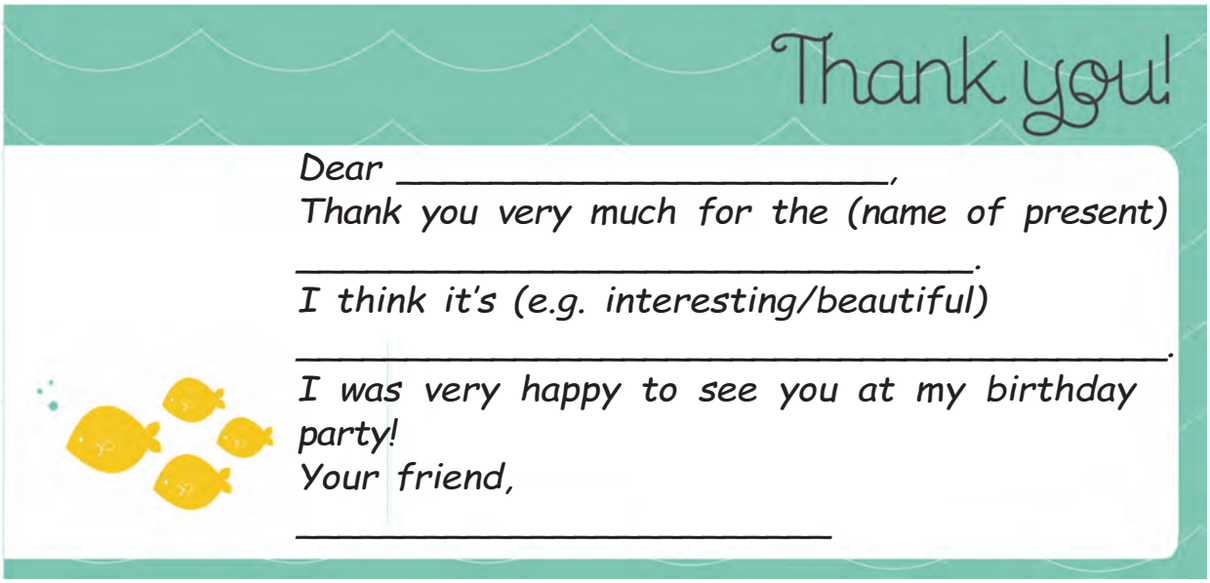
Classwork

3a **Write five sentences about your best birthday.**

1 My birthday was on ...
2 I invited ...
3 I got ...
4 We sang songs, ...
5 It was my ..

Homework

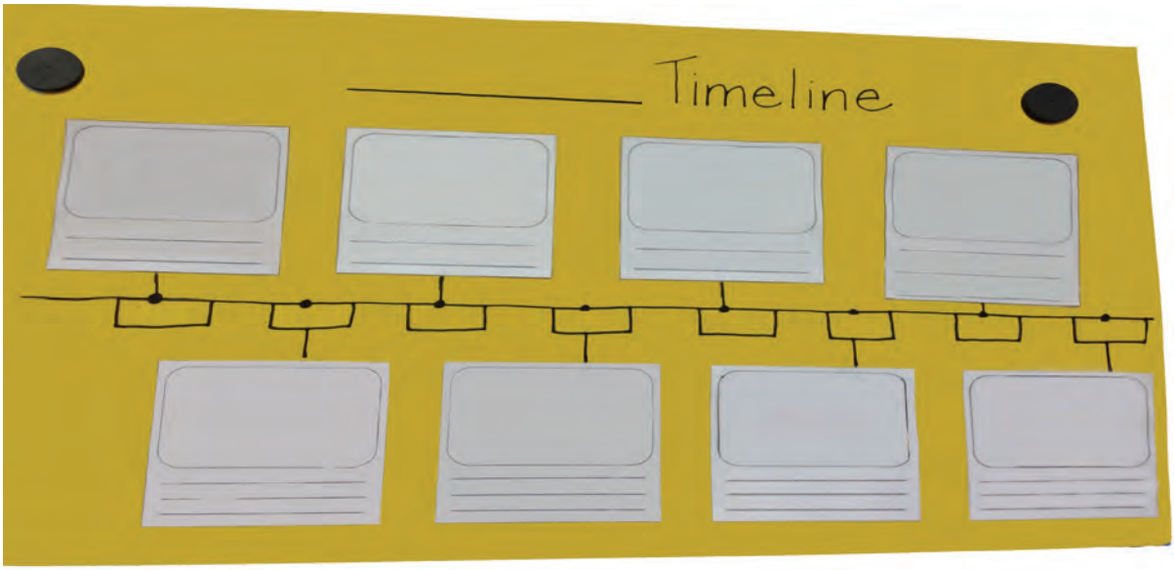
Write your "Thank-you" letter.
O'z "Tashakkurnoma"ngizni yozing.



Lesson 5 My Timeline

Homework

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



1b **Write about your relative.** Qarindoshingiz haqida yozing.

Classwork and homework

Lesson 1 What did you do yesterday?

Homework

Write three sentences about yesterday. Kechagi kun haqida uchta gap yozing.

In the morning I_____
In the afternoon_____
In the evening _____

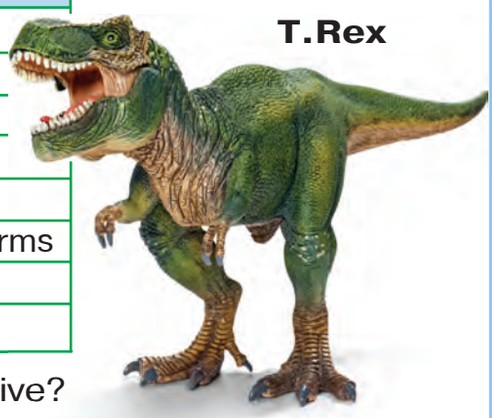
Lesson 2 Dinosaurs

Classwork

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



Dilong



T.Rex

		T.Rex	Dilong
1	years ago	70 million	130 million
2	long	12 metres	2 metres
3	tall	10 metres	60cm
4	head	1,5 metres	small
5	teeth	very big	small
6	legs, arms	two legs, two arms	two legs, two arms
7	lived in	America and Asia	China
8	ate	meat	meat

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

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

Homework

Write 7 sentences about T. Rex or Dilong dinosaurs. Tiranozavr yoki dilun dinozavrlari haqida 7 ta gap yozing.

Lesson 3 What did he look like?

Classwork

2 **Play "Find Someone Who".**
e.g. Did you get up late yesterday?

	Find someone who	name
1	got up late yesterday	
2	went to a cafe last Sunday	
3	took shower in the morning	
4	drank coffee in the morning	
5	watched TV in the morning	

Classwork and homework

Homework

Complete the sentences. Put the verbs in the Past.
Fe'llarni o'tgan zamonga o'zgartirib, gaplarni tugallang.

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

Lesson 4 How old are bicycles?

Classwork

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

1817, 1980, 1870, 1960, 1885, 1920, 1888

1817_____ Today

Homework

1 **Complete the sentences. Put the verbs in Past form.**
Fe'llarni o'tgan zamonga o'zgartirib, gaplarni tugallang.

The best day of my life (1) *was* (be) my birthday when I was 10. On that day my parents (2) ... (buy) me a bike. It was my birthday's present. It was beautiful. My friends (3) ... (come) to my birthday party. They (4) ... (give) me birthday cards and a lot of presents. After the party we (5) ... (go) to the park. It was a sunny and warm day. Everything was wonderful. We (6) ... (play) games and (7) ... (ride) a bike. My friends (8) ... (be) happy too. I can say that it (9) ... (be) my best day.

Lesson 5 When I was ...

Classwork

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

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

name	toy	playing ...

doll, train, Teddy bear, plane, car, ball, balloon

playing ... hopscotch/see-saw/ tag/chess/draughts/ football, jumping rope

Classwork and homework

Homework

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

a) At summer house. b) My summer holidays.
c) I helped my parents.

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

1b Put the verbs in bold in the correct column.
Matnda qoraytirib ko‘rsatilgan fe’llarni jadvalning tegishli ustuniga yozing.

[t]	[d]	[id]
e.g. *liked*		

Lesson 6 Project

Classwork

2a Work in groups of 4/5. Play “Find Someone Who”.
e.g. Did you wash the dishes yesterday?

	Find someone who	name
1	washed the dishes	
2	watched a cartoon on TV	
3	played computer games	
4	went shopping	
5	watered the flowers/trees	

Homework

Write five sentences about your class graph.
Sinf grafigi haqida beshta gap yozing.

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

Classwork and homework

Lesson 1 Where did pizza come from?

Classwork

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

	food	came from ...
1	pizza	*Italy*
2	chocolate	
3	pasta	
4	hot dog	
5	cheeseburger	
6	fish and chips	
7	coffee	

3a **Work in groups of 5. Play "Find Someone Who".**

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

name	pizza			pasta			hamburger			cheeseburger			hot dog		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

Homework

Complete the sentences. Gaplarni to'ldiring.
e.g. 1) fruit

350, white, America, green, Europe, fruit

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

Lesson 2 How to make pancakes

Classwork

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

fry, eat, add, mix (2), take

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

Classwork and homework

Homework

1a Match the pictures and sentences.
Rasmlarga mos gaplarni toping.

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



1b Write the sentences in order.
Gaplarni tartib bilan yozing.



How to make milky tea:
First ...
Then ...
Then ...
Finally ...

Lesson 3 Can you cook palov?

Homework

Put the words in order.
So'zlarni tartib bilan joylashtiring.

1 was/hungry/Alexander the Great/One day. _____
2 made/His cook/the first palov. _____
3 hungry/His/soldiers/too/were. _____
4 liked/All/the soldiers/it. _____
5 palov/Now/favourite meal/is/many people's. _____

Lesson 4 What do you have for a picnic?

Classwork

salad, two, kitchen, four, Anything else?

3 Listen and complete the sentences.

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

Homework

spoons, water, brought, picnic, knife

Complete the sentences. Gaplarni tugallang.

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

Classwork and homework

Lesson 5 How often do you eat fast food?

Classwork

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

vegetables, pizza, shurva, chips, palov, sandwiches, hot dogs, manti, cheeseburgers, salad, fruit, hamburgers

fast food	other food
e.g. *pizza,*	

Homework

Write four sentences about your relatives' favourite food. Is it healthy/unhealthy food? Qarindoshlaringizning sevimli oziq-ovqati haqida to'rtta gap yozing. U sog'lom/nosog'lom oziq-ovqatmi?

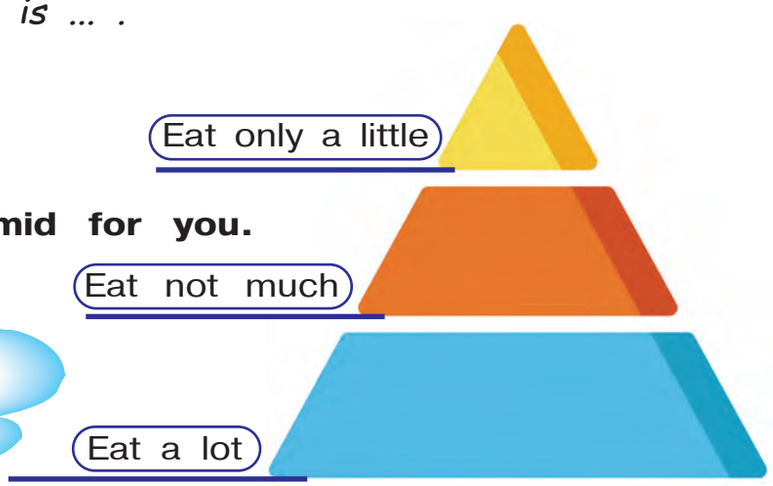
e.g. *My father's favourite food is ... .*
It's healthy/unhealthy food.

Lesson 6 Project

Classwork

3a **Complete the food pyramid for you.**

bread, butter, cereal, tomatoes, ice cream, cheese, Coca Cola, milk, yogurt, eggs, carrots, bananas, meat, apple, sweets, cabbage, fish



UNIT 8 At the table

Lesson 1 What did you have for breakfast?

Homework

1 **Write about your friend's breakfast.** O'rtog'ingiz nonushtasi haqida yozing.

e.g. *For breakfast Elyor ate ... . He drank ... .*

2 **Answer the question.** Savolga javob bering.

Is breakfast important? Why?/Why not?

Lesson 2 Would you like ...?

Homework

Complete the dialogue. Dialogni tugallang.

A: Would you like ... ?
B: Yes, ... Mm. It's ... . Pass me ..., please.
A: Here ... . Help ... .

Classwork and homework

Lesson 3 At the canteen

Classwork

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

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

name	question 1	question 2	question 3	question 4
e.g. Nina	Yes.	Somsa.	Mineral water.	Yes.

Homework

Write the answers to the questions in 4b.
4b-mashq savollariga javoblar yozing.

Lesson 4 Table manners

Homework

Write other five sentences for activity 4a.
4a-mashq uchun yana beshta gap yozing.

Lesson 5 Lay the table

Homework

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

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

2 Write the past form of the verb.
Fe'lning o'tgan zamon shaklini yozing.

One day, the Fox (1) ... (ask) her friend Stork to come to dinner. When the Stork (2) ... (come), the Fox put some soup on a plate. She (3) ... (do) not want the Stork to eat the soup. The Stork (4) ... (can) not eat soup from the plate! The Fox (5) ... (eat) all her soup, and (6) ... (say) it (7) ... (is) delicious.
The Stork (8) ... (is) very hungry and very sad because he (9) ... (can) not eat the soup. He (10) ... (go) home hungry.
The next day the Stork (11) ... (cook) some lovely soup for dinner. The Stork (12) ... (give) the soup to the Fox in tall jars. But the Fox (13) ... (can) not get the soup from the jar.

Classwork and homework

Lesson 1 Continents, countries ...

Homework

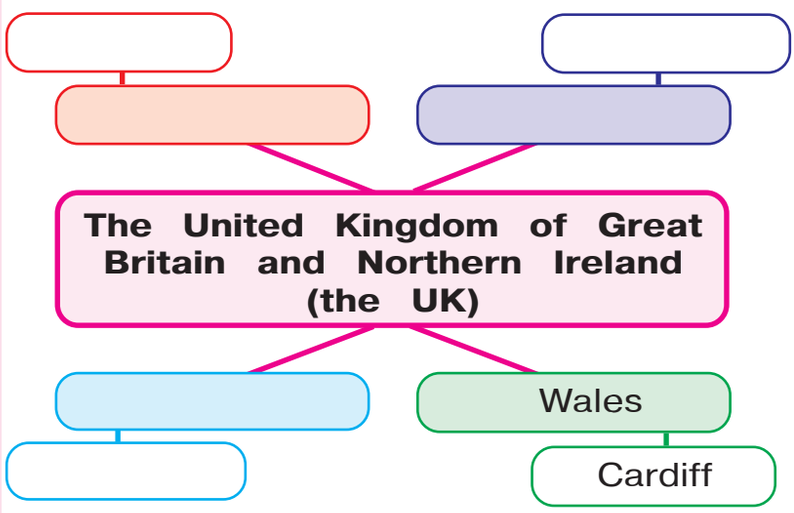
1 **Look at the map of Uzbekistan. Write five sentences.**
O‘zbekistonning xaritasiga qarab, beshta gap yozing.
e.g. *Temez is to the south of Karshi.*

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

Lesson 2 We’re in Europe.

Classwork

3a **Look, read and complete.**





Homework

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

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

Lesson 3 Brr! North America

Homework

1 **Choose the right preposition.** Mos predlogni tanlang.

The first National Park in Canada

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

Classwork and homework

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

e.g. *Where is it?* _____

_____

_____

_____

Lesson 4 The longest, the biggest …

Homework

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

Lesson 5 Kiwis, koalas and kangaroos

Classwork

3b **Read and complete.**

		can/can’t do
kangaroo	**e.g.** *wild animal, lives in Australia*	
koala		
kiwi		

4a **Complete the table.**

I knew	I want to know	I learnt

Homework

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

1 What _____
Kangaroos eat grass, plants and leaves.
2 Where _____
Koalas live in Australian forests.
3 What _____
Koalas have big ears, small eyes, big noses and no tails.
4 How much _____
Koalas eat about 400 grams a day.
5 What _____
Kiwis can run fast.
6 What _____
Kiwis are brown and grey.

Classwork and homework

Lesson 1 Do you know Uzbekistan?

Classwork

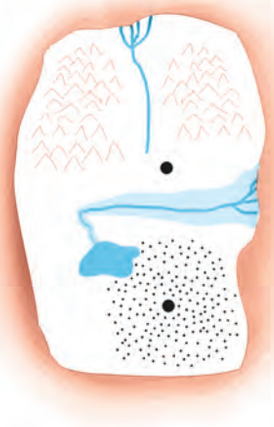
4b Work in pairs. Read and complete the table.

1	The population of Uzbekistan is more than	e.g. 32,500,000 people.
2	The area of Uzbekistan is	... sq km.
3	The population of Tashkent is more than	... people.
4	The Amu Darya River is	... km long.
5	The Syr Darya is	... km long.
6	The Zarafshan River is	... km long.
7	Khazret Sultan Mountain is	... m high.
8	The Chimgan Mountains are	... m high.

Homework

Complete the map and find the treasure.
Xaritaga chizib, xazinani toping.





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

Lesson 2 What is the UK?

Classwork

2 Work in pairs. Read and complete the table.

	the UK			
	country	capital	nationality	population
1	England			
2	Scotland			
3	Wales			
4	Northern Ireland			

Homework

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

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

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

Lesson 3 Welcome to the USA!

Classwork

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



Homework

1 Answer the questions.
Savollarga javob bering.

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

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

Lesson 4 Australia

Classwork

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



Homework

Do the Australian Quiz.
Avstraliya haqidagi savollarga javob toping.

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

Classwork and homework

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

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

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

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

Lesson 5 New Zealand

Classwork

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

name	country	why
e.g. *Ildar*	*New Zealand*	*Lake Taupo is a good place for fishing and having a rest.*

Homework

Read the letter in activity 3b and complete the table.
3b-mashqdagi xatni o'qib, jadvalni to'ldiring.

day of the week	place	what to do
Sunday	*e.g. Wellington airport*	*come*
Monday and Tuesday		
Wednesday		
Thursday		
Friday		

Lesson 6 Project

Homework

Read and put the verbs in the Past Simple.
O'qing va fe'llarning o'tgan zamon shaklini yozing.

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

Classwork and homework

Lesson 1 Climate of the world

Homework

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

climate, temperature

Lesson 2 What’s the climate like?

Homework

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

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

waste, recycle, litre(s), wait, reduce

Lesson 3 Save water!

Classwork

3 Read and complete the table.

	city	village
brush teeth	e.g. *15–20 litres*	$^1/_2$ litre
shower		5 litres
bath/hammom		10 litres
wash dishes		5 litres

Homework

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

brush teeth | **e.g.** *7 litres*

Total _____

Lesson 4 Save energy!

Homework

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

brush teeth | **e.g.** *17 litres*

Total _____

shower, bath, kettle, cook, washing up, wash clothes, toilet

2 Make pairs. So‘zlarga mos juftini toping.
e.g. *tea cup*

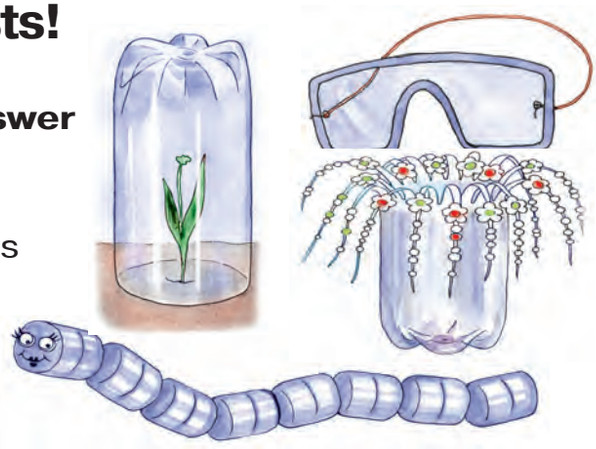
bar, coffee, black, chocolate, green, cup, break, cake, tea

Lesson 5 Save our rain forests!

Homework

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

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



Classwork and homework

Lesson 1 What were you doing?

Classwork

4b Work in pairs. Complete the sentences.

1 Aziz **e.g.** *was cleaning* the rug with the vacuum cleaner.
2 Sabina ... the room.
3 Madina and Davron were ... in the yard.
4 Madina ... .
5 Davron ... .

Homework

1 Choose the correct word to complete the sentences.
Mos so'zni tanlab, gaplarni to'ldiring.

On the way back home Heggy and Chamby (1) **e.g.** *smile/<u>were smiling</u>* happily. Now they (2) *know/knew* that it was better to smile than to be angry. They (3) *were/was* so happy that they (4) *sing/were singing*.

2 Write what you and your family were doing at 7pm yesterday/on Saturday. Kecha/shanba kuni soat kechki 7 da siz va oila a'zolaringiz nima qilayotganingizni yozing.

e.g. *My father was watching a football match at 7pm yesterday/on Saturday.*

Lesson 2 An accident

Classwork

4b Look and write 4 questions.

e.g. What was the dog doing?
What were the boys doing?

What	was were	the dog the bus driver the car driver two boys the boy in a red cap the girl in the blue skirt	doing?

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

people/animals	in the picture	in the text
e.g. *a dog*	*was barking at a cat*	*was barking at two boys*

Homework

Write the sentences in the Past Continuous.
Gaplarni o'tgan davomli zamonda yozing.

1) Mark/go/to work/by metro.
2) Rita/read/a book.
3) The cat/sleep/on the chair.
4) Daniel/run/in the park.

e.g. *Mark was going to work by metro.*
5) Two boys/listen/to music.
6) The girls/wear/red dresses.

Lesson 3 Do you like fairy tales?

Homework

1 Match. Gaplarga mos qismni toping.

1) One day the snake
2) So he told his
3) He tasted all the animals, but
4) Then he

a) could not find the sweetest meat.
b) saw a human baby.
c) servant to find the most delicious meat.
d) was very hungry.

Classwork and homework

2 **Write about your favourite fairy tale.**

e.g. My favourite fairy tale is ... . The main characters are ... and ... . One of them is ... (good/bad).

Lesson 4 Can birds and animals talk?

Homework Make sentences.

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

Lesson 5 A happy end

Classwork 3c Work in pairs. Complete the sentences.

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

Homework

Write the sentences in the Past Continuous.

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

Lesson 6 Project

Homework

Read and write T for True and F for False.

A long time ago there was a king. He had three sons. The first son had a wife. His wife was tall and thin. She had long straight dark hair and a big nose. They lived in a stone house. The second son's wife was short and plump. Her short curly hair was red. She had small eyes and a small mouth. They lived in a brick house.
The third son did not have a wife. He went to the forest and met a frog. The frog said, "Take me home. I can be a good wife." The prince took the frog home. But it was not a frog. It was a princess. She was beautiful. Her eyes were blue. She had long blond hair. Then they had the wedding and they were a husband and a wife. They were happy.

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

Classwork and homework

Lesson 1 Do you know?

Homework

1 Write the words. So‘zlarni yozing.
1) gteer 2) kesha 3) isks

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

Lesson 2 Wr Whitfield went fishing.

Homework

Write questions to the bold words.
Qoraytirib berilgan so‘zlarga savol yozing.

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

Lesson 3 Do you have a bird table?

Homework

Write two puzzles about animals.
Hayvonlar haqida 2 ta topishmoq tuzing.
e.g. *They live in the desert. People use them to carry things.*

Lesson 4 What’s the best transport?

Homework

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

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

3 Make two Bingo cards with irregular verbs.
Noto‘g‘ri fe’llar bilan ikkita “Bingo” kartochkasini tayyorlang.

Lesson 5 What’s next to... ?

Homework

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



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

Grammatik ma'lumotlar

(O'qituvchilar uchun)

1) Ot (Noun)

Predmetning nomini bildirib, *kim? (who?)* va *nima? (what?)* savollaridan biriga javob bo'luvchi so'z turkumi ot deyiladi. Ot artikllar bilan ishlatilishi mumkin. Ingliz tilida otlar bosh va qaratqich kelishiklarga ega: *student* (bosh kelishik), *student's* (qaratqich kelishik).

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.

Birlik	Ko'plik
a banana – banan	*bananas* – bananlar
a cat – mushuk	*cats* – mushuklar
an orange – apelsin	*oranges* – apelsinlar

Ko'plik yasovchi *-s* yoki *-es* qo'shimchasi otlarga quyidagi jadvalda keltirilgan qoidalarga ko'ra qo'shiladi va turlicha talaffuz qilinadi:

1.	*k, p, t* dan keyin	-s	[s]	cat – cats; cap – caps
2.	*b, d, g, l, m, n, r, v, w* dan keyin		[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.*

2) Artikl (Article)

Artikl ingliz tiliga xos bo'lib, u otlar oldidan ishlatiladi. O'zbek tilida esa bunday so'z turkumi mavjud emas.

Artiklning ikki turi mavjud: 1) noaniq artikl – *a, an;* 2) aniq artikl – *the.*

Undosh tovushlar (masalan, b, c, d, f, g, h) oldidan *a* noaniq 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, an orange* – biror narsa haqida birinchi marta gapirilganda: *This is a book*. – *have (has); there is* dan keyin keladigan birlikdagi sanaladigan otlar bilan: *I have a brother*. *There is a ball*. – biror narsa/kimsaning qanday narsa/kimsa ekanligi aytilganda: *He is a nice man*. – biror kimsaning kasbini aytishda: *My father is a teacher*.		Aniq artikl quyidagi hollarda ishlatiladi: – tartib sonlar oldidan: *the first, the second, the third* – birinchi marta gapirilgan narsa gapda takror ishlatilganda: *The book is good*. – so‘zlovchi gap borayotgan narsa haqida tinglovchi biladi deb o‘ylaganda: *Open the window please*. – sifatlarning orttirma darajasi oldidan: *the fastest train* – musiqiy asboblar bilan: *the guitar*

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. **e.g.** the Atlantic Ocean, the Red Sea, the Amu Darya, the Panama Canal va h.k.	ko‘llarning nomlari bilan. **e.g.** Lake Windermere, Lake Ullswater, Lake Michigan va h.k.
2) tog‘ tizmalari (guruhlari) nomlari bilan. **e.g.** the Hisor Mountains, the Alps va h.k.	yakka tog‘larning nomlari bilan. **e.g.** Mount Everest, Kilimanjaro va h.k.
3) orol guruhlarining nomlari bilan. **e.g.** the Canary Islands, the British Isles va h.k.	yolg‘iz orollarning nomlari bilan. **e.g.** Tasmania, Madagascar va h.k.
4) to‘rt geografik zonalar bilan. **e.g.** 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. **e.g.** 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. **e.g.** North America, Uzbekistan, Africa, Tashkent, London, New York, Kashkadarya, Navoi Street va h.k.
6) sahrolarning nomlari bilan. **e.g.** the Mirzachul, the Sahara va h.k.	odamlar ismi bilan. **e.g.** 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) 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*.

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

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

-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.: *h**o**t – h**o**tter, b**i**g – b**i**gger*. Ammo *bir unli + w* bilan tugaganda *w* ikkilanmaydi: m-n. *lo**w** – lo**w**er*.	

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 tallest – eng baland; the longest – eng uzun* va h.k.

-est quyidagilarga qo‘shiladi:	***most*** quyidagilar oldidan ishlatiladi:
1. bir bo‘g‘inli sifatlarga: m-n. *cold – the cold**est**, big – the bigg**est*** 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.: *eas**y** – 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.: *h**o**t – the h**o**ttest, b**i**g – the b**i**ggest*. Ammo *bir unli + w* bilan tugaganda *w* ikkilanmaydi: m-n. *lo**w** – the lo**w**est*.	

5) Buyruq gaplar

Ingliz tilida fe'lning "to"siz shaklini gapning boshida qo'llash orqali buyruq mayli – buyruq ohangidagi gaplar yasaladi. Buyruq gaplarning inkor shaklini yasash uchun, quyidagi jadvaldagidek, "Don't" inkor yasovchi ko'makchisi birinchi o'ringa qo'yiladi.

Bo'lishli buyruq gap	Inkor buyruq gap
Go to his house. *Uning uyiga bor(ing).*	Don't go to his house. *Uning uyiga borma(ng).*
Touch it. *Unga teg(ing).*	Don't touch it. *Unga tegma(ng).*
Go straight. *To'g'riga yur(ing).*	Don't go straight. *To'g'riga yurma(ng).*
Turn right. *O'ngga buril(ing).*	Don't turn right. *O'ngga burilma(ng).*
Turn left. *Chapga buril(ing).*	Don't turn left. *Chapga burilma(ng).*
Stop. *To'xta(ng).*	Don't stop. *To'xtama(ng).*

6) 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: *fiv**e** – 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

7) Olmosh (Pronouns)

Ot o‘rnida ishlatish mumkin bo‘lgan so‘zlar olmoshlar deyiladi.

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)

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

8) 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 ekanlikni so‘rash uchun, odatda, *“At what time...?”* deb emas, balki *“What time...?”* deb so‘raladi, m-n.: ***What time*** *is the film?*

***“on”* (...da) predlogi.** Bu predlog kunlar, sanalar va *Monday morning, Friday afternoon* kabi iboralar bilan 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 ekanlikni 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.*

9) 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 *(quyidagi jadvalga qarang)*.

III shaxs birlikda fe’llar qachon *“-s”* yoki *“-es”* qo‘shimchalarini oladi?

1) Ko‘pchilik fe’llarga *“-s”* qo‘shimchasi qo‘shiladi: *work → works;*
2) *-s, -sh, -ch, -x* bilan tugagan fe’llarga *“-es”* qo‘shimchasi qo‘shiladi: *wash → washes; teach → teaches;*
3) O‘qilmaydigan *“-e”* bilan tugovchi fe’llarga *“-s”* qo‘shimchasi qo‘shiladi: *write → writes;*
4) *“-o”* bilan tugovchi fe’llarga *“-es”* qo‘shimchasi qo‘shiladi: *go → goes; do → does;*
5) Qoidadan mustasno bo‘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 *(quyidagi 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 *(quyidagi 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 ... .

10) *"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)

11) Hozirgi davomli zamon (Present Continuous Tense)

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.

Yasalishi. Ushbu zamonning **bo'lishli gap**ini 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" qo'shimchasini qo'shish qoidalari haqidagi ma'lumotni "Gerundiy" mavzusidan topishingiz mumkin.)*

Bo'lishli gaplarda *"am", "is", "are"* larning og'zaki nutqdagi qisqacha ko'rinishi *'m, 's, 're* shakllarida bo'ladi: *I'm working. He's (she's/it's) coming. We're (you're/they're) talking.*

Hozirgi davomli zamonning **so'roq gap**i *"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) gap**ini 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).*

12) Oddiy o'tgan zamon (Past Simple Tense)

Ishlatilishi. 1) Oddiy o'tgan zamon o'tgan zamondagi biror paytda sodir bo'lgan ish-harakatni aytishda ishlatiladi, m-n.: *yesterday (kecha), last week (o'tgan hafta), last year (o'tgan yil), in 2016 (2016-yilda)* va b. lar. Oddiy o'tgan zamonda faqat o'tgan zamon haqida gap boradi: *I **didn't see** you **yesterday**. **What time did** you **come**?*

O'tgan zamon paytlari

O'tgan yil	O'tgan hafta	Kecha	Hozir

2) Shuningdek, bu zamon hikoyalarda 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 birlik va ko‘plik shaxslar uchun bir xil shaklga ega bo‘ladi *(quyidagi 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.

	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 — cooked cakes. / saw the cow.	Did + We, You, They — cook cakes. / see the cow.	We, You, They — did not (didn’t) cook cakes. / did not (didn’t) see the cow.

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 → hop**ed**;*

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: *try → tr**ied**; reply → repl**ied**;*

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: *plan → pla**nn**ed; stop → sto**pp**ed*;

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, m-n.: *be – was/were; become – became; begin – began; bite – bit; break – broke; bring – brought; build – built; buy – bought; come – came; do – did; draw – drew; drink – drank; drive – drove; eat – ate; fall – fell; feel – felt; fly – flew; get – got; give – gave; go – went; grow – grew; have – had; know – knew; leave – left; make – made; meet – met; read [ri:d] – read [red]; ride – rode; run – ran; say – said; see – saw; sing – sang; sit – sat; sleep – slept; speak – spoke; spend – spent; sweep – swept; swim – swam; take – took; tell – told; think – thought; throw – threw; understand – understood; wake – woke; win – won; write – wrote*.

Oddiy o‘tgan zamonda so‘roq 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 *(121-betdagi jadvalga qarang)*.

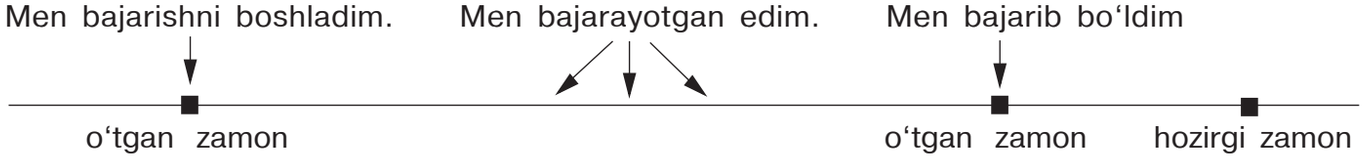
Oddiy o‘tgan zamonda inkor gapning yasalishi

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 *(121-betdagi jadvalga qarang)*.

13) 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. I saw you when you were talking to your friend. What were you doing when I phoned you?*

14) There is (There are) iborasi

Ingliz tilida *“there is”* biror joyda birlikdagi biror narsaning borligini aytishda, *“there are”* esa biror joyda ko‘plikdagi narsalarning borligini aytishda 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?

15) 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.

16) 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 *ishl**ash**, o'q**ish**, kuyl**ash**, yoz**ish*** kabilar ingliz tilidagi gerundiyga to'g'ri keladi: *work**ing*** – *ishl**ash**, read**ing*** – *o'q**ish**, sing**ing*** – *kuyl**ash**, writ**ing*** – *yoz**ish***.

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: *plan → pla**nn**ing; stop → 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: *wa**i**t → wa**i**ting*; *wo**r**k → wo**r**king*.

17) 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 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**?* (Gerundiy haqidagi ma'lumot uchun oldingi sahifadagi 16-mavzuga qarang.)

18) *I would (I'd) like to be ...*

Would like (+ *to be/to do*) xohish, istakni xushmuomalalik bilan aytish uchun ishlatiladi. Masalan: *I'd like two kilos of tomatoes, please*. *Would you like some coffee?*

19) *Some* va *any*

a) *Some* (biroz, bir nechta) bo'lishli gaplarda sanalmaydigan va ko'plikdagi sanaladigan otlar oldida ishlatiladi. Masalan: *Give me some apples, please*. *There is some milk in the bottle*.

Some so'roq gaplarda savolga "Yes" javobi kutilganda, biror narsa taklif qilinganda yoki narsa so'raganda ham ishlatiladi. Masalan: *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. Masalan: *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. Masalan: *There isn't any fruit in the fridge*. *Do you have any pencils? Is there any juice?*

20) Bog'lovchi (Conjunctions): *and, but, before, after, then, because, or*.

Gaplar va gap bo'laklarini bir-biri bilan bog'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*.

21) Ravish (Adverb)

Ravishlar fe'l haqida ma'lumot beradi, ya'ni fe'lning *qanday, qay tarzda, qay darajada, qay ravishda* bajarilganligini bildiradi va, asosan, fe'ldan keyin ishlatiladi, masalan:

I ***play*** *fe'l tennis* ***well*** *ravish*. (Men tennisni yaxshi o'ynayman.)

Ko'pchilik ravishlar sifatlarga *"-ly"* qo'shimchasini qo'shish orqali yasaladi, masalan:

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, masalan: *well (yaxshi), fast (tez), late (kech), hard (qattiq, tirishqoqlik bilan)*.

22) Ingliz tilida so'z tartibi

Ingliz va o'zbek tillarida gapdagi so'z tartibi bir-biridan farq qiladi. Ingliz tilida gapda oldin ega, keyin kesim, so'ng to'ldiruvchi va nihoyat, hol keladi. Ingliz tilidagi 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.

23) 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.

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
address *n* [ə'dres]	manzil
adult *n* ['ædʌlt, ə'dʌlt]	yoshi katta, (katta yoshli) odam
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, havo porti
album *n* ['ælbəm]	albom
all *pron* [ɔ:l]	hamma
all the things	hamma narsalar
alligator *n* ['ælɪgeɪtə]	alligator *(timsoh)*

aloud *adv* [əˈlaʊd] ovoz chiqarib
alphabet *n* [ˈælfəbet] alifbo
also *adv* [ˈɔːlsəʊ] ham
always *adv* [ˈɔːlwɪz, ˈɔːlweɪz] har doim, doimo
a.m. [ˌeɪˈem] *tungi soat 12 dan kunduzgi 12 gacha bo‘lgan vaqt*

an [ən, æn] *noaniq artikl*
and *conj* [ənd, ænd] va
And you? Sizchi?
angry *adj* [ˈæŋgri] jahldor, jahli chiqqan
animal *n* [ˈænɪm(ə)l] hayvon
answer *n, v* [ˈɑːnsə] 1) javob; 2) javob bermoq
ant *n* [ænt] chumoli
any *adv* [ˈeni] 1) *(so‘roq gaplarda)* biror-bir, hech; 2) *(inkor gaplarda)* hech, hech qanday

any more [ˈenimɔː] yana
Anything else? Yana biror narsa xohlaysizmi?
apple *n* [ˈæp(ə)l] olma
apple juice *n+n* [ˈæpl ˈdʒuːs] 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* [ˈɑːkɪtekt] arxitektor, me’mor
arctic fox *n* [ˌɑːktɪkˈfɒks] arktika tulkisi
are *v* [ɑː] bo‘lmoq *(ko‘plik shaxslar uchun)*
Are you ...? Siz ...misiz?
area *n* [ˈeəriə] hudud, maydon, joy
arm *n* [ɑːm] qo‘l
armadillo *n pl (-s)* [ˈɑːmədɪləʊ] *zool*. armadillo *(zirhlilar oilasi vakili)*
armchair *n* [ˈɑːmtʃeə] kursi, o‘rindiq, kreslo
art *n* [ɑːt] tasviriy san’at
Art Museum *n+n* [ˈɑːt mjuːˌzɪəm] San’at muzeyi
Asian *adj* [ˈeɪʃ(ə)n, ˈeɪʒən] Osiyoga oid, osiyocha
ask *v* [ɑːsk] so‘ramoq
at *prep* [ət, æt] ...da
at all umuman
ate *v* [eɪt] *“eat” fe’lining o‘tgan zamon shakli:* ye(-dim, -ding, -di, -dik, -dingiz, -dilar)

attack *v* [əˈtæk] hujum qilmoq, hamla qilmoq, tashlanmoq
August *n* [ˈɔːgəst] avgust
aunt *n* [ɑːnt] xola, amma
autumn *n* [ˈɔːtəm] kuz
average *adj* [ˈævrɪdʒ] o‘rtacha
awful *adj* [ˈɔːf(ə)l] yomon, rasvo

baa *v* [bɑː] baramoq
baby *n* [ˈbeɪbi] chaqaloq, go‘dak
back *adv* [bæk] 1) orqada, orqasida; 2) qayta, qaytarib
back *n* [bæk] orqa, yelka
bad *adj* [bæd] yomon
bag *n* [bæg] sumka, portfel
bakery *n pl (-ies)* [ˈbeɪkəri] 1) novvoyxona; non do‘koni; 2) non mahsulotlari
ball *n* [bɔːl] to‘p, koptok
balloon *n* [bəˈluːn] havo shari, aerostat
banana *n pl (-s)* [bəˈnɑːnə] banan

bank *n* [bæŋk]	bank
bar *n* [bɑ:]	plitka, taxtacha, bo‘lak
a bar of	bir plitka/bo‘lak ...
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* (am, is, are) *v* [bi:] [əm, ɪz, ə, ɑ:]	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
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
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
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)* ['bɒdi]	gavda, tana
bone *n* [bəʊn]	suyak
book *n* [bʊk]	kitob
book case *n+n* ['bʊkkeɪs]	kitob javoni, kitob tokchasi
book shop *n+n* ['bʊkʃɒp]	kitob do‘koni
boots *n* [bu:ts]	butsi *(futbol botinkasi)*
boring *adj* ['bɔ:rɪŋ]	zerikarli
botany *n* ['bɒtəni]	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:* sotib ol(-dim, -ding, -di, -dik, -dingiz, -dilar)
bowl *n* [bəʊl]	kosa
a bowl of ... [ə 'bəʊl əv ...]	bir kosa ...
a bowl of salad [ə 'bəʊl əv 'sæləd]	bir kosa salat
box *n* [bɒks]	quti
a box of	bir quti ...
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 ...
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
Bulgarian *n* [bʌl'geəriən]	bolgariyalik, bolgar, bolgar kishisi; bolgar ayoli
bull *n* [bʊl]	ho‘kiz, buqa
bus *n* [bʌs]	avtobus
go home by bus	uyga avtobus bilan bormoq
businessman *n pl (-men)* ['bɪznɪsmən]	(erkak) biznesmen, tadbirkor
businesswoman *n (-women)* ['bɪznɪs,wʊmən]	(ayol) biznesmen, tadbirkor
busy *adj* ['bɪzi]	ish bilan band
but *conj* [bʌt]	lekin, ammo
butter *n* ['bʌtə]	sariyog‘
butterfly *n pl (-ies)* ['bʌtəflaɪ]	kapalak
buy *v* [baɪ]	sotib olmoq
by *prep* [baɪ]	bilan, orqali, tomonidan
by metro [baɪ 'metrəʊ]	metro bilan
bye *int* [baɪ]	xayr
cabbage *n* ['kæbɪdʒ]	karam
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]	chaqirmoq; telefon qilmoq
came *v* [keɪm]	*"come" fe'lining o'tgan zamon shakli:* kel(-dim, -ding, -di, -dik, -dingiz, -dilar)
camel *n* ['kæm(ə)l]	tuya
camera *n* ['kæmərə]	fotoapparat
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
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* ['kærəvæn]	karvon
card *n* [kɑ:d]	otkritka, tabrik xati
cardboard *n* ['kɑ:dbɔ:d]	karton
careful *adj* ['keəf(ə)l]	ehtiyotkor
carrot *n* ['kærət]	sabzi
carry *v* ['kæri]	ko'tarib yurmoq
cartoon *n* [kɑ:'tu:n]	multfilm
cat *n* [kæt]	mushuk
caterpillar *n* ['kætəˌpɪlə]	kapalakqurt
cave *n* [keɪv]	g'or
CD (compact disk) [ˌsi:'di:]	CD (kompakt-disk)
celebrate *v* ['selɪbreɪt]	bayram qilmoq, nishonlamoq
celebration *n* [ˌselɪ'breɪʃ(ə)n]	bayram
central *adj* ['sentrəl]	markaziy
centre *n* ['sentə]	markaz
century *n* *pl (-ies)* ['sentʃəri]	asr, yuz yillik vaqt
cereal *n* ['sɪəriəl]	1) donli mahsulotlardan tayyorlangan taom; 2) boshoqli g'alla o'simligi
chain *n* [tʃeɪn]	zanjir
chair *n* [tʃeə]	stul
chalk *n* [tʃɔ:k]	bo'r
champion *n* ['tʃæmpɪən]	chempion
change *v* [tʃeɪndʒ]	o'zgartirmoq
Changing of the Guard	qorovul almashinuvi
channel *n* ['tʃænl]	*(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* ['tʃi:zbɜ:gə]	chizburger
cheetah *n* ['tʃi:tə]	gepard
chef *n* [ʃef]	oshpaz
cherry *n* *pl (-ies)* ['tʃeri]	olcha
chess *n* [tʃes]	shaxmat
chick *n* [tʃɪk]	jo'ja
chicken *n* ['tʃɪkɪn]	tovuq
chief *n* [tʃi:f]	boshliq, rahbar
child *n* *pl (children)* [tʃaɪld]	bola

children *n* ['tʃɪldrən]	bolalar
Chinese New Year *n* ['tʃaɪni:z ˌnju: 'jɪə]	xitoycha yangi yil
chips *n* [tʃɪps]	chips *(qovurilgan kartoshka)*
chocolate *n* ['tʃɒklɪt]	shokolad
choose *v* [tʃu:z]	tanlamoq
cinema *n* ['sɪnɪmə]	kinoteatr
circle *n, v* ['sɜ:k(ə)l]	1) aylana; 2) aylantirib chizmoq
circus *n* ['sɜ:kəs]	sirk
city *n pl (-ies)* ['sɪti]	katta shahar
clap *v* [klæp]	qarsak, chapak chalmoq
clasp *v* [klɑ:sp]	qismoq, siqmoq
class *n* [klɑ:s]	sinf; dars
classbook *n* ['klɑ:sbʊk]	darslik
classical music *adj+n* ['klæsɪk(ə)l ˌmju:zɪk]	mumtoz musiqa
classmate *n* ['klɑ:smeɪt]	sinfdosh
classroom *n* ['klɑ:srʊm]	sinfxona
classroom things *n+n* ['klɑ: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) aniq; 2) toza; 3) 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)
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]	kelmoq
come from	...dan kelmoq
come home *v+n* [ˌkʌm 'həʊm]	uyga kelmoq
comedy *n pl* (-ies) ['kɒmɪdi]	komediya
comfortable *adj* ['kʌmftəbl]	qulay, shinam
complete *v* [kəm'pli:t]	tamomlamoq, tugallamoq
computer *n* [kəm'pju:tə]	kompyuter
computer game *n+n* [kəm'pju:tə ˌgeɪm]	kompyuter o'yini
computer programmer *n+n* [kəm'pju:tə 'prəʊgræmə]	kompyuter dasturchisi
confetti *n pl (confetti)* [kən'feti]	mayda rangli qog'oz

Constitution Day *n* [ˌkɒnstɪˈtjuːʃn ˈdeɪ]	Konstitutsiya kuni
continent *n* [ˈkɒntɪnənt]	qit'a, mintaqa
cook *v, n* [kʊk]	1) pishirmoq, ovqat tayyorlamoq; 2) oshpaz
cooker *n* [ˈkuːkə]	plita, pechka, o'choq
cool *adj* [kuːl]	salqin
copy *v* [ˈkɒpi]	ko'chirmoq
copybook *n* [ˈkɒpibʊk]	daftar
corn *n pl (–)* [kɔːn]	don, g'alla
corner *n* [ˈkɔːnə]	burchak
correct *adj, v* [kəˈrekt]	1) to'g'ri; 2) to'g'rilamoq
cost *n, v* (*past* cost) [kɒst]	narx; turmoq *(narx haqida)*
count *v* [kaʊnt]	sanamoq
country *n pl (-ies)* [ˈkʌntri]	mamlakat
cousin *n* [ˈkʌzn]	ammavachcha, xolavachcha, amakivachcha, tog'avachcha
cow *n* [kaʊ]	sigir
crayon *n* [ˈkreɪən]	rangli bo'r
crocodile *n* [ˈkrɒkədaɪl]	timsoh
cross *n, v* [krɒs]	1) X belgisi; 2) X (eks) qilib chizmoq
crossword *n* [ˈkrɒswɜːd]	krossvord
do crosswords [ˈduː ˈkrɒswɜːdz]	krossvord yechmoq
crow *v* [krəʊ]	qichqirmoq *(xo'roz haqida)*
crown *n* [kraʊn]	toj
cucumber *n* [ˈkjuːkʌmbə]	bodring
cup *n* [kʌp]	finjon, chashka
a cup of tea [ə ˈkʌp əv ˈtiː]	bir finjon choy
cupboard *n* [ˈkʌpbəd]	oziq-ovqat/idish-tovoq javoni (shkafi)
curly *adj* [ˈkɜːli]	jingalak
curtain *n* [ˈkɜːtən]	parda
customer *n* [ˈkʌstəmə]	xaridor
cut *v* [kʌt]	kesmoq, qirqmoq
cut down *v* [ˈkʌt ˈdaʊn]	kesmoq
cycle *v* [ˈsaɪk(ə)l]	velosipedda uchmoq
dad *n* [dæd]	dada; ota
dairy *adj* [ˈdeəri]	sutdan qilingan, sut ...
dance *n, v* [dɑːns]	1) raqs; 2) raqsga tushmoq
dancer *n* [ˈdɑːnsə]	raqqos, raqqosa, o'yinchi
dangerous *adj* [ˈdeɪndʒrəs]	xavfli
dark *adj* [dɑːk]	1) qora, qoramtir; 2) qorong'i
date *n* [deɪt]	sana
daughter *n* [ˈdɔːtə]	qiz
day *n* [deɪ]	kun
dear *adj* [dɪə]	qadrli, aziz
December *n* [dɪˈsembə]	dekabr
decoration *n* [ˌdekəˈreɪʃn]	bezak
deer *n pl (–)* [dɪə]	bug'u
degree *n* [dɪˈgriː]	daraja
delicious *adj* [dɪˈlɪʃəs]	shirin, mazali
desert *n* [ˈdezət]	cho'l, sahro
desk *n* [desk]	yozuv stoli, parta
destroy *v* [dɪˈstrɔɪ]	buzmoq, yo'q qilmoq
dialogue *n* [ˈdaɪəlɒg]	dialog
diary *n pl (-ies)* [ˈdaɪəri]	kundalik daftar
dictation *n* [dɪkˈteɪʃ(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
dish *n* [dɪʃ] 1) idish-tovoq; 2) taom
dishwasher *n* ['dɪʃwɒʃə] idish-tovoq yuvish mashinasi
do *v* [du:] 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
dragon dance *n+n* ['drægn ˌdɑ:ns] ajdar raqsi
draughts *n* ['drɑ:fts] shashka
draw *v* (*past* drew) [drɔ:] chizmoq, rasm solmoq
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
driver *n* ['draɪvə] haydovchi
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
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
elder *adj* ['eldə]	to‘ng‘ich, katta
electricity *n* *pl (-)* [ɪˌlek'trɪsɪti]	tok, elektr toki
electronic engineer [ɪˌlek'trɒnɪk ˌendʒɪ'nɪə]	muhandis elektronchi
elephant *n* ['elɪfənt]	fil
eleven *num* [ɪ'lev(ə)n]	o‘n bir
eleventh *num* [ɪ'levənθ]	o‘n birinchi
emperor *n* ['empərə]	imperator, xoqon
emu *n* ['i:mju:]	*zool*. emu
end *v* [end]	tuga(lla)moq, tamomlamoq
energy *n* *pl (-)* ['enədʒi]	energiya, quvvat
engineer [ˌendʒɪ'nɪə]	muhandis
English *adj, n* ['ɪŋglɪʃ]	1) inglizcha; ingliz; 2) ingliz tili
enjoy *v* [ɪn'dʒɔɪ]	maza (huzur) qilmoq, zavqlanmoq, rohatlanmoq
equator *n* [ɪ'kweɪtə]	ekvator
eraser *n* [ɪ'reɪzə]	o‘chirg‘ich
Eskimo *n* ['eskɪməʊ]	eskimos *(millat)*
eucalyptus *n* [ˌju:kə'lɪptəs]	*bot*. evkalipt
evening *n* ['i:vnɪŋ]	kechqurun, oqshom
Good evening.	Xayrli oqshom.
in the evening *adv*	kechqurun, oqshomda
every *det* ['evri]	har bir, har...
every day *adv* ['evrideɪ]	har kuni
everybody *pron* ['evribɒdi]	hamma
everything *pron* ['evriθɪŋ]	hamma narsa
everywhere *pron* ['evriweə]	hamma yerda
Excuse me, who’s this?	Uzr, siz kimsiz (bu kim)?
exciting *adj* [ɪk'saɪtɪŋ]	hayajonli, qiziqarli, maroqli
expensive *adj* [ɪk'spensɪv]	qimmat
eye *n* [aɪ]	ko‘z
face *n* [feɪs]	yuz, bet
fact *n* [fækt]	fakt, dalil, isbot
fairy tale *adj+n* ['feəri 'teɪl]	ertak
fall *v* [fɔ:l]	1) tushmoq, pasaymoq; 2) yog‘moq (qor)
fall asleep *v+adj* ['fɔ:l ə'sli:p]	uxlab qolmoq
false *adj* [fɔ:ls]	yolg‘on, noto‘g‘ri
family *n* *pl (-ies)* ['fæməli]	oila
family tree *n+n* [ˌfæməli 'tri:]	shajara
famous *adj* ['feɪməs]	mashhur
fantastic *adj* [fæn'tæstɪk]	ajoyib, g‘aroyib
fantasy *n* ['fæntəsi]	tasavvur

far *adv* [fɑ:] uzoq
far from *adv* [ˈfɑ:frəm] ...dan uzoq
farm *n* [fɑ:m] ferma
farmer *n* [ˈfɑ:mə] fermer, dehqon
fast *adv* [fɑ:st] tez
fast food *adj+n* [ˈfɑ:stˈfu:d] tez tayyor bo‘ladigan taom
father *n* [ˈfɑ:ðə] ota
Father’s Day *n+n* [ˌfɑ:ðəz ˈdeɪ] Otalar kuni
favourite *adj, n* [ˈfeɪv(ə)rɪt] 1) sevimli; 2) yoqtirgan narsasi
February *n* [ˈfebrʊəri] fevral
feed *v* [fi:d] ovqatlantirmoq, boqmoq
feed the animals *v+n* [ˈfi:d ðɪ ˈænɪməlz] hayvonlarga yemish bermoq
feel *v* [fi:l] 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*
Ferris wheel *n+n* [ˈferɪsˌwi:l] charxpalak *(o‘yin-kulgi qurilmasi)*
fifteen *num* [ˌfɪfˈti: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 *v* [faɪt] 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] 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
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
flat *n* [flæt] kvartira
floor *n* [flɔ:] 1) qavat; 2) pol
on the ground floor birinchi qavatda
on the first floor ikkinchi qavatda
flour *n pl (–)* [ˈflaʊə] un
flower *n* [ˈflaʊə] gul
fly *v* [flaɪ] 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]	oyoq
go on foot	piyoda bormoq
football *n* ['fʊtbɔ:l]	futbol
play football *v+n*	futbol o‘ynamoq
football player *n+n* ['fʊtbɔ:l ˌpleɪə]	futbol o‘yinchisi
footprint *n* ['fʊtprɪnt]	iz, oyoq izi
for *prep* [fə, fɔ:]	uchun
for example = e.g. [fərɪg'zɑ:mp(ə)l]	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
fun *n, adj* [fʌn]	1) xursandchilik; 2) zavqlanarli
funny *adj* ['fʌni]	qiziq, kulgili
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]	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 [ˈgetʌp]	o‘rnidan turmoq
get washed *v+adj* [ˌget ˈwɒʃt]	yuvinmoq
get home *v+n* [ˌget ˈhəʊm]	uyga yetib kelmoq
get to school [ˌget tə ˈskuːl]	maktabga yetib olmoq/bormoq
giraffe *n* [dʒɪˈrɑːf]	jirafa
girl *n* [gɜːl]	qiz bola
give *v* (*past* gave) [gɪv]	bermoq
glass *n* [glɑːs]	stakan
a glass of juice [ə ˈglɑːs əv ˈdʒuːs]	bir stakan sharbat
global warming *adj+n* [ˈgləʊbəl ˈwɔːmɪŋ]	iqlimning dunyoviy ilishi
go *v* [gəʊ]	yurmoq, bormoq
go away [ˌgəʊ əˈweɪ]	ketmoq (nariga)
go fishing *v+n* [ˈgəʊ ˈfɪʃɪŋ]	baliq ovlamoq
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)*
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 bolasi, jo‘ja g‘oz
got [gɒt]	*“get” fe’lining o‘tgan zamon shakli:* yetib kel(-dim, -ding, -di, -dik, -dingiz, -dilar)
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* [gri:k]	grek; grek tili
green *adj* [gri:n]	yashil
greet *v* [gri:t]	salomlashmoq
greeting *n* [ˈgri:tɪŋ]	salomlashish
grey *adj* [greɪ]	kulrang
group *n* [gru:p]	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

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* [ˈheɪlstɔ:m]	do‘lli bo‘ron
hair *n pl (–)* [heə]	soch
do hair *v+n*	sochni taramoq
half *adj* [hɑ:f]	yarim
half a kilo [ˈhɑ:fəˌkɪləʊ]	yarim kilogramm
half-term *adj+n* [ˌhɑ:fˈtɜ:m]	yarim choraklik
hamburger *n* [ˈhæmbɜ:gə]	gamburger
hand *n* [hænd]	1) qo‘l; 2) tomon
handball *n* [ˈhændbɔ:l]	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*	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
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 ...
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-jump *n+n* [ˈhaɪdʒʌmp]	balandlikka sakrash
do the high-jump *v+n* [ˈdu: ðə ˈhaɪdʒʌmp]	balandlikka sakramoq

high temperature *adj+n* [ˈhaɪ ˈtemprətʃə]	baland harorat
hiking *n* [ˈhaɪkɪŋ]	yayov ekskursiya, piyoda sayr
him *pron* [hɪm]	uni, unga *(erkaklar uchun)*
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
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* [ˈhəʊmwɜ:k]	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* [hɔ:s]	ot
horse riding *n* [ˈhɔ:s ˈraɪdɪŋ]	ot minish
hospital *n* [ˈhɒspɪtl]	kasalxona, shifoxona
at the hospital [ət ðə ˈhɒspɪtl]	shifoxonada
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* [ˈhju:mən]	odam; inson
humming bird *n* [ˈhʌmɪŋbɜ:d]	kolibri
hundred [ˈhʌndrəd]	yuz *(sanoq son)*
hungry *adj* [ˈhʌŋgri]	och, ochiqqan, qorni och
husband *n* [ˈhʌzbənd]	er
hyena *n* [haɪˈi:nə]	sirtlon, yoldor bo‘ri
hygiene *n* [ˈhaɪdʒi:n]	gigiyena
I *pron* [aɪ]	men
ice [aɪs]	muz
ice cream *n+n* [ˈaɪskri:m]	muzqaymoq
icy *adj* [ˈaɪsi]	muzli
I’d like...	...istayman, ...xohlayman
I’m full.	To‘ydim.
important *adj* [ɪmˈpɔ:tənt]	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
Independence Day *n+n* [ˌɪndɪˈpendəns ˈdeɪ]	Mustaqillik kuni
indigo *adj* [ˈɪndɪgəʊ]	to‘q ko‘k
information *n pl (–)* [ˌɪnfəˈmeɪʃ(ə)n]	ma’lumot, axborot
insect *n* [ˈɪnsekt]	hasharot
interest *v* [ˈɪntrɪst]	qiziqtirmoq
interesting *adj* [ˈɪntrɪstɪŋ]	qiziqarli, qiziq
interpreter *n* [ɪnˈtɜ:prɪtə]	tarjimon
interview *n, v* [ˈɪntəvju:]	1) intervyu; 2) intervyu olmoq
invitation *n* [ˌɪnvɪˈteɪʃ(ə)n]	taklifnoma
invitation card *adj+n* [ˌɪnvɪˈteɪʃn ˈkɑ:d]	taklifnoma
invite *v* [ɪnˈvaɪt]	taklif qilmoq
Irish *adj, n* [ˈaɪərɪʃ]	irlandcha; irland; irland tili
iron *n* [ˈaɪən]	dazmol
do the ironing *v+n* [ˈdu: ðə ˈaɪənɪŋ]	kiyim-kechakni dazmol qilmoq
is *v* [ɪz]	bo‘lmoq *(3-shaxs birlik uchun)*
island *n* [ˈaɪlənd]	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 ˈtu: əˈklɒk]	Soat ikki bo‘ldi.
It’s 2.05. [ɪts ˈtu: əʊ ˈfaɪv]	Soat ikkidan besh daqiqa o‘tdi.
It’s two thirty. [ɪts ˈtu: ˈθɜ:ti]	Soat ikki yarim bo‘ldi.
It’s two thirty-five. [ɪts ˈtu: ˈθɜ:ti ˈfaɪv]	Soat ikkidan o‘ttiz besh daqiqa o‘tdi.
its *det, adj* [ɪts]	uning
jacket *n* [ˈdʒækɪt]	kurtka, kalta kamzul
jaguar *n* [ˈdʒægjuə]	*zool*. yaguar
jam *n* [dʒæm]	murabbo
January *n* [ˈdʒænjʊəri]	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* [ˈdʒəʊɪ]	kenguru bolasi
joke *n* [dʒəʊk]	hazil
July *n* [dʒʊˈlaɪ]	iyul
jump *v* [dʒʌmp]	sakramoq
jump a rope *v+n* [ˈdʒʌmp əˈrəʊp]	arqon (arg‘amchi) sakramoq
jumper *n* [ˈdʒʌmpə]	sakrovchi
jumping *n* [ˈdʒʌmpɪŋ]	sakrash
June *n* [dʒu:n]	iyun
jungle *n* [ˈdʒʌŋgl]	chakalakzor, changalzor, qalin o‘rmon
kangaroo *n* [ˌkæŋgəˈru:]	kenguru
keep *v* [ki:p]	saqlamoq, asramoq
keep clean [ˈki:p ˌkli:n]	toza tutmoq
keeper *n* [ˈki:pə]	qorovul
kettle *n* [ketl]	qumg‘on, chovgun
kid *n* [kɪd]	1) uloq, echki bolasi; 2) bola, kichkintoy
kill *v* [kɪl]	o‘ldirmoq
kilo *n* [ˈki:ləʊ]	kilogramm
a kilo of	bir kilogramm ...
a kilo of tomatoes [ə ˈki:ləʊ əv təˈmɑ:təʊz]	bir kilogramm pomidor
kilometre *n* [kɪˈlɒmɪtə]	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]	bilmoq
koala *n* [kəʊ'ɑ:lə]	*zool.* koala
ladybird *n* ['leɪdɪbɜ:d]	xonqizi
lake *n* [leɪk]	ko‘l
lamb *n* [læm]	qo‘zichoq
language *n* ['læŋgwɪdʒ]	til
last *adj* [lɑ:st]	o‘tgan
late *adv* [leɪt]	kech, kech qolgan
be late	kechikmoq, kech qolmoq
laugh *v* [lɑ:f]	kulmoq
lay the table *v+n* ['leɪ ðə 'teɪbl]	dasturxon yozmoq
lazy *adj* ['leɪzi]	yalqov, dangasa, ishyoqmas
leaf *n pl (leaves)* [li:f]	barg
learn *v* [lɜ:n]	o‘rganmoq
learn by heart [ˌlɜ:n baɪ 'hɑ:t]	yodlamoq, yod olmoq
leave home/school [ˌli:v 'həʊm / 'sku:l]	uydan/maktabdan chiqmoq
left *adv* [left]	chap tomon, chap
on the left *prep* [ɒn ðə 'left]	chap tomonda
leg *n* [leg]	oyoq
lemon *n* ['lemən]	limon
lemonade *n* ['lemə'neɪd]	limonad
leopard *n* ['lepəd]	qoplon
lesson *n* ['les(ə)n]	dars
Let’s … [lets]	Kelinglar…
Let’s go. [ˌlets'gəʊ]	Yur(ing), ketdik.
letter *n* ['letə]	1) harf; 2) xat
lettuce *n* ['letɪs]	salat *(ko‘kat turi)*
librarian *n* [laɪ'breəriən]	kutubxonachi
library *n pl (-ies)* ['laɪbrəri]	kutubxona
light *adj* [laɪt]	1) yorug‘; 2) yengil
like *v* [laɪk]	yoqtirmoq, yaxshi ko‘rmoq
I’d like … [aɪd 'laɪk ...]	… xohlayman/istayman
I like doing …	Men … qilishni yoqtiraman.
life *n* [laɪf]	hayot
line *n* [laɪn]	1) chiziq; 2) yo‘nalish, yo‘l *(metro yo‘li haqida)*
lion *n* ['laɪən]	sher, arslon
list *n* [lɪst]	ro‘yxat
listen *v* ['lɪsn]	tinglamoq, eshitmoq
literature *n* ['lɪt(ə)rətʃə]	adabiyot
litre *n* ['li:tə]	litr
little *adj* ['lɪtl]	kichkina
a little	biroz …

live *v* [lɪv]	yashamoq
living room *n+n* ['lɪvɪŋrʊm]	mehmonxona *(uydagi xona)*
lizard *n* ['lɪzəd]	kaltakesak
long *adj* [lɒŋ]	uzoq, uzun
long-jump *n+n* ['lɒŋdʒʌmp]	uzunlikka sakrash
do the long-jump ['du: ðə 'lɒŋdʒʌmp]	uzunlikka sakramoq
look *v* [lʊk]	1) qaramoq; 2) ...ko'rinadi
The beans look good. [ðə 'bi:nz 'lʊk ˌgʊd]	Loviyaning ko'rinishi yaxshi.
look after [ˌlʊk 'ɑ:ftə]	g'amxo'rlik qilmoq
look at ['lʊkət]	biror narsaga qaramoq
look like ['lʊklaɪk]	o'xshamoq, ko'rinmoq
a lot of [ə'lɒtəv]	ko'p
loud *adj* [laʊd]	baland ovozli
loudly *adv* ['laʊdli]	baland ovoz bilan
love *n, v* [lʌv]	1) sevgi; 2) sevmoq, yaxshi ko'rmoq
lovely *adj* ['lʌvli]	sevimli
low *adj* [ləʊ]	1) past; 2) kam, oz
lucky *adj* ['lʌki]	baxtli, omadli
lunch *n* [lʌntʃ]	tushlik
have lunch *v+n*	tushlik qilmoq
lunchbox *n* ['lʌntʃbɒks]	*(o'quvchi, ishchi uchun)* ovqat qutisi
magazine *n* [ˌmægə'zi:n]	jurnal
main *adj* [meɪn]	asosiy
make *v* [meɪk]	yasamoq, tuzmoq, qilmoq
make bed *v+n*	o'rin (joy) solmoq
make a video *v+n* [' -ə'vɪdiəʊ]	video tasvirga olmoq
make palov *v+n* [' -pʌ'ləʊ]	palov pishirmoq
man *n pl (men)* [mæn, men]	(erkak) kishi
mandrill *n* ['mændrɪl]	mandril *(maymun turi)*
manner *n* ['mænə]	odob, axloq
many *det* ['meni]	ko'p
map *n* [mæp]	xarita
Maori *n, adj* ['maʊri]	maori *(millat)*
March *n* [mɑ:tʃ]	mart
mark *n, v* [mɑ:k]	1) baho; 2) baholamoq
marker *n* ['mɑ:kə]	marker *(chizish uchun katta flomaster)*
market *n* ['mɑ:kɪt]	bozor
match *n v* [mætʃ]	1) gugurt; 2) mos keltirmoq, mos keladiganini tanlamoq
mathematics *n* [ˌmæθɪ'mætɪks]	matematika
maths *n* [mæθs]	matematika
maths teacher *n+n* ['mæθs 'ti:tʃə]	matematika o'qituvchisi
mausoleum *n* [ˌmɔ:sə'li:əm]	maqbara
May *n* [meɪ]	may
May Day *n+n* ['meɪ 'deɪ]	May Kuni bayrami *(Angliyada)*
May king *n+n* ['meɪ 'kɪŋ]	May qiroli
May queen *n+n* ['meɪ 'kwi:n]	May qirolichasi
maybe *adv* ['meɪbi]	balki
maypole *n* ['meɪpəʊl]	may bayrami ustuni
me *pron* [mi, mi:]	meni, menga
meal *n* [mi:l]	taom, ovqat
mean *v* (*past* meant) [mi:n]	anglatmoq
meaning *n* ['mi:nɪŋ]	ma'no
meat *n* [mi:t]	go'sht

mechanic *n* [mɪˈkænɪk]	mexanik
meet *v* (*past* met) [miːt]	uchrashmoq, uchratmoq
melon *n* [ˈmelən]	qovun
melt *v* [melt]	erimoq
meow *v* [miˈaʊ]	miyovlamoq
met *v* [met]	*“meet” fe’lining o‘tgan zamon shakli*
metre *n* [ˈmiːtə]	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
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 ˈkɑː]	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* [muː]	ma’ramoq (sigir haqida)
mop the floor *v+n* [ˈmɒp ðə ˈflɔː]	polni shvabra bilan artmoq
more *adv* [mɔː]	1) ...roq *(ko‘p bo‘g‘inli sifatlarning qiyosiy darajasini yasashda ishlatiladi);* 2) ko‘proq
more beautiful [ˈmɔː ˈbjuːtɪfl]	chiroyliroq
more interesting [ˈmɔː ˈɪntrɪstɪŋ]	qiziqroq
morning *n* [ˈmɔːnɪŋ]	ertalab, tong
Good morning.	Xayrli tong.
in the morning *adv*	ertalab, tongda
mosque *n* [mɒsk]	masjid
mosquito *n* *pl (-es)* [məˈskiːtəʊ]	chivin
most [məʊst]	eng *(ko‘p bo‘g‘inli sifatlarning orttirma darajasini yasashda ishlatiladi)*
the most beautiful [ðə ˈməʊst ˈbjuːtɪfl]	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
mountain *n* [ˈmaʊntɪn]	tog‘
mouse *n* [maʊs] *pl (mice)* [maɪs]	sichqon
mouth *n* [maʊθ]	og‘iz
move *v* [muːv]	silji(t)moq, ko‘ch(ir)moq
Mr *n* [ˈmɪstə]	janob
Mrs *n* [ˈmɪsɪz]	xonim
much *det* [mʌtʃ]	ko‘p
mulberry *n* [ˈmʌlbəri]	tut

mum *n* [mʌm]	oyi
museum *n* [mju:'zɪəm]	muzey
mushroom *n* ['mʌʃru:m]	qo‘ziqorin
music *n* ['mju:zɪk]	musiqa
musical parade *adj+n* ['mju:zɪk(ə)l pə'reɪd]	musiqiy parad
must *v* [məst, mʌst]	kerak, lozim
my *adj* [maɪ]	mening
My name is ...	Mening ismim ...
name *n* [neɪm]	ism, nom
napkin *n* ['næpkɪn]	qo‘l sochiq; salfetka
nationality *n* *pl (-ies)* [ˌnæʃə'nælɪti]	millat
nature *n* ['neɪtʃə]	tabiat
Navruz *n* [nʌv'ru:z]	Navro‘z bayrami
near *adv* [nɪə]	yaqinida
need *v* [ni:d]	muhtoj (kerak) bo‘lmoq
neigh *v* [neɪ]	kishnamoq
nephew *n* ['nefju:]	*(o‘g‘il)* jiyan
nest *n* [nest]	uya, in
never *adv* ['nevə]	hech qachon
new *adj* [nju:]	yangi
New Year *adj+n* [ˌnju: 'jɪə]	Yangi yil
news *n* [nju:z]	yangilik
newspaper *n* ['nju:sˌpeɪpə]	gazeta
next to *prep* ['nekst 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 'hʌndrəd]	to‘qqiz yuz
nineteen *num* [ˌnaɪn'ti:n]	o‘n to‘qqiz
ninety *num* ['naɪnti]	to‘qson
ninety-one *num* [ˌnaɪnti 'wʌn]	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* ['nɔɪzɪli]	shovqin solib
noisy *adj* ['nɔɪzi]	shovqinli
north *n* [nɔ:θ]	shimol
north-east [ˌnɔ:θ'i:st]	shimoli-sharq
north-west [ˌnɔ:θ'west]	shimoli-g‘arb
nose *n* [nəʊz]	burun
notice *n* ['nəʊtɪs]	eslatma, belgi
November *n* [nəʊ'vembə]	noyabr
now *adj* [naʊ]	hozir, endi
number *n* ['nʌmbə]	nomer, raqam
nurse *n* [nɜ:s]	hamshira
ocean *n* ['əʊʃən]	okean, ummon
o’clock *adv* [ə'klɒk]	soat *(vaqt haqida)*
October *n* [ɒk'təʊbə]	oktabr

of *prep* [əv, ɒv]	…ning
of course [ˌəv ˈkɔːs]	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]	xurullamoq *(cho‘chqa haqida)*
old *adj* [əʊld]	1) eski; 2) yoshi katta, qari
omelette *n* [ˈɒmlɪt]	quymoq
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
opposite *prep* [ˈɒpəzɪt]	qarshisida, ro‘parasida
or *conj* [ɔː]	yoki
orange *n, adj* [ˈɒrɪndʒ]	1) apelsin; 2) olovrang, to‘q sariq
orange juice *n+n* [ˈɒrɪndʒ ˈdʒuːs]	apelsin sharbati
order *n* [ˈɔːdə]	tartib
ostrich *n* [ˈɒstrɪtʃ]	tuyaqush
other *det* [ˈʌðə]	boshqa
our *adj* [aʊə]	bizning
ox *n* [ɒks]	buqa, ho‘kiz
oxygen *pl (-)* [ˈɒksɪdʒən]	kislorod
packet *n* [ˈpækɪt]	paket, qog‘ozxalta
a packet of	bir paket …
page *n* [peɪdʒ]	sahifa, bet
pageboy *n* [ˈpeɪdʒbɔɪ]	kelinning o‘rtog‘i *(o‘g‘il bola)*
paid *v* [peɪd]	*“pay” fe’lining o‘tgan zamon shakli*
pair *n* [peə]	juft
palace *n* [ˈpælɪs]	saroy
pancake *n* [ˈpænkeɪk]	blin, quymoq
pancake race *n+n*	quymoq poygasi
paper *n* [ˈpeɪpə]	1) qog‘oz; 2) hujjat
parade *n* [pəˈreɪd]	parad, namoyish
parents *n* [ˈpeərənts]	ota-ona
park *n* [pɑːk]	istirohat bog‘i
parrot *n* [ˈpærət]	to‘tiqush
partner *n* [ˈpɑːtnə]	sherik, hamkor
party *n* *pl (-ies)* [ˈpɑːti]	bazm
past *prep* [pɑːst]	o‘tgan
half past [hɑːf ˈpɑːst]	…dan yarim soat o‘tgan
It’s half past nine.	Soat to‘qqiz yarim bo‘ldi.
quarter past [ˈkwɔːtə ˈpɑːst]	…dan chorak (15) daqiqa o‘tgan
pasta *n* [ˈpæstə]	makaron mahsulotlari
pay *v* [peɪ] *(past* paid*)*	to‘lamoq
PE *n* [ˈpiː ˈiː]	jismoniy tarbiya *(dars)*
pea *n* [piː]	no‘xat
peach *n* [piːtʃ]	shaftoli
peach juice *n+n* [ˈpiːtʃ ˈdʒuːs]	shaftoli sharbati
peacock *n* [ˈpiːkɒk]	tovus
pear *n* [peə]	nok

pear juice *n+n* [ˈpeə ˈdʒuːs]	nok sharbati
pen *n* [pen]	ruchka
pencil *n* [ˈpensl]	qalam
pencil case *n+n* [ˈpenslkeɪs]	qalamdon
penguin *n* [ˈpeŋgwɪn]	pingvin
people *n* [ˈpiːpl]	odamlar
pepper *n* [ˈpepə]	qalampir, garmdori
perfume *n* [ˈpɜːfjuːm]	duxi, atir
period of time [ˈpɪəriədəv ˈtaɪm]	vaqt davri
person *n* [ˈpɜːsn]	shaxs
pet *n* [pet]	uy hayvoni *(sevimli hayvon)*
phew *int* [fjuː]	uf
phone *v* [fəʊn]	telefon qilmoq, qo‘ng‘iroq qilmoq
photo *n* [ˈfəʊtəʊ]	fotosurat
photographer *n* [fəˈtɒgrəfə]	fotograf, suratkash
piano *n* [piˈænəʊ]	pianino
pick *v* [pɪk]	termoq
picnic *n* [ˈpɪknɪk]	sayr
picture *n* [ˈpɪktʃə]	rasm, surat
pie *n* [paɪ]	pirog
piece *n* [piːs]	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* [ˈpiːtsə]	pitsa
place *n* [pleɪs]	joy
plane *n* [pleɪn]	samolyot
plant *n, v* [plɑːnt]	1) o‘simlik; 2) ekmoq
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/games *v+n* [ˈpleɪ ˈhɒpskɒtʃ/geɪmz]	sopolak/o‘yinlar o‘ynamoq
play tag *v+n* [ˈpleɪ ˈtæg]	quvlashmachoq o‘ynamoq
play the guitar *v+n* [ˈpleɪ ðə gɪˈtɑː]	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* [pliːz]	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. [ˌpiːˈem]	*kunduzgi soat 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* [pəˈliːs ˌɒfɪsə]		politsiyachi
police station *n+n* [pəˈliːs ˌsteɪʃn]		politsiya mahkamasi
policeman *n pl (-men)* [pəˈliːsmən]		politsiya xodimi, politsiyachi
polite *adj* [pəˈlaɪt]		odobli, xushmuomala
pomegranate *n* [ˈpɒmɪgrænɪt]		anor
pop *n* [pɒp]		pop *(musiqa)*
popular *adj* [ˈpɒpjʊlə]		mashhur
population *n pl (-)* [ˌpɒpjʊˈleɪʃən]		aholi
porridge *n* [ˈpɒrɪdʒ]		bo‘tqa, kasha
portfolio *n pl (-s)* [pɔːtˈfəʊliəʊ]		muhim hujjatlar jildi (papkasi)
postcard *n* [ˈpəʊstkɑːd]		ochiq xat, otkritka
poster *n* [ˈpəʊstə]		poster, plakat
pouch *n* [paʊtʃ]		xalta *(kenguru haqida)*
poult *n* [pəʊlt]		kurka jo‘jasi
pour *v* [pɔː]		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) [ˌpiːˈes]		xatdan keyin yoziladigan qo‘shimcha yozuv
pumpkin *n* [ˈpʌmpkɪn]		oshqovoq
Pumpkin Museum *n+n* [ˈpʌmpkɪn mjuːˌzɪəm]		Qovoqlar muzeyi
pupil *n* [ˈpjuːp(ə)l]		o‘quvchi
puppy *n pl (-ies)* [ˈpʌpi]		kuchukcha
purple *adj* [ˈpɜːpəl]		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* [ˈduː ˈpʌz(ə)l]		boshqotirma yechmoq
quack *v* [kwæk]		g‘ag‘alamoq *(o‘rdak haqida)*
quail *n* [kweɪl]		bedana
quarter *adj* [ˈkwɔːtə]		chorak
It is a quarter past nine.		Soat to‘qqizdan o‘n besh daqiqa o‘tdi.
quarter to ... [ˈkwɔːtə tə]		...dan chorak daqiqa o‘tdi
queen *n* [kwiːn]		qirolicha
question *n* [ˈkwestʃ(ə)n]		savol
queue *v* [ˈkjuː]		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* [ˈreɪnfɔːl]		yog‘ingarchilik
rain forest *n+n* [ˈreɪnfɒrɪst]		sernam tropik o‘rmon
rainy *adj* [ˈreɪni]		yomg‘irli, seryomg‘ir
raisin *n* [ˈreɪzn]		mayiz

rat *n* [ræt]	kalamush
raw *adj* [rɔ:]	xom, pishmagan
read *v* [ri:d]	o‘qimoq
reading *n* [ˈri:dɪŋ]	o‘qish
record *v* [ˈrekɔ:d]	yozib olmoq, qayd qilmoq
recycle *v* [ˌri:ˈsaɪkl]	qayta ishlamoq
red *adj* [red]	qizil
reduce *v* [rɪˈdju:s]	qisqartirmoq, kamaytirmoq
region *n* [ˈri:dʒ(ə)n]	viloyat
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
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
ribbon *n* [ˈrɪbən]	lenta, tasma
rice *n* [raɪs]	guruch
rich *adj* [rɪtʃ]	boy
ride *v* [raɪd]	minmoq
ride a bike *v+n* [ˈraɪd ə ˈbaɪk]	velosiped minmoq
ride a horse *v+n* [ˈraɪd ə ˈhɔ:s]	ot minmoq
ride a skateboard *v+n* [ˈraɪd ə ˈskeɪtbɔ:d]	skeytbord uchmoq
rider *n* [ˈraɪdə]	chavandoz, haydovchi
right *adj* [raɪt]	1) to‘g‘ri; 2) o‘ng
on the right *prep* [ɒnðəˈraɪt]	o‘ng tomonda
rise *v* [raɪz]	ko‘tarilmoq, ko‘tarmoq
river *n* [ˈrɪvə]	daryo
road *n* [rəʊd]	yo‘l
robot *n* [ˈrəʊbɒt]	robot
rock *n* [rɒk]	rok *(musiqa)*
roller-skate *v* [ˈrəʊləskeɪt]	rolikda uchmoq
room *n* [ru:m]	xona
rooster *n* [ˈru:stə]	xo‘roz
rose *n* [rəʊz]	atirgul
round *adj, adv* [raʊnd]	1) dumaloq; 2) atrofida
rubob *n* [rʊˈbɒb]	rubob *(musiqa asbobi)*
rucksack *n* [ˈrʌksæk]	rukzak, sayohat xaltasi
rug *n* [rʌg]	gilam(cha)
rule *n* [ru:l]	qoida
ruler *n* [ˈru:lə]	chizg‘ich
run *v* (*past* ran) [rʌn]	1) oqmoq (suv); 2) yugurmoq
run away *v+adv* [ˌrʌnəˈweɪ]	qochib ketmoq
runner *n* [ˈrʌnə]	chopuvchi, yuguruvchi
runny nose *adj+n* [ˈrʌni ˌnəʊz]	tumov
Russian *adj, n* [ˈrʌʃn]	1) ruscha; rus; 2) rus tili
sad *adj* [sæd]	g‘amgin, xafa
said [sed]	*“say” fe’lining o‘tgan zamon shakli:* de(-dim, -ding, -di, -dik, -dingiz, -dilar)

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*
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:* ko‘r(-dim, -ding, -di, -dik, -dingiz, -dilar)
say *v* [seɪ]	aytmoq, demoq
say goodbye *v+n* [ˌseɪ '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
score *n* [skɔ:]	ochko
Scottish *adj* ['skɒtɪʃ]	shotlandiyalik(lar)...; Shotlandiya...
sea *n* [si:]	dengiz
sea eagle *n+n* ['si: 'i:gl]	*zool*. suvburgut
season *n* ['si:z(ə)n]	fasl
second *n, num* ['sekənd]	1) soniya; 2) ikkinchi
secretary *n pl (-ies)* ['sekrɪtəri]	kotib, kotiba
section *n* ['sekʃən]	bo‘lim
see *v* [si:]	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 (*past* sent) [send]	jo‘natmoq, yubormoq, yo‘llamoq
sentence *n* ['sent(ə)ns]	gap
September *n* [sep'tembə]	sentabr
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]	silkitmoq
shampoo *n* [ʃæm'pu:]	shampun
shark *n* [ʃɑ:k]	akula
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
shop *n* [ʃɒp]	do‘kon
do the shopping *v+n* [ˈdu: ðə ˈʃɒpɪŋ]	xarid qilmoq
at the shop	do‘konda
shop assistant *n* [ˈʃɒp əˌsɪstənt]	sotuvchi
short *adj* [ʃɔ:t]	kalta, qisqa
shorts *n* [ʃɔ:ts]	shortik, kalta shim
should *modal verb* [ʃəd, ʃʊd]	kerak, lozim, zarur
shoulder *n* [ˈʃəʊldə]	yelka
show *v* [ʃəʊ]	ko‘rsatmoq
shower *n* [ˈʃaʊə]	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
sing *v* [sɪŋ]	kuylamoq, qo‘shiq aytmoq
singer *n* [ˈsɪŋə]	qo‘shiqchi, xonanda
sister *n* [ˈsɪstə]	opa, singil
sit *v* [sɪt]	o‘tirmoq
Sit down. [ˈsɪtdaʊn]	O‘tiring.
sit-up *n* [ˈsɪtʌp]	o‘tirib-turish mashqi
six *num* [sɪks]	olti
six hundred *num* [ˌsɪks ˈhʌndrəd]	olti yuz
sixteen *num* [ˌsɪksˈti:n]	o‘n olti
sixth *num* [sɪksθ]	oltinchi
sixty *num* [ˈsɪksti]	oltmish
sixty-one *num* [ˌsɪksti ˈwʌn]	oltmish bir
skate *n, v* [skeɪt]	1) konki; 2) konki uchmoq
skateboard *n* [ˈskeɪtbɔ:d]	skeytbord *(asfaltda uchish uchun rolikli taxta)*
ski *n, v* [ski:]	1) chang‘i; 2) chang‘i uchmoq
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*
slow *adj* [sləʊ]	sekin, asta
slowly *adv* [ˈsləʊli]	ohista
small *adj* [smɔ:l]	kichik, kichkina
smile *n, v* [smaɪl]	1) kulgi; 2) kulmoq
snake *n* [sneɪk]	ilon
snow *n* [snəʊ]	qor
snowball *n* [ˈsnəʊbɔ:l]	qor to‘pi
snowboarding *n* [ˈsnəʊbɔ:dɪŋ]	snoubording *(sport turi)*
snowman *n* [ˈsnəʊmæn]	qor odam
snowstorm *n* [ˈsnəʊstɔ:m]	qorbo‘ron, izg‘irin
snowy *adj* [ˈsnəʊi]	qorli
so *conj, adv* [səʊ]	1) shunday qilib, shuning uchun; 2) shunchalik
soap *n* [səʊp]	sovun
sofa *n* [ˈsəʊfə]	divan
soft *adj* [sɒft]	yumshoq
softly *adv* [ˈsɒftli]	yumshoq ovoz bilan
soldier *n* [ˈsəʊldʒə]	askar
some *det, adj* [sʌm]	ba’zi, ayrim
sometimes *pron* [ˈsʌmtaɪmz]	ba’zida, ba’zan

something *pron* [ˈsʌmθɪŋ]	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 ˈaɪ]	ko‘z og‘rig‘i
sore hand *adj+n* [ˌsɔ: ˈhænd]	qo‘l og‘rig‘i
sore leg *adj+n* [ˌsɔ: ˈleg]	oyoq og‘rig‘i
sore throat *adj+n* [ˌsɔ: ˈθrəʊt]	tomoq og‘rig‘i
sorry *v* [ˈsɒri]	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 [ˌsaʊθˈi:st]	janubi-sharq
south-west [ˌsaʊθˈwest]	janubi-g‘arb
sparrow *n* [ˈspærəʊ]	chumchuq
space *n* *pl (-)* [speɪs]	fazo
speak *v* [spi:k]	gapirmoq
speak to *v+prep* [ˈspi:k tə]	... bilan gaplashmoq
special *adj* [ˈspeʃl]	maxsus
spell *v* [spel]	harflab aytmoq yoki yozmoq
spend *v* [spend]	o‘tkazmoq
spider *n* [ˈspaɪdə]	o‘rgimchak
spider monkey *n+n* [ˌspaɪdə ˈmʌŋki]	o‘rgimchaksimon maymun
spoon *n* [spu:n]	qoshiq
spot *n* [spɒt]	dog‘, xol, qashqa
sport *n* [spɔ:t]	sport
sportsman *n* *pl (-men)* [ˈspɔ:tsmən]	sportchi
sports centre *n+n* [ˈspɔ:ts ˈsentə]	sport markazi
sports uniform *n+n* [ˈspɔ:ts ˈju:nɪfɔ:m]	sport formasi
spring *n* [sprɪŋ]	bahor
spy *n, v* [spaɪ]	1) josus; 2) izlamoq
square *adj, n* [skweə]	to‘rtburchak, kvadrat
square kilometre (sq.km) *n* [- ˈkɪləˌmi:tə]	kvadrat kilometr
staff room *n+n* [ˌstɑ:fˈru:m]	xodimlar (o‘qituvchilar) xonasi
stand *v* [stænd]	turmoq
Stand up. [ˈstændʌp]	O‘rningizdan turing.
start *n, v* [stɑ:t]	1) boshlanish; start; 2) boshlamoq
station *n* [ˈsteɪʃn]	1) bekat; 2) vokzal
stay (at) *v* [steɪ]	qolmoq, (vaqtinchalik) turmoq, yashamoq
stay at school [ˈsteɪ ət ˈsku:l]	maktabda qolmoq
stay with *v+prep* [ˈsteɪ wɪð]	1) ...bilan qolmoq; 2) ...bilan yashamoq
stone *n* [ˈstəʊn]	tosh
stop *v* [stɒp]	to‘xtamoq
stork *n* [stɔ:k]	laylak
story *n* *pl (-ies)* [ˈstɔ:ri]	hikoya
straight *adj* [streɪt]	1) to‘g‘ri; 2) tekis *(soch haqida)*
strawberry *n* [ˈstrɔ:bəri]	qulupnay
street *n* [stri:t]	ko‘cha
stripe *n* [straɪp]	yo‘l-yo‘l chiziq, taram-taram yo‘l
strong *adj* [strɒŋ]	kuchli
student *n* [ˈstju:d(ə)nt]	talaba
study *v* [ˈstʌdi]	o‘qimoq, o‘rganmoq
subject *n* [ˈsʌbdʒɪkt]	o‘quv fani
suddenly *adv* [ˈsʌdnli]	to‘satdan, bexosdan

sugar *n* *pl (-)* ['ʃʊgə]	shakar, qand
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]	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]	cho‘milmoq, suzmoq
swimming *n* ['swɪmɪŋ]	cho‘milish, suzish
table *n* ['teɪbl]	1) stol; 2) jadval
taekwondo *n* ['taɪkwɒndəʊ]	taekvondo *(sport turi)*
tail *n* [teɪl]	dum
take *v* (*past* took) [teɪk]	olmoq
take for a walk *v+n*	sayrga olib chiqmoq
take a photo *v+n* ['teɪk ə 'fəʊtəʊ]	fotosuratga olmoq
take the rubbish out ['teɪk ðə 'rʌbɪʃ 'aʊt]	axlatni/supurindini tashlab kelmoq
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]	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* (*past* told) [tel]	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* [θəˈmɒmɪtə]	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]	o‘ylamoq
third *num* [θɜ:d]	uchinchi
thirteen *num* [ˌθɜːˈti:n]	o‘n uch
thirty *num* [ˈθɜ: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* (*past* threw) [θrəʊ]	tashlamoq, otmoq, otib yubormoq
throw in the air [-ɪn ðə eə]	yuqoriga/osmonga otmoq, irg‘itmoq
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* [təˈdeɪ]	bugun
toe *n* [təʊ]	oyoq barmog‘i
toilet *n* [ˈtɔɪlət]	1) hojatxona; 2) unitaz
tomato *n* [təˈmɑ:təʊ]	pomidor
tomato salad *n+n* [təˈmɑ:təʊ ˈsæləd]	pomidor salat
tomorrow *adv* [təˈmɒrəʊ]	ertaga
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
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* [trəˈdɪʃ(ə)n]	an’ana
traditional *adj* [trəˈdɪʃnl]	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
transport *n* [ˈtrænspɔ:t]	transport
travel *v* [ˈtrævəl]	sayohatga chiqmoq
tree *n* [tri:]	daraxt
T. Rex *n* [ˈti: ˈreks]	tiranozavr *(yirtqich dinozavr)*
triangle *n* [ˈtraɪæŋgəl]	uchburchak
trousers *n* [ˈtraʊzəz]	shim
true *adj* [tru:]	to‘g‘ri, haqiqat
try *v* [traɪ]	urinib ko‘rmoq; harakat qilmoq
T-shirt *n* [ˈti: ˈʃɜ:t]	futbolka
tube *n* [tju:b]	metropoliten
Tuesday *n* [ˈtju:zdi]	seshanba
tugai *n* [tʊˈgaɪ]	to‘qay
tulip *n* [ˈtju:lɪp]	lola
tummy ache *n+n* [ˌtʌmi ˈeɪk]	qorin og‘rig‘i
tundra *n* [ˈtʌndrə]	tundra
turkey *n pl (-s)* [ˈtɜ:ki]	kurka
turn *n, v* [tɜ:n]	1) navbat; 2) burilmoq
turn left *v+n* [ˈtɜ:n ˈleft]	chapga burilmoq
turn off *v* [ˈtɜ:nɒf]	*(jo‘mrakni)* yopmoq; *(chiroq, radio va h.k.ni)* o‘ch(ir)moq
turn right *v+n* [ˈtɜ:n ˈraɪt]	o‘ngga burilmoq
turnip *n* [ˈtɜ:nɪp]	sholg‘om
turtle *n* [ˈtɜ:tl]	dengiz toshbaqasi
TV star *n* [ˌti:ˈvi:ˈstɑ:]	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* [tu:]	ikki
two hundred *num* [ˌtu: ˈhʌndrəd]	ikki yuz
two-storey house [ˌtu:ˈstɔ:rɪ 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* [ˈju:nɪfɔ:m]	forma
unit *n* [ˈju:nɪt]	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
violet *adj* [ˈvaɪəlɪt] binafsharang, siyohrang
visit *v* [ˈvɪzɪt] tashrif buyurmoq
vitamin *n* [ˈvɪtəmɪn] vitamin
volleyball *n* [ˈvɒlibɔːl] voleybol

wait (for) *v* [ˈweɪtfɔː] kutmoq
wake up *v* [ˈweɪkʌp] uyg‘onmoq
walk *v* [wɔːk] sayr qilmoq, piyoda yurmoq
wall *n* [wɔːl] devor
want *v* [wɒnt] xohlamoq, istamoq
warm *adj* [wɔːm] iliq
was [wəz, wɒz] edim, edi, bo‘lganman, bo‘lgan (*o‘tgan zamonda birlikdagi shaxs uchun ishlatiladi*)
was born [wəz ˈbɔːn] tug‘ilgan
wash *v* [wɒʃ] yuvmoq
do the washing *v+n* [ˈduː ðə ˈwɒʃɪŋ] kir yuvmoq
wash the dishes *v+n* [ˈwɒʃ ðə ˈdɪʃɪz] idish-tovoqlarni yuvmoq
washing machine *n+n* [ˈwɒʃɪŋməˌʃiːn] kir yuvish mashinasi
washing-up *n* [ˌwɒʃɪŋˈʌp] idish-tovoqni yuvish
waste *n* *pl (-), v* [weɪst] 1) axlat; 2) bekorga sarflamoq
watch *v* [wɒtʃ] 1) ko‘rmoq; 2) kuzatmoq
watch TV *v+n* [ˈwɒtʃ ˌtiːˈviː] televizor ko‘rmoq
water *n* *pl (–)* [ˈwɔːtə] suv
watermelon *n* [ˈwɔːtəmelən] tarvuz
water skiing *n+n* [ˈwɔːtəˌskiːɪŋ] suv chang‘isi sporti
we *pron* [wi, wiː] biz
wear *v* [weə] kiymoq
weather *n* [ˈweðə] ob-havo
Wednesday *n* [ˈwenzdi] chorshanba
wedding *n* [ˈwedɪŋ] nikoh to‘yi
week *n* [wiːk] hafta
weekend *n* [ˌwiːkˈend] hafta oxiri
well *adv* [wel] yaxshi
Welsh *adj, n* [welʃ] uelscha; uelslik; uels tili
went [went] *“go” fe’lining o‘tgan zamon shakli:*
were [wɜː] eding, edik, edingiz, edilar (*o‘tgan zamonda ko‘plikdagi shaxs uchun ishlatiladi*)

west *n* [west]	g‘arb
western *adj* [ˈwestən]	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? [ˈweərɑ: ju: ˈgəʊɪŋ]	Qayerga boryapsan/boryapsiz?
Where can I buy ...? [ˈweə kən aɪ ˈbaɪ]	...ni qayerda sotib olsam bo‘ladi?
which *pron* [wɪtʃ]	qaysi
white *adj* [waɪt]	oq
whiteboard *n* [ˈwaɪtbɔ: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* [ˈwaɪldlaɪf]	yovvoyi tabiat; yovvoyi hayvonlar
willow *n* [ˈwɪləʊ]	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
wonderful *adj* [ˈwʌndəf(ə)l]	ajoyib
word *n* [wɜ:d]	so‘z
wordlist *n* [ˈwɜ:dlɪst]	lug‘at
work *n, v pl (–)* [wɜ:k]	1) ish; 2) ishlamoq
workbook *n* [ˈwɜ:kbʊk]	mashq daftari
world *n* [wɜ:ld]	dunyo, jahon
Would you like... ? [wədjə ˈlaɪk]	...xohlaysizmi?
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
you *pron* [jə, jʊ, ju:]	1) sen, siz; 2) sizni, sizga
young *adj* [jʌŋ]	yosh
your *adj* [jə, jɔ:]	sening, sizning
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*	[æf'gænɪstɑ:n]	Afg'oniston
Africa *n*	['æfrɪkə]	Afrika
Amazon *n*	['æməzən]	Amazonka
America *n*	[ə'merɪkə]	Amerika
Amu Darya *n*	[ɑ:'mu: dɑ:'rjɑ:]	Amudaryo
Antarctic Circle *n*	[æn'tɑ:ktɪk 'sɜ:kəl]	Antarktida qutb doirasi
Antarctica *n*	[æn'tɑ:ktɪkə]	Antarktida
Aral Sea *n*	['ærəl 'si:]	Orol dengizi
Arctic *n*	['ɑ:ktɪk]	Arktika
Arctic Circle *n*	['ɑ:ktɪk 'sɜ:kəl]	Shimoliy qutb doirasi
Arctic Ocean *n*	['ɑ:ktɪk 'əʊʃən]	Shimoliy muz okeani
Asia *n*	['eɪʃə]	Osiyo
Atlantic Ocean *n*	[ət'læntɪk 'əʊʃən]	Atlantika okeani
Auckland *n*	['ɔ:klənd]	Oklend
Australia *n*	[ɒ'streɪlɪə]	Avstraliya
Australian Alps *n*	[ɒ'streɪliən 'ælps]	Avstraliya Alplari
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*	[ˌkælɪ'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

India *n* ['ɪndiə]	Hindiston
Indian Ocean *n* ['ɪndiən 'əʊʃən]	Hind okeani
Indonesia *n* [ˌɪndə'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
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 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
Rocky Mountains *n* ['rɒkɪ 'maʊntɪnz]	Qoyali tog‘lar
Rome *n* ['rəʊm]	Rim
Rotorua *n* ['rɒtɒrʊə]	Rotorua

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Russia *n*	['rʌʃə]	Rossiya
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]	Tyanshan 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:ki]	Turkiya
Turkmenistan *n*	[ˌtɜ:kmenɪ'stɑ:n]	Turkmaniston
Ugam Chatkal *n*	[ʊˌgɑm tʃʌt'kɑ:l]	Ugom-Chatqol
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

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T 29 **Teens' English 6.** Umumiy o'rta ta'lim maktablarining 6-sinfi uchun darslik / S. Xan, L. Kamalova, L. Jo'rayev. – Toshkent: «O'zbekiston» NMIU, 2018. – 160 b.

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Svetlana Xan, Ludmila Kamalova, Lutfullo Jo'rayev

Teens' English 6

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Toshkent – 2018

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Badiiy muharrir: *H. Qutlukov*
Rassomlar: *Y. Gabzalilov, A. Chaplenko, N. Nurmatova*
Musahhih *Sh. Shoabdurahimova*
Texnik muharrir: *T. Xaritonova*
Kichik muharrir *G. Yeraliyeva*
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Ijaraga berilgan darslik holatini ko‘rsatuvchi jadval

T/r	O‘quvchining ismi va familiyasi	O‘quv yili	Darslik-ning olingan-dagi holati	Sinf rahbarining imzosi	Darslikning topshirilganda-gi holati	Sinf rahbarining imzosi
1						
2						
3						
4						
5						

Darslik ijaraga berilib, o‘quv yili yakunida qaytarib olinganda yuqoridagi jadval sinf rahbarlari tomonidan quyidagi baholash mezonlariga asosan to‘ldiriladi:

Yangi	Darslikning birinchi marotaba foydalanishga berilgandagi holati.
Yaxshi	Muqova butun, darslikning asosiy qismidan ajralmagan. Barcha varaqlari mavjud, yirtilmagan, ko‘chmagan, betlarida yozuv va chiziqlar yo‘q.
Qoniqarli	Muqova ezilgan, birmuncha chizilib, chetlari yedirilgan, darslikning asosiy qismidan ajralish holati bor, foydalanuvchi tomonidan qoniqarli ta’mirlangan. Ko‘chgan varaqlari qayta ta’mirlangan, ayrim betlariga chizilgan.
Qoniqarsiz	Muqova chizilgan, yirtilgan, asosiy qismidan ajralgan yoki butunlay yo‘q, qoniqarsiz ta’mirlangan. Betlari yirtilgan, varaqlari yetishmaydi, chizib, bo‘yab tashlangan. Darslikni tiklab bo‘lmaydi.