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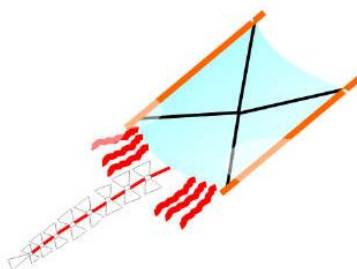
Fly High

ENGLISH

6

Classbook

O'zbekiston Respublikasi
Xalq ta'limi vazirligi
tasdiqlagan



**„O‘QITUVCHI“ NASHRIYOT-MATBAA IJODIY UYI
TOSHKENT — 2011**

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Unit 15 Hutchinson T. (1991) 'Eating Out', Hotline Elementary Workbook, Oxford University Press
World Reference Atlas, Dorling Kindersley 1994 London

Dear Pupil

Welcome to **Fly High 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.

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

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

We hope that you will enjoy using this course and that your own English will soon be flying high!

Have fun!

The Authors

Aziz o'quvchi!

Fly High 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.

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

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

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

Sizga omad tilaymiz!

Mualliflar

Äîðîäîé äðóä!

Äîäðî äîæäëîäàðü â ó÷ääíëë **Fly High 6!**

Ä ýòîî ó÷ääíëëä îíîäî èîðäðäñîüð è çääääîüð çääääíëé è óîðäæíäíëé, êî-òîðüä îîîäóð ðäää â èçó÷áíëë äíäëëëñêîäî ýçüëä. Ä êîíöä êíëäè òü íäé-ääðü îîäçíüé äðàîìàðè÷äñëëë ñîðäâî÷íëë è ñêîääðü.

Äëý ðàçäèðèý íäâüêîä ñëóðäíëý èìäâñý ääññäòä, êîðîðîé îíäíî îîëüçî-ääòüñý äìäñðä ñ ó÷èðäëäì è ñàîñòîýðäëüîí äîä.

Îîíë, ÷òî èó÷èëë ñîññîä äüó÷èðü äíäëëëñëëë — ýòî îîëüçîääòüñý èì. Ñòä-ðäëñý îîëüçîääòüñý äíäëëëñëëë êäê îíäíî ÷äüä íä óðîëäð è äîä ñ äðóçüîë. Îü íääääîñý, ÷òî òü îîëó÷èðü óäîäîëüñðäëä, çäíëäýñü îî ýòèì ìàðäðè-äëäì, è ðäíë óðîäâü äëäääíëý äíäëëëñëëë ýçüëî äñêîðä ñòäíäð íäîíäî äüðä!

Ó÷èñü ñ ääâîñðü!

Ääðîðü

Units	Titles	Page	Topics	Hours
1	Work and family 1 Jobs at school 2 Professions 3 I want to be ... 4 A wedding in Fergana 5 Uzbek and English weddings 6 Project Pronunciation, Grammar, Classwork and Homework	6 7 8 9 10 11 12	Jobs Professions Weddings in Uzbekistan Weddings in England Relationship	8
2	Houses and homes 1 An English house 2 Welcome to my home 3 Tidy up your room! 4 Uzbek houses 5 Homes: yesterday, today ... 6 Project Pronunciation, Grammar, Classwork and Homework	16 17 18 19 20 21 22	Parts of the house House types Furniture School things Electrical appliances	8
3	At the grocery 1 What is in the fridge? 2 Is there any fruit? 3 There are a lot of vegetables 4 Supermarkets and shops 5 A bar of chocolate, please 6 Project Pronunciation, Grammar, Classwork and Homework	25 26 27 28 29 30 31	Foods Fruits and vegetables Dinner Shopping places Shopping	8
4	At the market 1 How much are they? 2 How much does it cost? 3 Do you want to be healthy? 4 Are your animals healthy? 5 Whose sandwich is this? 6 Project Pronunciation, Grammar, Classwork and Homework	34 35 36 37 38 39 40	Fruits and vegetables Shopping Healthy and unhealthy food Shapes Plan of a market	8
5	Birthday 1 When's your birthday? 2 Happy birthday! 3 Birthdays are fun! 4 I love summer 5 I was born in Tashkent 6 Project Pronunciation, Grammar, Classwork and Homework	43 44 45 46 47 48 49	Birthday Dates Birthday activities Summer activities Famous people	8
6	What you did yesterday 1 I wanted to be ... 2 Did you open the window? 3 What did he look like? 4 The best day in my life 5 When I was ... 6 Project Pronunciation, Grammar, Classwork and Homework	52 53 54 55 56 57 58	Professions Appearance The best day Tashkent old and new Scenarios	8
7	Cooking 1 Do you like pizza?	61	Food and countries	

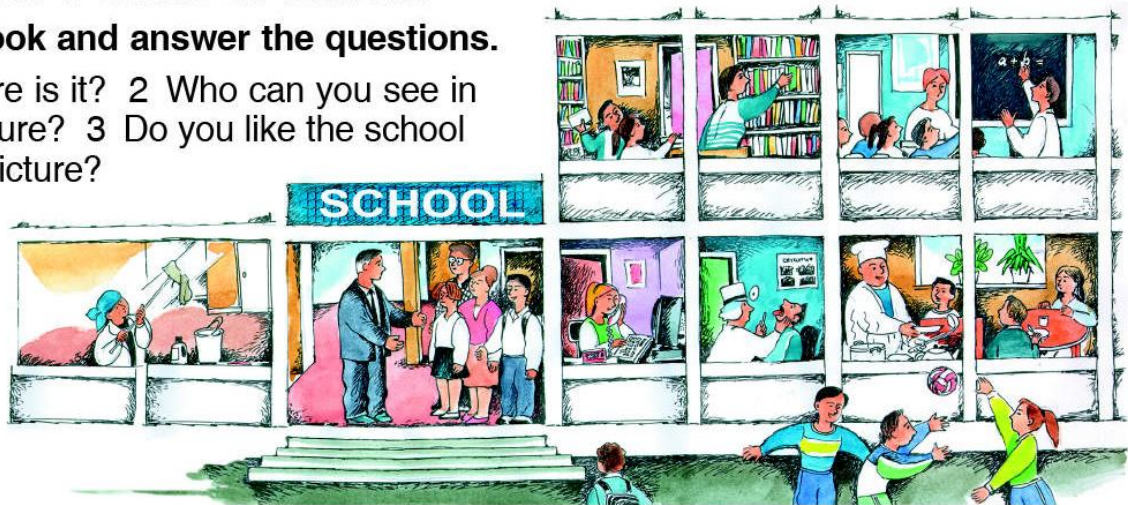
Units	Titles	Page	Topics	Hours
	2 English pancakes 3 Can you cook palov? 4 Who cooks on a picnic? 5 Food for special days 6 Project Pronunciation, Grammar, Classwork and Homework	62 63 64 65 66 67	Recipes and ingredients Picnics Food on special days Desserts, cold and hot drinks	8
8	At the table 1 Would you like ...? 2 School lunches 3 Restaurants and cafés 4 Lay the table 5 Times, countries, manners ... 6 Project Pronunciation, Grammar, Classwork and Homework	70 71 72 73 74 75 76	Offering and asking for food Healthy and unhealthy food Eating places Eating habits Countries and manners	8
9	Round the world in 14 days 1 Continents, countries ... 2 We're in Europe 3 Brr! North America 4 The longest, the biggest ... 5 Kiwis, koalas and kangaroos 6 Project Pronunciation, Grammar, Classwork and Homework	80 81 82 83 84 85 86	Continents and countries Numbers above 1000 Animals Population, area and nature	8
10	Geography and population 1 Do you know Uzbekistan? 2 What is the UK? 3 Welcome to the USA! 4 Australia: down under 5 New Zealand 6 Project Pronunciation, Grammar, Classwork and Homework	90 91 92 93 94 95 96	Mountains, rivers, lakes, seas and oceans Population, area and location Numbers above 1000 Nationalities Capitals and cities	8
11	Nature and climate 1 Climate of the world 2 What's the climate like? 3 Save water! 4 Save energy! 5 Save our rain forests! 6 Project Pronunciation, Grammar, Classwork and Homework	100 101 102 103 104 105 106	The world and climate Seasonal climate Water and energy prob- lems Rain forest problems Recycling	8
12	The world of fairy tales 1 What were you doing ...? 2 An accident 3 Do you like fairy tales? 4 Can birds and animals talk? 5 A happy end 6 Project Classwork and Homework	109 110 111 112 113 114 115	Fairy tales Noticing things Birds and animals	8
Learning review units Progress checks Grammar and Geographical names English – Uzbek – Russian Wordlist		117 142 149 169		

Unit 1 Work and family

Lesson 1 Jobs at school

1 a Look and answer the questions.

1 Where is it? 2 Who can you see in the picture? 3 Do you like the school in the picture?



1 b Read the text and answer the question.

Are you right about the people in the picture?

Jobs at school

A lot of people work in your school. They do a lot of different jobs. For example, your teacher helps you to learn. The director helps teachers, pupils and parents. The secretary answers the telephone and works with letters and papers. The librarian knows about the books and helps children to find books. The school doctor helps sick children. The cook in the canteen makes lunch every day. And the cleaner cleans the school. What is your job at school? Your job is to learn. You must study.

1 c Read the text again and answer the questions.

- 1 What is 'director' in your language? How do you know?
- 2 What is 'librarian' in your language? How do you know?
- 3 What is 'sick' in your language? How do you know?
- 4 What is 'cleaner' in your language? How do you know?

1 d Read and answer.

- 1 What are two things the secretary does?
- 2 Where does the cook work?
- 3 What is your job at school?
- 4 What is your teacher's job?



2 Write the answers.



3 The computer has a problem with the text. Work in pairs. Help it to write two texts.

- A: Write about Munajat Yulchieva.
B: Write about David Beckham (Manchester United football player).

She lives in Uzbekistan. England is his home. She is a singer. She sings classical Uzbek songs. He is a good football player. He goes to a lot of countries for football matches. She goes to a lot of countries and villages to give concerts*. He trains* a lot every day. She knows a lot of old songs. He has a lot of friends in his team. They want to win* the FA Cup Final* next year. Young and old people like her songs.

Lesson 2 Professions

1 a Look and match.

- 1 photographer
- 2 interpreter
- 3 computer programmer
- 4 architect
- 5 policeman
- 6 sales assistant
- 7 fireman
- 8 chef
- 9 gardener
- 10 pilot
- 11 TV star
- 12 reporter
- 13 nurse



 1 b Listen and check.

 1 c Listen and repeat.

1 d Look and answer.

Which words are similar in your language?

 1 e Find similar words.

e.g. 1 TV star
4 policeman
8 reporter

1 f Work in pairs. Point and say.

 2 Write professions using 'a'/'an'.

e.g. a gardener

3 Work in pairs or in groups of 4. Play Guess the Profession.

e.g. A: Is he an architect?
B: No, he isn't.
A: Is he a policeman?
B: Yes, he's a policeman.

4 Read the sentences and name the jobs.

- 1 Karima works in a school.
She speaks English to pupils.
- 2 Olga works in a hospital.
She helps sick people.
- 3 Aziza works in an office.
She helps her director with
letters and papers.
- 4 Hamid works in the park.
He likes trees and flowers.
- 5 Rustam goes to the Institute
every day. He studies history.
- 6 Alexander works in a hotel.
He cooks lunches and dinners.
- 7 Sherzod works in an airport*.
He flies for Uzbekistan Airlines.
- 8 Sabohat works for a newspaper.
She interviews people.
- 9 Zuhra works in a hospital.
She helps the doctor.

 5 Copy. Play Find the Jobs. Complete the table.

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

Lesson 3 I want to be a ...

1 Play Guess the Profession.

2 a Listen and repeat.

2 b Work in pairs. Read aloud.

2 c Translate 'I want to be a doctor'. Find the differences.

2 d Say what Anvar and his friends want to be.

e.g. Lucy wants to be a doctor.

What do you want to be?

I want to be a doctor.
What do you want to be?

I want to be
an interpreter.



3 Play Snowball.

e.g. John: I want to be a computer programmer.

Lucy: John wants to be a computer programmer.
I want to be a doctor.

4 Mime and write.

A: (mimes).

B: Do you want to be a pilot?

A: Yes.

e.g. Alisher wants to be a pilot.

5 Listen to Sevara, Laziz and Dilnoza.

What do they want to be and why?

6 a Work in groups of 5/6. Say and write what you want to be and why.

What do you want to be?

I want to be a ...
because ...



Remember:

What is your father's job?
What does your father do?
He is **an** interpreter.
What do you want to be?
I want to be **a** teacher.

Name	Job	Why
Lucy	doctor	help sick people

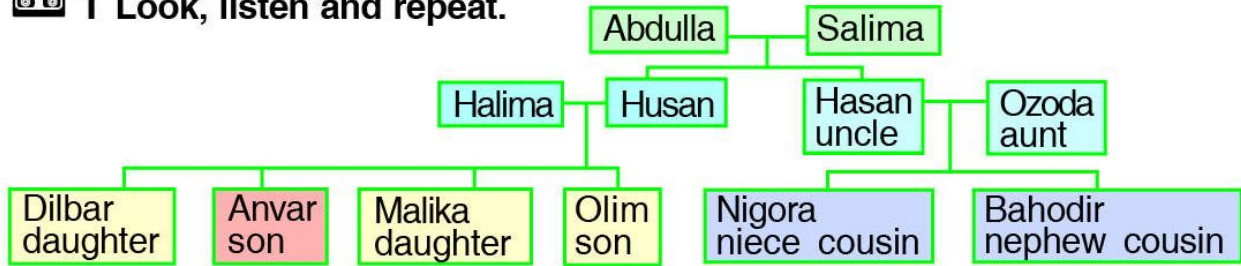
6 b Report.

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



Lesson 4 A wedding in Fergana

 1 Look, listen and repeat.



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

- 1 Whose wedding party* is it?
- 2 What do these words mean?

relative wedding dress take a photo
twin



My name's Anvar. We're in a small village near Fergana. My cousin's getting married*. My father and her father are twins. A lot of relatives are here for the wedding party. We're very busy. My uncle's friend is making palov. My sister Dilbar and Aunt Ozoda are making cakes. My mother's helping her niece with her wedding dress. My grandparents are here too. They're very old. They live in Fergana. I'm making a video and taking photos. It's great. I want to be a reporter.

 **2 b Copy and complete the sentences.**

2 c Say True, False or Don't know and give the right answer.

- 1 Anvar's cousin is getting married.
- 2 Aunt Ozoda is helping her niece with her wedding dress.
- 3 Anvar's uncle is making palov.
- 4 Hasan's nephew Anvar is taking photos.
- 5 Grandfather's parents are from Fergana.
- 6 Anvar's grandparents live in Tashkent.
- 7 Hasan's son is taking photos.
- 8 Husan's daughters are making salad.

 **3 a Copy and complete.**

 **3 b Work in groups of 5. Ask, answer and write.**

e.g. How many uncles have you got?

3 c Report. Who has more cousins, nieces, nephews, uncles and aunts?

e.g. Bahodir has 28 cousins and 8 uncles.

Lesson 5 Uzbek and English weddings

 **1 Play Find Someone Who.**

2 Work in groups. Talk about your family.

e.g. My grandparents' names are ... My cousins' names are...

3 Look, listen and repeat.

pageboy bride bridesmaid top hat bridegroom

4 a 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 mine? 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 a Saturday. First we have the wedding. Then we throw confetti*. Then we have a big party with a cake. Look at the cake. It's beautiful!

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

Copy and 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?

 **5 Listen and repeat.**



Lesson 6 Project

 **1 Spelling Dictation.**

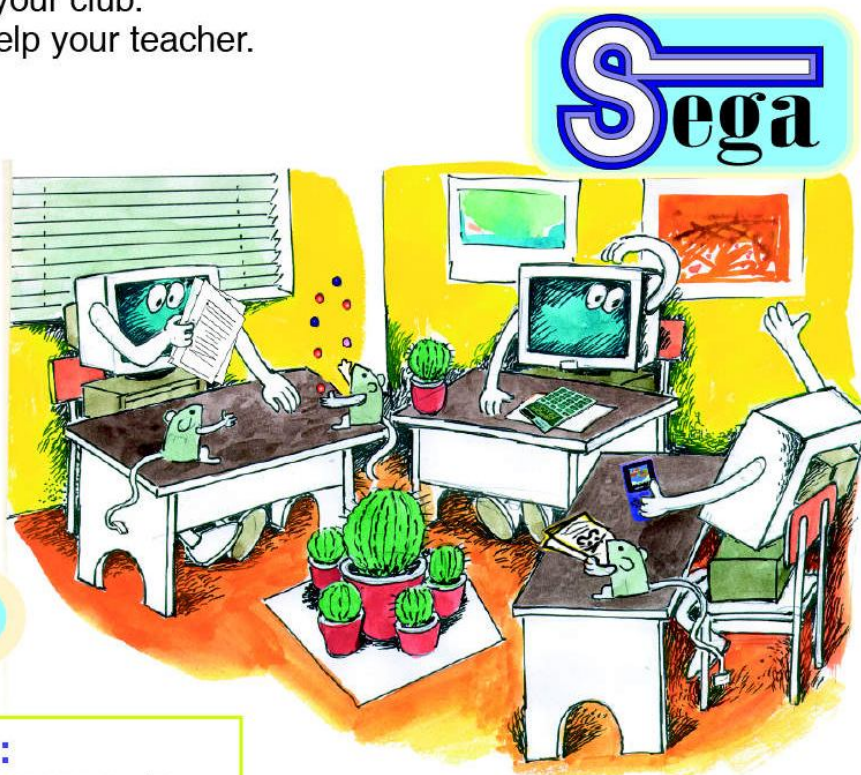
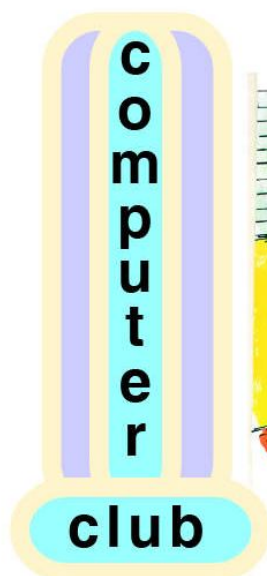
 **2 a Copy, read and tick.**

2 b Find 2/3 partners.

Questionnaire: which club is for you?	Yes	No
1 Do you like physics*, maths and computers?	✓	x
2 Do you like pets and plants*?		
3 Do you like languages and travel?	✓	
4 Do you like drawing?	✓	
5 Do you like organising meetings, concerts and helping teachers?		x
6 Do you like sport?		x
7 Do you like music?		x
8 Do you like poems and stories?		x
What do you like best?	maths and computers	

 **3 Make a poster for your club.**

- 1 Draw the logo* of your club.
- 2 Write the name of your club.
- 3 Write what you do in your club.
- 4 Write how you can help your teacher.



In our club you can:

- study how to work on a computer
- study maths and physics on a computer
- find books about computers
- use computers
- write materials to help your teacher

4 Talk about your club.
Use your poster.

Pronunciation 1

1a Find letters with the sound [e].

get, help, secretary, telephone, letter, every, chef, wedding, dress,
relative, pet, special, best, nephew, sentence

1b Read aloud the words in activity 1a.

2 Read aloud.

getting married, wedding party, helping, profession, Heggy, friend, next,
question, confetti

3 Find five more words with the sound [e].

Pronunciation 2

1a Find letter/letter combinations with the sound [k].

like, picture, school, book, sick, cook, doctor, architect, computer,
take, cousin, uncle

1b Read aloud the words in activity 1a.

2 Read aloud.

cousins, uncles, confetti, cake, physics, concert, club, ask,
complete, copy, work

3 Find five more words with the sound [k].

Grammar Exercise 1

Choose the correct form of the verbs.

e.g. My father **goes** to work every day.

1 My father ...(go) to work every day.

2 My brother ...(sing) English songs.

3 This book ...(have) a lot of pictures.

4 My uncle ...(play) tennis every day.

5 They ...(want) to win Football Cup.

6 The librarian ...(show) pupils
books.

Grammar Exercise 2

1 Translate the sentences.

1 My grandparents are very old.

2 My father is making palov now.

3 I want to be a businessman.

4 Our house is in a small village
near Fergana.

5 My mother is making cakes.

2 Write six sentences about you. Use the words:

physics, maths, computers, drawing, helping teachers, sport, poems

e.g. I like ...

I don't like ...

3 Write the questions.

1 your/What's/job/mother's?

2 want/What/you/to/be/do?

3 subject/What/you/like/do?

4 like/Do/sport/you?

Classwork and Homework

Lesson 1 Jobs at school

Activity 2 Write the answers.

Jobs in your school	Name	What they do
e.g. <i>The director</i>	<i>Mrs Azimova</i>	<i>She helps teachers.</i>

1 Write about your favourite person.

Name ① ****
 Country ② ****
 Profession ③ ****
 What s/he does ④ ****
 What s/he is famous for ⑤ ****

e.g. *My favourite person is ...*

2 Look and write answers.

- 1 What does she do?
- 2 Where does she work?
- 3 Is she working now?
- 4 What is she doing?



Lesson 2 Professions

Activity 1e Find similar words.

e.g. **—▲—** and **—▲—**

- 1 T V star **—▲—**
- 2 ar chi tect **▲— —**
- 3 fire man **▲—**
- 4 po lice man **—▲—**
- 5 pi lot **▲—**
- 6 pro gram mer **▲— —**

- 7 garde ner **▲—**
- 8 re por ter **—▲—**
- 9 pho to gra pher **—▲— —**
- 10 sales as sist ant **▲—▲— —**
- 11 in ter pre ter **—▲— —**

Activity 2 Write professions using 'a'/'an'.

e.g. *a gardener* *an interpreter*

Activity 5 Copy. Play Find the Jobs. Complete the table.

Name	Father	Mother
e.g. <i>Lena</i>	<i>engineer</i>	<i>doctor</i>

1 Write the professions/jobs in alphabetical order.

doctor teacher gardener architect engineer pilot businessman
 manager driver secretary worker chef fireman housewife reporter

2 Write the profession/job.

e.g. *A chef cooks lunches.*

① **** takes photos.

② **** works in a shop.

③ **** fights fires.

④ **** teaches children at school.

⑤ **** writes in newspapers.

3 Write your parents' or relatives' professions and what they do.

e.g. *My mother is a chef. She cooks dinners.*

Lesson 3 I want to be a ...

1 Write about the profession you want to choose.

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

2 Find and write the professions.

e.g. topli *pilot*

2 mefarr

4 efhc

6 terporer

1 namlipoce

3 tasecryre

5 reifamn

7 ctitechar

Lesson 4 A wedding in Fergana

Activity 2b Copy and complete the sentences.

e.g. Salima is Hasan's *mother*.

Nigora is Hasan's ① ****

Ozoda is Olim's ② ****

Husan is Bahodir's ③ ****

Halima is Malika's ④ ****

Nigora is Olim's ⑤ ****

Bahodir is Husan's ⑥ ****

Dilbar is Halima's

Malika is Anvar's

Husan is Hasan's

Abdulla and Salima are Olim's

Nigora is Halima's

Abdulla is Hasan's

Husan is Salima's

⑦ ****

⑧ ****

⑨ ****

⑩ ****

⑪ ****

⑫ ****

⑬ ****

Activity 3a Copy and complete.

	Cousins	Nieces	Nephews	Aunts	Uncles
e.g. <i>Me</i>	28				

1 Draw your family tree and write about your relatives.

Lesson 5 Uzbek and English weddings

Activity 1 Play Find Someone Who.

e.g. *Zamira* ① has two brothers

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

Activity 4b Work in pairs. Ask and answer. Copy and complete the table.

	Uzbekistan	Great Britain
wedding dress	① ****	e.g. ① <i>white wedding dress</i>
wedding cake	② ****	② ****
cards	③ ****	③ ****
presents	④ ****	④ ****
flowers	⑤ ****	⑤ ****



1 Read Lessons 4 and 5 and complete the Word Spider.

2 Look at the table in activity 4b. Write sentences.

e.g. *In Uzbekistan and in Great Britain girls have a wedding dress.*

Lesson 6 Project

Prepare for the Progress Check.



son, daughter, twins, cousin, niece,
aunt, uncle, relative, wedding, dress, take photos,
something, photographer, interpreter, computer programmer,
architect, policeman, sales assistant, fireman, chef,
gardener, pilot, TV star, reporter, librarian,
director, sick, cleaner

Unit 2 Houses and homes

Lesson 1 An English house

1 Play What Is There In The Bag?

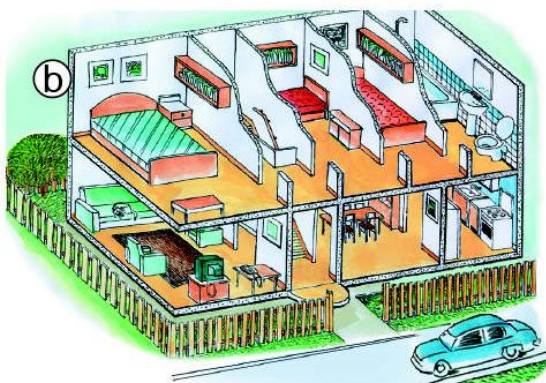
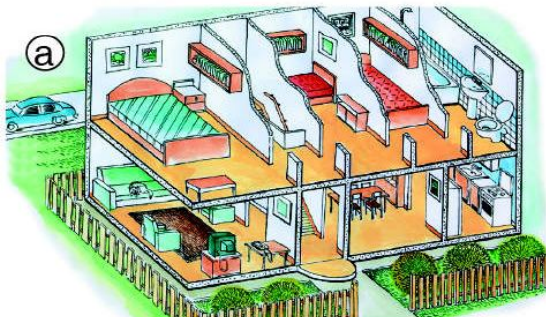


2 a Look, listen and repeat.

living room dining room bedroom
kitchen hall toilet bathroom road



4 b Find the words in the Wordlist. Write the meaning.



Remember:

next to 
behind 
in front of 



6 Work in pairs. Ask your partner about his/her house and draw it.

e.g. Do you live in a two-storey house? How many rooms ... ?

2 b Listen and say 1, 2 or 3.

1  2  3 

2 c Work in pairs. Point and say.

2 d Look at the picture and describe the house.

e.g. There are two bedrooms in the house.

3 Work in pairs. Talk about your house/flat.

e.g. There is a living room, a dining room, two bedrooms and a kitchen in our house/flat.

4 a Read Lucy's letter.

Guess the words with '*'. *

Dear Anvar

Thanks for your letter. You ask me to describe my house. It is a two-storey* house. Upstairs* there are three bedrooms, a bathroom and a toilet. My bedroom is next to* my parents' room. Look. That's mine! Downstairs* there is a living room, a dining room and a kitchen. There is a small garden in front of* the house and a small road behind* the house. Please write to me about your house. Write soon.

Love

Lucy

4 c Read the letter again.

Is Lucy's house (a) or (b)?

5 Work in pairs. Talk about the house in Activity 2a.

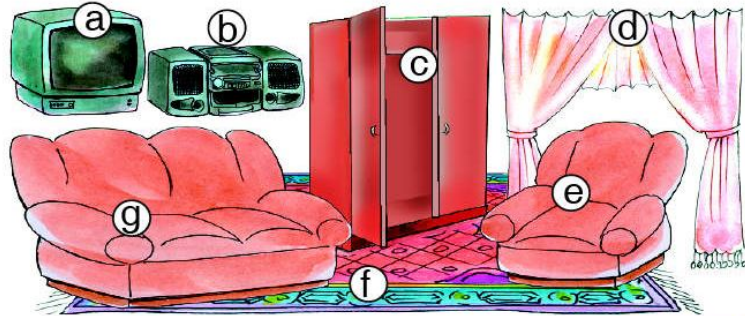
e.g. The kitchen is next to the dining room. There is a garden behind the house.

Lesson 2 Welcome to my home

1 Play Backdrawing.

2 a Look and match.

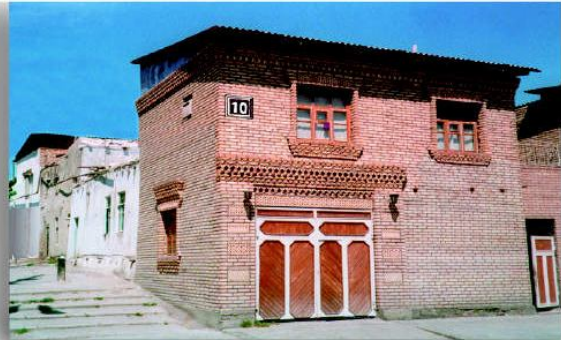
- 1 armchair
- 2 sofa
- 3 TV set
- 4 cassette recorder
- 5 carpet
- 6 curtain
- 7 wardrobe



2 b Listen and repeat.

2 c Point and say.

3 a Look, read and find the differences.



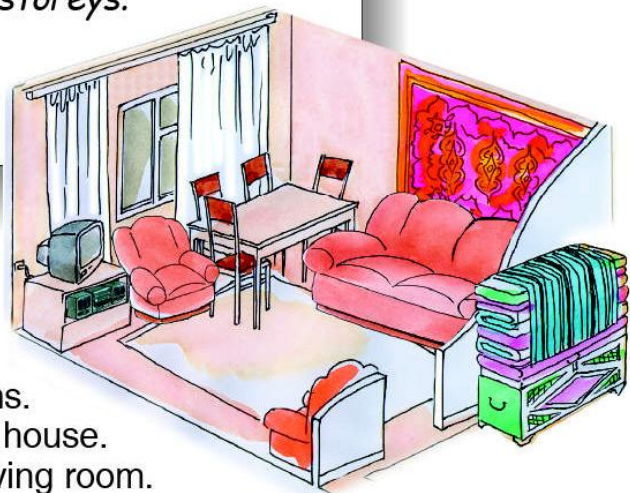
Dear Lucy

Thanks for your letter and the photos of your house. It looks great. I live in a big house. There are five rooms in it. There is a living room, a dining room, three bedrooms, a kitchen, and a bathroom. In the living room there is a big white carpet on the wall. There are three armchairs, a sofa, a table and five chairs. There is a big TV set and a nice cassette recorder too. We have beautiful short white curtains. There is a garage*. Here is a photo of our house and a picture of our living room. I'm happy your house and our house have two storeys.

Come and visit us. Come soon.

Love

Anvar



3 b Read and say True or False.

- 1 Anvar lives in a small house.
- 2 The Abdullaev family have five rooms.
- 3 There are two bedrooms in Anvar's house.
- 4 There are three armchairs in their living room.
- 5 There is a TV set in their living room.
- 6 There are beautiful white curtains in the living room.

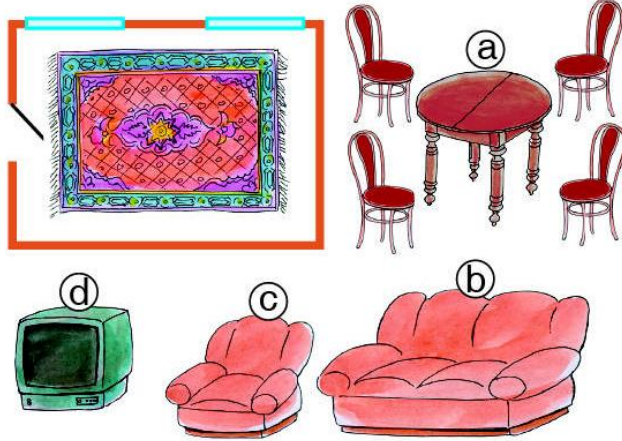
4 Ask your teacher about his/her house.

e.g. Have you got a carpet on the wall?

Lesson 3 Tidy up your room!

 **1 Work in pairs. Picture Dictation.**

 **2 Listen and draw in the correct place.**



4 a Work in pairs. Find seven wrong things.



3 Look and say.

e.g. Put your textbook in your school bag.
Put your clothes ...

 **4 b Write sentences with 'Don't'.**

e.g. Olim, don't jump on the sofa.

**5 Work in groups. Play Do It!
Don't Do It!**

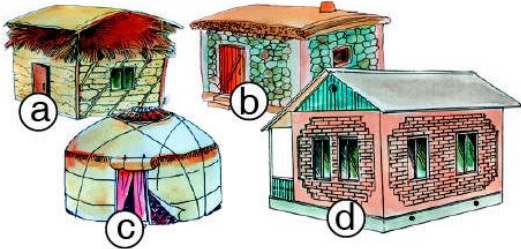


Lesson 4 Uzbek houses



1 a Look and match.

- 1 yurt 2 brick 3 mud
4 felt 5 wool 6 stone



1 b Listen and repeat.

1 c Work in pairs. Point and say.

A: (points)

B: a mud house

2 Answer the questions.

- 1 What kind of houses do you know?
- 2 In which countries do people live in yurts?
- 3 What kind of house/flat do you live in?



3 Copy. Read and complete.

There are a lot of different homes in Uzbekistan. In cities people often live in flats. But in villages people usually live in houses.

In Karakalpakstan some people live in yurts. They use sheep wool to make felt for yurts. Yurts are cool in summer and warm in winter. They can be very beautiful. Yurts have one room. This room is the kitchen, dining room and bedroom. One camel* can take a yurt from one place to a new place.

In the Hisor mountains a lot of houses are stone. Usually they have one storey. Stone houses have three or four rooms: a living room and two or three bedrooms. The kitchen is in the yard. These houses are very strong. They have coal fires* in winter. A lot of people in Uzbekistan have mud houses. Mud houses usually have one storey. They have three or four rooms. The kitchen is in the yard. Mud houses are cool in summer and warm in winter. It is easy to make a mud house.

Some houses are brick. They are very strong. They can be small or big with a lot of rooms. What about your house? What is it like?

4 Talk about different houses.

e.g. A yurt is good because one camel can carry it.



5 Listen and find a house for Karim's family.



Lesson 5 Homes: yesterday, today ...

1 a Listen and repeat.

cooker fridge kettle iron

2 a Look and say.

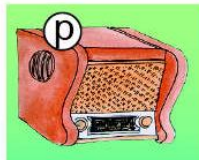
e.g. We use a telephone to talk to people.

1 b Work in pairs. Look at 2b. Point and say.

to talk, to sit, to watch, to sleep,
to eat, to cook, to listen, to drive,
to know, to make, to put, to live

2 b Match the dates and things.

1900 1990



3 a Draw things for 2020 and 2050. Write about these things.

e.g. It's a TV cooker. We use it to cook meals.



3 b Work in groups. Choose the best machine.

3 c Work in groups. Ask and answer.

Group A: You are from 2020.

Group B: You are from 2050.

e.g. What's this?

It's a We use it to

4 Listen and write Y for Yes and N for No.

Remember:

We use it to { do ...
make ...
cook ...

Lesson 6 Project



1 Spelling Dictation.

2 Play Find the Key.

3 a Listen and repeat.

Miss a go. Move forward. Move back.

3 b Work in groups. Play Dice Game.

40 You sleep in the afternoon. Miss a go.

39 You listen to music on the cassette recorder. Miss a go.

38 You read a book. Move forward 2.

36 You play computer games. Move back 4.

34 You watch TV. Move back 3.

16 You have dinner. Move forward 2.

14 You tidy up the dining room. Move forward 3.

12 You have breakfast. Move forward 2.

9 You brush your hair. Move forward 4.

7 You don't brush your teeth. Move back 5.

41 You talk to your friend on the telephone. Move back 4.

42 You put the cushion on the sofa. Move forward 4.

44 You have a shower. Move forward 3.

46 You brush your teeth. Move forward 4.

48 You put the books on the shelf. Move forward 5.

49 You don't tidy up your bedroom. Move back 4.

29 You wash the kitchen floor. Move forward 5.

27 You don't help your Mum. Move back 6.

25 You clean the cooker. Move forward 5.

19 You don't tidy up the dining room. Move back 5.

6 You brush your teeth. Move forward 3.

Prepare for the Progress Check.

Remember:

Miss a go.
Move forward.
Move back.

Pronunciation 1

1a Find letter/letter combinations with the sound [ɪ].

fridge, iron, sit, sleep, listen, live, it, brick, toilet, kitchen

1b Read aloud the words in activity 1a.

Pronunciation 2

1a Find letter/letter combinations with the sound [ŋ].

living room, bedroom, dining room, strong, morning, wedding, curtain,
helping, wrong, language, nine

1b Read aloud the words in activity 1a.

Grammar Exercise 1

1 Complete the sentences. Use the words:

fridge, wardrobe, desk, school bag, kitchen

e.g. 1 Put your textbook *in your school bag*.

- | | |
|-------------------------|------------------------------------|
| 2 Put your clothes ... | 7 Put the fruit and vegetables ... |
| 3 Put the milk ... | 8 Put the lamp ... |
| 4 Put your pens ... | 9 Put the computer ... |
| 5 Put the cooker ... | 10 Put your school bag ... |
| 6 Put the telephone ... | |

2 Answer the questions about you.

- | | |
|--|--------------------------------------|
| 1 Do you live in a house or a flat? | 4 Is your house/flat old? |
| 2 Is your house/flat big? | 5 What are they? |
| 3 How many rooms are there in your house/flat? | 6 Is there a garden near your house? |

3a Write the questions about your living room.

- | | |
|-----------------------------------|------------------------------------|
| 1 your/Is/room/living/big? | 6 chairs/many/are/there/How/? |
| 2 the/Is/a table/in/room/there? | 7 a/in/Is/there/the/room/carpet? |
| 3 the/in/Are/room/there/curtains? | 8 armchairs/Are/there/the/room/in? |
| 4 in/the/Is/a/TV set/there/room? | 9 in/wardrobe/Is/there/a/the/room? |
| 5 fridge/in/Is/there/the/room/a? | 10 Is/cooker/there/a/in/the/room? |

3b Answer the questions in 3a.

e.g. My living room isn't big. It's small.

Grammar Exercise 2

1 Translate the sentences.

- | | |
|---|---|
| 1 Mud houses usually have one storey. | 4 People use sheep wool to make felt for yurts. |
| 2 It is easy to make a mud house. | |
| 3 In mountains a lot of houses are stone. | |

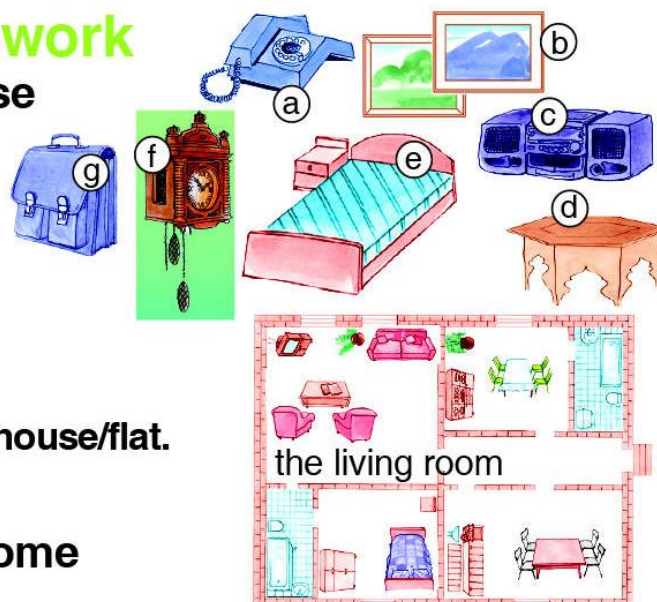
2 Write five sentences with the words:

talk, drive, watch, live, cook, sit

e.g. *We use a telephone to talk to people.*

Classwork and Homework

Lesson 1 An English house



1 Write where you can find these things. Label them.

e.g. (a) - a telephone. It is in the living room.

2 Look and draw a plan of your house/flat. Write the rooms.

Lesson 2 Welcome to my home

Activity 3a Look, read and find the differences.

The picture	The letter
e.g. <i>four chairs</i>	<i>five chairs</i>

1 Write five words for your partner.

e.g. *rtacuni* (curtain)

2 Find the words in the Wordlist. Write the meaning.

floor ①**** cupboard ②**** cushion ③****

vase ④**** between ⑤****

Lesson 3 Tidy up your room!

1 Find and write eight differences.

e.g. *There is a vase on the table in picture (a).*

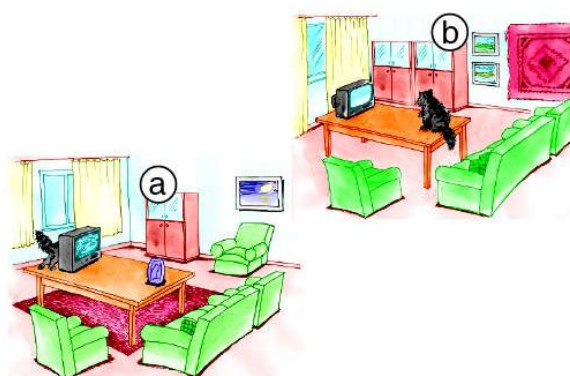
2 Find 22 words. → ↑ ↓ ↗ ↘ ↙

N	G	A	R	D	E	N	M	A	P	P
E	C	T	V	S	S	O	N	P	T	H
H	W	O	O	H	O	U	S	E	O	O
C	A	I	L	R	R	F	P	T	W	T
T	L	L	D	D	O	R	A	D	I	O
I	L	E	L	O	A	C	H	A	I	R
K	B	T	R	C	U	R	T	A	I	N

a If you find 22 or more words your score is **Great!**

b If you find 17 words your score is **Good!**

c If you find 10 words your score is **Not Good (Poor)!**



3 Draw a tidy/untidy room. Write about it.

Lesson 4 Uzbek houses

Activity 3 Copy. Read and complete.

House	Rooms	Good things
e.g. Yurt	1	cool in summer, warm in winter, one camel can carry

1 Draw your house/flat and write about it.

- 1 We live in a ____.
- 2 We live in a ____.
- 3 It is very nice because ____.
- 4 We have ____.
- 5 The kitchen is ____.

city village town brick mud
felt stone warm cool strong
beautiful rooms in the yard in the house
carpet house curtains chairs

3 Find the words in the Wordlist. Write the meaning.

cooker sink kettle iron fridge

Lesson 5 Homes: yesterday, today ...

Activity 4 Listen and write Y for Yes or N for No.

e.g. 1 Y

- | | | |
|-----------------|------------------------|-------------------------------------|
| 1 play computer | 4 wash dishes | 7 tell interesting stories |
| 2 show videos | 5 brush your teeth | 8 make chocolate cake and ice cream |
| 3 do homework | 6 dance and sing songs | 9 open doors and windows |

Draw your machine and complete the text.

I'm a new machine ① ____.
You can use me to ② ____.
You can use me to ③ ____.
You can use me to ④ ____.

You can use me to ⑤ ____.
You can use me to ⑥ ____.
But you can't use me to ⑦ ____.



living room, dining room, bedroom, kitchen, hall,
toilet, bathroom, storey, upstairs, downstairs, next to,
in front of, behind, armchair, sofa, wardrobe, TV set,
cassette recorder, curtain, carpet, garage, yurt,
brick, mud, felt, wool, stone

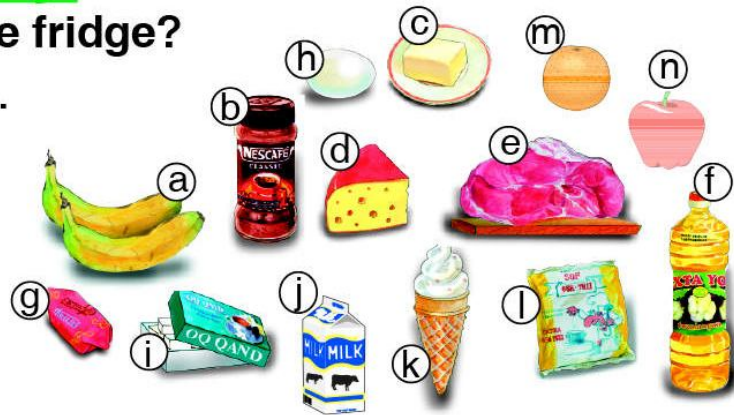


Unit 3 At the grocery

Lesson 1 What is in the fridge?

1 Match, listen and repeat.

- | | |
|----------|--------------|
| 1 egg | 8 oil |
| 2 butter | 9 salt |
| 3 banana | 10 sugar |
| 4 milk | 11 ice cream |
| 5 sweet | 12 meat |
| 6 cheese | 13 apple |
| 7 coffee | 14 orange |



2 Read and put the words from activity 1 in the right column.



an egg two eggs some butter

3 Write the words in the right column.

butter meat sweet apple
ice cream oil

a/an	some
------	------

4 Look and say.

e.g. There are some eggs in the fridge.

Well, look in the fridge. There is/are some ...
And in the cupboard there's a/some ...



I'm hungry*, Mum.

Mm, some bread
and butter. Great.
Er, cheese.
No, thanks.



5 Work in pairs. Finish Mum's part.

6 Work in pairs. Ask and answer.

e.g. A: What's in the fridge/cupboard?
B: There's some butter. Can you see it? It's next to ...

7 Listen and draw.

8 Draw your fridge/cupboard.
Write the things in it.

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

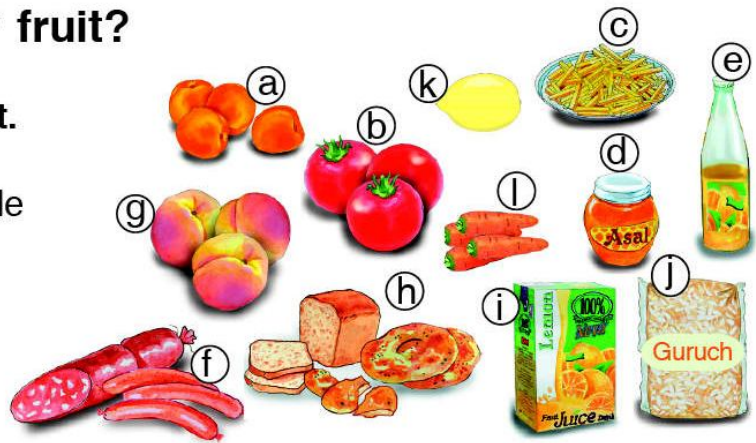
Remember:

an ice cream	some
two ice creams	sugar
some sweets	some tea

Lesson 2 Is there any fruit?

1 Match, listen and repeat.

- | | |
|--------------|------------|
| 1 apricot | 7 juice |
| 2 peach | 8 lemonade |
| 3 bread | 9 honey |
| 4 chips | 10 rice |
| 5 sausage | 11 lemon |
| 6 tomato(es) | 12 carrot |



2 a Listen and repeat.

[s]	[z]	[iz]
apricots	eggs	peaches
chips	tomatoes	sausages
sweets	bananas	oranges

4 Work in pairs. Play Mothers and Children.

Is there any ...?	Yes, there is/are some.
Are there any ...?	No, there isn't/aren't any.

2 b Copy. Write the words from 1 and 2a in the right column.

3 a Read and say what is for lunch.

Anvar: Hello, Mum. What's for lunch?
 Mum: Sausages, chips and tomatoes.
 Anvar: Great! My favourite. **Is there any** juice?
 Mum: No, there **isn't any**. There's some tea.
 Anvar: **Is there any** fruit?
 Mum: Yes, there are some bananas and apricots.
 Anvar: Apricots. Yuk. You know I don't like them. **Are there any** peaches?
 Mum: Sorry, there **aren't any**. Go and wash your hands. Lunch is ready.



3 b Look at the sentences with bold* words in activity 3a.

Are they:

- a) affirmative? b) negative?
 c) interrogative?

Do we use **any** with countables or mass or both countables and mass?

Remember:

Is there any rice?	Are there any bananas?
Yes, there is some .	Yes, there are some .
No, there isn't any .	No, there aren't any .

5 a Work in pairs. Find seven differences.

Pupil A: Look at this picture.

Pupil B: Look at the picture on page 39.

Is/are there any ... in your cupboard / on your table?



5 b Write the differences.

e.g. There is some coffee in picture (a).

But there isn't any coffee in picture (b).

Lesson 3 There are a lot of vegetables

1 Look and say. What is not on the table that we often eat now?



2 a Look, read and add* to your list.

Dinner in 1900

This is a typical dinner table in 1900. Some things are the same as we have now. For example, there is some tea and a lot of bread. There is some palov with a little meat and a few vegetables. There is some honey and a few sweets. But there is no salad and no ice creams. There are no chips and no chocolates. Which do you like more: dinner in 1900 or dinner now?

2 b Copy. Write the things from the text in the right column.

2 c Work in pairs. Answer the questions.

How many { sweets vegetables chips chocolates }	are there?	There are { a lot of ... a few ... no ... }
How much { tea meat honey palov bread salad ice cream }	is there?	There is { a lot of ... a little ... no ... }

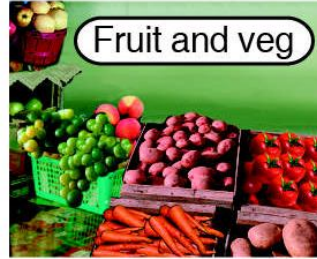
3 Complete the sentences with: a lot of/a little/a few.

Remember:

How many vegetables are there? There are a lot of vegetables. There are a few vegetables. There are no vegetables.	How much milk is there? There is a lot of milk. There is a little milk. There is no milk.
--	---

Lesson 4 Supermarkets and shops

1 a Look, listen and repeat.



1 b Work in pairs. Say what you can get in each section.

2 Read and put in the right section.

Anvar, remember our relatives are coming today.
Please go to the market and buy these things:

a lot of rice	some oil	a few bananas
some green tea	a lot of meat	some sugar
a lot of carrots	some salt	some sweets
a few lemons	a few sausages	a chocolate cake
a few tomatoes	a lot of peaches	

Thanks
Mum

3 a Listen and repeat.

We want lemons.

How many lemons?

A few.

Three, OK?

Yes.

We want salt.

How much salt?
This much or
this much?

A little.



3 b Work in pairs.

Play Supermarket.

4 Copy and complete the dialogues.

① Dilbar: We want ① * * .
Anvar: How ② * * do we want?
This ③ * * * * ?
Dilbar: We want ④ * * .

② Dilbar: ① * * * * .
Anvar: ② * * * * * * ?
③ * * * * * ?
Dilbar: ④ * * * * .

Remember:

in the	bakery	section
	grocery	
	meat	
	fruit and veg	

Lesson 5 A bar of chocolate, please

 **1 a** Read the poem and answer the questions.

Is this poem about you? Who is it?

She likes sweets
She likes tea
She likes ice cream
But she doesn't like
One thing: milk.

 **1 b** Write your own poem.
Read it to your class.

He/She likes ①****.
He/She likes ②****.
He/She likes ③****.
But he/she doesn't like
One thing: ④****.

2 a Look and match.

- 1 a bottle of Coca Cola
- 2 a packet of tea
- 3 a box of chocolates
- 4 a jar of jam
- 5 a bar of chocolate
- 6 a kilo of sausages



2 b Listen and repeat.

 **3** Write the words in the right column.

sugar peaches honey biscuits
mineral water juice Fanta milk
Coca Cola

bottle	packet	box	jar	kilo
e.g. a bottle of Fanta				

4 Work in pairs. Tell Malika what to buy*.

e.g. Dilbar: Buy a bottle of mineral water in the grocery section.

mineral water, bread, meat, jam, peaches, tea, sausages, apricots, honey, biscuits



 **5 Listen and read.**



6 Work in pairs. Play Customer* and Sales Assistant.

Remember:

a bottle of Coca Cola	a jar of jam
a packet of tea	a bar of chocolate
a box of chocolates	a kilo of sausages

Lesson 6 Project

1 Spelling Dictation.

2 a Look, listen and read.



In Britain people buy food in supermarkets, small shops and markets. Supermarkets sell fruit, vegetables and all kinds of food and TVs, 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 10.00pm and some supermarkets are open 24 hours. Markets do not open after 5.30pm or on Sundays.

2 b Work in pairs. Point and say.

supermarket market small shop

2 c Write the words in your language.

sell shop market

3 Look at the leaflets.

Answer the questions.

- 1 What is the name of the shop?
- 2 Where is it?
- 3 What does it sell?
- 4 When does it close?
- 5 When is it open?



4 Work in groups. Make a poster for your shop. Use the questions in activity 3.

Prepare for the Test.

Pronunciation 1

1a Find letter combinations with the sound [i:].

milk, sweet, cheese, is, fridge, meat, peach, chips, dinner, tea, Britain, sleep, please

1b Read aloud the words in activity 1a.

Read the sentences with correct pronunciation.

- Is there any juice? - No, there isn't any. There's some tea.
- Are there any peaches? - Sorry, there aren't any. There are some bananas and apricots.

Pronunciation 2

1a Find letter/letter combinations with the sounds [s], [z], [ɪz].

apples, oranges, eggs, peaches, apricots, sausages, chocolates, biscuits, bottles, packets, boxes, shops

1b Read aloud the words in activity 1a.

Grammar Exercise 1

1 Complete the sentences.

e.g. *My mother likes peaches but she doesn't like oranges.*

- | | |
|--|--------------------------------|
| 1 My mother likes ... but she doesn't like ... | 3 My friend likes ... but s/he |
| 2 My father likes ... but he doesn't like ... | doesn't like ... |

2 Translate the sentences.

- | | |
|--|---|
| 1 Some shops close at 9.00 or 10.00 and some supermarkets are open 24 hours. | 4 Can I have some tea, please? |
| 2 Supermarkets sell fruit, vegetables, TVs, books and other things too. | 5 Here you are. |
| 3 Markets do not open after 5.30pm or on Sundays. | 6 Sorry, we haven't got any. |
| | 7 There is some honey and a few sweets. |
| | 8 There is some tea and a lot of bread. |

Grammar Exercise 2

1 Write the questions.

- | | |
|----------------------------------|------------------------------------|
| 1 many/How/there/vegetables/are? | 5 milk/in/Is/there/any/the/bottle? |
| 2 there/milk/is/How/much? | 6 I/Can/have/some/please/coffee? |
| 3 any/Are/there/apples? | 7 are/How/packets/many/there? |
| 4 there/Is/sugar/any? | 8 a/bar/Is/of/chocolate/there? |

2 Write sentences with the words.

e.g. 1 *There is a bottle of Fanta in the fridge.*
2 *There are not any sausages.*

- | | |
|-----------------------|----------------------------------|
| 1 a bottle of Fanta | 5 not any rice in the cupboard |
| 2 not any sausages | 6 not any tomatoes in the fridge |
| 3 some honey | 7 an orange |
| 4 a lot of chocolates | 8 two packets of chips |

Classwork and Homework

Lesson 1 What is in the fridge?

1 Do the crossword. Write across the names of different foods.

2 Fill in a, an, some.

e.g. There is *some* bread.

There is ①**** sugar.

There is ②**** meat.

There is ③**** book.

There is ④**** milk.

There is ⑤**** sweet.

There is ⑥**** orange.

There is ⑦**** ice cream.

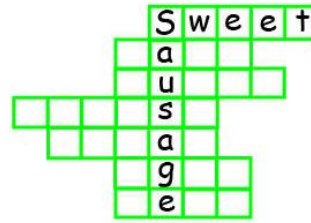
There is ⑧**** apple.

There are ⑨**** eggs.

There are ⑩**** cakes.

There are ⑪**** cups.

There are ⑫**** shops.



Lesson 2 Is there any fruit?

Activity 2b Copy. Write the words from 1 and 2a in the right column.

a/an	some
e.g. <i>an egg</i>	<i>some eggs</i>

1 Complete the sentences with some or any.

e.g. There are *some* bananas on the table.

Are there ①**** sweets?

There is ②**** juice in the fridge.

Is there ③**** milk in that cup?

There are ④**** apples on the shelf.

There isn't ⑤**** tea in the cupboard.

2 Write the differences between the two pictures.

e.g. *There is some meat in the fridge, but there isn't any meat in the cupboard.*



Lesson 3 There are a lot of vegetables

Activity 2b Write the things from the text in the right column.

a/an	some
e.g. <i>a tomato</i>	<i>some chocolate</i>

Activity 3 Complete the sentences with: a lot of/a little/a few.

e.g. There is *a lot of* milk. There are ④****. There are ⑧****.
There are ①****. There is ⑤****. There are ⑨****.
There is ②****. There is ⑥****. There are ⑩****.
There are ③****. There are ⑦****. There are ⑪****.

1 Mark the words c (countable) or m (mass).

e.g. fruit *m* apple *c*

carrot ①****	milk ④****	sugar ⑦****	sausage ⑨****
egg ②****	tea ⑤****	banana ⑧****	butter ⑩****
meat ③****	bread ⑥****		

2 Write the plural of the countable words in activity 1.

e.g. *tomato - tomatoes*

3 Look at these plurals: ① robots [s] ② homes [z] ③ cities [iz]

How do you pronounce the plurals in activity 2? Mark them 1, 2, 3.

Lesson 4 Supermarkets and shops

1a Guess and write sentences.

I like oprtsai and hacspee. I don't like kiml and hynoe.

1b Write two sentences for your friend.

2 Read and put in the right section: Grocery, Bakery, Meat, Fruit and veg.

a lot of Coca Cola	a lot of sausages	a lot of sweets
a lot of chocolate	a few tomatoes	a lot of Fanta
a big chocolate cake	a few peaches	a little butter
a lot of ice creams	a lot of bananas	a little honey

Lesson 5 A bar of chocolate, please

1 Your friends are coming to your birthday. Write a shopping list.

Begin like this: 6 bottles of ①****, 2 kilos of ②****

2 Complete the dialogue.

Customer: Good morning.

Sales assistant: ①****.

Customer: Can I have some ②****, please.

Sales assistant: OK.

Customer: Thanks. And ④****.

Sales assistant: Here you are.

Customer: Can I have ④****.

Sales assistant: Sorry, ⑤****.



some, any, buy, egg, butter, bread, milk, sweet, cheese, chips, sausage, oil, packet, bottle, jar, kilo, carrot, grocery section, supermarket, bakery, salt, sugar, ice cream, meat, fruit, apricot, lemon, peach, banana, tomato(es), juice, lemonade, coffee, honey, rice

Unit 4 At the market

Lesson 1 How much are they?

1 Listen and repeat.

- 1 plum
- 2 pear
- 3 cherry
- 4 one hundred and fifty
- 5 melon
- 6 water melon
- 7 half a kilo
- 8 grape
- 9 apple
- 10 pay



2 Chain Drill.

e.g. A: I like peaches.
B: I like grapes.

3 a Listen and repeat.

Customer: A kilo of plums, please.
Sales assistant: That's one hundred and fifty soums.

3 b Work in pairs.

Ask and answer.

- 1 kg of pears – 500 soums
- $\frac{1}{2}$ kg of plums – 75 soums
- 5 kg of grapes – 1500 soums
- 4 $\frac{1}{2}$ kg of cherries – 1125 soums
- 2 melons – 600 soums
- 2 water melons – 700 soums

5 Look, listen and find Anvar's bag.



4 a Listen and answer.

How much does the customer pay?
Customer: Have you got any apricots?
Sales assistant: Yes, over there.
Customer: How much are they?
Sales assistant: They're 200 soums a kilo.
Customer: Half a kilo, please.
Sales assistant: That's 100 soums, please.
Customer: Here you are.
Sales assistant: Thank you.

4 b Listen and repeat.

6 Work in groups. Play Customers and Sales Assistants.

Remember:

they are – they're
260 – two hundred and sixty
4 $\frac{1}{2}$ – four and a half kilos

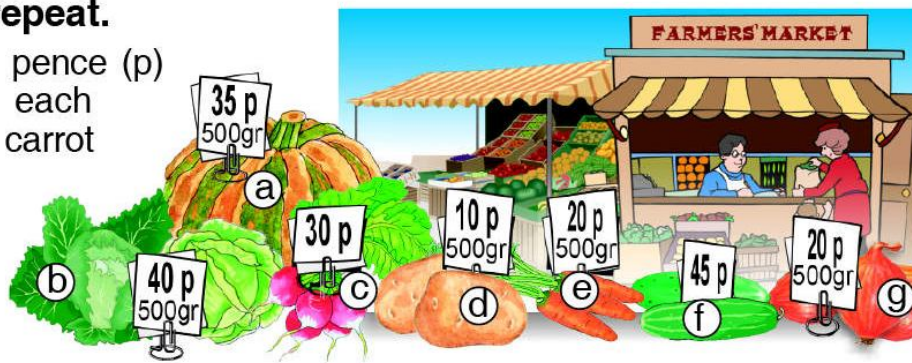
Customer	Sales Assistant
1 Write a list of five things.	1 Write a list of fruit and the prices*.
2 Decide* how much money* you have got.	e.g. 1 kg of plums – 150 soums

Lesson 2 How much does it cost?

1 Play Backdrawing.

2 Listen and repeat.

- | | |
|-------------|-------------|
| 1 cabbage | 9 pence (p) |
| 2 potato | 10 each |
| 3 pumpkin | 11 carrot |
| 4 radish | |
| 5 cucumber | |
| 6 onion | |
| 7 cost | |
| 8 pound (£) | |



3 Listen and repeat.

[s]	[z]	[iz]
pence	onions	radishes
costs	cucumbers	cabbages
	pumpkins	
	pounds	

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

4 b Complete the diagrams.

5 a Look, listen and repeat.

Customer: How much do tomatoes cost?

Sales assistant: They cost 50p a kilo.

5 b Work in pairs. Ask and answer.

tomatoes 50p/kg
peaches £2/kg
cucumbers 45p each
carrots 40p/kg
onions 40p/kg
cabbages 40p each



6 a Listen and answer.

How much does the customer pay?

Customer: How much do potatoes cost?

Sales assistant: They cost 20p a kilo.

Customer: Two kilos, please.

Sales assistant: Here you are. Anything else?

Customer: No, thank you.

Sales assistant: That's 40p, please.

Customer: Here you are.

Sales assistant: Thank you.

6 b Listen and repeat.

6 c Play Customer and Sales Assistant.

Remember:

How much do cabbages cost?
They cost 40p each.
How much does meat cost?
It **costs** £3.99 a kilo. Anything else?

Lesson 3 Do you want to be healthy?

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

e.g. I have ... for breakfast. What about you?

1 b Look, copy and complete the table with the right food.

Fats*	Milk products*	Fruit	Vegetables	Meat
e.g. butter				
				
				
				
				

2 a Read and say. 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. Have a lot of water. You **should** have two litres every day. You should eat bread, meat and potatoes, but you **shouldn't** eat a lot of sweets or chocolates because they are bad for your teeth. Eggs and milk make your bones strong. And you **shouldn't** eat at a different time or eat a lot one day and a little the next.

 **2 b** Read and write answers.

What should/shouldn't you eat if you want to be healthy?

e.g. We should eat We shouldn't eat

3 Chain Drill.

A: You should go to bed on time.

B: You should get up on time.

4 Work in pairs. Read and answer the questions.

For	From
Healthy skin*, to see well	Apricots, carrots, tomatoes, milk, butter, fish
Good skin, hair and eyes	Brown bread, eggs and meat
Good skin	Lemons and oranges
Healthy bones	Butter, eggs, fish
Bones and teeth	Milk, eggs
Energy	Bread, rice, potatoes
To be strong	Meat, eggs, fish, cheese, milk

Remember:

You **should eat** a lot of fruit.
You **shouldn't eat** a lot of sweets.

- 1 Which food is good for your skin?
- 2 What are apricots good for?
- 3 What are lemons and oranges good for?
- 4 What foods should we eat for our bones?
- 5 What should we eat for healthy teeth?
- 6 How much water should you have a day?
- 7 If you play a lot of football, what food should you eat?

Lesson 4 Are your animals healthy?

1 a Answer the questions.

- 1 Do you have rabbits? What do you feed them?
- 2 In cartoons rabbits often eat carrots. Are carrots good for rabbits?



1 b Write T for True or F for False.

- 1 Rabbits' teeth grow fast.
- 2 Rabbits eat for two hours* a day.
- 3 Rabbits should eat a lot of grass.



1 c Read the text and the sentences. Match them.

Doctor White tells us how to look after our rabbits.

"Well, the first thing I want to tell you is that ①****. A lot of people don't know this. But ②****. Rabbits' teeth grow very quickly: two millimetres a week. Usually this is OK because in the wild ③****. In fact they eat for half the day. But 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. ⑤**** is good. Give your rabbit lots of grass!"

- | | |
|---|----------------------------------|
| a One or two carrots a week | d rabbits eat a lot of grass. |
| b domestic rabbits always stay at home. | e rabbits shouldn't eat carrots. |
| c carrots are bad for rabbits' teeth. | |



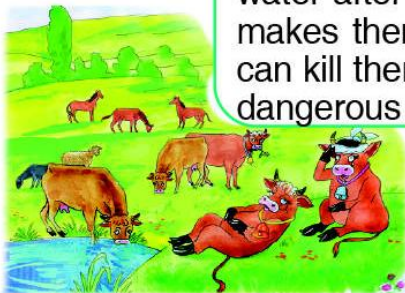
1 d Listen and check.



2 a 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 shouldn't ... because

new grass in spring
cows and horses
water after new grass
makes them sick
can kill them
dangerous for ...



bird in a cage
nails* grow fast
in the wild – fly and sit
in a cage – don't fly or sit
put a stone in the cage



2 b Read your programme to the class.

3 b Find the answers in the homework.

3 a Answer the questions.

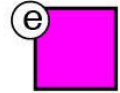
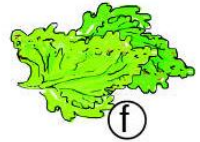
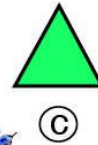
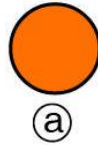
- 1 Do you think sweets and sweet foods are good for people's health? Why?/Why not?
- 2 Do you think bitter* foods are good for people? Why?/Why not?
- 3 Do you like bitter plants*?
- 4 Do animals like bitter plants?

Lesson 5 Whose sandwich is this?

1 a Match the words and pictures.

- 1 triangle
2 square
3 circle

- 4 raisins
5 lettuce
6 flour



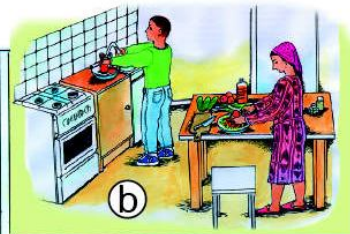
1 b Listen and repeat.

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

2 Look and match.

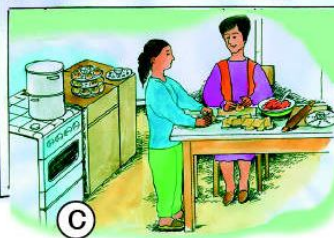
Whose shopping lists are they?

①
tomatoes
cucumbers
onions
salt



③
onions
carrots
raisins
oil
rice

②
onions
meat
salt



④
flour
onions
salt
meat

3 a Look, read and find Malika's and Anvar's sandwiches*.



①



②



③



④

Malika

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

①

Anvar

- 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.

②

3 b Draw your sandwich. Write instructions.

3 c Work in pairs. Picture Dictation.

Lesson 6 Project



1 Spelling Dictation.

2 a Work in groups. Answer the questions.

- 1 Where do people work in villages?
- 2 Where do they do their shopping in villages?
- 3 Why do they often go to the town?
- 4 Do they have any problems?



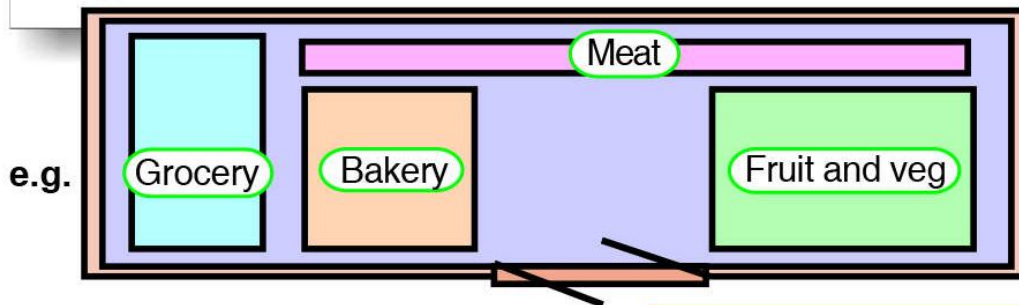
2 b Work in groups. Read the letter and draw your plan.

Dear Friends

We want to help you. We plan to build a new market. The market has all the usual sections. We want your help to make the market good for you. Please help us. Send us your plan for a good market. Send the plan to the village committee.*

Yours

Village Committee



2 c Copy and complete your letter to your village committee.

Dear Village Committee
Thank you for your letter.
We think ...
There should be ... sections.
The meat section should be next to ...

...

Yours

...

Unit 3 • Lesson 2

Activity 5a Work in pairs. Find seven differences.

Pupil B: Look at this picture.

e.g. Is/are there any ... in your cupboard/on your table?



Prepare for the Progress Check.

Pronunciation 1

1a Find letter/letter combinations with the sounds [b], [p].

buy, cabbage, open, potato, pear, bottle, packet, peach, box, cucumber, butter, banana, brick, pumpkin, bones, best, pound, pence, plum, chips

1b Read aloud the words in activity 1a.

Pronunciation 2

1a Find letter/letter combinations with the sound [ʌ].

plum, hundred, customer, pumpkin, onion, much, does, must, us, Sunday, some, honey

1b Read aloud the words in activity 1a.

Grammar Exercise 1

1 Put the sentences in the correct order.

- A That's 40p, please.
- B Here you are.
- C How much do they cost?
- D They cost 20p a kilo.
- E Two kilos, please.
- F Have you got any potatoes?
- G Yes, over there.
- H Thank you.

2 Translate the sentences.

- 1 To be healthy you must eat good food.
- 2 Have a lot of water.
- 3 You should eat bread, meat and potatoes.
- 4 You shouldn't eat a lot of sweets or chocolates.
- 5 Rabbits' teeth grow very quickly.

Grammar Exercise 2

1a Write the questions.

e.g. Are sweet foods good for people's health?

- 1 good/sweet/foods/for/people's/health/Are?
- 2 much/water/How/you/should/have/a day?
- 3 you/eat/for/should/breakfast/What?
- 4 What/should/eat/food/for/our/we/bones?
- 5 What/for/eat/healthy/teeth/should/we?
- 6 What/we/should/eat/healthy/to be?

- 6 like/Do/you/bitter/plants?
- 7 go/When/you/to bed/should?
- 8 good/Which/is/for/food/skin/our?
- 9 you/Why/eat/healthy/food/should?

1b Answer the questions in 1a.

2 Answer the questions about you.

- 1 How much water do you have a day?
- 2 Do you eat a lot of sweets or chocolates?
- 3 How many times a day do you eat vegetables?

- 3 Do you eat healthy food?
- 4 Do you eat at a different time?



Classwork and Homework

Lesson 1 How much are they?

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

e.g. *cherry* (um) (erry) (ch) (pe) (lon) (gra) (pl) (ar) (pe) (me)

2 Complete the dialogues.

A: ①**** any oranges?

B: Yes. They're 1200 soums a ②****.

A: Two, please.

B: That's 2400 ③****.

A: Here you are.

B: ④****.

A: ⑤**** are those grapes?

B: 300 soums a kilo.

A: Half a kilo, ⑥****.

B: That's ⑦**** soums, please.

A: ⑧****.

B: Thank you.

3 Write the numbers.

One hundred and thirty. One hundred and sixty. 750 220 840 390

Lesson 2 How much does it cost?

1 Put the things in the correct column.

cucumber apple carrot ice cream
plum potato sweet banana rice
cake orange radish

Fruit	Vegetables	Others
e.g. <i>apple</i>		

2 Write in order.

1 Here you are. Anything else?

2 Thank you.

3 They're 40p a kilo.

4 Sorry, not today. 80p, please.

5 Here you are.

6 How much are those onions?

7 Yes, have you got any cucumbers?

8 Two kilos, please.

Lesson 3 Do you want to be healthy?

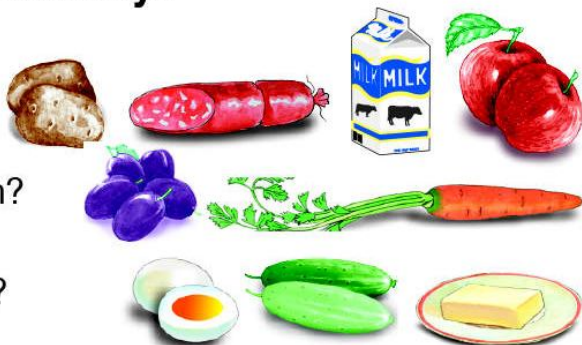
1 Choose and write.

Which foods should you eat if you are thin?

e.g. *butter*

Which foods should you eat if you are fat?

e.g. *cucumber*



2 Ask your friend/ mother/ grandmother and write a list of things to make shurva and salad.

Lesson 4 Are your animals healthy?

1a Do you know what foods are good for you? List them.

1b Find these words in the Wordlist and write the meaning.

bitter ①**** greens ②**** cancer ③****

1c Read the text. Are you right?

Good news!

A lot of plants are bitter. Animals and people do not want to eat them. They think bitter plants are poisonous. But it is not always true!

Some bitter plants are good for us. For example, cabbage, greens, dark chocolate and some other bitter foods. They help us to stop things like cancer.

1d Answer the question.

Some plants are bitter. Why is this?

1e Read and check your answer to 1d.

Why are some plants bitter? Some animals have spots so other animals can't see them and eat them. Some plants are bitter so that animals and people do not eat them.

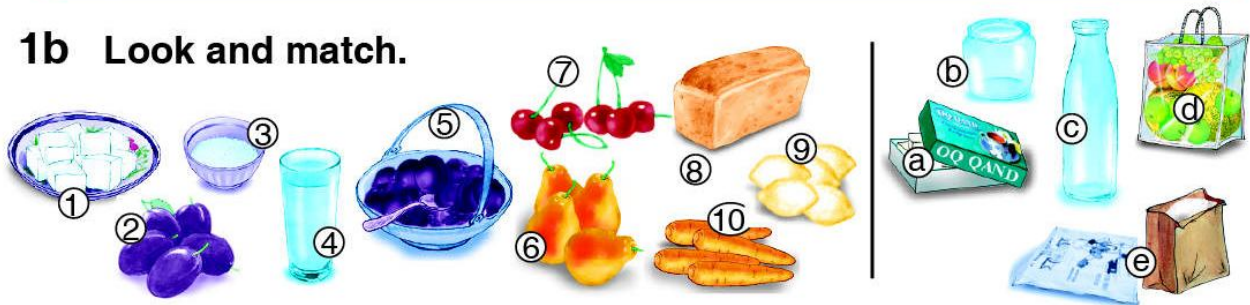
Lesson 5 Whose sandwich is this?

1a Read and answer the question.

What is a germ?

We can keep foods cool in the fridge. We use jars, bottles, boxes and paper bags to keep our food clean and fresh. We can keep foods with lots of sugar or salt. Germs don't like foods with a lot of salt and sugar. And they don't like cool places.

1b Look and match.

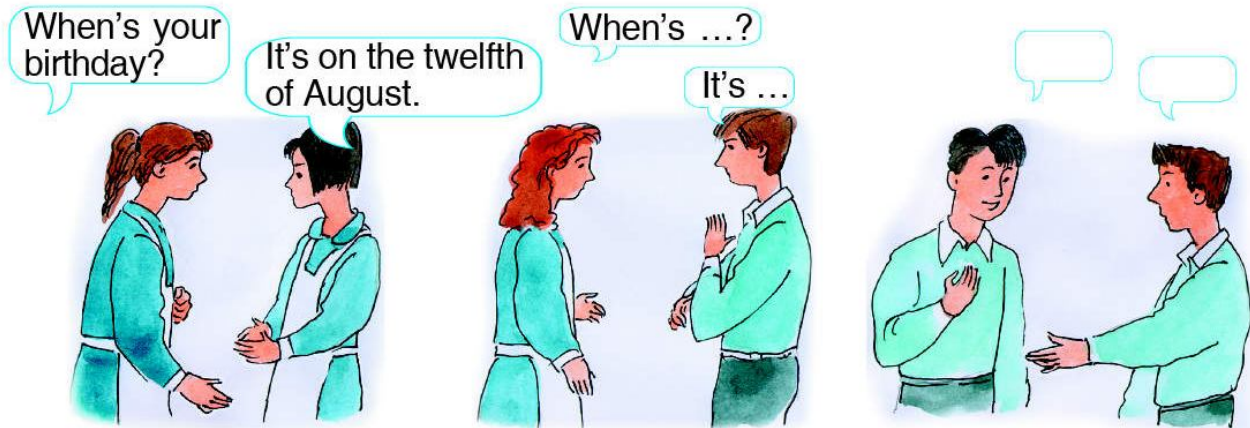


plum, pear, cherry, grape, melon, water melon,
half a kilo, one hundred and thirty, customer, cabbage,
potato, pumpkin, radish, cucumber, onion, cost, pound (£),
pence (p), each, should, triangle, square, circle,
raisins, lettuce, salad

Unit 5 Birthday

Lesson 1 When's your birthday?

1 Play Birthday Line.



2 Write your friend's birthday.

3 Listen and repeat.

1982 1990 1991 1996 1998 2000 1984
2002 1949 1975 1967 1958 1981 1979

4 Play Bingo.

Bingo!!!		
1991	1967	1994
1958	1949	1975
1982	2000	2002

5 Work in pairs. Point and say.

6 Work in pairs. Year Dictation.

Remember:

1982 – nineteen eighty-two
2000 – two thousand
2002 – two thousand and two

7 a Work in pairs. Write five important dates in your life. Dictate them to your partner.

7 b Work in pairs. Ask, answer and write.

e.g. A: What's 4 November 1982?
B: It's my sister's birthday.



Lesson 2 Happy birthday!

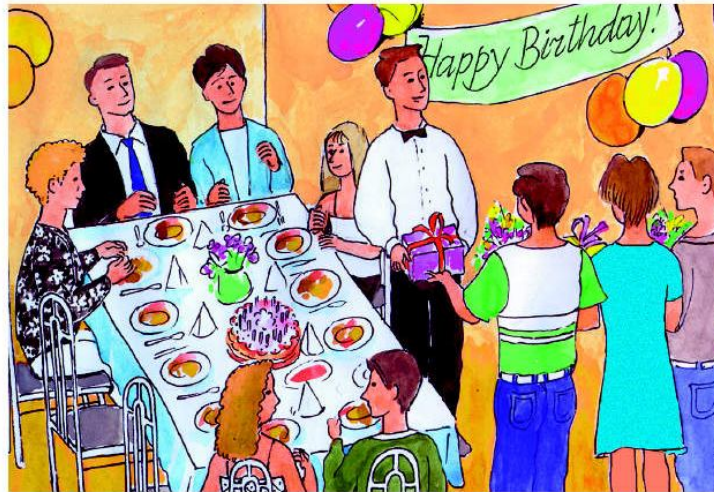
1 a Look and guess the new words.

- 1 get a birthday card
- 2 get a present
- 3 go to a restaurant
- 4 have a party
- 5 birthday cake
- 6 children
- 7 grown ups

1 b Listen and repeat.

2 Work in pairs. Read and answer.

What do you	get do sing say	on your birthday? on your friend's birthday?
-------------	--------------------------	---



3 Play Slap the Board.

4 a Choose a present for one of your family/friends and write two sentences.

e.g. *The box of chocolates is for my friend Azamat. He likes sweets.*



4 b Talk about the presents.

e.g. The box of chocolates is for my friend Azamat. He likes chocolates. The flowers are for my Mum. She is very nice. I love her very much.

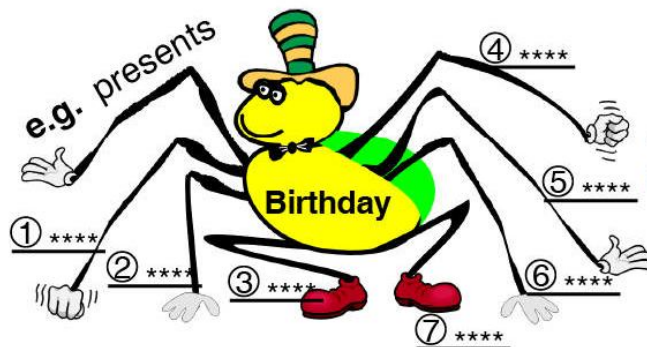
4 c Work in groups. Listen, copy and complete.

5 Look at the invitation and say what John wants.

Tom
Please come to my 13th birthday party on Sunday
12th July at 6.30pm.
Hope* you can come.
John
P.S. No grown ups please!

Lesson 3 Birthdays are fun!

 **1 Copy and complete the Word Spider.**



 **4 Read and put in order.**



2 a Listen to the teacher's story.

2 b Read the teacher's story.

 **2 c Copy and complete the story.**

Lucy is 12. Her birthday was on ① _____.
 Lucy got a lot of ② _____. She got ③ _____.
 They were ④ _____. She had ⑤ _____. Lucy
 was very happy. She had a great day.

 **5 Sing the birthday song.**



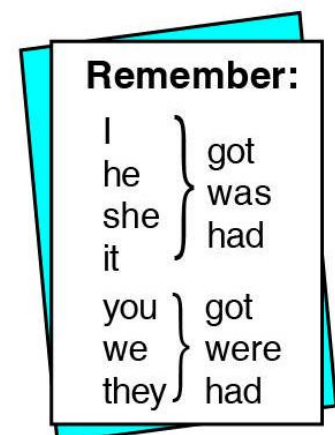
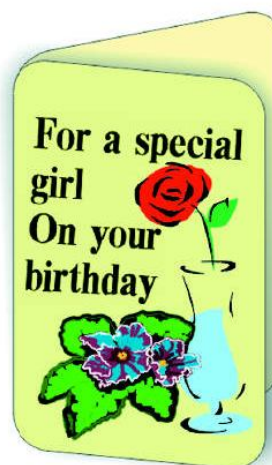
 **3 a Write about your birthday.**

Begin with:

My birthday was ...

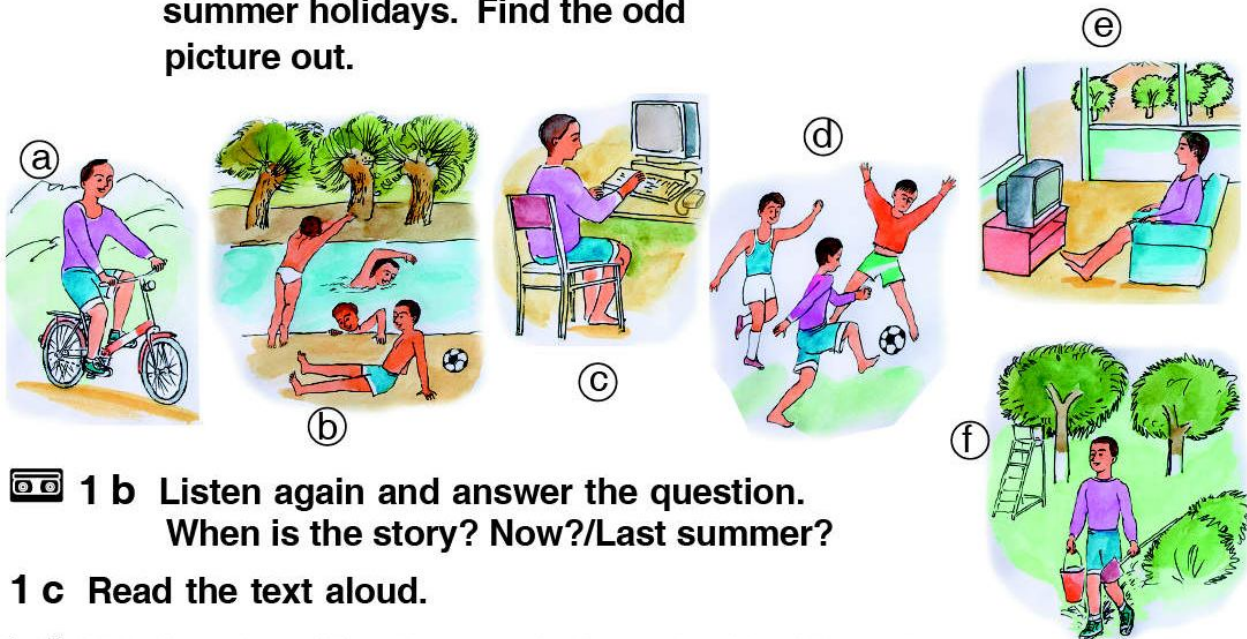
3 b Work in groups. Read your texts.
Say who had the best birthday.

 **6 Make a birthday card for your friend/relative.**



Lesson 4 I love summer

1 a Listen to Rustam's story about his summer holidays. Find the odd picture out.



1 b Listen again and answer the question.
When is the story? Now?/Last summer?

1 c Read the text aloud.

1 d Tell the story. Use the words from the blackboard.

2 a Listen and repeat the verbs in the Past Simple.

[t]	[d]	[id]
worked	lived	visited
helped	played	
watched		

2 b Listen and write the words in the right column
[t], [d] or [id].

worked lived visited helped
played watched

Remember:	
Irregular verbs	Regular verbs + ed
be – was/were	helped
give – gave	played
get – got	visited
have – had	lived
go – went	worked
swim – swam	watched
read – read	

2 c Copy and complete the table of irregular verbs.

has	had	get	got
be	was/were	read	...
swim	...	go	...

3 a Write five sentences about your summer holidays.
e.g. I played football with my friends.

3 b Work in groups. Listen to your friends, copy and complete.



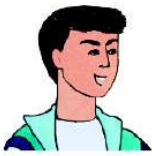
I swam in the river and I ...

4 Write your report.

e.g. Anvar and Rustam swam.
Alisher visited his granny.

Lesson 5 I was born in Tashkent

1 Look, listen and repeat.



I was born
in Tashkent.



I was born in
Cambridge.



I was born
in 1996.

2 a Chain Drill.

e.g. A: I was born in Tashkent.
And you?

B: I was born in Bukhara.
And you?

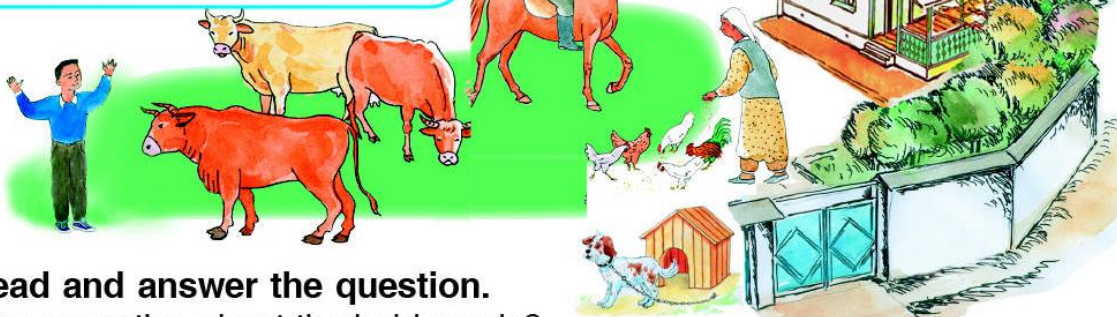
A: I was born in 1990.
And you?

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

3 a Read and give the text a title.

Five years ago my grandparents lived in the village of Zartepa in Kashkardarya. We visited them every summer. Every day we helped with their farm. They **didn't have** a car, but they **had** a brown horse and a cart*. They also had two cows and a very big bull. I **wasn't afraid of** him because he was good. He was three years old and was born on the farm. My grandparents had some hens and sheep too and a beautiful dog, Olapar, but they didn't have any cats. Near their house there was a river. My grandad swam but I **didn't** because I was too small. We liked the farm. We were very happy there.

Last year my grandparents **sold** their house and some of their animals and **moved to** a village near Karshi. I am glad they **didn't sell** their horse or their dog. **Last month** we visited them. Their new house and village are beautiful. I want to visit them again soon.



3 b Read and answer the question.

What do you notice about the bold words?

4 Listen and repeat.

ago bull move to
sell - sold last month

5 Chain Drill. Say what you didn't have five years ago.

A: We didn't have a car five years ago. What about you?

B: We didn't have ...



6 Work in pairs. Ask, answer and write.

e.g. I didn't have a new school bag last year. I had my brother's old school bag. What about you?

Remember:

I was born in Tashkent. I was born in 1889.
We **have** a car now.
We **didn't have** it five years **ago**.

Lesson 6 Project

 1 Spelling Dictation.

2 Work in groups. Find the texts on page 141.

3 Choose one of the people and read about him/her.

 4 Copy and complete the table.

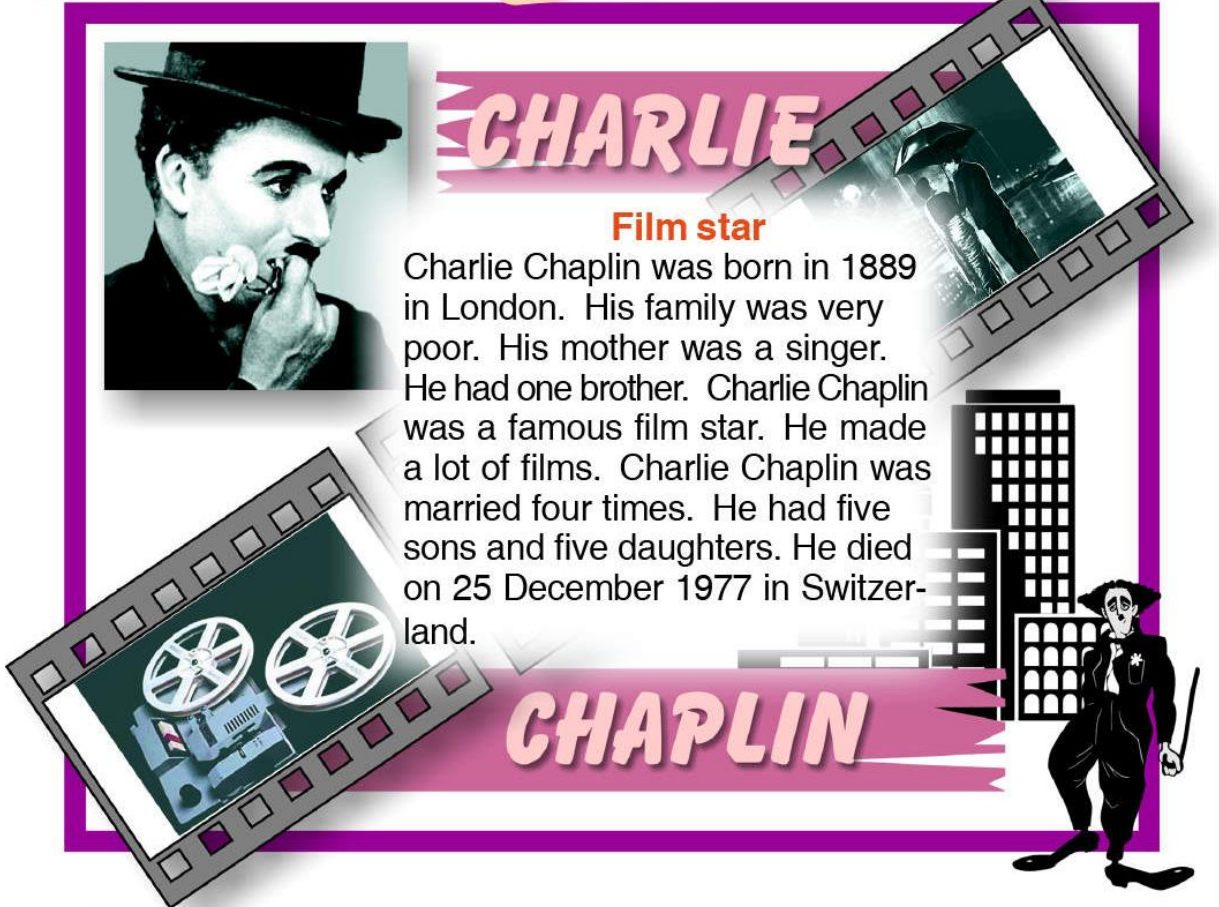
Name	①****
Born	②****
Family	③****
Famous for	④****
Died	⑤****

 5 Use your notes to make a poster.

Notes

Born: 1889 in London
Family: poor, mother singer, one brother
Married: four times
Children: five sons and five daughters
Famous for: film star
Died: 25 December 1977

Poster



CHARLIE

Film star

Charlie Chaplin was born in 1889 in London. His family was very poor. His mother was a singer. He had one brother. Charlie Chaplin was a famous film star. He made a lot of films. Charlie Chaplin was married four times. He had five sons and five daughters. He died on 25 December 1977 in Switzerland.

CHAPLIN

 Prepare for the Progress Check.

Pronunciation 1

1a Find and write the words with the sounds [t], [d], [ɪd] in three columns.

e.g. [t] worked [d] lived [ɪd] visited

visited, worked, wanted cleaned, helped, talked, listened, looked, lived, played, phoned, dictated, repeated, watched, completed, moved

1b Read aloud the words in activity 1a.

2 Read the numbers.

1992, 2007, 1965, 1947, 1952,
1983, 1976, 1993, 1945, 1935

Pronunciation 2

1 Read the sentences with correct pronunciation.

1 We didn't have it three years ago.

3 We have a house now.

2 What did you do in the winter holidays?

4 I played computer games and read some books.

2 Write and read the verbs in the Past Simple.

have -	read -	visit -	watch -	be -
live -	play -	work -	help -	go -

Grammar Exercise 1

1 Match the two parts.

1 write	a) to music
2 get	b) to a restaurant
3 go	c) a present
4 have	d) a birthday card
5 listen	e) a party

6 sell	f) the question
7 guess	g) the sentences
8 complete	h) the new words
9 move	i) to a village
10 answer	j) a house

2 Translate the sentences.

1 Every day I helped my grandparents with their farm.

3 Near their house there was a river.

2 My grandparents had a dog but they didn't have any cats.

4 Last year my grandparents sold their house and moved to a village.

5 We were happy there.

Grammar Exercise 2

1a Write the sentences about Charlie Chaplin.

e.g. was/Charlie/Chaplin/a/singer/famous - *Charlie Chaplin was a famous singer.*

1 in/He/born/1989/was.

5 film/He/one/made.

2 was/He/in/Tashkent/born.

6 was/He/three/times/married.

3 His/was/mother/star/a/film.

7 children/He/two/had.

4 five/brothers/He/had.

8 in/He/1877/died.

1b Correct and write the sentences in 1a.

e.g. Charlie Chaplin was a famous singer.

Chaplin was not a famous singer. He was a famous film star.

2 Answer the questions about you.

1 When and where were you born?

2 Where were you yesterday at

2 Where did you go last Sunday?

3 o'clock?

Classwork and Homework

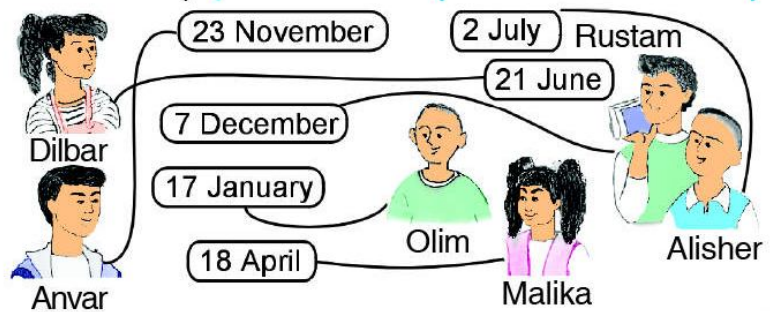
Lesson 1 When's your birthday?

Activity 7a Work in pairs. Write five important dates in your life.
Dictate them to your partner.

Me		My partner	
Date	Reason	Date	Reason
e.g. 4 November 1982	sister's birthday		

1 Write the birthdays.
e.g. Anvar's birthday's on the 23 of November.

2 Ask your family and complete the table.



Name	Age	Birthday
e.g. Feruza opa	37	15 February

Lesson 2 Happy birthday!

Activity 4c Work in groups. Listen, copy and complete.

Friend	Present	Who for	Why
e.g. Anvar	box of chocolates	Azamat	likes chocolate

Draw and write an invitation to your birthday party.

Lesson 3 Birthdays are fun!

1 Write a reply to the invitation.

It's my 13th birthday on Monday 18 November.
Please come to my party.
Time: 5.00pm
Place: House 20,
Navbahor
Ziyoda

2 Copy and complete the 'thank you' letter.

Dear
Thank you very much for the ①****.
I ②**** a great birthday. I ③**** a computer, a bike, a ④****, a ⑤**** and ⑥****. I ⑦**** very happy!!!
I ⑧**** a big birthday party. I ⑨**** very happy because I ⑩**** a big chocolate birthday cake. My friends and I ⑪**** 12 Coca Colas from my father.
Bye bye. Write soon.
Love

Lesson 4 I love summer

Activity 3b Listen to your friends, copy and complete.

People	Swam	Visited	Went	Helped	① ****	② ****
Anvar	✓					

1a Copy and write the verbs in the Past Simple.

Present	Past
clean	<i>cleaned</i>
talk	① ****
phone	② ****
visit	③ ****
watch	④ ****
help	⑤ ****
play	⑥ ****

1b Write four sentences about yesterday.
Use the verbs from 1a.
e.g. *I talked to my friend.*

Lesson 5 I was born in Tashkent

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

Me	My friend
e.g. <i>I was born in Tashkent. I was born in 1988. My mother was born in Samarkand. She was born in 1966.</i>	<i>He was born in Fergana. He was born in 1990.</i>
My ① **** My ② **** My ③ ****	

Ask and write what your parents had/didn't have, what they did/didn't do when they were young.

You are very lucky. When I was your age, things were different.

We didn't have ① **** . We didn't do ② **** . We were ③ **** .



get a birthday card, get a present,
go to a restaurant, have a party, birthday cake, grown ups,
be-was/were, give-gave, get-got, have-had, go-went,
swim-swam, read-read, sell-sold, move to, thousand,
ago, bull, last, was born

Unit 6 What you did yesterday

Lesson 1 I wanted to be ...

 **1 a** Listen, copy and complete.



1 b Sing the song.

2 b Listen and repeat.

Rustam: I **want to be** a football player but my parents **want me to be** a doctor.

Rano: I **want to be** a pop singer but my parents **want me to be** an interpreter.

2 c Chain Drill.

e.g. I want to be a sportsman but my parents want me to be a doctor.



3 a Look at the past of these verbs. Write the present.

knew could talked watched

3 b Check your answers in the Grammar Reference.

4 a Read and find the words with “*” in the Wordlist.

Gerry's story

When I was 11 we moved to a big house in East Anglia. It had a large garden. We had a gardener, he lived in a small house at the end of the garden.

I watched him and talked to him a lot. I knew a lot about gardening after this. One summer when I was still* at school I took a job at a garden centre.

I knew the names of the plants and could give people advice*. After* school I went to university. It was awful. After a term I wanted to come back* and work in the garden centre again. My parents were very angry. They didn't speak to me for some months. But I knew I was right.

Gerry mother's story

Gerry's father and I were very happy when he went to Oxford. We wanted him to be an architect. But when he came back we were very, very angry. Gerry's father didn't allow* him into the house. We didn't speak to him for some months. But now we see he is very happy.



4 b Work in pairs. Answer the questions.

Remember:

They want me to } +verb
We want him to }

- 1 Who taught Gerry gardening?
- 2 Could Gerry teach other people gardening?
- 3 Why were Gerry's parents angry?
- 4 Are they angry now? Why?/Why not?

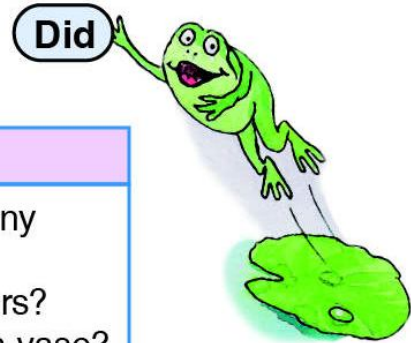


4 c Write five sentences.

Lesson Did you open the window?

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

Affirmative	Interrogative
I visited my granny yesterday. I gave her flowers. She put them in a vase.	Did you visit your granny yesterday? Did you give her flowers? Did she put them in a vase?



 **1 b** Copy and complete the table.

 **2 a** Write two sentences about yesterday.

e.g. I went to the park yesterday.

2 b Play What You Did Yesterday.

e.g.

A: Did you go to the shop yesterday?

B: No.

C: Did you go to the park yesterday?

B: Yes.



 **3 c** Write what the children did.

e.g. Andy opened the window.

4 Play Did You ... ?

3 a Read and say what the children did.

Fred's mother: Let's play a game.

Fred, please go outside*.

Children do something.*

Andy: I'm opening the window.

Kate: I'm putting my bag on the sofa.

Sally: I'm moving my chair to the door.

Justin: I'm drawing a dog on the poster.

Fred's mother: Come in, Fred.

What did we do?

Fred: Did you draw a dog on the poster?

Justin: Yes, we did.

Fred: Did you open the window?

Andy: Yes, we did.

Fred: Did you move the table?

Fred's mother: No, we didn't.

We did two more things.

What were they?

What did we do?

3 b Find in the Wordlist and write the Past Simple of the verbs.



open move draw put

Remember:

I **visited** my granny yesterday.

Did you visit your granny yesterday?

I **gave** her flowers.

Did you give her flowers?

Lesson 3 What did he look like?

1 Play I Want You To ...

3 a Listen and say: what is the problem with Jackie?

3 b Work in pairs. Help the Keeper find the man.

Pupil A: Look at this page. Ask and answer.

Pupil B: Look at page 114.

2 Find the words in the Wordlist. Write the meaning.

coat happen unusual disappear



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 partner about the man's coat (colour), his nose (big/small), his bag (big/small, colour), if he was thin/plump.



e.g. Was his bag big? What colour was his bag?

3 c Work in pairs. Write a description of the man.

e.g. The man was short.

4 a Find in the Wordlist and write the Past Simple.

find take

3 d Report.

4 b Write the policeman's report.

come, find, visit, go, ask, give, look at, show, be, can



Thames Police Force

Place: Holly Road Police Station

Date: 16 October 2001

Officer (name and number) PC Roberts, 5678911

Statement

On (date) 15 October (names) Tony Stone

The Keeper ①**** to the zoo in the morning and ②**** not see Jackie. Jackie ③**** not there. The Keeper ④**** to the police station. He ⑤**** us to help him. Every morning the man in a yellow cap and green coat ⑥**** Jackie and ⑦**** him sweets. We ⑧**** the Keeper some photos. He ⑨**** them and ⑩**** the man.

Lesson 4 The best day in my life

 **1 Play Bingo.**

 **2 Copy and play Favourites.**

 **3 a Listen and read. Answer the questions.**

Why was Jenny very happy?
What was Helen's dream*?

Dear Friend

I'm really interested in astronomy and space - I want to become an astronaut. When I was in London some weeks ago, I had the best day in my life. I met Helen Sharman, the first British astronaut. She gave a talk in London. After the talk my mum asked the steward and he allowed me to meet Helen Sharman. She was really nice and I got her autograph. When I went home, I wrote a letter to her.

I hope to get her answer soon.

Love

Jenny Austin

When I was five I knew about astronomy. When I was 11 I wanted to become an astronaut. After school I went into the army and studied astrophysics. Before I became an astronaut I worked at NASA*. And then one day they told me they wanted me to go into space. My dream came true. They chose me for 'Challenger 3'.



 **3 b Write the questions Jenny asked Helen Sharman.**

e.g. When did you ... ?

 **5 a Write about the best day in your life.**

5 b Work in pairs. Ask and answer.

e.g. Where did you go on that day?

5 c Report.

4 Ask your teacher about the best day in his/her life.

e.g. What was the best day in your life?

Remember:

When
After
Before

I was an astronaut, I worked hard.

Lesson 5 When I was ...

1 Play When I Was ...

2 a Look, read and guess the new word.

Andrew: Can we have our ball back, please?

Mr Lee: How many times must I tell you?

Don't play football near my house!

Don't kick* your ball into my garden!

Andrew: It's not in your garden ...

Sorry ... It's ... in your living room.



2 b Write Andrew's story. Begin with:

Yesterday we played football near Mr Lee's house.

3 a Read and answer the questions.

1 What does Anvar's uncle do?

2 Why did he choose that job?

3 b Read and guess the words with '*'.

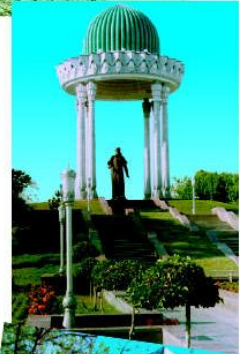
Hello Lucy

How are you? I'm OK. Yesterday our English teacher asked our class to write about professions. I want to write about my uncle Botir. He lives in Tashkent and he's an architect. In 1966 when he was young there was an awful earthquake* in Tashkent. A lot of houses fell down* and people lived in tents*. At that time he decided to be an architect and to make Tashkent a beautiful modern city. When I visit my uncle I like to look at photos of old and new Tashkent. Look at the photos. You can see the difference.

Hope to hear from you soon.

Love

Anvar



3 d Answer the question.

Which do you like: old Tashkent or new Tashkent? Why?

3 c Check your answers in the Wordlist.

4 a Write two sentences.

e.g. When I was young I liked to ...

4 b Write two sentences.

e.g. When I was ... I decided to ...

4 c Work in groups. Report.

Remember:

like to } +verb
decide to }



Lesson 6 Project

 **1 Spelling Dictation.**

 **2 a Work in groups of 3/4. Write the scenario* for a film.**

Group A: At the market.

Group B: At my/my friend's birthday party.

Group C: In the geography lesson.

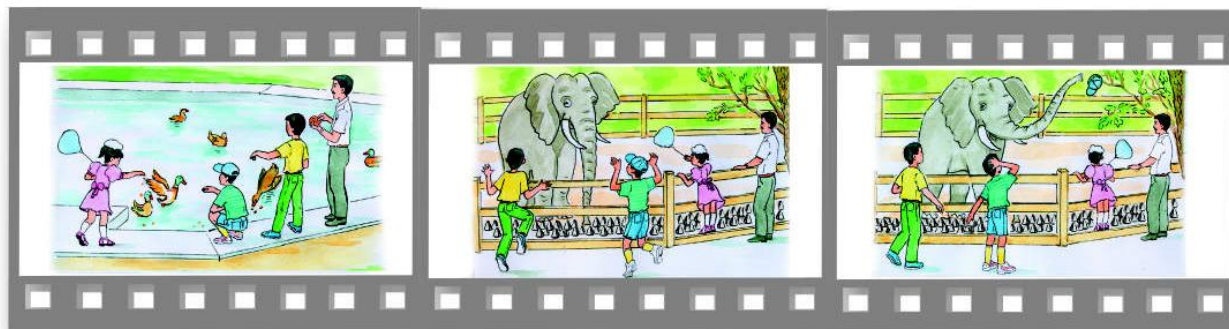
Group D: At the stadium (a football match).



1 A father and three children went to the zoo.

2 The father bought some tickets.

3 First they came to the monkey's cage. The children jumped and made faces at the monkeys.



4 Next the family went to feed the ducks.

5 When the children saw an elephant, they began to jump and make faces at it. The elephant didn't like it.

6 The elephant took the boy's cap and put it on a tree.

2 b Show your film silently. Other groups must guess and write what you did.

2 c Listen to others groups' versions of your film. Show your film again with words.


Prepare for the Test.

Pronunciation

1 Read aloud.

different, difference, architect, astronaut, astronomy, astrophysics,
steward, autograph, earthquake

2 Write and read the Past Simple.

find –	fall –
take –	see –
know –	begin –
meet –	come –
give –	do –

Grammar Exercise 1

1 Put the sentences in the correct order.

e.g. 1D

- A First they came to the tiger's cage. The tiger was very big and strong.
- B The small monkey didn't like it.
- C Next the family went to see monkeys. They were funny.
- D On Sunday a father and his children went to the zoo.
- E When the children saw the monkeys they jumped and made faces at the monkeys.
- F The father bought the tickets and ice cream for children.
- G The monkey was near the children and it took an ice cream from a boy.

2 Translate the sentences.

- | | |
|--|--------------------------------------|
| 1 I'm interested in astronomy and Space. | 4 After school I went into the army. |
| 2 I got her autograph. | 5 My dream came true. |
| 3 Helen Sharman gave a talk in London. | |

Grammar Exercise 2

1a Write the questions about you when you were five.

- | | |
|----------------------|---------------------------------|
| 1 you/Were/tall? | 4 was/hair/your/What/like? |
| 2 Were/thin/you? | 5 Were/arms/your/legs/and/long? |
| 3 your/big/Was/nose? | |

1b Answer the questions in 1a.

2 Answer the questions about you.

- 1 What subject(s) are you interested in?
- 2 What was the best day in your life?
- 3 What do you want to be?
- 4 What do your parents want you to be?

3 Write five sentences about what you did yesterday.

Classwork and Homework

Lesson 1 I wanted to be ...

Activity 1a Listen, copy and complete the song.

Do you want to be a ①**** ? Do you want to be a ④**** ?
 Do you want to be a ②**** ? Do ⑤**** ?
 Do you want to be a ③**** ? ⑥**** ?
 What do you want to be? What ⑦**** ?

Activity 4c Write five sentences.

e.g. *I want you to jump 10 times.*

I want	you him her	to jump 10 times. to say "Hello" to everybody in the class. to touch your nose and sing 'Happy Birthday'. to come to everybody and say "Nice to meet you. My name is ...". to stand up and bark. to touch your ears and say "Good morning my ears".
--------	-------------------	--

1 Copy. Find and write the Past Simple of the verbs.

2 Write five sentences for your friend. e.g. *I want you to ...*

have <i>had</i>	move ④****	live ⑧****
know ①****	take ⑤****	can ⑨****
go ②****	be ⑥****	tell ⑩****
want ③****	come ⑦****	

Lesson 2 Did you open the window?

Activity 1b Copy and complete the table.

Affirmative	Interrogative
Heggy went to his friend.	<i>Did Heggy go to his friend?</i>
They played chess.	①****
They watched TV.	②****

1 Find and write all irregular verbs from Unit 1, 2 and 3 in the Present and Past Simple.

2 Copy and complete Lucy's letter. Write the verbs in the Past Simple or Present Simple.

Hello Nancy
 How (be) ①**** you? I (be) ②**** OK. We (go) ③**** to Uzbekistan this summer. We (go) ④**** to Samarkand. It (be) ⑤**** nice! Samarkand (have) ⑥**** many historical places. We (see) ⑦**** the Registan and The Bibi Hanım. We (have) ⑧**** a very interesting time in Uzbekistan. Write to me soon.
 Lucy

Lesson 3 What did he look like?

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

astronomy ① ****

space ② ****

astronaut ③ ****

steward ⑤ ****

autograph ⑥ ****

become ⑦ ****

allow ④ ****

2 Make two Bingo cards. Write the verbs in the Past Simple.

came bought got swam gave sold
met chose drew was put took found

3 Write Jackie's story.

Begin with:

Every morning a short man in a green coat came to my cage.

Lesson 4 The best day in my life

Activity 2 Copy and play Favourites.

e.g. A: What's your favourite subject? B: It's ...

Name	Subject	Hobby	Music	Singer	Profession	Game
e.g. Anvar	English					

1 Write about your family's best day.

e.g. *My mum's best day was the 31st of December 1971 because ...*

2 Copy and complete the sentences.

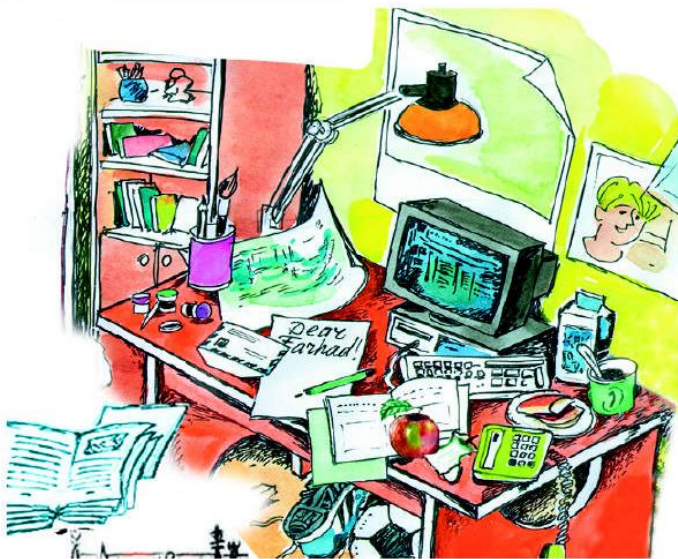
e.g. When I was five I *had a dog*. When I was ten I ① ****. Now I am twelve I ② ****. I want to ③ ****. Before I am ④ **** I want to ⑤ ****. After I am ⑥ **** I want to ⑦ ****.

Lesson 5 When I was ...

1 Look at the picture and write what Tom did on Sunday.

e.g. *Tom wrote a letter.*

2 Write five sentences about what you did on Sunday.



before, coat, happen,
unusual, astronomy, astronaut,
steward, space, autograph,
become-became, put-put,
draw-drew, take-took

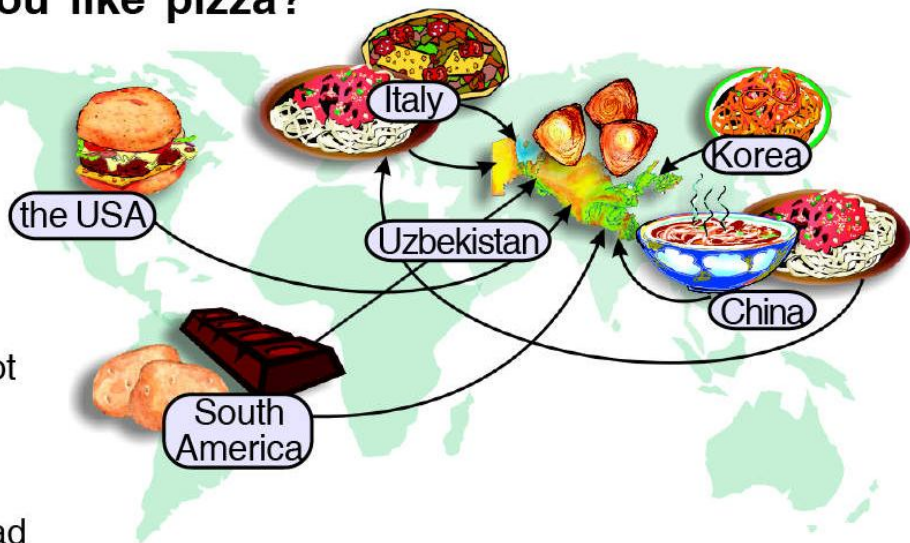


Unit 7 Cooking

Lesson 1 Do you like pizza?

1 a Listen and point.

South America
China Uzbekistan
Italy Korea the USA
pizza cheeseburger
spaghetti lagmon
chocolate spicy carrot
salad



1 b Point and say.

e.g. spicy carrot salad

1 c Complete the sentences.

South America China Uzbekistan
Italy Korea the USA

Lagmon came to Uzbekistan from ① ****.

Pizza came to Uzbekistan from ② ****.

Spaghetti came to Italy from ③ ****.

Spicy carrot salad came to Uzbekistan from ④ ****.

Potatoes came to Europe and Central Asia from ⑤ ****.

Cheeseburgers came to Uzbekistan from ⑥ ****.

Chocolate came to Europe and Uzbekistan from ⑦ ****.

And what did Uzbekistan give the world?

⑧ **** gave the world somsa.

2 a Look, listen and repeat.

- | | |
|-----------|-----------|
| 1 mixture | 3 meal |
| 2 pot | 4 pancake |
| | 5 add |
| | 6 mix |
| | 7 smile |



3 a Listen to Anvar's cassette letter and answer the question.

What holiday was it?

3 b Listen and answer the questions.

- Does Anvar's father make pancakes every day?
- Can he make pancakes?
- Why did the girls smile?

2 b Point and say.

4 a Work in pairs. Talk and write about your family's favourite meals.

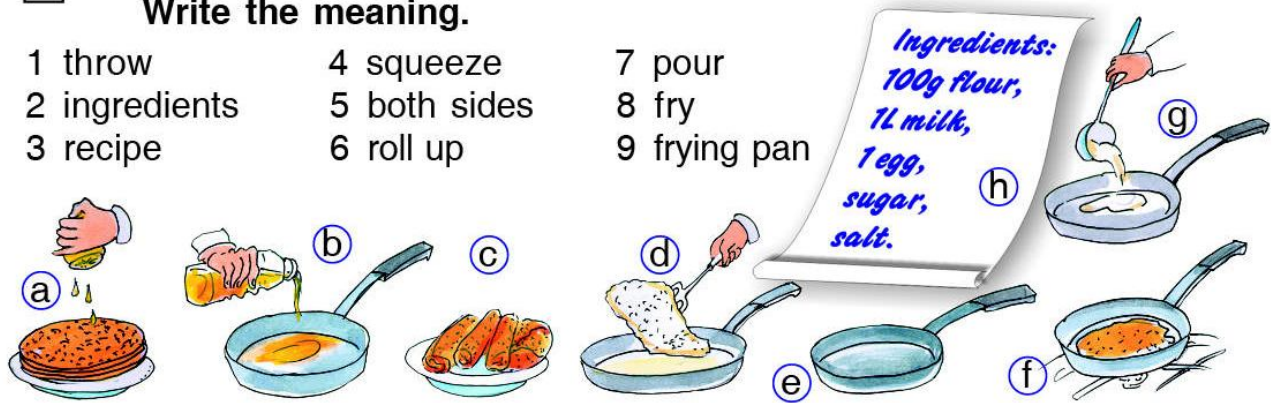
e.g. A: What's your father's favourite meal?
B: It's shashlik.

4 b Report.

Lesson 2 English pancakes

1 a Look and guess the words.
Write the meaning.

- | | | |
|---------------|--------------|--------------|
| 1 throw | 4 squeeze | 7 pour |
| 2 ingredients | 5 both sides | 8 fry |
| 3 recipe | 6 roll up | 9 frying pan |



1 b Work in pairs. Say and mime or show the words in 1a.

2 Read and put the pictures in 1a in order.

Hello Anvar

Thank you for your cassette letter. I liked it. But I like writing too. It's interesting you cook pancakes in Uzbekistan. I think boys should cook. We make pancakes too. Here's my granny's recipe.

Ingredients: 100g flour, 1L milk, 1 egg, sugar, salt.

Mix the flour, milk and egg. Add the salt and sugar. Pour some oil into a frying pan. Add the mixture and fry both sides. Squeeze a lemon and roll up the pancake.

I don't know what holiday it was.

In spring 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 their frying pans three times when they run. It's great fun to watch these races!

Ask your Dad to make English pancakes. Hope you like them.

Write soon.

Love

Lucy



3 a Work in groups of 3/4. Write a recipe and draw pictures.
Cut into pieces.

3 b Play Recipe Circle. Use recipes from 3a.

Lesson 3 Can you cook palov?

1 Listen and repeat.

special army scrambled eggs buy-bought eat-ate

2 a Look and match the pictures and names.

1 Avicena 2 Alexander the Great

2 b Answer the question.

Who do you think made the first palov?

2 c Read and check your answer.



Some people say Alexander the Great's cook was the first person to cook palov. One day Alexander the Great was hungry. His army was hungry too. Alexander the Great wanted the army to be happy. He said to his cook, "Please cook something special". The cook took rice, oil, carrots, meat and onion and made palov. Everybody liked it and they ate a lot. Now palov is many people's favourite meal.

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

2 d Answer the question. Which story do you like best? Why?

3 a Look and read Dilbar's menu.

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

Shopping list

- bread
- butter
- meat
- eggs
- rice
- tomatoes
- onions
- carrots
- potatoes
- milk

Breakfast

- bread
- butter
- scrambled eggs
- tea

Lunch

- shurva
- manti
- tea

Dinner

- palov
- salad
- tea

3 b Work in pairs. Look at the shopping list and say which meal Dilbar bought the things for.

e.g. Dilbar bought the butter for breakfast.

3 c Look at Dilbar's shopping list and answer the questions.

- 1 Did she buy ingredients for palov?
- 2 What things did she buy for palov?

4 Put the sentences in order. Match the pictures and sentences.

- 1 Eat them with some butter.
- 2 Cook for three minutes.
- 3 Put them in a big pot.
- 4 Take 1/2 litre of milk and two eggs, some flour, some salt and some sugar.
- 5 When the pancakes are dark yellow, they are ready.
- 6 Mix them well.
- 7 Pour some mixture into a frying pan.



Lesson 4 Who cooks on a picnic?

 **1 a** Find the words in the Word-list and write the meaning.

knife matches saucepan spoon
teaspoon fork can opener
thermos flask picnic tent piala kazan

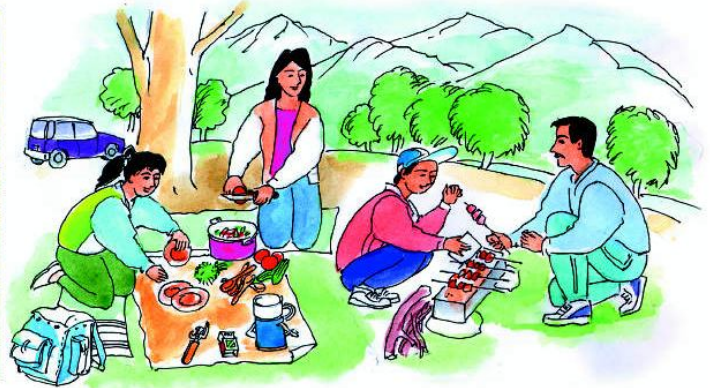
1 b Listen and repeat.



1 c Work in pairs. Point and say.

2 a Look at these pictures. Find what is the same/different.

e.g. The British family has sausages. The Uzbek family has shashlik.



2 b Answer the questions.

- 1 What things do you use when you want to cook on a picnic?
- 2 What things do you use when you want to cook at home?
- 3 Who usually cooks the meals in Uzbek homes?
- 4 Who usually cooks on a picnic?

 **3 a** Write a list of 12 things for a picnic.



 **3 b** Work in groups. Compare your lists. Write one list of seven important things.

Remember:

We have a tent if it's hot.
If it's hot we have a tent.

3 c Report. Say what you choose and why.

e.g. We have a tent if it's hot/cold/
windy/sunny/rainy.
We have a thermos flask to make
tea if we are cold/thirsty.

 **3 d** Listen and compare.

Lesson 5 Food for special days

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

smell taste attractive wheat

1 b Listen and repeat.

1 c Chain Drill.

e.g. The flowers smell good.

Mm. This palov	is/are	wonderful
The flowers	look(s)	good
These chocolates	smell(s)	attractive
This classroom	taste(s)	bad
This water		nice

1 d Work in pairs.

Play Choose and Say.

e.g. A: Shashlik.

B: This shashlik tastes good.

dress, water, melon, crayons,
flowers, Fanta, shashlik, cake,
text book, ice cream

2 a Work in groups.

Answer the questions.

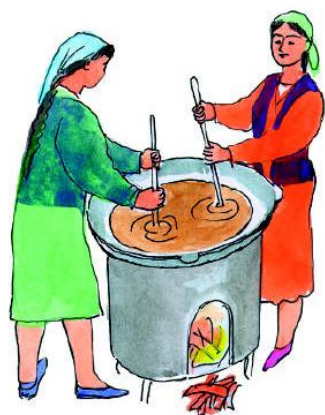
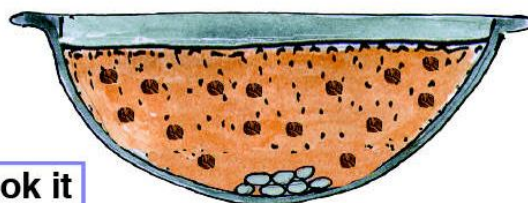
- 1 What special days do you know?
- 2 What do you do on those days?

2 b Listen to Anvar's letter to Lucy and answer the questions.

- 1 What day is Anvar talking about?
- 2 What food do people cook?

3 Look, copy and write the names of the food and the days we cook it.

Food	Ingredients	Days we cook it
e.g. <i>palov</i>	<i>oil, meat, rice, raisins, carrot, onion, chick peas</i>	



4 Write your favourite food for a special day.

Remember:

The flowers smell good.
This palov tastes wonderful.

Lesson 6 Project

1 Spelling Dictation.

2 a Work in groups. Look, read and choose.

Pupil C: Write the list.

Pupils A+B: Choose your food and tell Pupil C.

Can I have a king size hot green pizza, please with tomato salad?

1 king size
green pizza
(hot)
1 tomato salad



Welcome to Land of Pizza.
Eat Pizza, eat well!
Land of Pizza – best Pizza
in town.

Salad

Choose from: Cucumbers, tomatoes, onions, lettuce and peppers*. £1.25

Pizzas

Hot or cold spicy pizza with sausage, green peppers and mushrooms*.

Red pizza with meat, red and green peppers, onions and tomatoes.

Green pizza – no meat, only fresh vegetables.

Pizza with green peppers, mushrooms and fish.

Traditional pizza with tomato, cheese and pepper.

King size	Normal	Small
£ 3.85	£ 3.25	£ 2.75
£ 4.25	£ 3.65	£ 3.15
£ 2.75	£ 2.15	£ 1.65
£ 3.75	£ 3.15	£ 2.65
£ 2.90	£ 2.30	£ 1.80

Desserts*

Fruit salad and ice cream £ 2.45

Chocolate cake £ 1.35

Traditional apple pie £ 1.15

Ice cream with chocolate 90p

Cold Drinks

Coca Cola 90p 75p

Lemonade 90p 80p

Mineral water 85p 70p

Apple juice 90p 75p

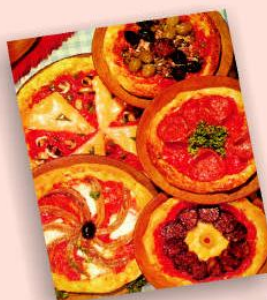
Orange juice 80p 70p

Hot Drinks

Coffee 60p per cup

Tea 70p per pot

Hot chocolate 45p per cup



2 b Work in groups.

1 Make your group Pizza Café menu.

2 Make a leaflet for your Café.

3 Advertise your Café.

Prepare for the Progress Check.

Pronunciation

1a Find letter/letter combinations with the sounds [g], [k].

cheeseburger, chocolate, lagmon, ingredients, pancake, sugar, egg, green, grapes, cassette, Korea, carrot, spaghetti, America, squeeze, cooking, hungry, mix, fork, sick

1b Read aloud the words in activity 1a.

2 Read aloud.

South America, China, Korea, the USA, Italy, Europe, Central Asia, wheat, saucepan, knife, thermos flask, special, Avicena, recipe

Grammar Exercise 1

1 Put the sentences in the correct order.

e.g. 1e

- a The cook took rice, oil, carrots, meat and onion and made palov.
- b His army was hungry too.
- c Now palov is many people's favourite meal.
- d He asked his cook to cook something special.
- e One day Alexander the Great was hungry.
- f Everybody liked it and they ate a lot.

2a Write the questions about you.

- 1 you/Can/palov/cook?
- 2 family/your/cooks/Who/in/palov?
- 3 you/did/eat/palov/When/last/time?
- 4 does/your/What/mother/cook/on/foods/special days?
- 5 foods/like/mum/What/like/does?
- 6 things/do/you/What/use/when/cook/you/at home?
- 7 at/What/your/does/family/foods/cook/Navruz?
- 8 you/What/do/last/did/Sunday?
- 9 your/What/favourite/is/food?
- 10 like/it/Why/you/do?

2b Answer the questions in 2a.

Grammar Exercise 2

1 Translate the sentences.

- 1 A sick man came to Avicena and asked for help.
- 2 This food makes you strong.
- 3 My mum says she can make them at the weekend.
- 4 They look delicious.
- 5 Hot or cold spicy pizza with sausage, green peppers and mushrooms.

2 Write five sentences with the words.

look, smell, taste, wonderful, bad, attractive, good

e.g. The flowers smell good.

3 Put the sentences in the correct order.

e.g. 1c

- a Pour some mixture into a frying pan.
- b Eat them with some butter.
- c Take milk and eggs, some salt and some sugar.
- d Cook for three minutes.
- e Put them in a big pot.
- f They are ready if they are dark yellow.
- g Mix them well.

Classwork and Homework

Lesson 1 Do you like pizza?



1 Write the things for your father's favourite meal.

2 Write the things for your favourite meal.

Lesson 2 English pancakes



1 Write the words.

- | | | | | | |
|-----------|------|-------------|------|----------------|------|
| 1 iperec | **** | 5 ryf | **** | 8 idess | **** |
| 2 uzesqee | **** | 6 urop | **** | 9 thob | **** |
| 3 rwoth | **** | 7 fpanrying | **** | 10 dientsgrein | **** |
| 4 lorl | **** | | | | |

2 Choose two recipes from Activity 3.

Write the recipes and draw pictures.

Lesson 3 Can you cook palov?



1 Write how to make milk tea or omelette.

2 Find these words in the Wordlist and write the translation.

- spices ① **** garlic ② **** raisins ③ **** quince ④ ****
chickpeas ⑤ **** turnip ⑥ **** chilli pepper ⑦ ****
walnuts ⑧ **** pomegranate ⑨ **** vine leaf ⑩ ****

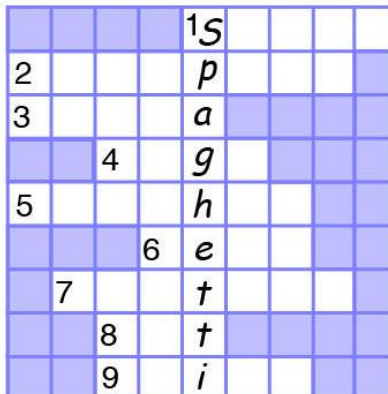
Lesson 4 Who cooks on a picnic?



1 Complete the sentences.

- 1 Yesterday we (go) on a picnic.
- 2 We (take) some  and a flask of water.
- 3 We (put) some water in the  and (make) tea.
- 4 My father (cook) very good  .
- 5 We (have) a good rest.

2 Do the crossword. →



- 1 When something is funny we
- 2 We add sugar to our tea with its help.
- 3 Italian food which looks like a cake.
- 4 We use them when we make pancakes.
- 5 We make fire with them.
- 6 We use it to make shashlik.
- 7 If we mix something, it's a
- 8 We cook meals in it.
- 9 Koreans are famous for ... carrot salad.

Lesson 5 Food for special days

Activity 2c Copy, listen again and complete.

Ingredients	How to cook	What is sumalak like?

1 Make pairs.

e.g. *fresh vegetables*

attractive green
spring fresh tasty
spicy

sumalak vegetables
coffee salad cake
onions somsa palov

2 Make ten sentences.

e.g. *I like green vegetables.*



South America, China, Italy, Korea, the USA,
cheeseburger, spicy, mix, mixture, pot, meal, pancake,
add, smile, throw, ingredients, recipe, squeeze, both sides,
roll, pour, fry, frying pan, race, special, army, knife,
matches, saucepan, can opener, thermos flask, spoon,
teaspoon, picnic, smell, taste, attractive, wheat, nut,
eat-ate, buy-bought, win-won

Unit 8 At the table

Lesson 1 Would you like ... ?

 **1 a Find the words and phrases in the Wordlist.**

- | | |
|--------------|---------------------------------|
| 1 roll | 5 Pass me the bread, please. |
| 2 yogurt | 6 Help yourself to some cheese. |
| 3 a piece of | 7 It's delicious. |
| 4 I am full. | 8 Would you like some cereal? |

1 b Listen, read and repeat.

2 Chain Drill.

Help yourself to some pizza.
Thank you. Mm. **It's** delicious.
Help yourself to some sandwiches.
Thank you. Mm. **They're** delicious.

3 Play At the Table.

Mother: Would you like some yogurt?
Anvar: Yes, please. Mm. It's delicious.
Pass me some bread, please.
Mother: Here you are. Help yourself.
Mother: Would you like a roll?
Lucy: Yes, please. Mm.
It's delicious. Pass me
a piece of cheese, please.
Mother: Here you are. Help yourself.

4 a Answer the questions.

- 1 What do people usually have for breakfast?
- 2 What do you think Anvar and Malika want for breakfast?

4 b Copy. Listen and tick the things Anvar and Malika eat for breakfast .

 **4 c Answer the questions.**

Remember:

Help yourself to some ...
It's delicious.
Help yourself to some sandwiches.
They're delicious.



**5 a Work in pairs.
Look and say.**

e.g. The Whitfields have coffee.
The Abdullaevs have tea.

 **5 b Copy and complete.**

5 c Answer the questions.

- 1 Are there a lot of differences between breakfast in Uzbekistan and breakfast in England?
- 2 Which do you like: English breakfast or your breakfast?

Lesson 2 School lunches

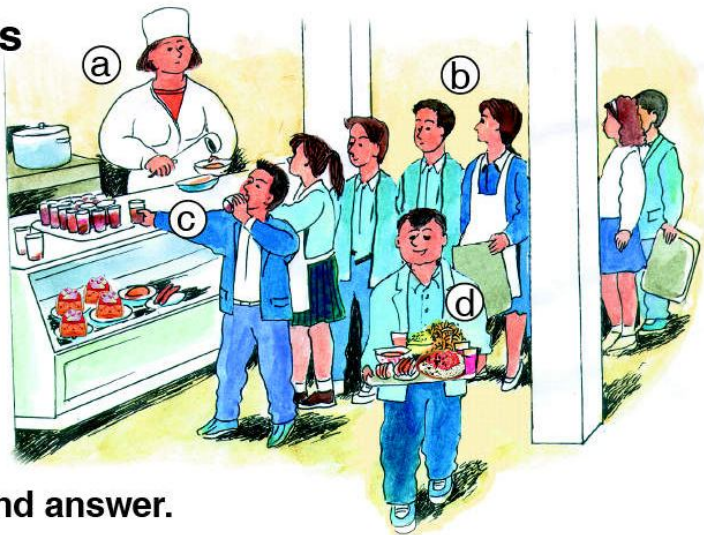
1 a Match the words and phrases with the picture.

- | | |
|-----------------|-----------|
| 1 to be hungry | 3 a cook |
| 2 to be thirsty | 4 a queue |

1 b Listen, read and repeat.

- 1 pasta 2 a kind of ...
3 to queue

1 c Work in pairs. Play Mime It.



2 a Work in groups. Ask and answer.

2 b Report.

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

2 c Read the report from a British newspaper. Write the foods the English pupils like/don't like.

The Daily Herald

Pupils want healthy food

Pupils at Estover School did a study of school meals. They kept a diary of their meals for two weeks. 75% of the pupils said that they wanted healthy meals. But 33% of them said that they didn't think the school canteen had healthy food. Some schools have healthy food, but they don't have much. You must be quick or the healthy food is finished. The pupils had a lot of ideas to improve* the school food. A lot of the ideas were about getting more healthy food:

- more kinds of healthy food not soup every day
 - not so many chips, more boiled* potatoes
 - get fresh food
 - more vegetarian* meals
 - more kinds of pasta
- If you want more healthy food in your school you and your friends can ask your school cook

2 d Work in groups. Write a list of the food you like in your school canteen.

3 a Read the letter the Estover pupils wrote to their school director. Answer the questions.

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 boiled potatoes not chips. We would like more salads too. Please can you help us. Thank you.

Class 6

3 b Write a letter to your school director.

Remember:

- to cook
- a cook
- to queue
- a queue

Lesson 3 Restaurants and cafés

1 a Find the words in the Wordlist.

- | | |
|-----------------|-------------|
| 1 comfortable | 6 fast food |
| 2 snack | 7 fries |
| 3 choyhona | 8 cheap |
| 4 eating habits | 9 expensive |
| 5 fashionable | |

1 b Listen, read and repeat.

1 c Point and say.

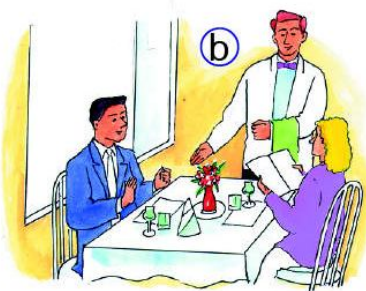
1 d Copy and tick the snacks.

2 a Work in pairs. Write other words you know.

new big clean traditional

2 b Work in groups. Answer the questions.

- Where are the people in the pictures?
- What are the differences between these places?
- You can eat in these places. What else can you do?
- Which of these places are in Uzbekistan?
- What do you know about Uzbek and English eating habits?



3 a Read and choose the best title.

- 1 Fast food 2 American ways 3 Typical American

Fast food came from America. McDonald's, Kentucky Fried Chicken and Pizza Hut are famous and popular fast food restaurants. Millions of Americans eat in fast food restaurants. McDonald's is a symbol of American life and culture. The typical American food is fast food: pizza, fries, hamburgers and hot dogs are famous kinds of fast food. Fast food is not usually expensive. It is quick and quite cheap. Now there are fast food restaurants in a lot of countries. For example, we can find McDonald's in China, Russia and England and Mirburger in Tashkent.

3 b Read and say True, False or Don't Know.

- Americans don't go to fast food restaurants.
- McDonald's is a fast food restaurant.
- Fast food restaurants cost much money.
- There are American fast food restaurants in many countries.
- There are no fast food restaurants in Uzbekistan.

3 c Work in groups. Answer the questions.

- Do you eat/like fast food? What kinds of food?
- Do you know any other kinds of food from America or Europe?
- Is there any Uzbek fast food? What is it? Where can you get it?
- Which is more healthy: fast food or traditional food? Why?



Lesson 4 Lay the table

1 a Find the words in the Wordlist.

- | | |
|--------------------|----------------|
| 1 fork | 5 on the left |
| 2 napkin | 6 on the right |
| 3 sideways | 7 to refuse |
| 4 to lay the table | 8 to accept |

1 b Listen, read and repeat.

1 c Play Next.

1 d Play Mime It.

2 a Match the boys and Dilbar's suggestions.

- 1 Use your napkin.
- 2 Don't talk when you eat.
- 3 Don't sit sideways.
- 4 Hold your spoon with your right hand.
- 5 Don't read when you eat.
- 6 Use a fork for fish.
- 7 Say 'No, thank you' if you don't want something.

2 b Play Who Is It?

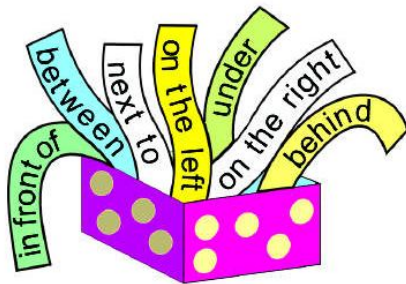
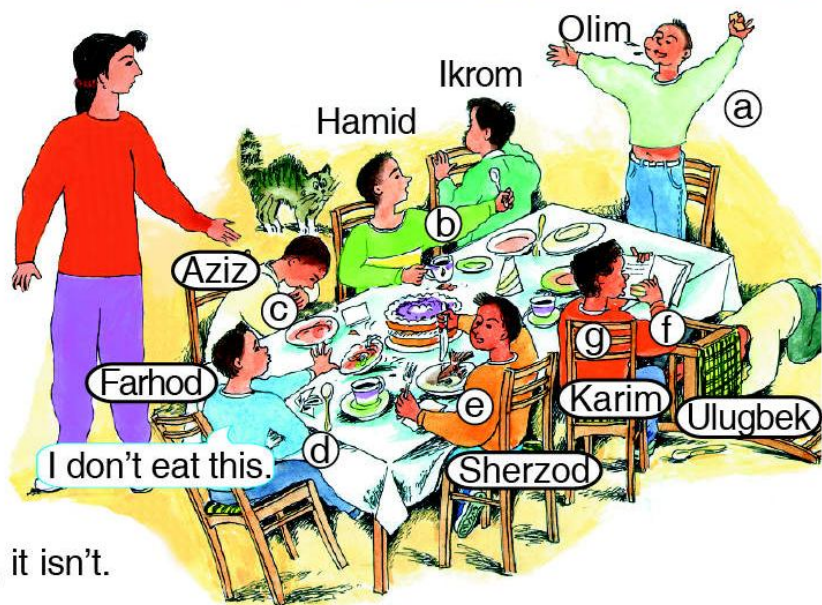
e.g. Pupil A: He's next to Ikrom.

Pupil B: It's Hamid.

Pupil A: Yes, it is. /No, it isn't.

1 e Play Where Is It?

e.g. Pupil A: Where's the hospital?
Pupil B: It's on the left.



3 Work in pairs. Play Who Is It?

4 b Work in pairs. Picture Dictation.

e.g. A: Draw the bread.

B: OK.

A: Draw the salt next to the bread.

4 a Draw how you lay the table.



Remember:

Where's the hospital?
It's on the left/right.

Lesson 5 Times, countries, manners ...

1 Look at the picture and answer the questions.

Where are they?
How do you know?



2 Answer the questions.

- 1 Do you like traditional food?
Why?/Why not?
- 2 Would you like to eat Indian/
Italian/Chinese food?
Why?/Why not?

3 Read and say True or False.

In every country in big cities there are many kinds of restaurants. For example, in London there are Chinese restaurants like the one in the picture. But look again. The young people are using chopsticks and eating Chinese food, but their table manners are British. For example, in China there are no metal spoons and people do not drink water with their meal.

- 1 In England people can eat Chinese food.
- 2 In England people eat like Chinese people in Chinese restaurants.

4 a Read and choose the best title.

At the table Customs* and traditions Different countries, different customs

- 1 In Iran at meal times, villagers* gather around a central dish or tray* on the floor. Everyone washes their hands before they eat. Then they take food with the right hand only. They help themselves from the side of the tray nearest* to them. They kneel* around* the dish.
- 2 In Japan and China it is impolite* to talk when you eat.
- 3 Uzbek people think it is polite* to pour a little tea into the cup for a guest.
- 4 English people have different manners* from Uzbek people. It is polite to cut bread with a knife and to pour a lot of tea into the cup for a guest. But it is very impolite to make a noise* when you eat.
- 5 In Germany people cut potatoes with a fork. And it is polite to keep your hands on the table, not under the table.

4 b Read and write the meaning of the words marked with '*'.

4 c Copy and complete the table.

4 d Work in groups. Answer the questions.

- 1 Which countries' manners are close to your manners?
- 2 Why do Uzbeks pour a little tea?
- 3 Why do you think English people pour a lot of tea?

Lesson 6 Project

 **1 Spelling Dictation.**

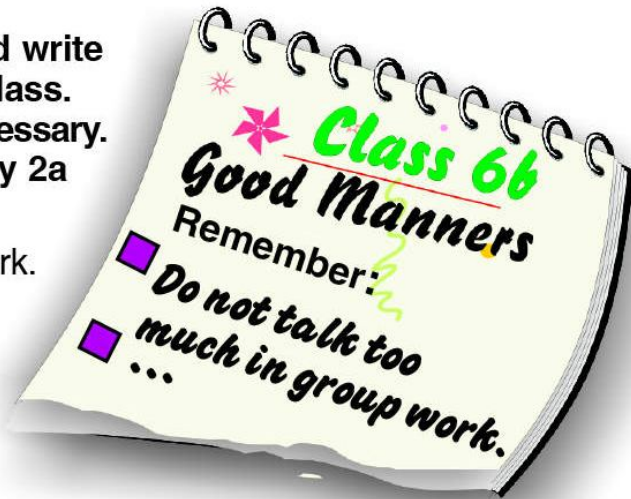
2 Discuss with your teacher 'Good manners' in your classroom.
Use your mother tongue.

 **3 Work in groups. Decide on and write ten 'Good manners' for your class.**
Ask your teacher for help if necessary.
Use the list in Lesson 4 Activity 2a to help you.

e.g. Do not talk too much in group work.

 **4 Show your teacher your list.**
Then write the list on a poster.

5 Discuss with the class and agree on ten 'Good Manners' for your class.



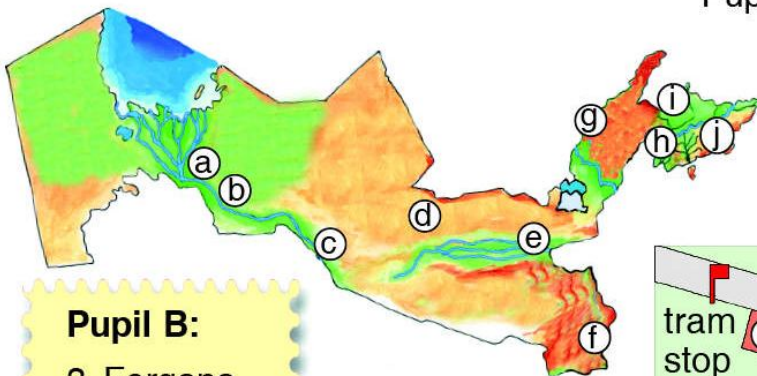
Unit 10 • Lesson 1

Activity 4b Work in pairs.
Ask and answer.

Pupil B: Look at this map.

e.g. Pupil B: Number 9. It's in central Uzbekistan.

Pupil A: Is it Bukhara?



Pupil B:

- 3 Fergana
- 6 Kokand
- 7 Namangan
- 8 Urgench
- 9 Navoi

Learning review for units 5–9

Lesson 4

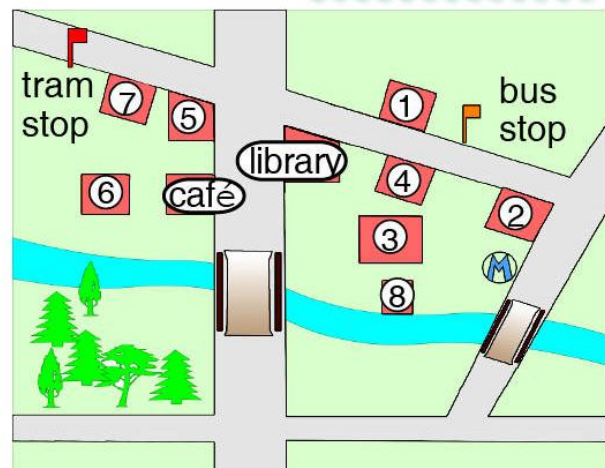
Activity 2a Work in pairs.
Complete the plan.

Pupil B: Look at this plan.

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

Pupil A: The book shop.

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



Prepare for the Progress Check.

Pronunciation

1a Find letter/letter combinations with the sounds [i:], [ɪ].

please, piece, pizza, tea, think, chopstick, canteen, delicious, cheap, sandwich, eat, did, finish, quick, people, traditional, Chinese, Indian, cheese

1b Read aloud the words in activity 1a.

2 Read the words with correct pronunciation.

queue, thirsty, diary, healthy, pasta, fashionable, expensive, typical, Chinese, polite, guest, vegetarian, bread, improve

Grammar Exercise 1

1 Match the sentences.

- | | |
|--|--------------------------------|
| 1 Help yourself to some salad. | A Here you are. Help yourself. |
| 2 Would you like some boiled potatoes? | B Have a cup of tea. |
| 3 Pass me some bread, please. | C Thank you. It's delicious. |
| 4 I'm hungry. | D Thank you. They're nice. |
| 5 I'm thirsty. | E Have a snack. |

2 Put the sentences in the correct order.

e.g. 1b

- a Pass me the salt, please.
- b Help yourself to some palov.
- c Thank you.
- d Thank you. It smells wonderful. Mm, it's delicious.
- e Here you are.
- f Yes, please. It looks attractive.
- g Would you like some salad?

3a Write the questions.

- 1 Uzbek/traditional/What/food/you/do/know?
- 2 Do/Uzbek/you/like/traditional/food?
- 3 like/Would/to/food/eat/Indian/you?
- 4 do/a/little/Uzbeks/pour/tea/Why?
- 5 like/the/in/meals/your/Do/you/school/canteen?
- 6 Do/have/tea/you/or/for/coffee/breakfast?
- 7 for/What/Uzbeks/do/have/breakfast?
- 8 What/want/do/for/you/breakfast?

3b Answer the questions in 3a.

Grammar Exercise 2

1 Translate the sentences.

- | | |
|---------------------------------|-----------------------------------|
| 1 Pass me the bread, please. | 5 If you want more healthy food |
| 2 Help yourself to some cheese. | in your school you and your |
| 3 Would you like some cereal? | friends can ask your school cook. |
| 4 The meals are delicious. | |

2 Answer the questions about you.

- 1 What kinds of healthy food do you know?
- 2 Are the meals in your school canteen healthy?
- 3 Do your friends like healthy food?
- 4 Do they have vegetarian meals in your school canteen?
- 5 What does your family usually have for breakfast?
- 6 What do English people have for breakfast?
- 7 Do you like English breakfast?
- 8 Do you use napkins at the dinner table?
- 9 Do you hold your spoon with your right or left hand?
- 10 Do you say "Thank you" to your mum after dinner?

Classwork and Homework

Lesson 1 Would you like ... ?

Activity 4b Copy. Listen and tick the things Anvar and Malika eat for breakfast.

	Butter	Bread	Biscuits	Yogurt	Tea	Fruit	Sugar
Anvar	① ****	③ ****	⑤ ****	⑦ ****	⑨ ****	⑪ ****	⑬ ****
Malika	② ****	④ ****	⑥ ****	⑧ ****	⑩ ****	⑫ ****	⑭ ****

Activity 4c Answer the questions.

What do you have for breakfast?

Which do you like: Anvar and Malika's breakfast or your breakfast? Why?

e.g. I have ① ****

I like ② **** breakfast because ③ **** .

Activity 5b Copy and complete.

Things	The Abdullaevs	The Whitfields
e.g. tea	✓	x
① ****		

Write eight sentences about the English and Uzbek dinner tables.

e.g. *There is some tea on the Uzbek table but there is no tea on the English dinner table.*

Lesson 2 School lunches

Activity 2a Work in groups. Ask and answer.

Is there a canteen in your school? ① ****

Do you eat in the canteen if you are hungry? ② ****

Do you queue? ③ ****

What do you drink if you are thirsty? ④ ****

What meals are there? ⑤ ****

What desserts are there? ⑥ ****

1 Write the missing words.

1 I drink tea when I am **** .

2 I eat bread when I am **** .

3 Macaroni is a kind of **** .

4 At school we can eat in the **** .

5 The school **** makes the meals.

6 Mm. This cake is **** .

7 Please **** the salt.

8 Can I have a **** of cake, please?

9 We eat **** for breakfast.

10 I am polite. I say "Help **** ."

2 Write the Past Tense.

e.g. make *made* write ① **** do ② **** keep ③ **** study ④ ****

Lesson 3 Restaurants and cafés

Activity 1d Copy and tick the snacks.



Ⓐ



Ⓑ



Ⓒ



Ⓓ

1 Copy and complete.

I can ① **** . I like ② **** . I can ③ **** palov, manti and chuchvara.

Our school ④ **** is kind. She makes our favourite meals.

There is a ⑤ **** in the canteen. We must wait for our turn.

I don't like ⑥ **** . Sometimes we must ⑦ **** for five minutes.

to cook,
a cook,
a queue,
to queue

2 Prepare a short talk for your next lesson on one of the following:

1 My favourite dinner.

2 Which foods are healthy?

3 Which do you like best: markets or shops?

Lesson 4 Lay the table

Draw your table. Look at the English table in Lesson 1 and write the differences.

e.g. *There is some coffee on the English table.*

Lesson 5 Times, countries, manners ...

Activity 4c Copy and complete the table.

China Japan England Germany Iran

Country	Polite	Impolite
e.g. <i>Uzbekistan</i>	<i>a little tea in the cup for a guest</i>	

1a Make words and write them with translations.

im -	un -	dis -
e.g. <i>impossible</i> ① ****	② ****	③ ****

possible, polite,
tidy, like, fashionable,
usual, appear,
comfortable

1b Add four more words.

1c What do im-, un- and dis- mean?



a roll, yogurt, a piece of,
Pass me the ..., please, Help yourself to ...,
It's delicious., Would you like ..., to be hungry, to be thirsty,
pasta, menu, to queue, sideways, a kind of, on the left,
on the right, a canteen, restaurant, comfortable,
fashionable, cheap, expensive, snack, choyhona,
fast food, eating habits, fashionable, a knife,
a fork, a napkin, to lay the table, to refuse,
to accept, manner, I'm full.

Unit 9 Round the world in 14 days

Lesson 1 Continents, countries ...

1 a Look, listen and repeat.

- | | |
|-------------|--------------------------------|
| 1 the world | 9 North America |
| 2 continent | 10 South America |
| 3 route | 11 Antarctica |
| 4 capital | 12 west |
| 5 Asia | 13 north |
| 6 Africa | 14 south |
| 7 Europe | 15 east |
| 8 Australia | 16 Which continent is ... in ? |



1 b Point and say.

2 a Copy. Read and listen. Label the continents.

Hello everybody. This is Heggy and friends. We won* a competition and now we are on a trip* round the world! How much do you know about the world?

2 b Listen, draw our route and answer the question.

 We do not visit one continent. Which is it?

3 Look, ask and answer.

Pupil A: Where's Uzbekistan?

Pupil B: It's in Asia.

Pupil B: In Central Asia.

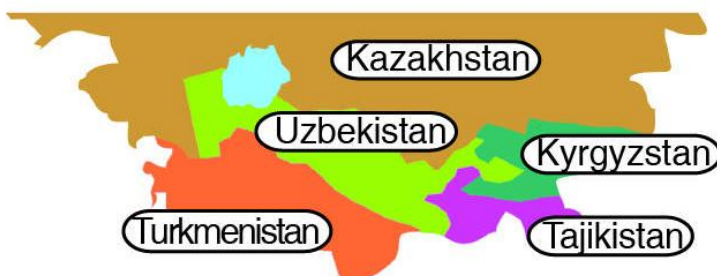
Pupil A: What's the capital of Uzbekistan?

Pupil A: Which continent is Uzbekistan in?

Pupil B: It's Tashkent.

4 a Look, listen and repeat.

e.g. Kazakhstan is to the north of Uzbekistan.



4 b Look, ask and answer.

Pupil A: Where is ... ?

Pupil B: It's to the ... of Uzbekistan.

5 a Read the numbers.

What do you notice?

100 one hundred

103 one hundred and three

350 three hundred and fifty

1,000 one thousand

2,100 two thousand one hundred

3,250 three thousand two hundred and fifty

4,678 four thousand six hundred and seventy-eight

5 b Number Dictation.

Remember:

1,000

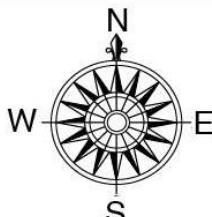
10,000

the world

Which continent is ... in ?

Kazakhstan is **to the north of** ...

win - won



Lesson 2 We're in Europe

1 a Look, listen and repeat.

Great Britain Germany France Russia
Poland United Kingdom (the UK)

1 b Listen and copy.

Draw the route and answer the question.

Where are we today?

2 a Read and match the country and capital.

The United Kingdom of Great Britain and Northern Ireland (the UK) has four parts: England, Scotland, Wales and Northern Ireland. London is the capital of the UK and of England.

3 a Listen and answer the questions.

Where is Heggy? What is he doing there?
Does he like it there?

3 b Look and answer the questions.

- Which of these animals is tall/beautiful/strong/large?
- Is the elephant a popular animal? Why?

3 c Read and answer the question.

What do you notice?

Why is the elephant very popular?

One day the animals in the zoo are talking about their friend the elephant. The giraffe says, "I don't understand. Why is the elephant very popular? I'm **the tallest** animal in this zoo."

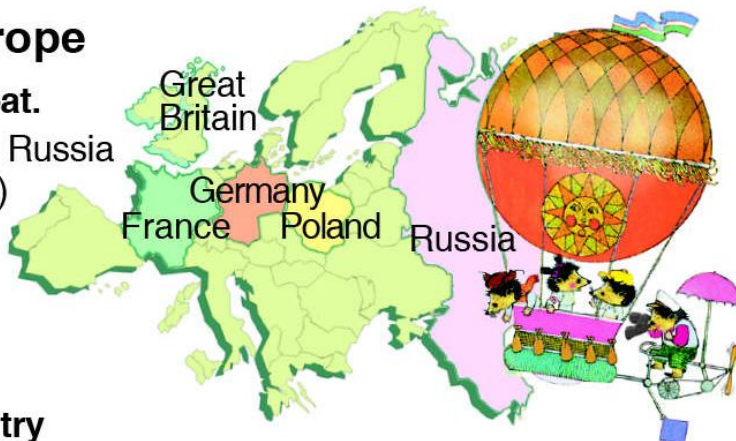
The peacock says, "I don't understand. Why is the elephant very popular? I'm **the most beautiful** animal in this zoo."

The bear says, "I don't understand. Why is the elephant very popular? I'm **the strongest** animal in this zoo."

At that moment the elephant comes. He is the largest and the strongest animal in the zoo. But he is always modest*.

3 d Copy and complete the table.

    6 – Ingliz tili 6



2 b Listen, check and repeat.

2 c Work in pairs.

Ask and answer.

Pupil A: Where's Wales?

Pupil B: It's part of Great Britain and it's in Europe.

Pupil A: What's the capital of Wales?

Pupil B: It's Cardiff.



Remember:

tall	the tallest
beautiful	the most beautiful

Lesson 2 Brrr! North America

1 Look at Workbook Lesson 2 Activity 3d.

Talk about the animals.

e.g. The spider is the most dangerous animal.

The snake is the longest animal.

2 a Read and answer the question.

Where are we going today?

Hello everybody. We must leave* Great Britain now. Brrr! Put your coats on.*
Look at the world map.

 **2 b** Look at the world map in your exercise book. Listen and draw the route.

 **2 c** Copy and tick the things Heggy and his friends see.

 **4 a** Look at the table. Ask and answer.

e.g. Pupil A: Which country is the largest?

Pupil B: ... is the largest country.

There are three countries in the North American continent: Canada, the United States and Mexico.

 **3 a** Find the words in the Wordlist. Write the meaning.

million area population
approximately (approx.)
square kilometre (sq.km)

3 b Look, listen and repeat.

	The United States	Canada	Mexico
Capital	Washington	Ottawa	Mexico City
Population	264½ million	32½ million	105 million
Area in square kilometres	9½ million approx.	10 million approx.	2 million approx.

- 1 Which country is the largest?
- 2 Which country has the largest population?
- 3 Which country is the smallest?
- 4 Which country has the smallest population?

4 b Look at the table. Ask and answer.

e.g. Pupil A: What is the population of the United States?

Pupil B: The population of the United States is two hundred sixty-four and a half million people.

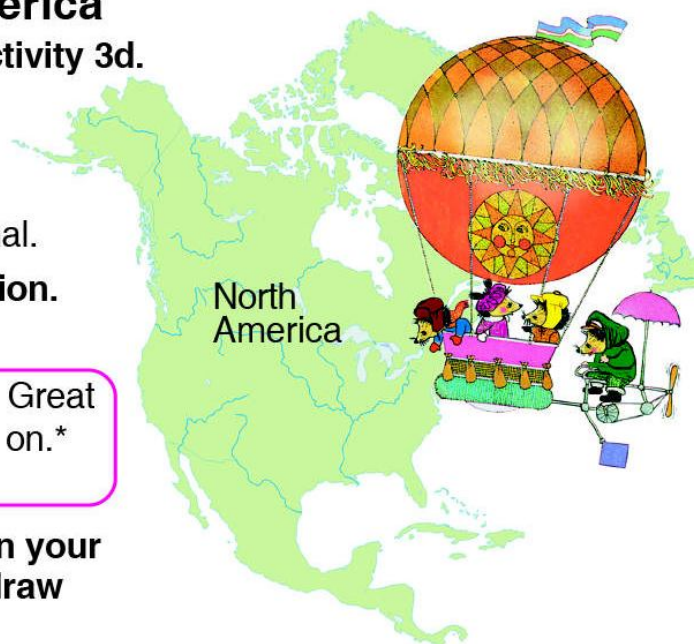
Pupil A: How big is the United States?

Pupil B: The area of the United States is nine and a half million square kilometres.

Remember:

the United States
three million
10 square
kilometres

- | | |
|---------------------------------|---------------------|
| 1 population/the United States? | 5 population/Mexico |
| 2 area/the United States? | 6 area/Canada? |
| 3 area/Mexico? | |
| 4 population/Canada | |

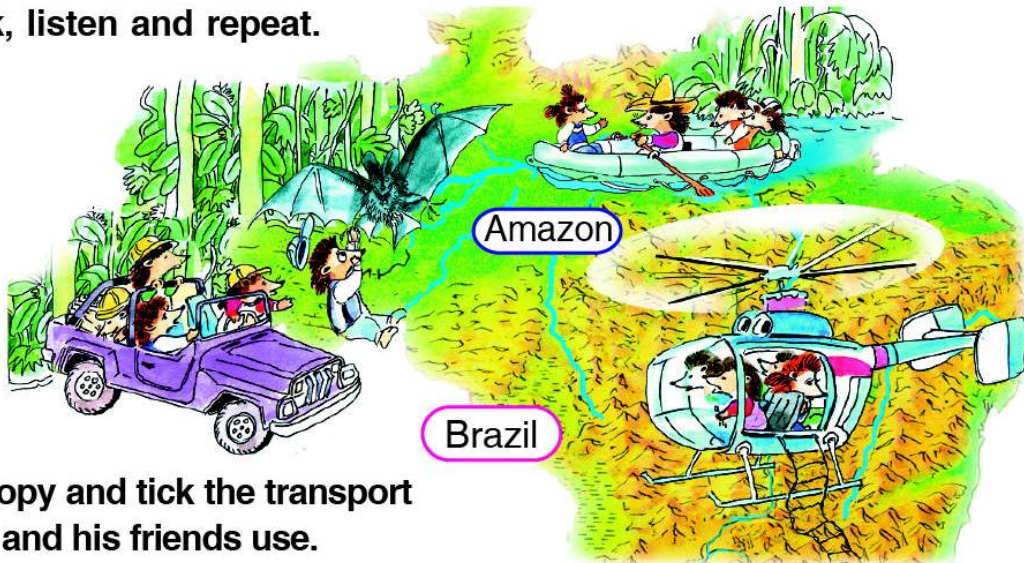


Lesson 4 The longest, the biggest ...

1 a Look, listen and repeat.

- 1 Brazil
- 2 transport
- 3 Amazon
- 4 helicopter
- 5 boat
- 6 airplane
- 7 scary

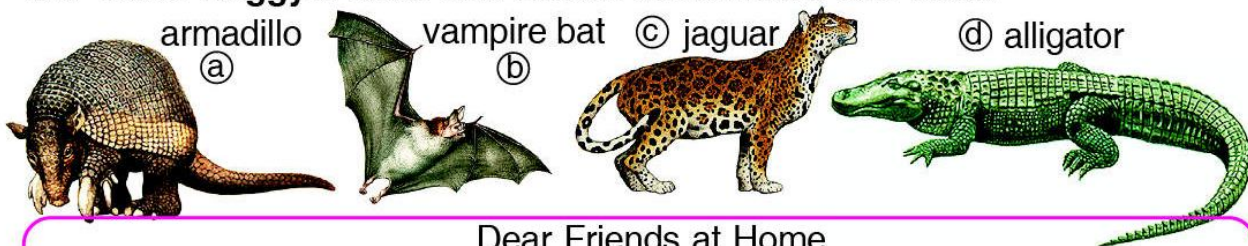
1 b Point and say.



2 Look, copy and tick the transport Heggy and his friends use.

- | | | | |
|----------------|-------------|-------------------|--------------|
| on foot ① **** | car ③ **** | airplane ⑤ **** | horse ⑦ **** |
| donkey ② **** | boat ④ **** | helicopter ⑥ **** | bus ⑧ **** |

3 a Read Heggy's letter and 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 desert. There we met an unusual animal: an armadillo. Armadillos aren't very big but they are very strong. They have got 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 ... Heeeeeelp! 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

3 b Translate.

- 1 in the north of 2 to the north of

Remember:

Nukus is **in** the north of Uzbekistan.
Kazakhstan is **to the north** of Uzbekistan.
drive – drove

Lesson 5 Kiwis, koalas and kangaroos

1 a Look, read and repeat.

kiwi koala kangaroo
penguin Australia
New Zealand

1 b Match the animals and countries.

1 c Point and say.

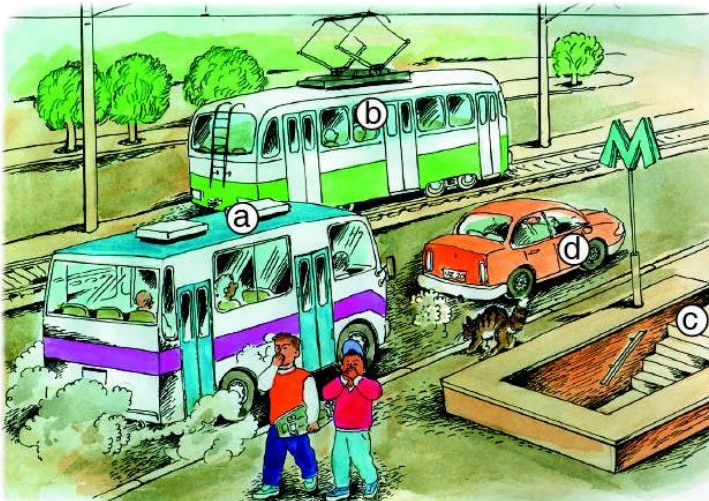
e.g. Kiwis live in New Zealand.



2 a Read, listen and write T for True or F for False.

2 b Match the words and the kind of transport.

1 tram 2 bus 3 car 4 metro



2 c Work in pairs. Talk about the best/worst kinds of transport.

e.g. Pupil A: What is the worst kind of transport?
Pupil B: The car and the bus are the worst kinds of transport. They make the air very dirty. We call this pollution*.



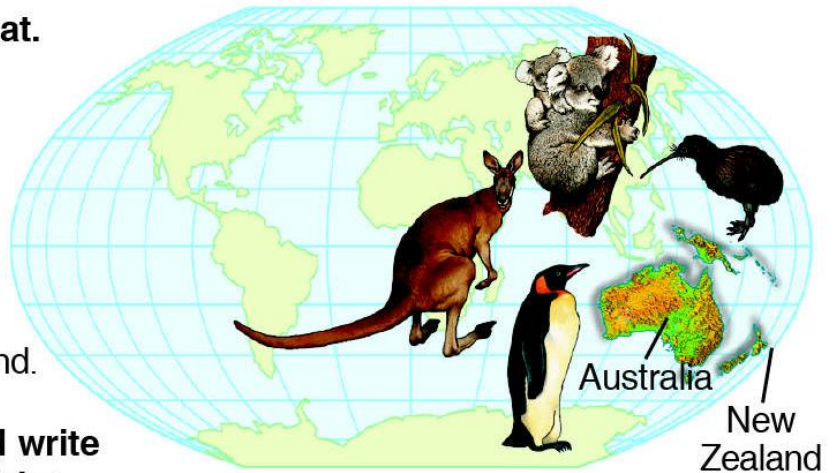
3 b Read and put the story in order.

3 d Discuss in groups. Report to the class.

- 1 What did the elephant and the monkey ask the Old Bird?
- 2 Did the Old Bird answer them?
- 3 Was the Old Bird clever?
- 4 What do you think? Who is the best animal in the forest?

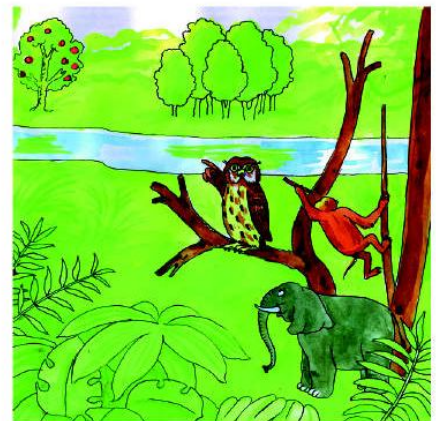
Remember:

good – best
bad – worst
far – furthest



3 a Look at the picture. Answer the questions. Guess the bold words.

- 1 What can you see in the picture?
- 2 Are the trees **far** from the animals?
- 3 Which tree is **the furthest** from the animals?
- 4 What do you know about the animals in the picture?



3 c Listen and check.

Lesson 6 Project

 **1 Spelling Dictation.**

 **2 a Work in groups of 3/4. Make a poster. Write about the size, population, famous places and nature of the country.**

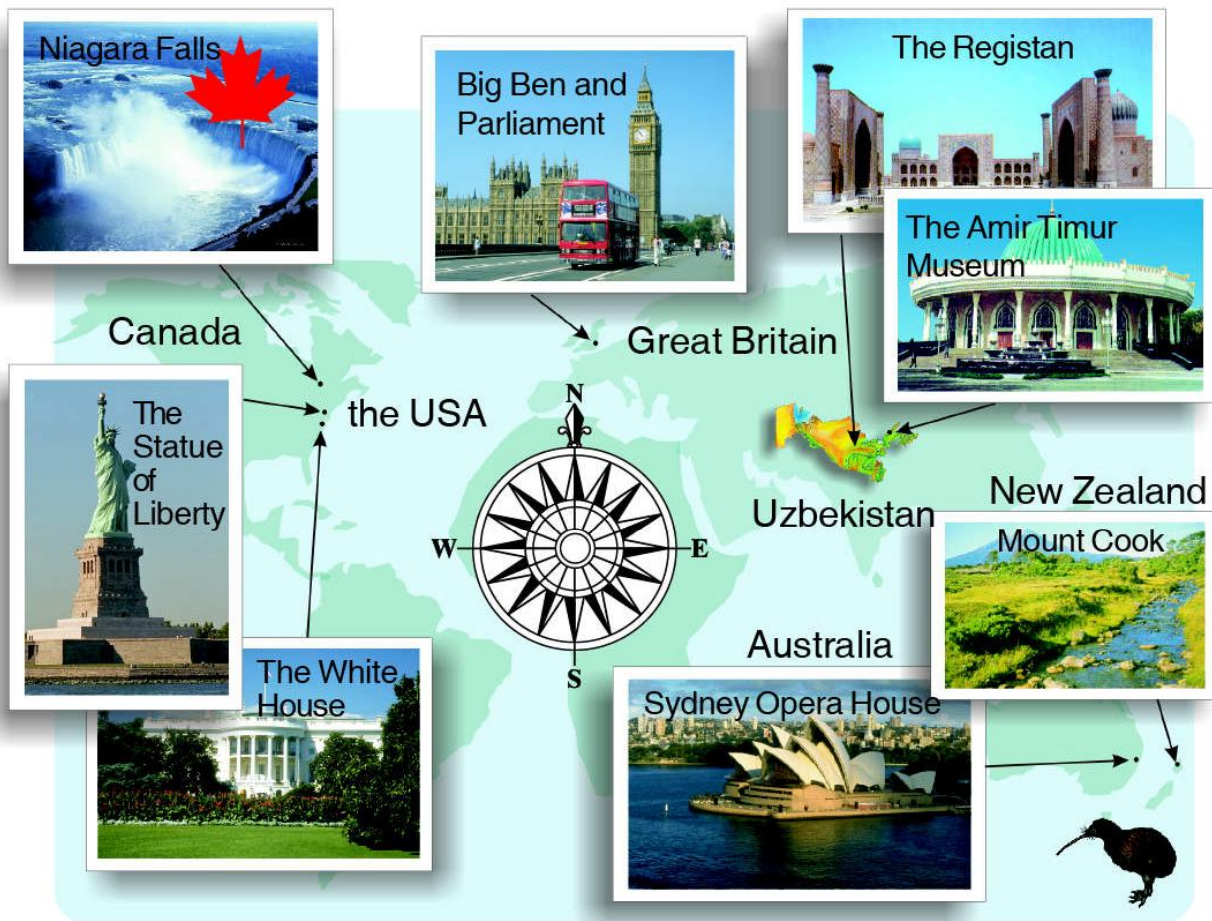
Group A: Great Britain

Group B: Australia and New Zealand

Group C: The USA

Group D: Uzbekistan

Group E: Canada



2 b Display your poster and talk about the country.



Brrr ... !

The lowest temperature in the world was in Antarctica. It was 88° C below 0°.

 **Prepare for the Test.**

Pronunciation

1 Read the words with the correct pronunciation.

Antarctica, Asia, Africa, Australia, the United Kingdom, Great Britain, Northern Ireland, England, Scotland, Wales, Europe, Russia, Poland, France, Japan, China, Italy

Grammar Exercise 1

1 Read the numbers.

125 105 450 2000 2010 4,350 5,853 19,746 36,982 4,863 5003

2 Complete the table.

Positive	Superlative
big	
	the most beautiful
	the largest
dangerous	
strong	
harmless	
popular	
far	
large	
	the hottest

3 Match the parts of the sentences.

- | | |
|---------------------|-------------------------------|
| 1 Kiwis live in | a South America. |
| 2 Koalas live in | b Uzbekistan. |
| 3 Kangaroos live in | c Australia. |
| 4 Penguins live in | d New Zealand. |
| 5 Jaguars live in | e Africa and India. |
| 6 Giraffes live in | f Africa. |
| 7 Elephants live in | g Australia. |
| 8 Tortoises live in | h Antarctica and New Zealand. |

Grammar Exercise 2

1 Translate the sentences.

- | | |
|--|--|
| 1 The largest and the strongest animal is always modest. | 4 The car and the bus make air very dirty. |
| 2 We were really lucky. | 5 We call this pollution. |
| 3 I was really scared. | 6 Cars and buses are the worst kinds of transport. |

2a Write the questions.

- | | |
|--|--------------------------------------|
| 1 What/is/kind/best/of/the/transport? | 4 the/make/metro/the/Does/air/dirty? |
| 2 is/the/transport/worst/kind/What/of? | 5 worse/than/Are/cars/buses? |
| 3 Are/trams/better/than/buses? | 6 go/you/to/How/do/school? |

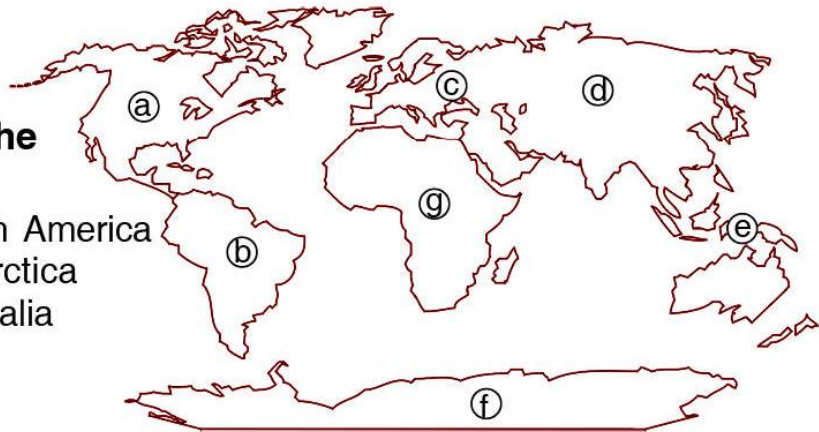
2b Answer the questions in 2a.

Classwork and Homework

Lesson 1 Continents, countries ...

Activity 2a Copy.
Read and listen. Label the continents.

- | | |
|-----------------|-----------------|
| 1 Asia | 4 South America |
| 2 Europe | 5 Antarctica |
| 3 North America | 6 Australia |



1 Copy and complete.

There are seven ①_ in the world. They are: ②_ , ③_ , ④_ , ⑤_ , ⑥_ Antarctica and ⑦_ . Uzbekistan is in ⑧_ . The ⑨_ of Uzbekistan is Tashkent. Asia is a big continent.

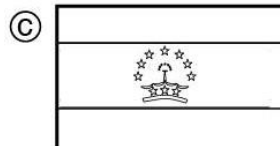
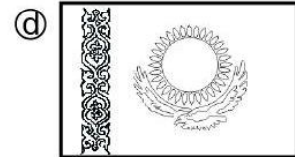
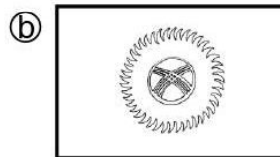
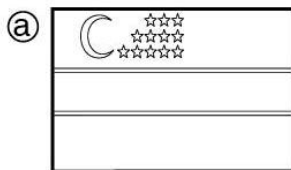
2 Write about Kyrgyzstan and Turkmenistan. Use homework 1 to help you.

3 Write the numbers.

e.g. 131 *one hundred and thirty-one*
564 7,823 9,872 10,266

4 Match, draw and colour. Look at page 140.

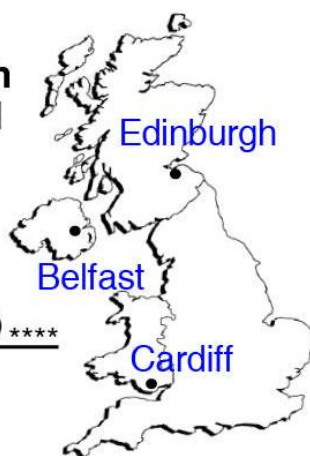
- Uzbekistan
- Tajikistan
- Turkmenistan
- Kazakhstan
- Kyrgyzstan



Lesson 2 We're in Europe

Activity 2a
Read and match the country and capital.

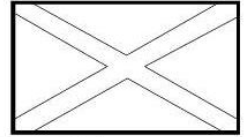
- Scotland ① ****
Wales ② ****
Northern Ireland ③ ****



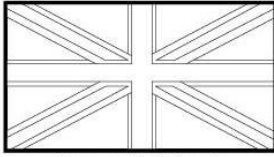
Activity 3d Copy and complete the table.

Animal	Positive	Superlative
giraffe	tall	<i>the tallest</i>
bear	strong	① ****
tortoise	slow	② ****
mouse	small	③ ****
cheetah	fast	④ ****
elephant	large	⑤ ****
snake	long	⑥ ****
peacock	beautiful	<i>the most beautiful</i>
lion	popular	⑦ ****
spider	dangerous	⑧ ****
deer	harmless	⑨ ****

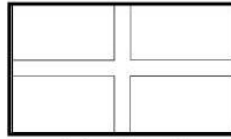
Northern Ireland



1 Copy and colour the flags. Look at page 140.



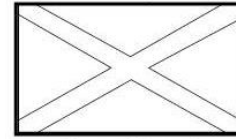
Great Britain



England



Wales



Scotland

2 Complete.

Scotland is *to the north* of England.

Wales is ①**** of England.

Northern Ireland is ②**** of Wales.

England is ③**** of Scotland.

England is ④**** of Wales.

England is ⑤**** of Northern Ireland.

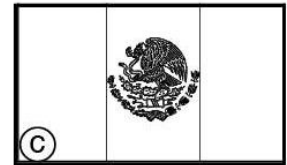
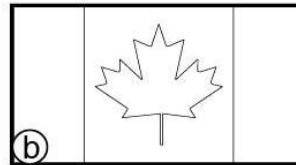
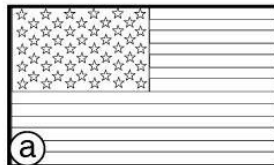
Lesson 3 Brr! North America

Activity 2c Copy and tick the things Heggy and his friends see.



1 Draw, colour and match.

- 1 Mexico
- 2 Canada
- 3 The United States



2 Look at the table. Answer the questions.

	Great Britain	Canada	Uzbekistan
Capital	London	Ottawa	Tashkent
Population	60½ million	32½ million	29 million
Area in square kilometres	244,880	10 million approx.	447,400.

- 1 Which country is the largest?
- 2 Which country has the largest population?
- 3 Which country is the smallest?
- 4 Which country has the smallest population?
- 5 What is the population of Canada?
- 6 How big is Canada?
- 7 How big is Uzbekistan?

Lesson 4 The longest, the biggest ...

1a Look at page 83. Read the texts in 3a and complete the table.

animal	size	how it is	habitat	dangerous for hedgehogs
e.g. jaguar	(don't know)	beautiful, very fast	jungle	yes!

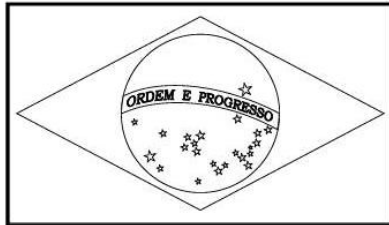


1b Write eight sentences from the table in 1a.

e.g. *The Jaguar is the fastest animal.*

3 Copy and colour the flag.

Brazil



2 Copy and complete.

e.g. Tashkent is *in the north of* Uzbekistan.

Urgench is	① ****	Uzbekistan.
Termez is	② ****	Uzbekistan.
Andijan is	③ ****	Uzbekistan.
London is	④ ****	Great Britain.
Edinburgh is	⑤ ****	Great Britain.
Cardiff is	⑥ ****	Great Britain.
Washington is	⑦ ****	the United States.
Ottawa is	⑧ ****	Canada.
Mexico City is	⑨ ****	Mexico.

Lesson 5 Kiwis, koalas and kangaroos

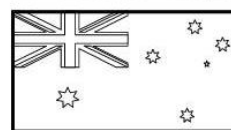
Activity 3b Read and put the story in order.

- The monkey could not swim. The elephant said to him, 'Get on my back.' The tree was very high. Only the monkey could climb it. He threw the fruit to the elephant. Then they crossed* the river again. They gave the fruit to Old Bird and said, 'Now tell us, please. Which of us is the best animal?'
- 'We cannot agree,' they told Old Bird. 'Tell us, please. Which of us is the best animal in the forest?' Old Bird said, 'There are some big trees across that river. Go and get the fruit from the furthest tree. Bring it to me.'
- Many years ago an elephant and a monkey had a quarrel* The elephant was proud* because he was the strongest animal. The monkey was proud because he was the quickest animal. They went to Old Bird to ask for his help.
- 'Can anybody answer the question: which is the best animal in the forest?' asked Old Bird. 'The elephant could not get the fruit alone*. The monkey could not get the fruit alone. But the two could get it together*.'

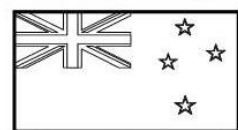
1 Write about the best/worst months and days.

e.g. *My best day is Tuesday because I visit my granny.*

2 Draw and colour the flags.



Australia



New Zealand

route, continent, capital, Africa, Europe, Australasia, North America, South America, Antarctica, Scotland, Wales, Northern Ireland, New Zealand, the United States, Canada, Cardiff, Washington, Ottawa, Mexico City, Brazil, Amazon, population, area, square kilometres, approximately, transport, helicopter, boat, airplane, scary, armadillo, vampire bat, jaguar, alligator, kiwi, koala, kangaroo, penguin



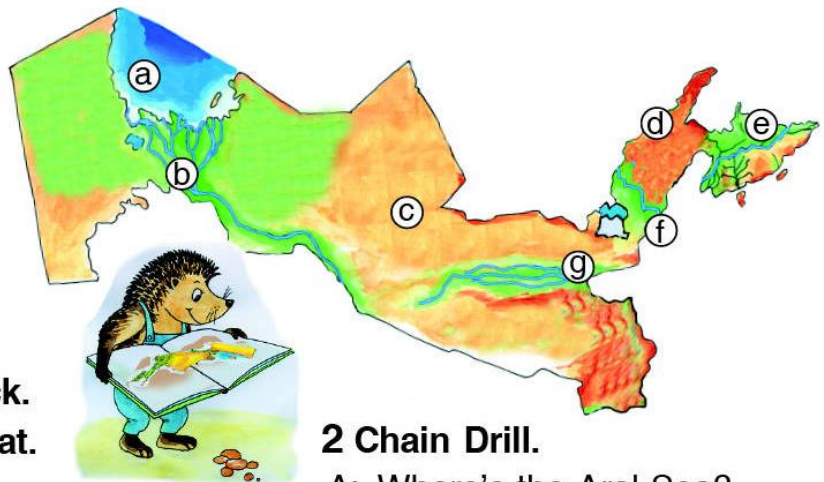
Unit 10 Geography and population

Lesson 1 Do you know Uzbekistan?



1 a Look and match.

- 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



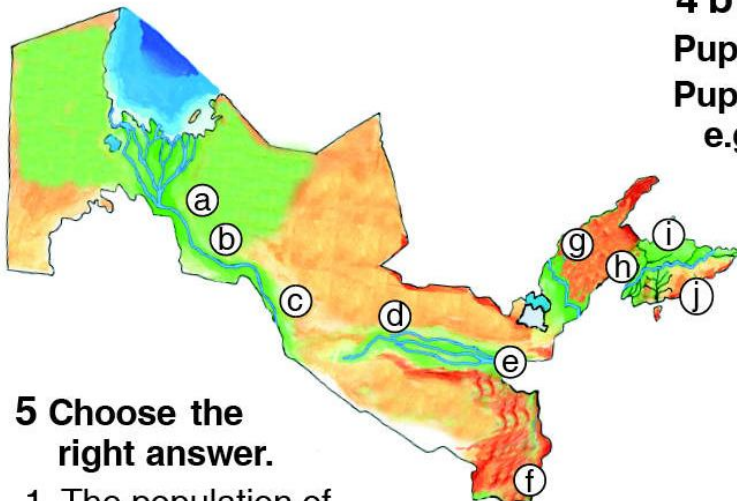
1 b Listen and check.



1 c Listen and repeat.

4 a Look and match.

- | | |
|-------------|------------|
| 1 Tashkent | 6 Kokand |
| 2 Samarkand | 7 Namangan |
| 3 Fergana | 8 Urgench |
| 4 Nukus | 9 Navoi |
| 5 Termez | 10 Bukhara |



2 Chain Drill.

A: Where's the Aral Sea?

B: It's in the west of Uzbekistan.
Where's ...

3 Work in pairs. Ask and answer.

e.g. Where's ... ?

4 b Work in pairs. Ask and answer.

Pupil A: Look at this page.

Pupil B: Look at page 75.

e.g. Pupil A: Number 5. It's in the south of Uzbekistan.

Pupil B: Is it Bukhara?

5 Choose the right answer.

- 1 The population of Uzbekistan is approximately 20 million/29 million.
- 2 The population of Kazakhstan is approximately 17/20 million.
- 3 The Amu Darya River is approximately 1,500/2,540km long.
- 4 The Syr Darya is approximately 1,900/3019km.
- 5 The area of Uzbekistan is approximately 447,400sq km/557,000sq km.
- 6 The area of Kazakhstan is approximately 3,200,000/2,700,000sq km.
- 7 The Zarafshan River is approximately 1300/877 km.



6 Work in groups. Play Uzbekistan Quiz.

The longest river in Uzbekistan is ① ****.

The population of Uzbekistan is ② ****.

Bukhara is in ③ **** Uzbekistan.

A famous sea in Uzbekistan is ④ ****.

The Fergana ⑤ **** is beautiful.

Tashkent is in ⑥ **** of Uzbekistan.

The smallest rainfall in Uzbekistan is in ⑦ ****.

Lesson 2 What is the UK?

1 a Help your teacher complete the Word Web.

 **1 b** Work in pairs. Write what you know about Great Britain.

 **2 a** Listen and read the text. How many of these things did you know?



There are three countries in Great Britain: England, Scotland and Wales. But the United Kingdom has four parts: England, Scotland, Wales and Northern Ireland. Its full name is the United Kingdom of Great Britain and Northern Ireland (the UK). The UK is in Europe. The area of the UK is 244,880 square kilometres. The population of the UK is approximately 60½ million. There are four main nationalities: English, Scots*, Welsh* and Irish*. The capital of the UK and England is London; the capital of Scotland is Edinburgh; the capital of Wales is Cardiff and the capital of Northern Ireland is Belfast.

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 Thames in London, but it is not the longest. The river Severn is 354 kilometres (km) long. The two highest mountains are Ben Nevis in Scotland and Snowdon in Wales. The largest lakes are Lough Neagh in Northern Ireland and Loch Ness in Scotland. Two more lakes, Lake Windermere and Ullswater, are popular for sailing* and water skiing.

2 b Work in pairs.
Answer the questions.

- 1 How many countries are in the UK?
What are they?
- 2 What are the main rivers and lakes?
- 3 What other places do you know?

3 a Talk about two things.

e.g. The Thames is 346 kilometres (km) long.
The Severn is 354 kilometres (km) long.
The Severn is **longer than** the Thames.

- 1 Ben Nevis is 1,343 metres high.
Snowdon is 1,085 metres high.
- 2 The population of the UK is ...
The population of Uzbekistan is ...
- 3 The area of the UK is 244,880 sq.km.
The area of Uzbekistan is 447,400 sq.km.
- 4 The Thames is ... km long.
The Zarafshan is 877 km long.

 **3 b** Translate into your language.
What is similar/different?

The Zarafshan is longer than the Thames.

 **3 c** Copy and complete the table.

long	longer	longest
short	① ****	② ****
tall	③ ****	④ ****
small	⑤ ****	⑥ ****
big	⑦ ****	⑧ ****
high	⑨ ****	⑩ ****

3 d Look at Activity 5 in Lesson 1. Make sentences.

e.g. The Syr Darya is longer than the Amu Darya.

Remember:

The Severn is **longer than** the Thames.

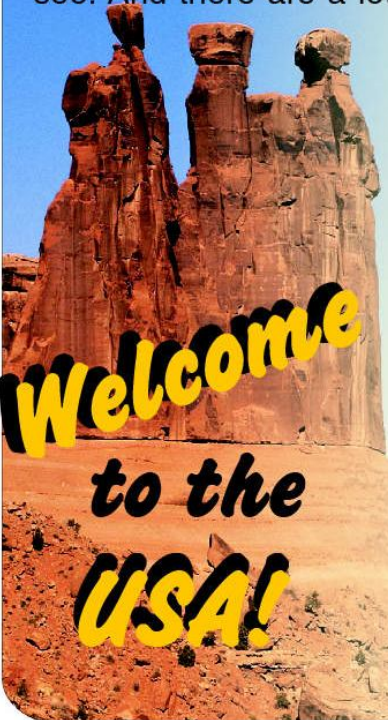
long - longer
big - bigger
large - larger

Lesson 3 Welcome to the USA!

1 Play Knowledge Quiz.

2 a Work in pairs. Say three things you know about the USA.

 **2 b Read the advertisement*. Did you find your ideas in the text?**



Tour America invites you on a tour* of the USA. The USA is a big country – more than 9 and a half million square kilometres. There is a lot you can do and see! And there are a lot of friendly people you can meet. The population is approximately 264½ million people! There are many nationalities including* English, German*, Spanish and Uzbek! The capital of the USA is Washington. 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 Mississippi, the Colorado and the Saint Lawrence, for example. If you want to relax* you can visit the Great Lakes in the north. If you are fit, you can go climbing in the Rocky Mountains. They are more than 4,000 metres high! You can take a tent and cook your meals on a camp-fire*. And if you want more, the USA has borders* with Canada to the north and with Mexico to the south. Don't delay*. Phone us today for a dream holiday. See you soon in the USA!

 **2 c Read again and guess the words with '*'. Say how you know. Write the translation.**

 **2 d Read the text again, copy and complete the map.**

2 e Where would you like to go in the USA? Why?

e.g. I'd like to visit the White House because I want to see the President.

3 Work in pairs. Ask and answer.

e.g. A: What country is to the north of the USA? B: Canada.

4 Look at the tables and ask questions.

e.g. Which is bigger the USA or Uzbekistan? Which has more people?

	Uzbekistan	The UK	The USA
Population	29 million approx.	60½ million approx.	264½ million
Area	447,400 sq. km.	244,880 sq.km.	9 ½ million sq.km.
River	Amu Darya - 2,540 km. approx.	Severn - 354 km.	Colorado - 2,330 km.
Mountains	Chimgan - 3,309 m.	Ben Nevis - 1,343 m.	The Rocky Mountains - more than 4,000 m.

Remember:

Which is bigger the USA or Uzbekistan?
Which has more people?

Lesson 4 Australia: **япон умор**

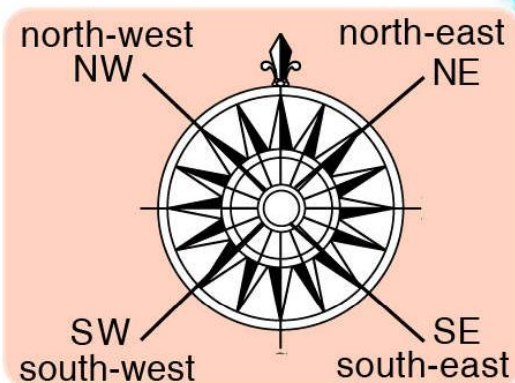
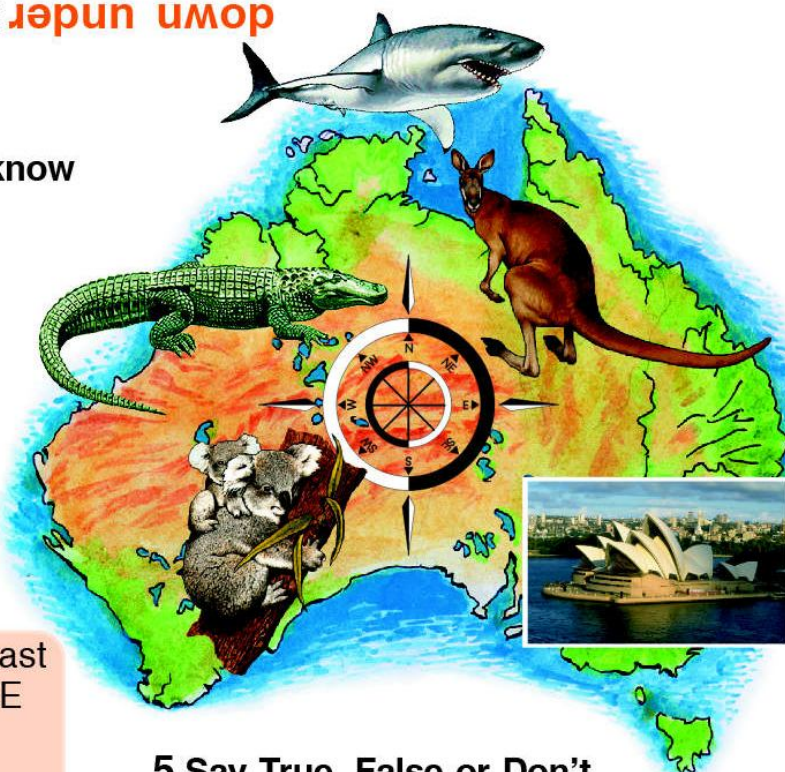
1 Play Where Is It?

 **2** Write ten things you know about Australia.

 **3 a** Listen and check.
Are your ten things right?

 **3 b** Copy. Listen and complete the map.

 **4 a** Listen and repeat.



5 Say True, False or Don't

Know. Correct the false sentences.

- 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 crocodiles in Australia.
- 5 English is the language of Australia.
- 6 There aren't any mountains in Australia.
- 7 Australia is in Asia.
- 8 The population of Australia is bigger than the population of Uzbekistan.

4 b Play Where Is It?

6 Ask and answer.

e.g. Which is the biggest/
smallest the USA, the UK,
Uzbekistan or Australia?
Which has the most people?

	Uzbekistan	The USA	The UK	Australia
Population	29 million approx.	264½ million approx.	60½ million approx.	20 million approx.
Area	447,400 sq. km.	9 ½ million sq.km.	244,880 sq.km.	8 million sq.km.
River	Syr Darya - 3,019 km.	Mississippi - 3,780 km.	Severn - 354 km.	Murray - 2,578 km.
Mountains	The Chimgan Mountains - 3,309	The Rocky Mountains - more than 4,000 m.	Ben Nevis - 1,343m	The Australian Alps - 2,300m

Remember:

Which is the smallest Uzbekistan, the UK, Australia or the USA?
Which has the most people?
south + east = south-east

Lesson 5 New Zealand

1 Play Geographical Quiz.

2 b Read the letter and answer the questions.

- 1 Who is the letter from?
- 2 What does she want to do?
- 3 What is the letter about?

2 c Read the letter and draw the route.

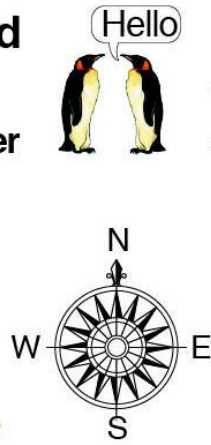
Dear Laura

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 arrive* on Sunday 29 December. Dick can meet you at Wellington airport in the south of North Island. Wellington is the capital, so there are a lot of things to do. You can stay with us in Wellington for two days. Then we can get the ferry* to South Island and visit the Southern

Alps. They are big mountains near the west coast of South Island. We can walk and climb there. The air is fresh and clean. Mount Cook is very high: 3,763 metres. You can see the Tasman Sea to the west of South Island and the Pacific Ocean to the east. Then on Thursday we can fly back to North Island and go to Lake Taupo. It's a really good place for fishing and relaxing. On Friday we can go north to Rotorua. It's a wonderful place with natural hot mud and hot lakes. Just one thing - it smells really bad (like bad eggs) because of the sulphur*! Near Rotorua, we can meet Maori people, eat some typical Maori food and watch traditional Maori dancing. Let me know if you like my plan.

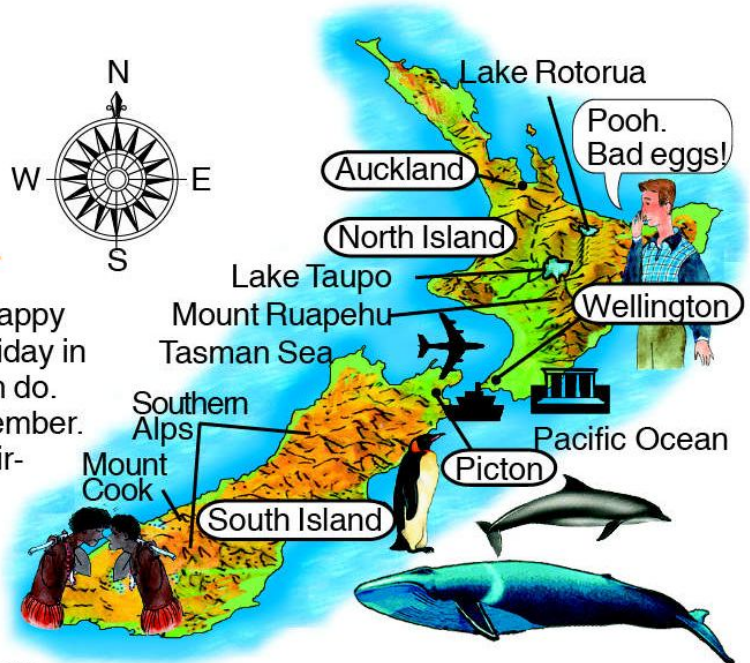
Love

Susan



2 a Look at the picture and answer the question.

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



2 d Answer the questions.

- 1 Would you like to go to New Zealand?
- 2 Why?/Why not?

2 e Read the text and write three questions.

e.g. What is the capital of New Zealand?

2 f Work in pairs. Ask and answer.

4 Make sentences.

e.g. The spider is less poisonous than the cobra.

The mosquito is least dangerous of them

- 1 poisonous: cobra, spider, mosquito
- 2 dangerous: crocodile, vampire, alligator

Remember:

scary - less scary than - the least scary
scary - more scary than - the most scary

3 Look at lessons 2, 3, 4 and 5. Write which country you want to visit and why.

e.g. I would like to visit New Zealand because it has the cleanest air, and Lake Taupo, the most beautiful place to swim, etc.

- 3 beautiful: kiwi, kangaroo, koala
- 4 exciting: jungle, desert, forest
- 5 scary: helicopter, airplane, boat
- 6 clean: bus, car, tram
- 7 difficult: maths, history, English
- 8 comfortable: bus, tram, car

Lesson 6 Project

1 Spelling Dictation.

2 Work in groups. Make a poster about a real or an imaginary country.

Draw a map of the country, the flag, the rivers, lakes and mountains.

You can use the information in this unit or on this page, or find your own information.

3 Write about

location area (square kilometres) population (millions) language(s)

capital city and other cities mountains, rivers and lakes.

4 Talk about your country to the class.

CANADA

Capital: Ottawa

Cities: Montreal, Toronto, Vancouver, Quebec.

Population: 32,508,000 approx.

Area: 9,980,000sq.km approx.

Location: in North America; has borders with the USA

Mountains: Rocky Mountains, Mackenzie Mountains

Sea: Arctic Ocean to the north, the Pacific Ocean to the west, the Atlantic Ocean to the east

Rivers: Mackenzie (4,240km), St Lawrence (1,170km)

Languages: English and French.

INDIA

Capital: New Delhi

Cities: Mumbai (previously Bombay), Calcutta, Madras

Population: 1,073,000,000 approx.

Area: 3,225,000 sq.km approx.

Location: in Asia; has borders with Pakistan, China, Nepal, Bangladesh, Burma and Bhutan

Mountains: Western Ghats, Eastern Ghats, etc. Hindu Kush

Sea: Indian Ocean to the east and south, Arabian Sea to the west

Rivers: Ganges (2,525km), Indus (3,100km), Brahmaputra (2,900km)

Languages: Hindi and English and more than 100 other languages.

Prepare for the Progress Check.

Remember:

Canada has borders with the USA.

Pronunciation

1a Find letter/letter combinations with the sounds [ə], [ɪ].

England, united, Scotland, approximately, Ireland, Atlantic, kilometer, lucky, desert, friendly, longer, Rocky

1b Read aloud the words in activity 1a.

2 Read the words with the correct pronunciation.

English, Scots, Welsh, Irish
London, Edinburgh, Cardiff, Belfast,
the Atlantic Ocean, the Thames, the Severn,

Grammar Exercise 1

1 Match the countries and nationalities.

- | | |
|--------------------|-----------|
| 1 England | a Tajik |
| 2 Scotland | b Kazakh |
| 3 Wales | c Uzbek |
| 4 Northern Ireland | d Irish |
| 5 Uzbekistan | e Kyrgyz |
| 6 Kazakhstan | f Scot |
| 7 Kyrgyzstan | g Welsh |
| 8 Tajikistan | h English |
| 9 Britain | i Korean |
| 10 Korea | j British |
| 11 India | k Italian |
| 12 China | l Indian |
| 13 Italy | m Chinese |

2 Translate the sentences.

- 1 Its full name is the United Kingdom of Great Britain and Northern Ireland.
- 2 The population of the UK is approximately 60½ million.
- 3 To the north and east of the UK is the North Sea.
- 4 The most famous river is the Thames in London, but it is not the longest.
- 5 The two highest mountains are Ben Nevis in Scotland and Snowdon in Wales.

3 Match the parts of the sentences.

- | | |
|--|--------------------------------------|
| 1 Uzbekistan is | a Washington |
| 2 There are a lot of | b more than 29 million people. |
| 3 The population of Uzbekistan is | c Mexico. |
| 4 There are many nationalities including | d not a very big country. |
| 5 The capital of Uzbekistan is | e Kazakhstan. |
| 6 The population of the USA is | f more than 264 million. |
| 7 The capital of the USA is | g Uzbek, Russian, Korean and others. |

- 8 To the north the USA has borders with _____ h Canada _____ .
 9 To the north Uzbekistan has borders with _____ i Tashkent.
 10 To the south the USA has borders with _____ j friendly people in our country.

Grammar Exercise 2

1a Write the adjectives in the comparative degree.

e.g. *more/less dangerous, slimmer (than)*

dangerous, slim, beautiful, clean, difficult, poisonous, long, strong, polite, interesting

1b Write ten sentences with 1a.

e.g. *The whale is less dangerous than the shark. The shark is more dangerous than the whale.*

2 Write the adjectives in the superlative degree.

e.g. *The most/the least dangerous, the slimmest*

dangerous, slim, beautiful, clean, difficult, poisonous, long, strong, polite, interesting.

3a Write the questions.

- 1 /is/the/your/tallest/Who/in/class?
- 2 oldest/in/the/your/Who/is/family?
- 3 youngest/in/is/the/your/family/Who?
- 4 interesting/What/most/subject/is/the/at/school?
- 5 most/your/favourite/Who/is/singer?
- 6 of/a/What/is/shortest/the/month/year?
- 7 river/What/is/longest/in/the/Uzbekistan?
- 8 What/river/in/the/United/the/longest/Kingdom/is?
- 9 Uzbekistan/What/the/biggest/is/city/in?
- 10 hottest/What/the/season/is/in/Uzbekistan?

3b Write the answers to 3a.

Classwork and Homework

Lesson 1 Do you know Uzbekistan?

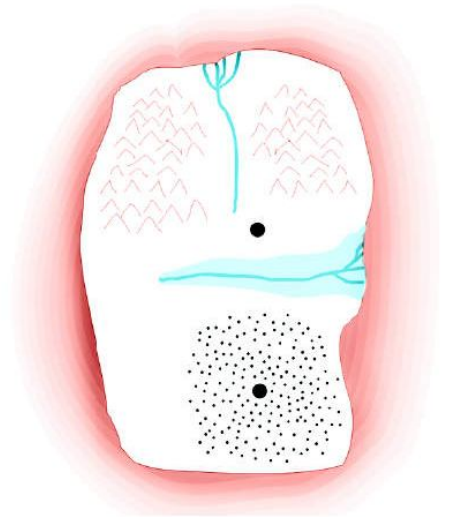
1 Copy and complete.

- 1 Uzbekistan is in the central part of Central Asia between the ① * * and the ② * * rivers.
- 2 To the ③ * is Kazakhstan, to the ④ * is Kyrgyzstan, Tadjikistan is to ⑤ * *, Turkmenistan is ⑥ * * * and Afghanistan is ⑦ * * *.
- 3 The ⑧ * of Uzbekistan is more than 29 million people.
- 4 Chimgan and Ak-Tash are famous ⑨ * .
- 5 The most beautiful valley in Uzbekistan is the ⑩ * * .

2 Complete the map and find the treasure.

In the east of Ellis Island there is a river. It is called the Blue River. In the north there is also a river. It is called the Yellow River. The Yellow River is in a valley. To the north and the west of the valley there are high mountains. The capital, Alicetown, is in the centre of Ellis Island.

The city is near the Blue River. In the south is the Green Lake. To the south of the valley there is a desert, the Brown Desert. In the centre of the desert is a city called Dustville. To find the treasure, go west 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?

1 Draw Sally and Jane.

- 1 Sally is taller than Jane.
- 2 Jane is slimmer than Sally.
- 3 Sally has longer hair than Jane.
- 4 Sally has darker hair than Jane.
- 5 Jane has bigger feet than Sally.

2 Write four sentences about Peter and Tom.

e.g. *Tom is shorter than Peter.*

3 Write the numbers.

Add one more of your own.

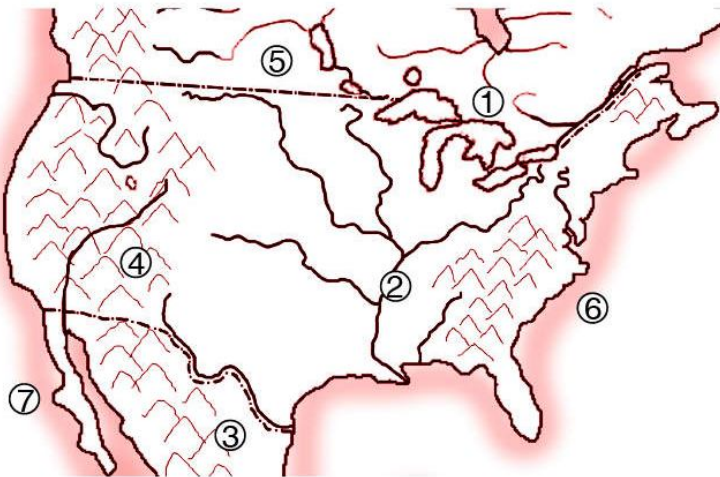
e.g. 4, 502 *four thousand five hundred and two*

3,600 23,800 500,000 7,000,000 493
9,110 62,365



Lesson 3 Welcome to the USA!

Activity 2d Read the text again, copy and complete the map.



1 Choose the answer.

- 1 Which river is longer?
a The Colorado
b The Syr Darya
- 2 Which city is older?
a London
b New York
- 3 Which country is bigger?
a the USA
b the UK

- 4 Which country is smaller?
a Uzbekistan
b the USA

- 5 Which is bigger?
a North America
b Europe

2 Write five more questions and answers.

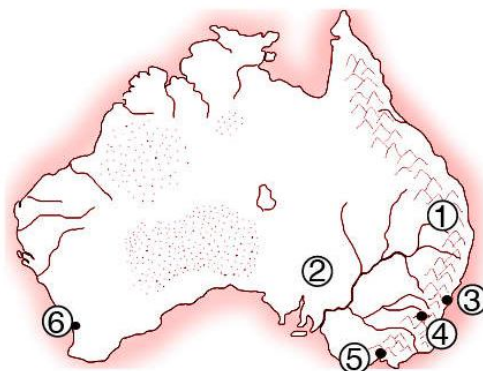
3 Complete the table. Add more if you can.

Wales Germany Scotland Ireland
Northern Ireland Uzbekistan Kazakhstan

Country	Adjective
Great Britain	e.g. <i>British</i>

Lesson 4 Australia: **япон умор**

Activity 3b Listen, copy and complete the map.



Look at Lesson 3, Activity 2b in the Classbook. Write a similar text about Uzbekistan. Draw a map and mark/draw the things in your text.

Lesson 5 New Zealand

1 Write the adjectives in the comparative degree.

Use more or less. Write three more words.

interesting e.g. *more interesting*
comfortable important popular polite dangerous

2 Write answers to the questions.

Who is taller? You or your friend?
e.g. *I am taller than my friend John.*
Who is older? You or your friend?

Who is thinner? You or your friend?
Who is stronger? You or your friend?



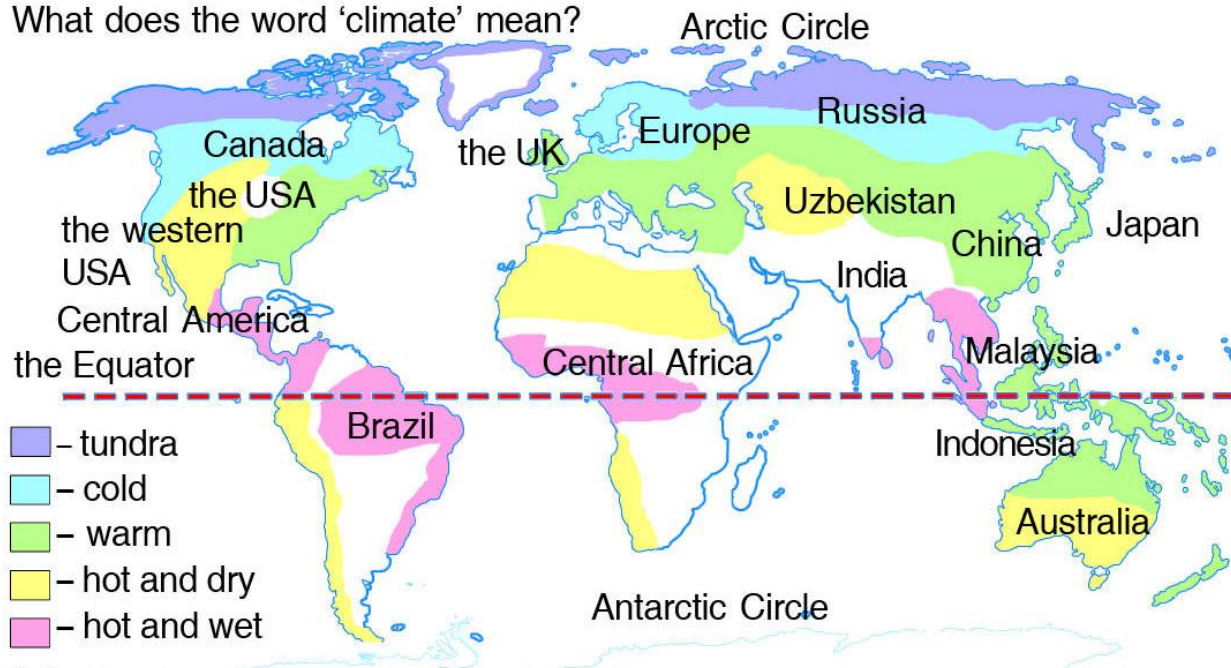
the Tian Shan Mountains,
the Chimgan Mountains, the Fergana Valley, the Aral
Sea, the Zarafshan River, the Kyzylkum Desert,
Scots, Welsh, Irish, sailing

Unit 11 Nature and climate

Lesson 1 Climate of the world

1 a Answer the question.

What does the word 'climate' mean?



1 b Read and check.

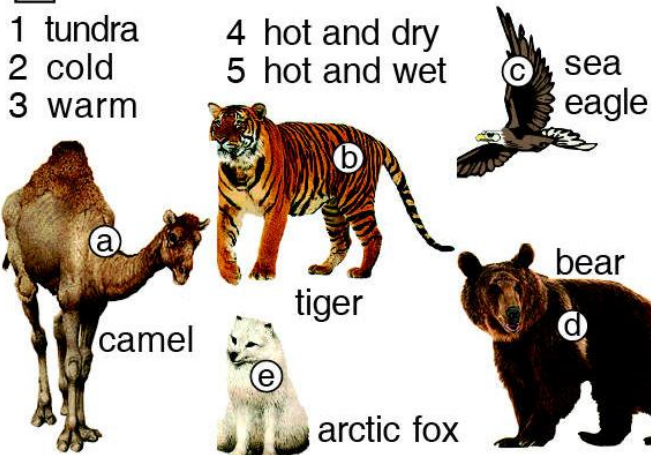
We say 'weather' when we talk about how the weather is today. In some places the weather is the same all day. In other places there are several kinds of weather in one day. We use 'climate' when we talk about the usual weather and temperature of a place. We must record* the weather every day for a long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

2 a 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

2 b Look, listen and repeat.

3 Match the animals and climates.



1 c Answer the question.

What's the climate like in your place?
e.g. It's cold in winter.

4 Chain Drill.

e.g. A: Arctic foxes.
B: Arctic foxes live in the tundra. Tigers.

5 a Look, listen and point.

5 b Answer the question.

What climate do the places near the Equator/the Arctic Circle have?

6 Chain Drill.

e.g. A: Brazil.
B: Hot and wet. Australia.

7 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 Look at diagram A.

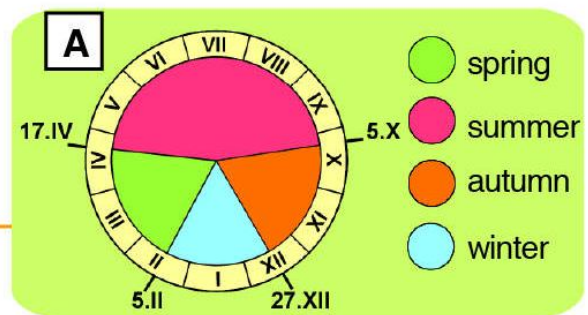
Answer the questions.

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

2 Read and guess the climate.

The climate is very cold in winter and warm in summer. In winter the animals and birds are white. In summer they change their colour to brown and grey. The winter is very long (8-9 months). In winter we cannot see any plants. There is a short summer (about 3 months). It is very beautiful. There are a lot of flowers and grass. There are no trees.

The climate of Uzbekistan

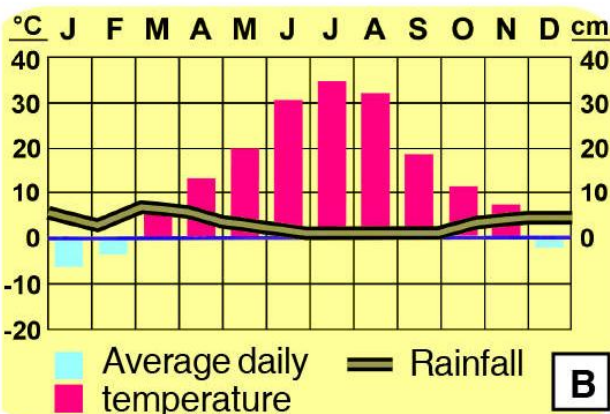


3 a Look at graph B.

Listen and repeat.

average rainfall

The climate of Uzbekistan



3 b 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.

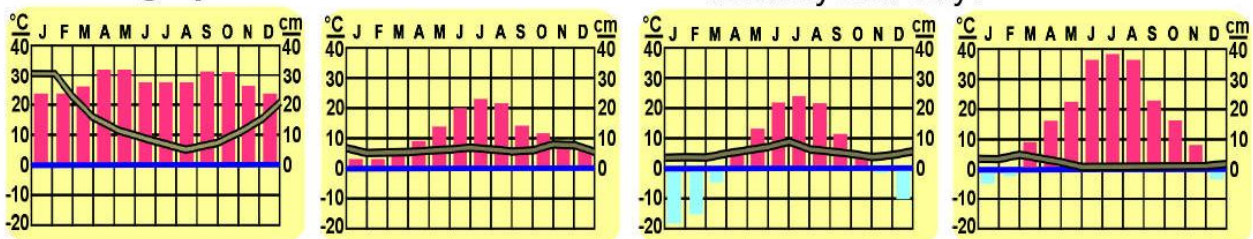
Average (adj) Average means usual, typical.

e.g. In Uzbekistan in summer the average temperature is high and average rainfall is very low.

3 c 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?

4 a Write the climate for each graph.



4 b Match the graphs and countries.

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

4 c Add and write more countries for each climate.

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

5 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 Say what places have water problems.

2 a Look at the maps and answer the questions.

- 1 Was the sea bigger or smaller 45 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 45 years ago?
- 4 Why is the lake smaller now?
- 5 Can fresh-water fish live in very salty* water?

The Aral Sea

1960

1980

1989



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

2 b 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?

2 c Read and answer the question.

In these sentences is 'recycle' an adjective or a verb?

- 1 People should recycle paper.
- 2 People should buy recycled paper.
- 3 We can recycle plastic bottles.
- 4 We can make coats from recycled paper.
- 5 We can make note books from recycled paper.
- 6 We should recycle glass bottles.
- 7 We can make new bottles from recycled bottles.

3 a Read. Then copy the table in the Workbook and complete it .

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.

3 b Answer the questions.

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

3 c 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.

<i>I use water</i>	<i>How many times</i>	<i>How many litres</i>
<i>Brush teeth</i>	2	3
<i>Wash hands and a face</i>	① ****	② ****
<i>Wash dishes</i>	③ ****	④ ****
<i>Have a shower</i>	⑤ ****	⑥ ****
<i>Have a bath</i>	⑦ ****	⑧ ****
Total		

Lesson 4 Save energy!

1 Play Favourite Drinks.

2 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 don't like tea?



3 Listen and answer the question.

What drinks are popular in Britain?

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

gas electricity million

4 b Read and answer.

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

Save energy! Now!

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. We should think: how many cups do I want? Water is a problem too. How can we save energy, save water and be healthy?

4 c Look, read and match.

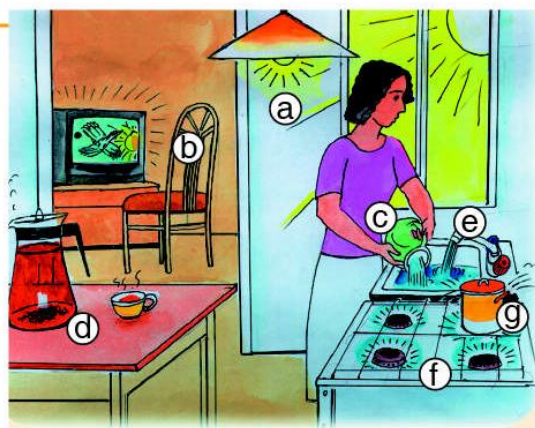
- 1 Save water!
- 2 Use all the water!
- 3 Save energy!
- 4 Don't waste water!

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

5 b Report to the class.

e.g.

Save energy!

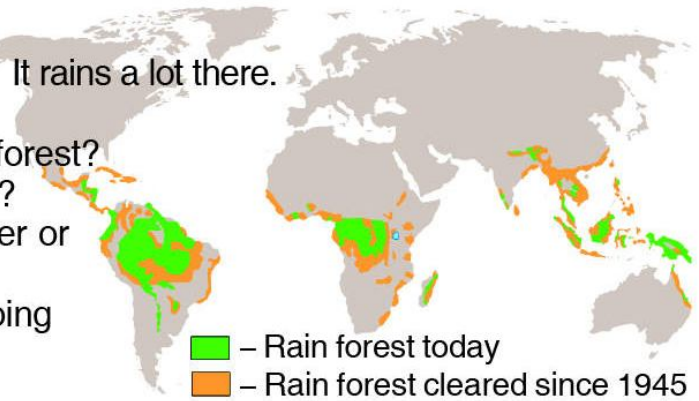


Lesson 5 Save our rain forests!

1 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?



2 a 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 50 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.

2 b Say what information you can find in the dictionary.



Cut down (v)

To break a tree.

e.g. People cut down trees to make homes.

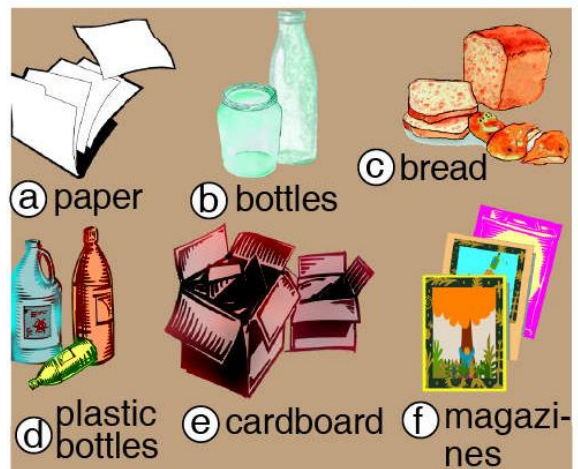
Destroy (v). To break houses or forests.
e.g. The earthquake destroyed the city.

Oxygen (n). A gas that has no colour or smell. It is in air. People, animals and plants must have oxygen to live.

e.g. Trees give oxygen to the air.

3 Look and answer.

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



2 c 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 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 Spelling Dictation.

2 Answer the question.

What things can you reuse?

3 a Answer the question.

In which words does **re-** mean 'do it again'.

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

e.g. 'do it again' – rewrite

3 b 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



3 c 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.

3 d 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.

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

 Prepare for the Progress Check.

Pronunciation

1 Read the words with the correct pronunciation.

the Equator, the Arctic Circle, Antarctic Circle, Malaysia, Indonesia, Japan

2 Read aloud.

hot - autumn	summer - Arctic	weather - circle	winter - eagle
Uzbekistan - usual	plastic - plant	tundra - glass	bottle - water
oxygen - important	forests - small		

Grammar Exercise 1

1 Match the climate and the country.

1 tundra	a Uzbekistan
2 cold	b Brazil
3 war	c China
4 hot and dry	d Europe
5 hot and wet	e Canada

2 Write the words in the correct places.

noun	verb	adjective
e.g. hail	recycle	low

hail, recycled, climate, electricity, important, reduce, kettle, destroy, oxygen, recycle, plant, wet, typical, grow, energy, save, think, use, low, average, coal, warm, rainfall, salty

Grammar Exercise 2

1 Say True or False.

- 1 We must help rain forests.
- 2 We can save energy.
- 3 When we cut down trees we save energy.
- 4 We run water when we brush our teeth.
- 5 We waste water when we have a bath.
- 6 We save rain forests when we use old paper to clean windows.
- 7 We can save energy when we make tea or coffee.
- 8 When we plant trees we have more oxygen.
- 9 It is important to recycle paper and glass bottles.
- 10 We must use all the water in a kettle.

2 Answer the questions about you.

- 1 What do you do to save energy?
- 2 Do you have a shower or a bath?
- 3 Does the water run when you do your washing up?
- 4 Where do you think people waste more water: in a city or in a village?
- 5 Do you buy notebooks from recycled paper?
- 6 Do you recycle plastic bottles?
- 7 How can you reuse old newspapers?

- 8 Do you write on the desks in school?
- 9 Do you use both sides of paper?
- 10 Do you take care about plants?

3 Translate the sentences.

- 1 Trees are homes for many animals.
- 2 Trees are very important for us.
- 3 They give us clean air and oxygen.
- 4 We must take care of trees.
- 5 In Uzbekistan in summer the average temperature is high and average rainfall is very low.

4 Write five questions to the answers.

e.g. It's hot and wet. *What's the climate like in Central Africa?*
It's in South America. *Where is Brazil?*

- | | |
|---------------------|---------------------------|
| 1 It's hot and wet. | 6 It's in South America. |
| 2 It's hot and dry. | 7 It's in Europe. |
| 3 It's warm. | 8 It's near the Equator. |
| 4 It's cold. | 9 It's in Central Asia. |
| 5 It's tundra. | 10 It's in North America. |

Classwork and Homework

Lesson 1 Climate of the world



Write about the climate in the place where you live.

Use the words:

climate, temperature

Lesson 2 What's the climate like?



1a Find the words in the Wordlist.

Write the meaning.

waste recycle litre(s) wait reduce

1b Write questions. Use the words in activity 1a.

Lesson 3 Save water!



Activity 3a Read. Then copy the table in the Workbook and complete it.

	City	Village
brush teeth	e.g. 15—20 litres	½ litre
shower	① ****	5 litres
bath/hammom	② ****	10 litres
wash dishes	③ ****	5 litres

1a Count how much water you use a day.

brush teeth e.g. 7 litres

Total ****

1b Draw and complete your diagram.

Lesson 4 Save energy!

1 Copy and complete the table.

How much water does your family use a day?

shower bath kettle cook washing up wash clothes toilet

brush teeth e.g. 17 litres

Total ****

2 Make pairs.

e.g. tea cup

bar coffee black
chocolate green cup
break cake tea

Lesson 5 Save our rain forests!

Read and guess the new word. Answer the question.

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?



the Equator, the Arctic Circle, the Antarctic Circle, tundra, climate, average, rainfall, gas, electricity, energy, million, recycle, waste, reduce, litre(s), washing up, wait, cut down, destroy, oxygen

Unit 12 The world of fairy tales

Lesson 1 What were you doing...?

1 a Look and match.

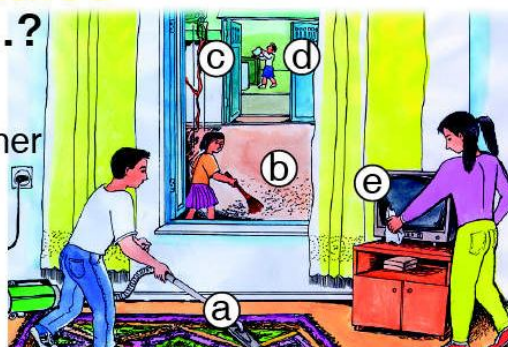
1 sweep 2 rubbish 3 bin 4 dust 5 vacuum cleaner

1 b Listen and repeat.

2 Write the verbs.

play sweep get put
phone smile

watch - watching
run - running
make - making



3 a Read Anvar'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 still* busy. Dilbar **was dusting** the room. Malika and Olim **were sweeping** the yard and **putting** rubbish in the bin. I **was cleaning** the carpet with the vacuum cleaner. We made tea and asked our grandparents to sit and watch TV.

3 b Answer the questions.

- 1 What were the children doing before 11 o'clock?
- 2 Do we know when they started to tidy up the rooms?
- 3 Were the children working after 11am?

3 c Compare and translate into your mother tongue.

She **was dusting** the room.

They **were sweeping** the yard.

4 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.

5 a Read and put in order.

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 across* the river. Chamby told Heggy, "There's someone in the river. I'm afraid of him."

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

d One hedgehog was holding a big stone and another hedgehog was holding a long stick*. Heggy and Chamby ran to Heggy's mother for help.

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



5 b Answer the questions.

Do you like the story?

Which is better: to smile or to be angry?

Remember:

What **were** you **doing** at 6pm yesterday?

I **was ...ing** at ...

Lesson 2 An accident

1 Play Guess. Ask Yes/No questions.

e.g. Were you doing your homework at 7pm yesterday/on Saturday?

No, I wasn't.

Were you watching TV at ... ?

Yes, I was.



2 a Find the words in the Wordlist.

Write the meaning.

traffic get on get off accident

2 b Listen and repeat.

3 a Answer the questions.

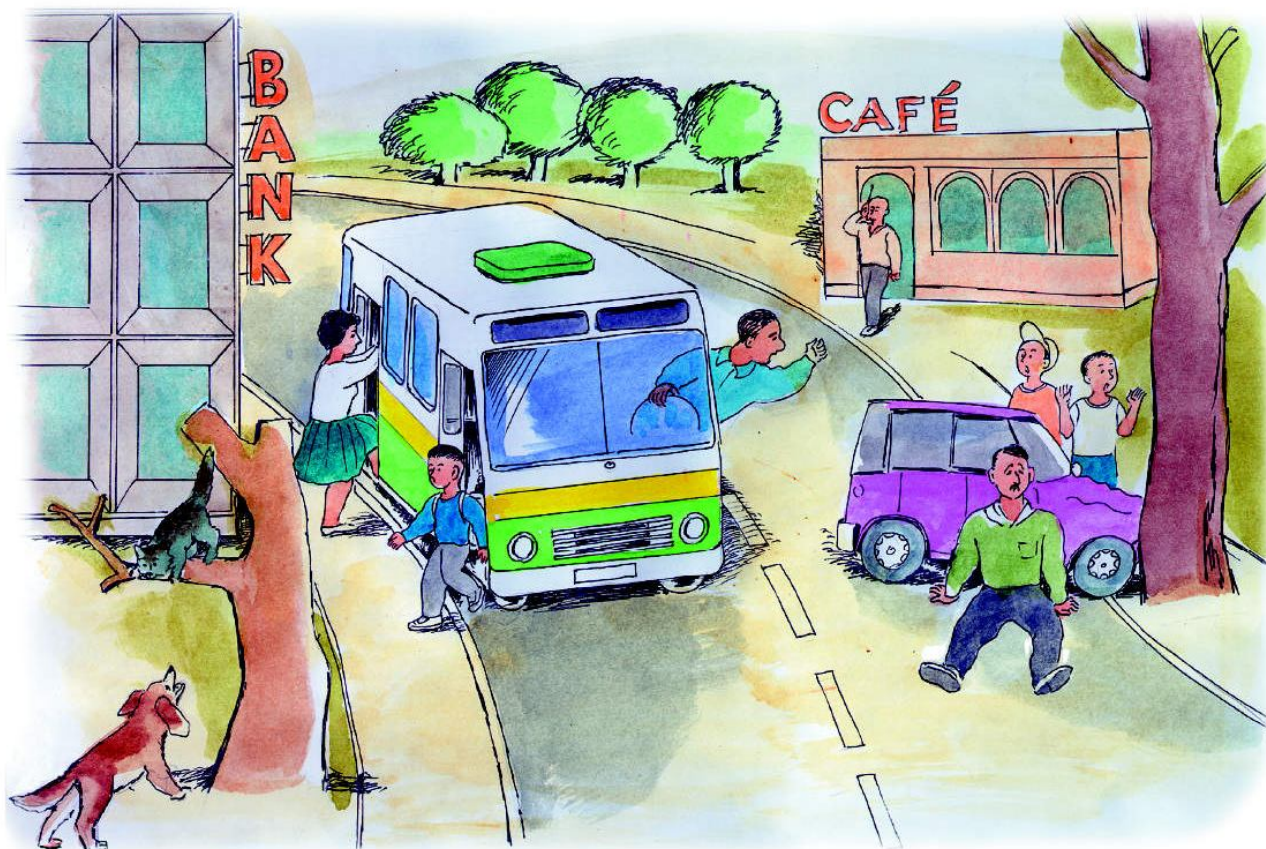
Are you good at noticing things that happen around you?

Do you usually remember what you notice?



3 b Look and listen. Answer the question.

Did the man notice all the things right?



Remember:

Were you ...ing?

No, I wasn't/was not.

Yes, I was.

The boys were **not** getting on the bus.



3 c Listen again. Find differences.

e.g. The bus driver was not laughing at the boys.
He was talking to the car driver.

3 d Work in pairs. Close the Classbook.

Play Memory Game.

e.g. A: The bus was standing near the café.

B: No, it wasn't. It was standing near the bank.

Lesson 3 Do you like fairy tales?

1 Play Miming.

A: Mimes what s/he was doing before the teacher came.

B: Were you drawing on the board?

A: Yes, I was./No, I wasn't.

3 a Answer the questions.

1 Do you like reading fairy tales?

2 How do fairy tales usually begin in your mother tongue?

3 d Read. Say how fairy tales begin in English.

Once upon a time the snake was king over all the animals.

One day he was very hungry, but he did not want to eat his usual food. He decided that he would like to eat the sweetest meat in the world. So he told his servant, the mosquito, to bite all the animals and find which was the most delicious of all.

The mosquito wanted to please the king. He went to the forests and jungles, and bit the bears and the monkeys, the foxes and the tigers. He went to the grasslands and tasted the gazelles and zebras. He tasted the lions and wolves and rabbits. He tasted all the animals, but could not find the meat to please his king. Then he saw a human baby ...

(to be continued*)

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

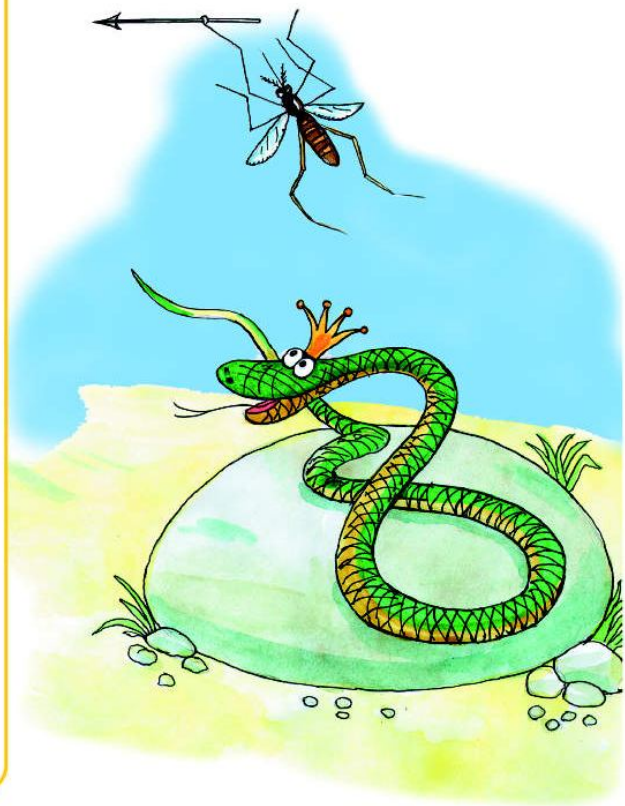
servant bite - bit fly - flew
taste - tasted please - pleased

2 b Listen and repeat.

3 b Look at the picture. What do you think the story is about?

3 c Listen and answer the question.

What did the snake want the mosquito to do?



3 e Read and answer the questions.

1 Who are the characters* of the fairy tale?

2 What do you know about them?

3 Is the fairy tale complete?

4 How does the story end? What do you think?

4 Work in groups. Talk about the characters.

Guess the fairy tale.

e.g. A: There are five characters in this fairy tale.

The main* characters are a good girl and a bad wolf.

B: Is it 'Red Riding Hood'?

A: Yes, it is.

Remember:

Once upon a time ...

Lesson 4 Can birds and animals talk?

1 Complete the table.

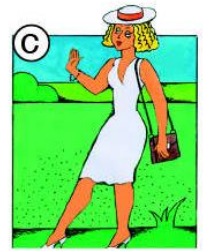
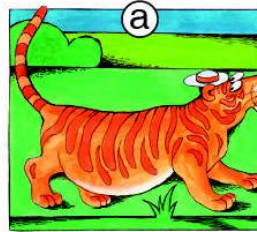
sleep bite fly cook come

go	went	was/were going
----	------	----------------

2 Listen and read.

Match the lines and pictures.

- 1 There was a young lady of Niger
- 2 Who smiled when she rode on a tiger.
- 3 They came back from the ride
- 4 With the lady inside
- 5 And the smile on the face of the tiger.



3 a Answer the questions.

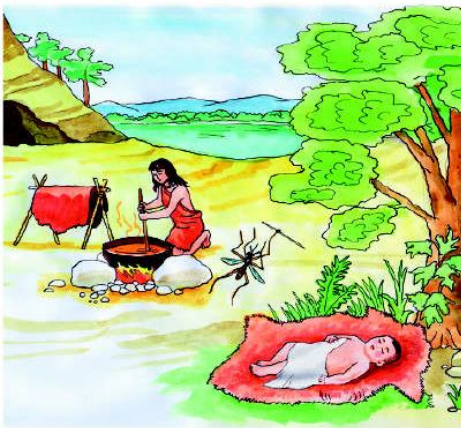
- 1 Do you know the name of this bird in your mother tongue?
- 2 What do you know about this bird?



3 b Listen and answer the question.

Which is the sweetest meat?

3 c Read. Guess the new words.



The baby was sleeping in the shade* of a tree and his mother was cooking food nearby*. The mosquito flew down, sat on the baby's arm and 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 made his home. "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)

3 d Read and say True, False or Don't know. Correct false sentences.

- 1 The baby and the mother were sleeping in the shade of a tree.
- 2 The mosquito bit the baby and liked the human meat.
- 3 The mosquito flew away quickly because he wanted to please the king with the good news.
- 4 A swallow heard the mosquito's words.
- 5 The mosquito came to the snake's home on the mountains.
- 6 "Oh, my King," said the mosquito, "I don't know which is the sweetest meat in the world".

3 e Answer the questions.

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

4 Work in pairs. Copy and play Consequences*.

Lesson 5 A happy end

1 a Work in pairs. Copy and play Consequences.

1 b Read your story to another pair.

3 a Agree or disagree.

- 1 Fairy tales are boring.
- 2 All fairy tales have happy ends.
- 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.

3 c 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

Just 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 quick. 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 its tail made by the snake. And we remember the day when the swallow saved the human babies. When a swallow makes a nest in your home, you are very lucky indeed.



 **2 a** Find the words in the Wordlist.

just hate nest

2 b Listen and repeat.

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

Why do swallows have Vs in their tails?

3 d Look at 3d in Lesson 3 and 3c in Lesson 4. Choose the correct answer.

- 1 Where do you notice the words 'One day', 'Then', 'After that', 'From that time on' ?
 - a at the end of paragraphs*
 - b at the beginning of paragraphs
- 2 Which sentence tells about the event* and which one describes somebody or something?
 - a Then he saw a human baby.
 - b The baby was sleeping in the shade of a tree.
- 3 If you write a fairy tale, how do you begin it?
 - a Once upon a time...
 - b One day...
 - c Last year...
- 4 What things can there be in the main* part?
 - a events b descriptions
 - c events and descriptions
- 5 What is correct if you write a fairy tale?
 - a He **did not** want to eat his usual food.
 - b He **didn't** want to eat his usual food.
- 6 How can you end your fairy tale?
 - a They did not like each other.
 - b They all lived happily ever after.

Remember:

events – Simple Past
He went to the grasslands and tasted the zebras.
description – Past Continuous
His mother was cooking food nearby.

Lesson 6 Project

 **1 Spelling Dictation.**

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

 **2 b Exchange***
your fairy tales.

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



Unit 6 • Lesson 3

Activity 3b Work in pairs. Help the Keeper find the man.

Pupil B: Look at this picture. 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 coat on. His nose was big. Ask your partner about the man's eyes (colour), his hair (curly/straight, colour) and cap (colour), if he was tall/short.



Prepare for the Test.

Classwork and Homework

Lesson 1 What were you doing...?

1 Copy and complete. Use Simple Past or Past Continuous.

On the way back home Heggy and Chamby (smile) ①**** happily. Now they (know) ②**** that it was better to smile than to be angry. They (be) ③**** so happy that they (want) ④**** to sing.

2 Write what you and your family were doing at 7pm yesterday/on Saturday.

e.g. *My father was watching a football match at 7pm on Saturday.*

Lesson 2 An accident

1 Complete the dialogue. Use Simple Past or Past Continuous.

Policeman: ①**** you ②**** the accident?(see)

Boy: Yes, I did.

Policeman: Where ③**** you ④****at the time of the accident? (stand)

Boy: Near the tree.

Policeman: ⑤**** you ⑥**** the driver of the car? (help)

Boy: No, I ⑦**** .

Policeman: ⑧**** the bus driver ⑨**** the car driver?(help)

Boy: No, he ⑩**** . He ⑪**** something. I don't know what. (say)

Policeman: Who ⑫**** the police? (phone)

Boy: I ⑬**** . (know)

Lesson 3 Do you like fairy tales?

1 Match.

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

2 Write about your favourite fairy tale.

e.g. My favourite fairy tale is ①**** . The main characters are ②**** and ③**** . One of them is ④**** (good/bad).

Lesson 4 Can birds and animals talk?

Activity 4 Work in pairs. Copy and play Consequences*.

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

A: (Who?)	A: ① ****	B: (Where?)	B: ④ ****
B: (And who?)	B: ② ****	A: (When?)	A: ⑤ ****
A: (What were they doing?)	A: ③ ****	B: (the end of the story)	B: ⑥ ****

1 Make sentences.

- 1 lady/tiger/the/ate/the
- 2 bit/the/and/his/liked/mosquito/baby/the/meat
- 3 did/see/swallow/the/not/mosquito/the
- 4 is/the/of/the/this/end/fairy/tale/not

2 Write about a fairy tale character who can talk.

e.g. ① **** in the fairy tale ② **** can talk.
He/She said, " ③ **** "

Lesson 5 A happy end

Activity 1a Work in pairs. Copy and play Consequences.

e.g.

A: (Who?)	A: ① ****	B: (Where?)	B: ④ ****
B: (And who?)	B: ② ****	A: (When?)	A: ⑤ ****
A: (What were they doing?)	A: ③ ****	B: (the end of the story)	B: ⑥ ****

1 Write questions for these answers.

- 1 In the shade of a tree.
- 2 He bit the mosquito's tongue.
- 3 Because the bird was very quick.
- 4 No, they don't. They hate each other.

2 Remember your favourite fairy tale.

Write how it ends (two last sentences).



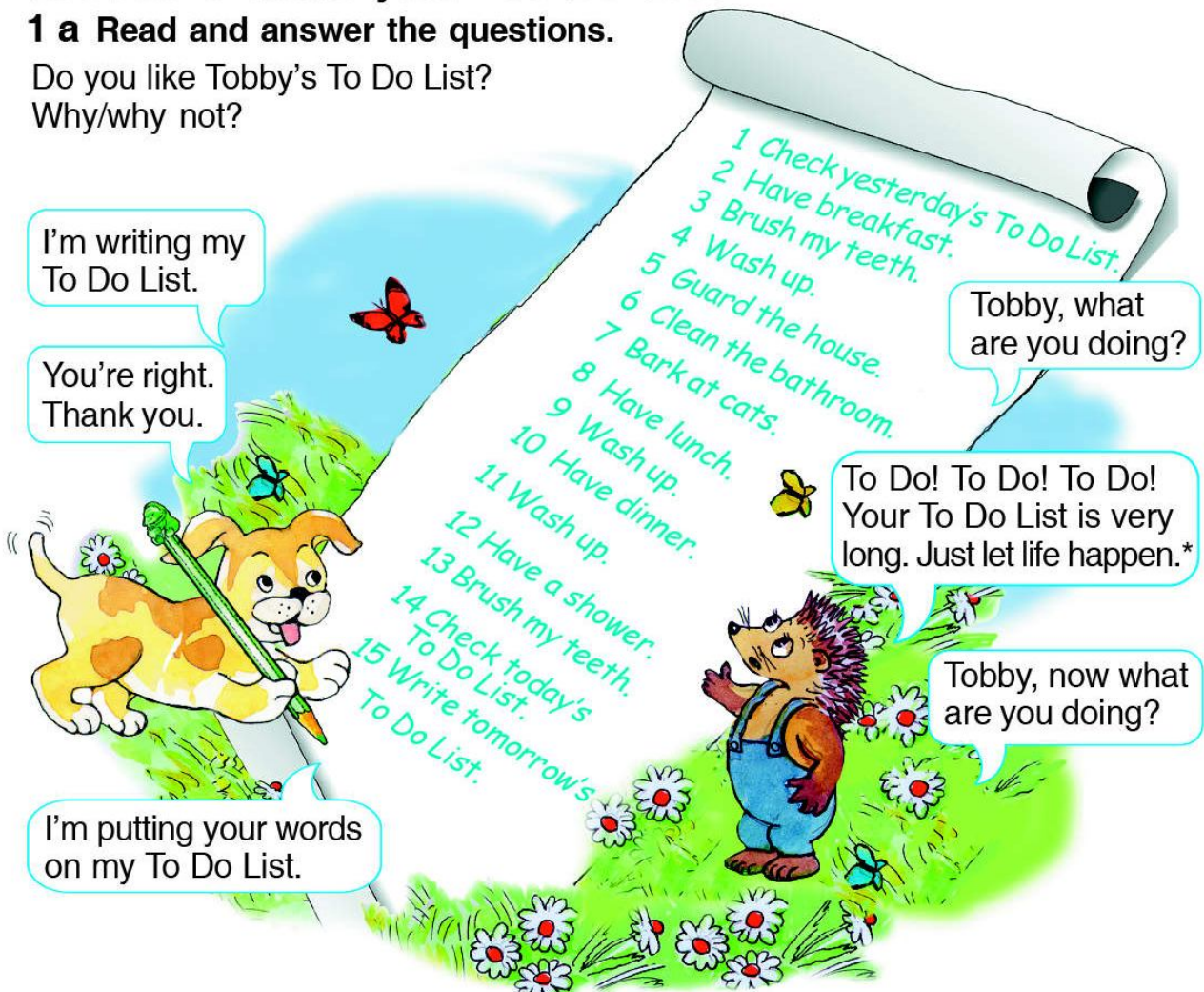
sweep, dust, bin, rubbish, vacuum cleaner,
traffic, get on, get off, accident, servant, bite - bit, fly - flew,
taste, please, just, hate, nest

Learning review for units 1 – 4

Lesson 1 Make your 'To Do List'

1 a Read and answer the questions.

Do you like Toby's To Do List?
Why/why not?



1 b Write your suggestions for Toby.
e.g. Don't check yesterday's To Do List.

2 c Work in pairs. Play Do It!

jump, go, run, sing,
touch, dust, turn left/right, sit down,
blow, do sit-ups

2 a Listen and do.

2 b Write five instructions for your partner. Use Do/Don't.

- e.g.
- 1 Stand up.
 - 2 Close your eyes.
 - 3 Don't open your eyes. Touch your nose with your left hand.
 - 4 Put your right hand on the desk in front of you.
 - 5 Don't move your hands.
Do five sit-ups.



3 Write your To Do List for today.

Lesson 2 You are what you eat



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

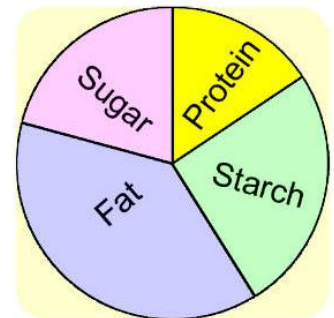
protein starch western

The typical western diet

2 a Read and translate the title.

You are what you eat

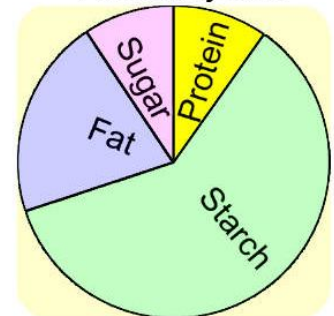
Do you know the proverb 'You are what you eat'? It means that if you eat healthy food you can be healthy. You should not eat a lot of biscuits or chips, for example. You can eat your favourite foods, like hamburgers*, but don't eat a lot of them. Eat more fresh food and vegetables.



A healthy diet

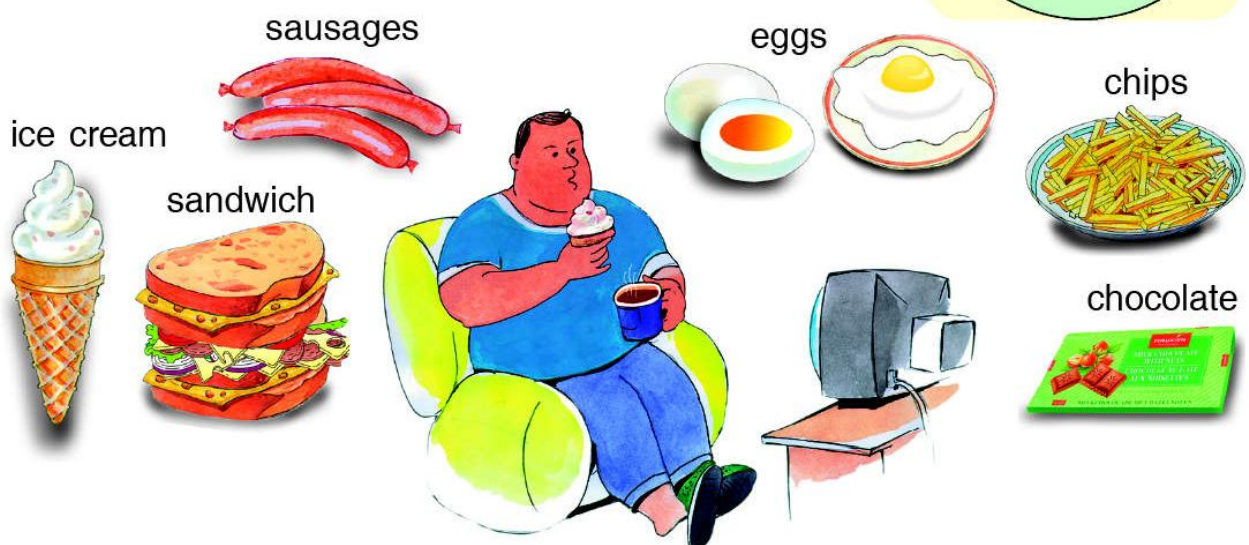
2 b Look at the diagrams 'The typical western diet' and 'A healthy diet'. Answer the questions.

Is the typical western diet healthy? Why/why not?



3 a Look and read.

Draw a diagram for the man's diet.



I am **120** kg. I usually have tea and cakes for breakfast and sometimes I have sausages and eggs too. At 11 o'clock I often eat a bar of chocolate and some biscuits or a sandwich. I usually have a big lunch, for example sausages and chips. And then I have ice cream, which I love. When I watch TV I have tea and a sandwich. For dinner usually I have meat and potatoes. Before I go to bed usually I have a cup of hot chocolate and some small cakes.

3 b Talk about the man.

e.g. He should eat more fruit.



4 Copy. Do the quiz.

Lesson 3 What's in your school bag?

1 a Write the things you have got in your school bag.

a lot of, a few, some, no, a little

e.g. There is a pencil case. There are some books.
But there is no money and there are no sweets.

2 a Look and say. Use a/a lot of/some/a few.

Here are some of the things in Class 6 English pupils' school bags.

e.g. The English pupils have got a lot of erasers.

pens, pencils, pencil case, lunch box, rulers, crayons, calculators, mobile phones, walkman, diskette, hair brush, diaries, CD-Rom, game boy, chocolate bar, a box of juice, a packet of crisps, comb, cassette

1 b Work in groups of 4/5.

Write your group list.

e.g. We have got
a lot of pens.

1 c Report.

e.g. Our class has got ...



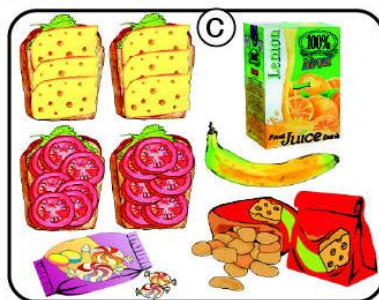
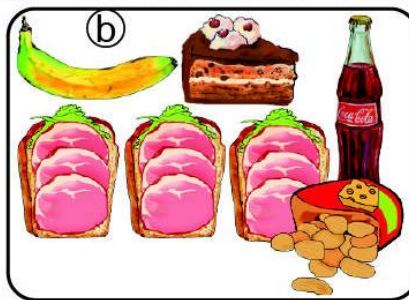
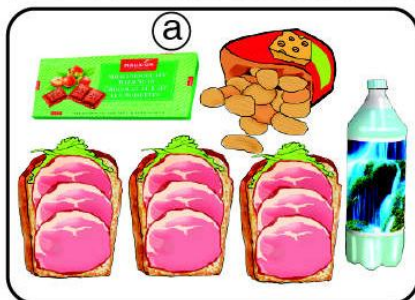
2 b Write five sentences.

e.g. The English pupils have got
some diaries.

2 c Work in pairs. Say differences.

e.g. The English pupils have got a lot of pens.
The Uzbek pupils have got some pens.

3 Listen and find Mary, John and Natalie's lunch boxes.



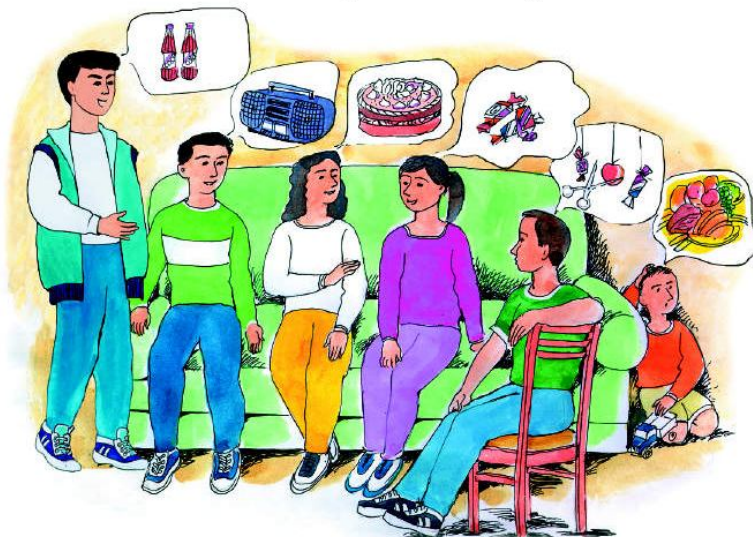
Lesson 4 Do you like parties?

 **1** Copy and complete the Word Web.

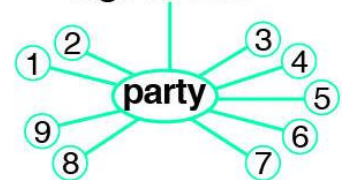
2 a Look and say. What is important for a good party?

e.g. Anvar is thinking about drinks.

Rano is thinking about a big cake.



e.g. sweets



 **2 b** Work in pairs. Make a list for a party.

e.g.

10 bottles of Fanta
10 bottles of Coca Cola
2 bottles of mineral water
...

 **3** Look, copy and complete the sentences.

Use a lot of, some, a little and a few.

We're having a party today.

Yes. But have we got food and drinks?



And in the cupboard?
OK, there's ... rice and ... sugar. There's ... oil and ... flour.



Yes. There's ... butter and ... milk.

There are ... carrots and ... tomatoes.
There are ... apples and ... bananas.



 **4** Read about Lucy's favourite sweet and write a list of ingredients* for Dilbar. e.g. 1 banana

Banana Splits

- 1 Take a banana and cut it in half.
- 2 Put the two halves on a plate like this.
- 3 Get some cream or yogurt and put a little over the banana.
- 4 Take a bar of chocolate and break it into pieces.
- 5 Put the pieces on and around the banana.
- 6 Take some walnuts* and break them into pieces.
- 7 Put the pieces on and around the banana.
- 8 Eat your Banana Split. Mmm. Lovely!



Lesson 5 Do you know?

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

chief important shake clasp nod kiss

3 a 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 grown ups?
- 4 How do you greet your friends?

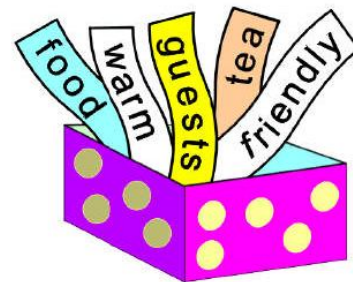
3 b Read and say how African people greet each other.

People in Africa like traditional* village life. They are very warm and friendly. Children and grown ups 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.



2 Answer the question.

What are Uzbek people famous for?



4 a 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?

 **4 b Listen and check.**

 **4 c Listen and write**
T for True and
F for False.

 **5 a 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'.



5 b Work in groups of three.

Play Guess the People.

Pupil A and B: (touch noses)

Pupil C: Eskimoes?

Lesson 6 Project

1 Spelling Dictation.

2 Play I Want/I'd Like/We Use It.

Make a sentence.

- 1 If your sentence is correct, move forward two.
- 2 If there is a mistake, move forward one.
- 3 If you can't make a sentence, move back two.

3 a Sing a song.

I am h-a-p-p-y
I am h-a-p-p-y
I know I am
I know I am
I am h-a-p-p-y.

3 b Write your own song.



Classwork and Homework

Lesson 1 Make your 'To Do List'

1 Ask your mum/dad/granny and write his/her To Do List for tomorrow.

e.g. *Cook breakfast.*

2 Write suggestions for children.

e.g. *Olim, don't play with matches.*

Lesson 2 You are what you eat

Activity 4 Copy. Do the quiz.

Do you eat healthy food?

	Yes	No
1 Do you eat a lot of bread?	0	1
2 Do you drink milk?	1	0
3 Do you eat any vegetables?	1	0
4 Do you eat a lot of chocolate?	0	1
5 Do you eat any meat?	1	0
6 Do you eat any fish?	1	0
7 Do you eat a lot of cakes?	0	1
8 Do you eat any rice?	1	0
9 Do you eat any suzma?	1	0
10 Do you drink two litres of water a day?	1	0
11 Do you eat a lot of butter?	0	1
12 Do you eat any fruit?	1	0
13 Do you eat any eggs?	1	0
14 Do you drink a lot of tea?	1	0
Total	****	****

Your score

14—10 You are healthy. You get a lot of vitamins and minerals.

10—5 OK. But don't eat a lot of cakes and bread.

5—0 You don't eat healthy food. Eat more fruit and vegetables and drink more water.



Write a list of what you want to eat today. Draw your diagram.

Lesson 3 What's in your school bag?

Kitchen survey. Ask your mum and write sentences.

There is a lot of ① ****.

There are a lot of ② ****.

There are a few ③ ****.

There is a little ④ ****.

There is some ⑤ ****.

There are some ⑥ ****.

There is no ⑦ ****.

There are no ⑧ ****.

Lesson 4 Do you like parties?

Activity 3 Look, copy and complete the sentences.

Use a lot of, some, a little and a few.

Dilbar: We are having a party today.

Anvar: Oh, great! I like parties. We can dance and play interesting games.

Dilbar: Yes. But have we got food and drinks?

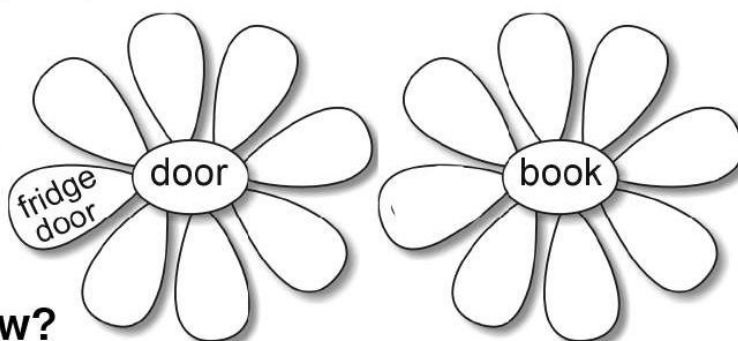
Anvar: Yes. There's ①**** butter and ②**** milk. There're ③**** carrots and ④**** tomatoes. There're ⑤**** apples and ⑥**** bananas.

Dilbar: And in the cupboard? OK, there's ⑦**** rice and ⑧**** sugar. There's ⑨**** oil and ⑩**** flour.

1 Copy and complete the sentences from activity 2a.

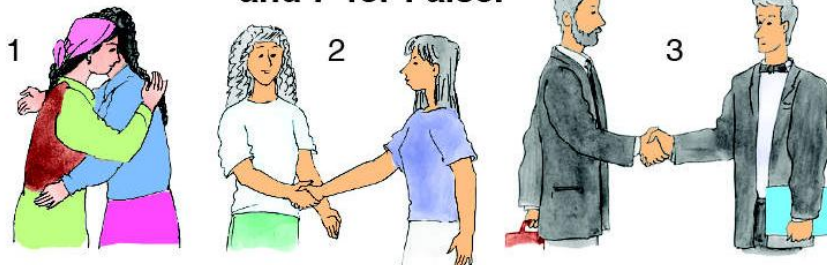
2 Copy and complete.

door – e.g. *fridge door*



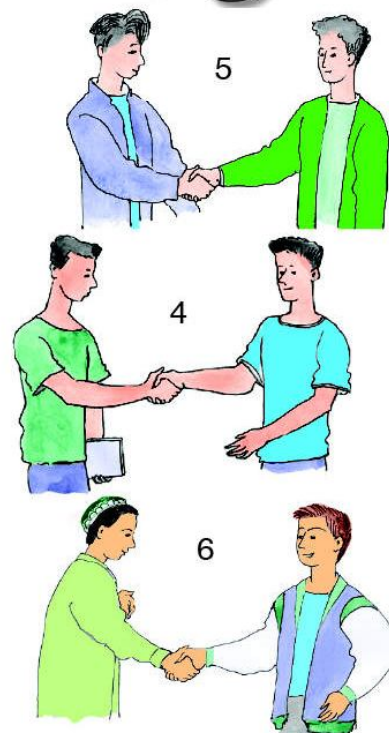
Lesson 4 Do you know?

Activity 4c Listen and write T for True and F for False.



Activity 5a Read, copy and complete.

People	Greeting
e.g. <i>Uzbek</i>	<i>Men shake hands, women kiss</i>



1 Write the words.

1 gteer ①****

2 kesha ②****

3 isks ③****

2 Write the sentences.

e.g. *English people use one kiss to say hello.*

1 Eskimos ①****

2 Maoris ②****

3 French people ③****

4 Russian boys ④****

5 Greek people ⑤****

6 Uzbek women ⑥****



protein, starch, western, chief, important, shake, clasp, nod, kiss

Learning review for units 5 – 9

Lesson 1 Mr Whitfield went fishing

1 Play My Hobby.

2 a Answer the questions about your last weekend*.

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

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

e.g. A: Where did you go?

B: I went to the moun

2 c Report.

3 a Look and make a stor Use the words.

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



3 b Work in pairs.

Answer the questions.

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

4 Copy and complete the sentences.

Lesson 2 Have you got a 'bird table'?

1 Look and answer the questions.

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



2 a 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.

2 b 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?

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

2 c Work in pairs.

Answer the question.

What jobs can dogs do?

e.g. Dogs help people who
cannot see.



2 d Write five sentences.

3 Work in groups. Answer the questions.

How do we help animals?

What can we do in schools or at home?

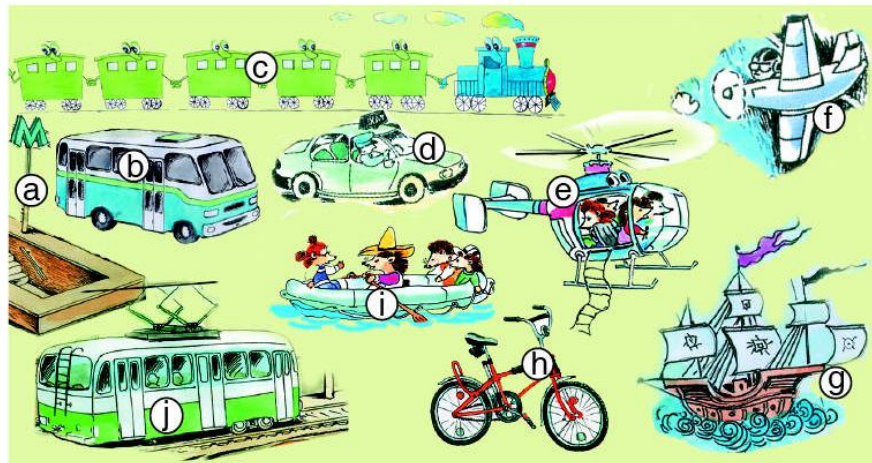
Lesson 3 What's the best transport?

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.

4 a Make a diagram.

4 b 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.

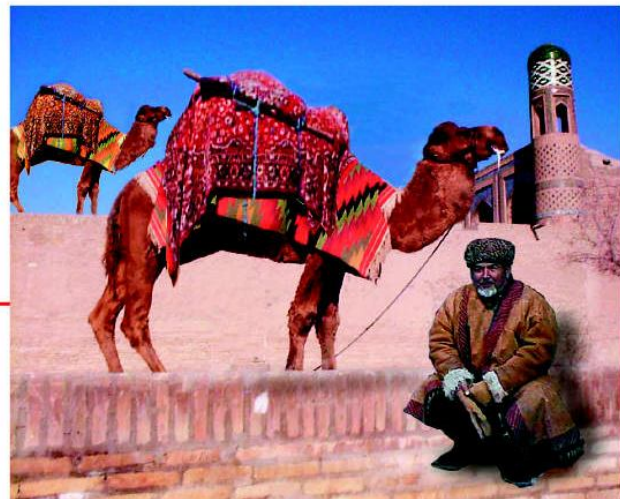
fast, slow, good, bad,
clean, dirty, cheap, healthy,
dangerous, expensive,
comfortable

5 a 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?

5 b 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'.



5 c Answer the questions.

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

5 d Look and answer the questions.

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

Lesson 4 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?

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

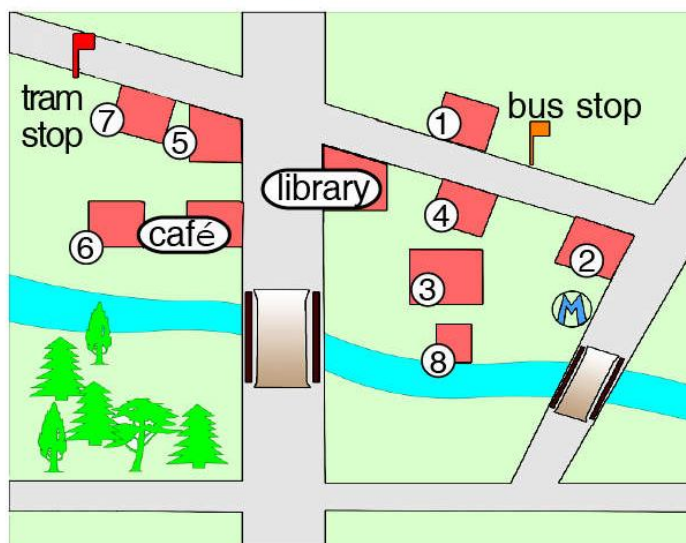
Pupil A: Look at this page.

Pupil B: Look at page 75.

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



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

2 b Look and find what places you can add.

2 c Work in groups. Add to the map.

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



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



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



Oh no. The market
is noisy too.



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

Where's the best
place for the school?



2 d 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

2 e 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 5 I can ... I know ...



1 Do the quiz. What can you do in English? How much do you know?

Write correct sentences (You can look at units 1-9, the Wordlist, the Grammar Tables and the List of Irregular Verbs).

Learning Skills

- 1 I can find words in the Wordlist and write the translation. (e.g. similarity, perfume)
- 2 I can make new words by adding -er, im-, dis-, un-.
(Give the four words and four new words e.g. farm – farmer)
- 3 I can talk about English in English using words like noun, (Give two more.)
- 4 I can use the Grammar Tables to check my work.
(Correct the mistake(s): Did you went to school yesterday?)
- 5 I can use the Irregular Verb List to find the past tense of verbs.
(Write the Past Simple of **fall, find, leave**)
- 6 I know some nouns and verbs which look the same. (Give two)
- 7 I can ask for help with spelling and with the meaning of words. (Write two questions.)
- 8 I know how to pronounce the plural of nouns s/z/iz (say cucumbers, cabbages, carrots).
- 9 I can read to find information in the Wordlist and Grammar Tables and in texts.
(You did this in some of the questions above. Move forward!)
- 10 I know how to pronounce the Simple Past of regular verbs t/d/id
(added, arrived, dusted, hoped).

General Knowledge

- 1 I can find the continents on a map and at least one country in each continent. (Find the world map in your book and name the continents.)
- 2 I can find and understand information in tables, diagrams and graphs.
(Look at the diagrams on page 118. Which diet has most sugar?)
- 3 I can draw simple diagrams and plans.
(Draw a diagram of how much water you use each day and what you use it for.)
- 4 I know about good manners in Uzbekistan. (Write two.)
- 5 I know about good manners in some other countries. (Write two.)
- 6 I know the name of some festivals in Uzbekistan. (Write two.)
- 7 I know the name of some festivals in other countries. (Write one.)
- 8 I know about who made the first palov. (Write the name.)
- 9 I know about Uzbek homes and about British homes. (Write one thing the same and one difference.)
- 10 I know the name of five countries in the English-speaking world. (Write them.)
- 11 I know about healthy food. (Write two healthy foods.)
- 12 I know about weddings in Uzbekistan and in Great Britain.
(Write one thing the same and one difference.)
- 13 I know how people in Uzbekistan and in some other countries greet each other. (Write three examples.)
- 14 I know how to write birthday cards, thank you letters, invitations, poems, lists, recipes, posters and formal letters in English. (Write what this is:

Roses are red
Violets are blue
Sugar is sweet
And so are you!



2 Now check your answers with your teacher. How did you do?

- 15 Write 5 more things you know from Fly High.



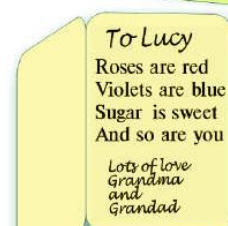
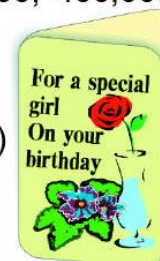
Lesson 6 Project

 **1 Finish the quiz. Work with your partner.**

Language Skills

- 1 I can talk about now. (Simple Present)
- 2 I can talk about yesterday. (Simple Past)
- 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 relative **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.)
Take a piece of bread. Cut circle eyes from a tomato.
Put raisins for the eyes. Cut a triangle nose from a carrot.
Cut a smiling mouth from a banana.
Put raisins for hair.
- 37 I can respond to an invitation.
(Write and say you can come.)

Happy Birthday to you!
Tabriklayman Sizni!
С днём рождения тебя!



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

Classwork and Homework

Lesson 1 Mr Whitfield went fishing

rest, fishing, sausage,
day, fish, fruit, bread,
supermarket, lunch

Activity 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.

Write questions to the bold words.

- 1 Lucy went **to the mountains** last week-end.
e.g. *Where did Lucy go last week-end?*
- 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 2 Have you got a 'bird table'?

Write two puzzles about animals.

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

Lesson 3 What's the best transport?

- 1 Draw and write about your favourite transport. Use the words from 2 and 4b.
- 2 Write a list of all irregular verbs.

- 3 Make two Bingo cards with irregular verbs.

Lesson 4 What's next to ... ?

- 1 Look and write five sentences. Where are they?

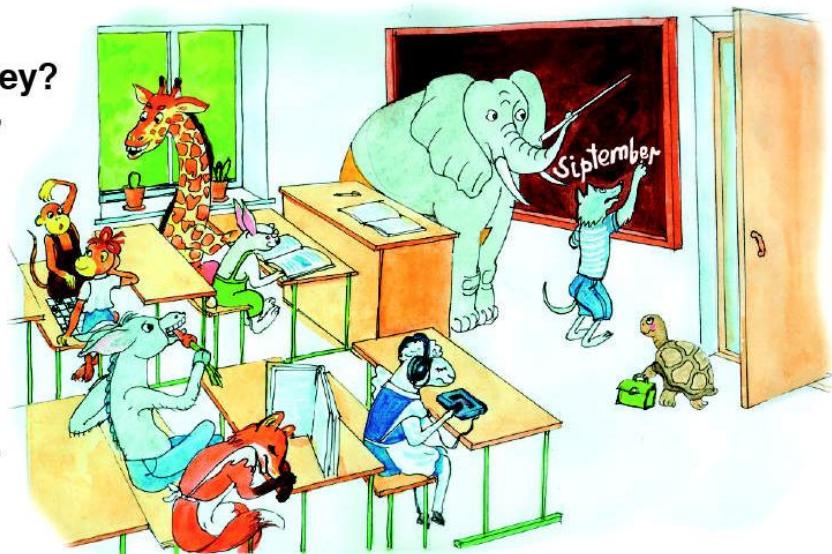
e.g. *The elephant is near the blackboard.*

- 2 Write five sentences for your friends.

e.g. *I want you to mime a policeman.*

Lesson 5 I can ... I know ...

Complete the quiz.

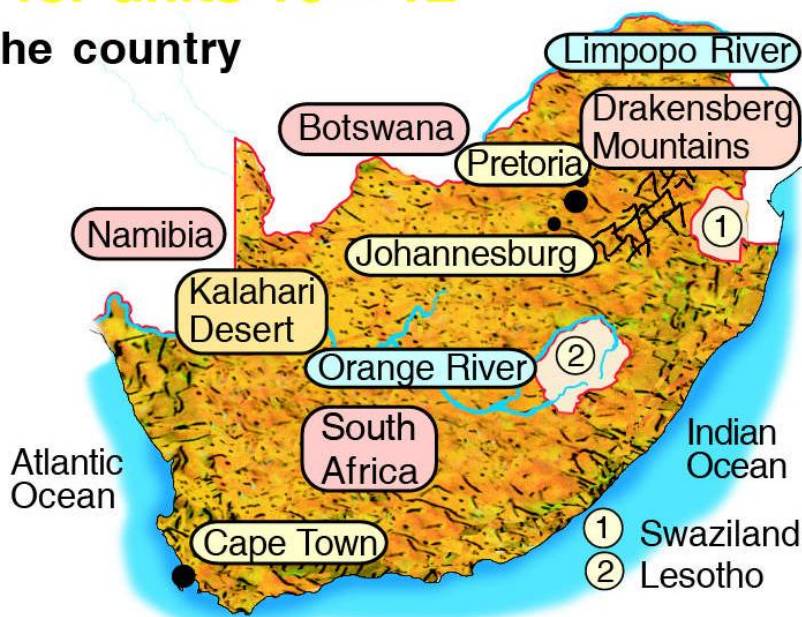
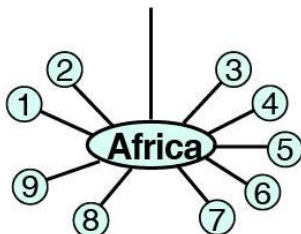


Learning review for units 10 – 12

Lesson 1 Explore the country

 **1 Copy and complete the Word Web.**

e.g. the Limpopo River



2 a Work in pairs. Point and say what is to the north/south/west/east of South Africa.

e.g. The Atlantic Ocean is to the west of South Africa.

2 b Work in pairs. Point and say what is in the north/south/west/east of South Africa.

e.g. The Kalahari Desert is in the north-west of the country.

 **3 Work in pairs. Find and write information about South Africa.**

4 Look at the map and find two interesting facts about South Africa.

5 a Read and compare the information about the two countries.

e.g. South Africa is larger than Uzbekistan.

	South Africa
Area	1,220,000 sq. km.
Geography	narrow coast, the Kalahari Desert
Climate	hot and dry
Rivers	the Limpopo River, the Orange River
Mountains	Drakensberg Mountains in the east
Seas/lakes	the Atlantic Ocean in the west, the Indian Ocean in the east. No lakes.

	Uzbekistan
Area	447,400 sq. km.
Geography	the Fergana Valley, the Kyzylkum and Karakum Deserts
Climate	hot and dry
Rivers	the Syr Darya River, the Amu Darya River
Mountains	the Tian Shan Mountains in the east
Seas/lakes	the Aral Sea in the north-west

 **5 b Write about similarities and differences.**

e.g. South Africa and Uzbekistan have two long rivers.

Lesson 2 National parks

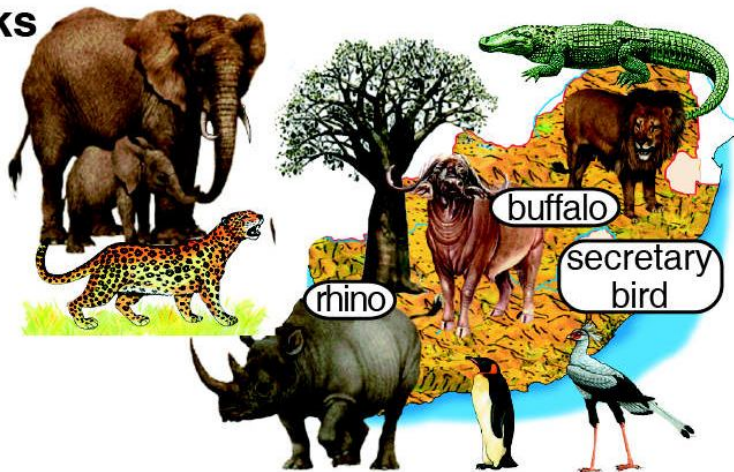
1 a Work in pairs.

Point and say.

e.g. Crocodiles live in Africa.

1 b Answer the questions.

- Where can you see these animals?
- Do you want to see them in real life?
- Where can you see the natural life of wild animals?



2 a Answer the question.

What is the difference between a zoo and a national park?

e.g. Zoos are usually in cities ...
National parks are big ...

2 b Listen and answer the questions.

- Who is Peter?
- Why does he talk to the group?

2 c Copy. Listen again and tick the animals you can see in the national park.

2 e Answer the questions.

- Would you like to go to Kruger National Park?
- What would you like to do there?

e.g. I'd like to see/visit/have ... ?

3 a Work in pairs. Answer the questions.

- What National Parks are there in Uzbekistan?
- Where are they? e.g. Zaamin National Park is in the east of Uzbekistan.
- What can you see there?
- Were you in a National Park? Would you like to visit a National Park? Which one?

1 Zaamin 2 Ugam Chatkal

3 Badai Tugai* 5 Zarafshan* 7 Kitab*
4 Kyzylkum* 6 Nurata* 8 Gissar*

● National Parks: everyone can visit.

● Restricted Nature Reserves*: only for scientists.

2 d Copy. Listen and tick what you can do and mustn't do in Kruger National Park.

	Can do	Mustn't do
1 feed the animals	① ****	⑨ ****
2 take pictures	② ****	⑩ ****
3 walk alone	③ ****	⑪ ****
4 get close to the animals	④ ****	⑫ ****
5 watch the natural life of wild animals	⑤ ****	⑬ ****
6 run in the park	⑥ ****	⑭ ****
7 throw litter	⑦ ****	⑮ ****
8 enjoy the park	⑧ ****	⑯ ****

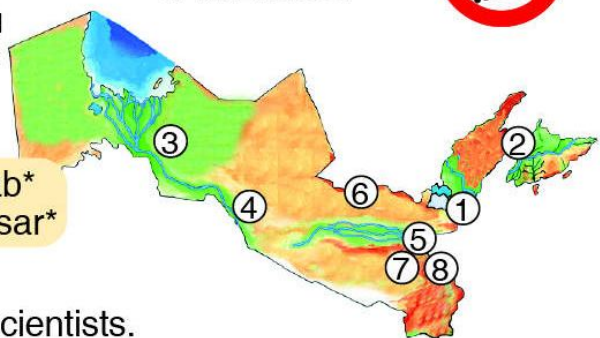
3 b Match the signs and the sentences.

3 c Write sentences for the signs.

e.g. ① Don't feed the animals.

3 d Work in groups. Draw signs for our national parks.

e.g. Don't make fires in the forest.



Lesson 3 Treasure Island

1 a Look at the map and answer the questions.

- 1 Is it an old or a new map?
- 2 What can you find with this map?

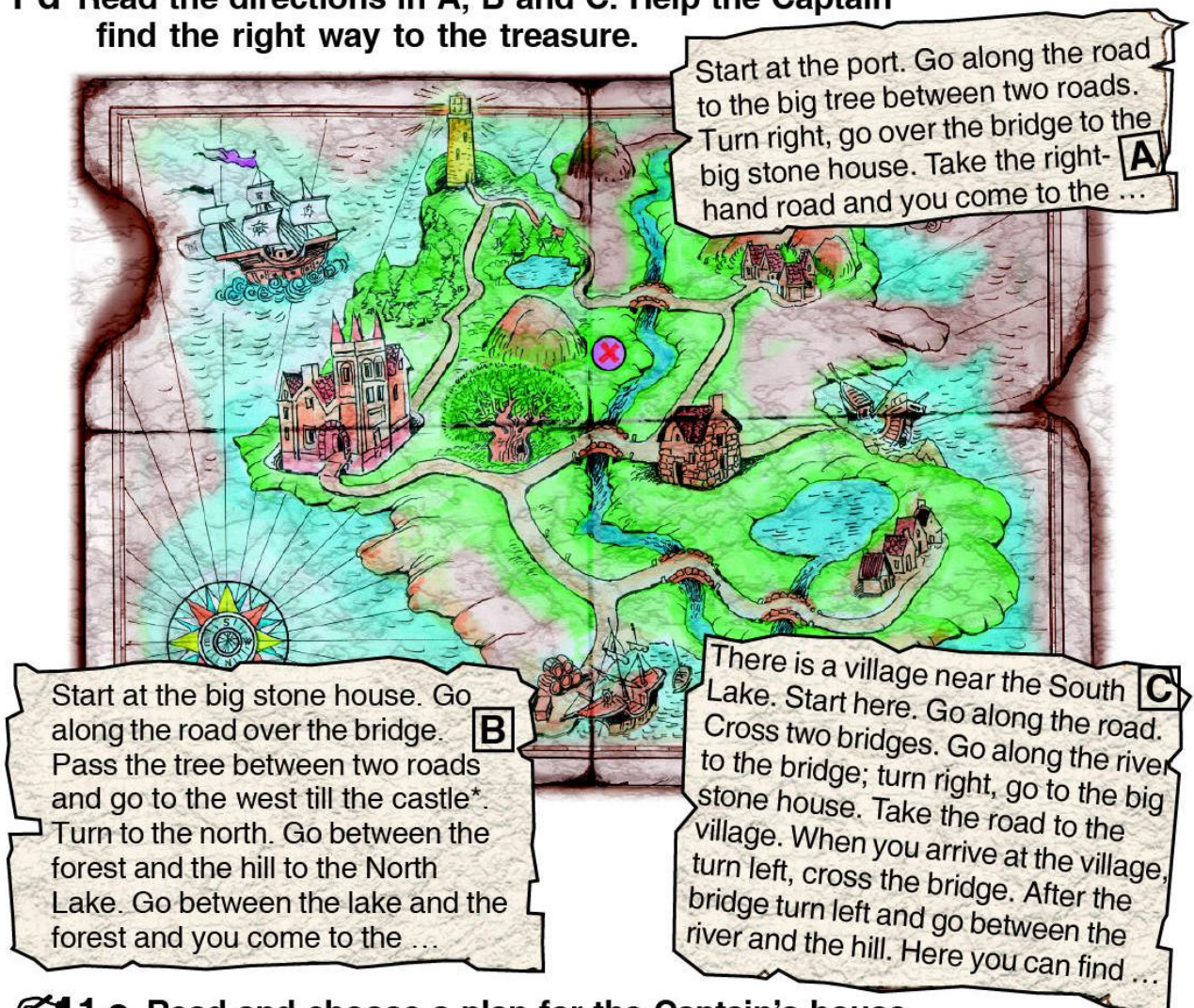
1 b Work in pairs. Look at the map, point and say.

lake town village forest mountain
big stone house hill* bridge

1 c Read the text and say what the captain found.

Once there lived a captain. He was strong and clever. Nobody knew his real name. People called him Captain Lucky Storm because storms never broke his ship. One day his sailors saw a boat in the sea. There was nobody on the boat but there were some papers... one of the papers was a plan of the island and instructions about how to get to some places. The Captain thought "One of the places is where the treasure is. We must follow the instructions and then we can find the treasure!"

1 d Read the directions in A, B and C. Help the Captain find the right way to the treasure.



1 e Read and choose a plan for the Captain's house.

Write instructions how to get to the Captain's house.

2 a Work in pairs. Choose a place on Treasure Island for your house and write instructions about how to get there.

2 b Work in pairs. Find your partner's place.

Lesson 4 Eating out

1 Play Snowball.

e.g. In my picnic box I've got ...

2 a Answer the questions.

- 1 Do you like picnics? Why/why not?
- 2 Where do you usually go for picnics?
- 3 Whom do you go for picnics with?

2 c Write a list of the food you can bring for the picnic.

e.g. a potato pie, a bottle of Fanta and two apples ...

2 d Work in pairs. Tell your partner your list.

e.g. I can bring...

3 a Answer the question.

Do you like to eat out? Why?

3 b Read and match the texts and the pictures.



Eating out

There are three kinds of places to eat out in Britain. The cheapest are take-aways. People use them a lot. People in Britain do not eat out in restaurants very much because restaurants are expensive. People usually go to restaurants on special days such as a birthday or a national holiday. Young people eat out more often than older people.



1 Take-aways

You buy food here and you take it home to eat it. The most common* take-aways are fish and chip shops and Chinese, Indian and Pizza take-aways. The food here is cheap.

2 Fast food restaurants

You ask for your food at the counter* and then take it to your table to eat it. Hamburger and pizza restaurants are the most common fast food places.

3 Restaurants

A waiter or waitress serves you. There are many different kinds of restaurant in Britain. Chinese, French, Indian and Italian restaurants are the most common.

4 Work in groups of 4/5. Play The Best Waiter.

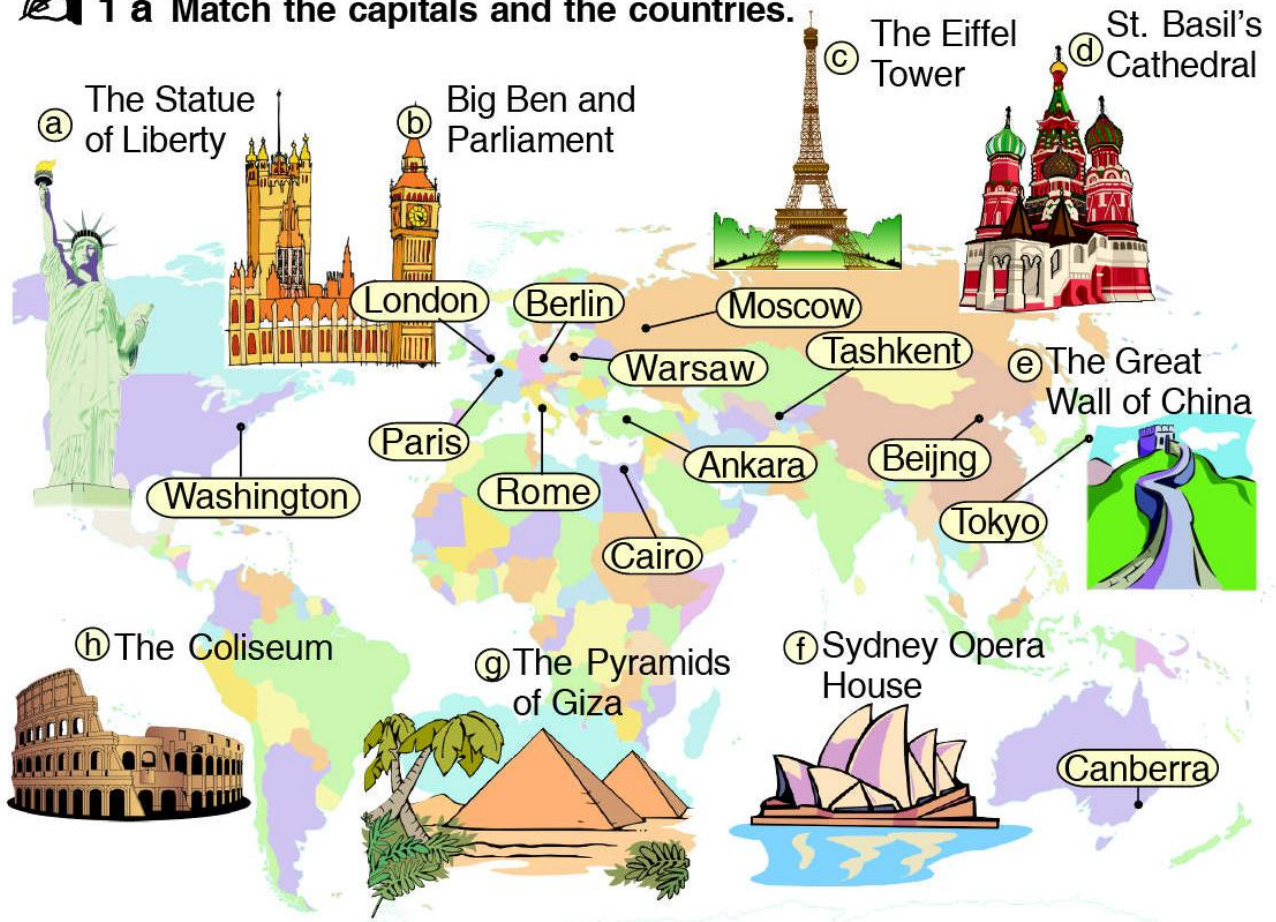
e.g. I'd like a pot of green tea, two shashliks and some fresh bread.

3 c Work in pairs. Answer the questions.

- 1 Do you have the same places for eating out in your country?
- 2 When do people eat out in your country?
- 3 What kinds of places for eating out do you have in your country?
- 4 What is traditional food in choyhonas?

Lesson 5 Famous for

1 a Match the capitals and the countries.



1 b Listen and repeat.

1 c Work in pairs. Play Capitals and Countries.

e.g. A: Turkey.
B: Ankara.

1 d Say more countries you know.

2 a Find the country and say where it is.

e.g. Great Britain's in Europe.

Brazil, Canada,
France, Germany, Japan,
Mexico, India, Italy

2 b Work in pairs. Play Find the Country.

e.g. A: Where's China?
B: It's in Asia. Where's Brazil?

3 a Say what Uzbekistan is famous for.

3 b Work in groups.
Play It's Famous For.

e.g. A: Australia.
B: Australia is famous for its kangaroos.

4 a Match the places and the countries.

1 Russia 2 Australia 3 France 4 USA
5 UK 6 Egypt 7 China 8 Italy

e.g. The Eiffel Tower is in France/
in Paris.

4 b Listen and repeat.

4 c Work in pairs. Ask, answer and guess.

A: What's your country famous for?
B: It's famous for the Eiffel Tower.
A: Is it France?



Lesson 6 Project

1 Spelling Dictation.

2 Work in groups. Choose a name for your team and make badges for each team member.

3 Play Auction.

House	Food	Geography	Famous Places	Famous People
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400



Classwork and Homework

Lesson 1 Explore the country

1 Add as many words as you can.

River: long ① ****

Mountain: high ② ****

Town: big ③ ****

Climate: warm ④ ****

2 Copy the table from activity 5a and complete it about any country.

Lesson 2 National parks

Activity 2c Copy. Listen again and tick the animals you can see in the national park.

Lions ① ****	Black rhinos ④ ****	Leopards ⑦ ****	Birds ⑩ ****
Tigers ② ****	Elephants ⑤ ****	Penguins ⑧ ****	Cape buffaloes ⑪ ****
Pigs ③ ****	Antelope ⑥ ****	Hyenas ⑨ ****	

Activity 3b Match the signs and the sentences.

- 1 Danger! Be careful!
- 2 Don't take photographs.
- 3 Don't drink this water.



Activity 3c Write sentences for the signs.



1 Write wild and domestic animals.

Wild	Domestic
e.g. bear	

bear, fox, cow, tiger, giraffe, camel,
sheep, cat, leopard, dog, wolf,
goat, crocodile, elephant

2 Draw signs for your classroom or school and write what they mean.
e.g. *Don't throw litter!*

Lesson 3 Treasure Island

Activity 1e Read and write.

The Captain and his sailors found the treasure. They were rich people. They

liked the island and decided to live there. Some of them bought houses in the town and some in the village near the lake or the village near the mountains. The Captain wants a quiet place near the sea.

Dear Friends

I'd like to invite you to my new house. You must start at the big stone house.

① ****

1 Write the things you can see on your way home.

2 Draw your Treasure Island.

Lesson 4 Eating out

1 Copy and complete the sentences with 'a' or 'some'.

1 Would you like ① **** tea?

I would like ② **** sugar in my tea.

Do you want ③ **** glass of lemonade?

Have ④ **** piece of pizza.

Please, give me ⑤ **** cup of tea.

May I have ⑥ **** cakes, please.

Jane, buy ⑦ **** bottle of Cola, please.

There are ⑧ **** biscuits on the plate.

2 Write as many words as you can.

e.g. *apple pie, apple juice,*

apple, tomato,
orange, potato

pie, juice,
sandwich, soup

Lesson 5 Famous for

Activity 1a Match the capitals and the countries.

1 Berlin

Ⓐ Japan

7 Moscow

Ⓐ France

2 Cairo

Ⓑ Italy

8 Washington

Ⓑ Poland

3 Paris

Ⓒ Turkey

9 Tashkent

Ⓒ Russia

4 Warsaw

Ⓓ Uzbekistan

10 Tokyo

Ⓙ USA

5 Rome

Ⓔ Germany

11 Ankara

Ⓚ UK

6 London

Ⓕ Egypt

1 Write about the place you would like to visit.

e.g. *I'd like to visit Tashkent because I like swimming and playing and there is an Aquapark there.*

2 Write five things Uzbekistan is famous for.

e.g. *Uzbekistan is famous for its historical places.*



Australia



Kazakhstan



South Africa



Brazil



Kyrgyzstan



Tajikistan



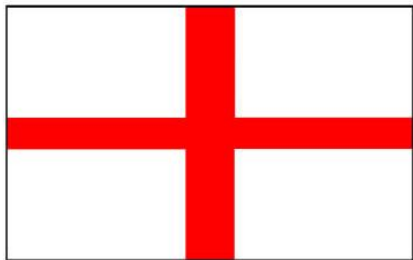
Canada



Mexico



Turkmenistan



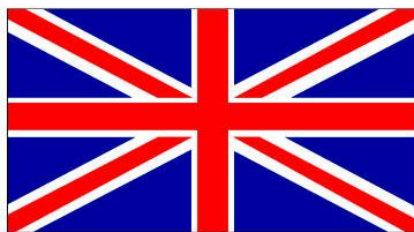
England



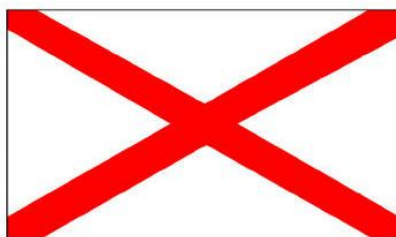
New Zealand



Uzbekistan



Great Britain



Northern Ireland



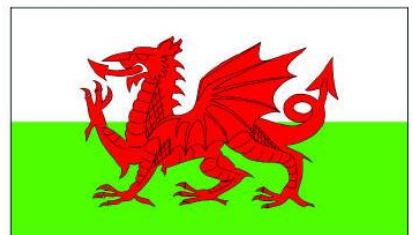
The United States



India



Scotland



Wales

Amir Temur

Amir Temur was born on 9 April 1336 in the village of Hojailgor near Shakhrisabz. His father was a rich man whose name was Amir Taragay. His mother was a noble woman. He was strong and handsome. His father had many servants. When he was 12 years old he began to rule over them. When he was a young man he began to go to war. He was a good horseman. In Europe he was called Tamerlane.

Alisher Navoi

Alisher Navoi was a great poet. He was born in Herat on 9 February 1441. Alisher Navoi got a very good education. He was a good architect and he designed a lot of schools, hospitals, bridges, roads and canals. Navoi's poems in old Uzbek are 'Chor-Devon'. His poems in Persian were collected and called 'Devoni-Foni'. His most important work is the 'Quintuple', five poems from 1483 and 1485. Alisher Navoi lived his last years in Herat. He died on 3 January 1501.

William Shakespeare

William Shakespeare was born on April 1564 in Stratford-on-Avon. He was the third of eight children. His family had money and Shakespeare went to school. In 1582, when he was 18, he married Ann Hathaway. They lived happily together and had three children.

In the late 1580s Shakespeare left his family and went to London. In London he started writing plays. In 1610 Shakespeare left London for Stratford where he lived. He died of a fever on 23 April 1616.

Progress Check 1 (Units 1 – 2)

1 Choose the correct form of the verbs.

e.g. She **speaks** (speak) Uzbek to her friends.

- 1 She ... (speak) Uzbek to her friends.
- 2 Farhod's mother ... (work) in a school.
- 3 A lot of people ... (work) in your school.
- 4 My father ... (help) me do my homework.
- 5 I ... (live) in Uzbekistan.
- 6 My mother ... (cook) lunches and dinners.

2 Write the questions.

- 1 librarian/What/the/do/does?
- 2 doctor/does/What/the/school/do?
- 3 job/What/your/is/at/school?
- 4 work/Where/does/the/gardener?
- 5 is/What/your/job/teacher's?

3 Complete the sentences.

e.g. A chef **cooks** lunches.

- 1 A chef
- 2 A photographer
- 3 A doctor
- 4 A gardener
- 5 A pilot
- 6 An interpreter

4 Match the two halves of the sentences.

- | | |
|-------------------|----------------------|
| 1 What is ... | a your father do? |
| 2 What does ... | b singing? |
| 3 What do ... | c your father's job? |
| 4 Do you like ... | d to be a pilot? |
| 5 Do you want ... | e you want to be? |

5 Write the words in the correct place.

mud icy wool freezing fireman interpreter stone windy reporter

Material	Job	Weather
e.g. brick	architect	rainy

6 Match the sentences and words.

a stone houses b mud houses c brick houses d felt houses

- 1 People use sheep wool to make them. They are cool in summer and warm in winter. They have one room.
- 2 They have two or three rooms. They are very strong. They have coal fires in winter.
- 3 They usually have one storey. They are cool in summer and warm in winter. It is easy to make them.
- 4 They are very strong. They can be small or big with a lot of rooms.

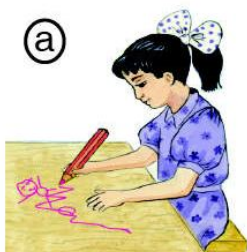
7 Write five sentences with the words:

fridge, cooker, television, chair, car.

e.g. *We use a fridge to keep fruit and vegetables fresh.*

8 Look at the picture. Write the sentences. Begin with Don't.

e.g. *Don't write in the books.*



Progress Check 2 (Units 4 – 5)

GRAMMAR

1 Fill in the blanks with: some, any, a, an, many, much.

- a) – Have you got ① **** tomatoes?
– Yes, over there.
– How ② **** are they?
– They are 350 soums a kilo.
- b) – I'm hungry.
– There's ③ **** bread and cheese in the fridge.
– Oh, and bananas and apples! How ④ **** can I have?
– Have ⑤ **** banana and ⑥ **** apple.

READING

2 Read the text. Write T for True, F for False and D for Don't know.

Little Andy's mother is not at home, she is at work. Andy is hungry. He wants to have some nice things for lunch. He opens the fridge and sees two bananas and some grapes. He doesn't like grapes, but he likes bananas very much, so he takes them. He sees a bottle of Coca Cola. "Oh, good!" he thinks. In the cupboard there is a jar of apricot jam. "That's my favourite", says Andy. He eats the jam, the two bananas and drinks the Coca Cola. When his mother comes home, she sees Andy on the sofa. The little boy is not well. "Oh, Andy", his mother says, "Coca-Cola and jam are not good for you. You should eat healthy food."

- 1 Little Andy wants to have bread and butter for lunch.
- 2 He likes vegetables.
- 3 Andy likes apricot jam very much.
- 4 He drinks the Coca Cola and eats the jam and the bananas.
- 5 When Andy's mother comes home, she wants to have some grapes.
- 6 After lunch Andy feels well.
- 7 Little Andy should eat healthy food.

LISTENING

3 a Look at the shopping list. Copy, listen and tick what the customer buys.

3b Listen again. What does the customer buy that is not on the shopping list?



VOCABULARY

4 Match the words and definitions.

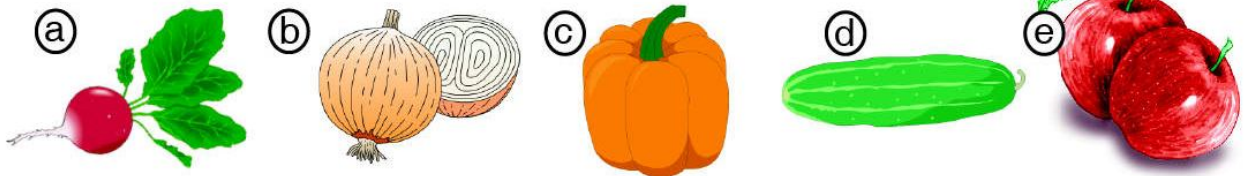
- 1 librarian 2 aunt 3 uncle 4 kitchen 5 curtain
6 wool 7 road 8 rice 9 bakery 10 fridge

- a your father's or your mother's sister
- b a room in the house where we cook food
- c we use it to make palov
- d your father's or your mother's brother
- e we can buy bread there
- f people use it to make felt for yurts
- g people use it to make food and drinks cold
- h it is a place for cars, buses and bicycles to go on
- i we put it on the window
- j she helps children to find books

5 Find the odd word out.

- 1 curtain, interpreter, kettle, yurt, circle
- 2 eat, bread, peach, meal, cheese
- 3 biscuits, chips, milk, pilot, village
- 4 pumpkin, plum, customer, must, cucumber

6 Write the names of fruit and vegetables.



7 Write the words in three columns.

1 flats 2 matches 3 yurts 4 rooms 5 roads 6 boxes

[s] [z] [iz]

WRITING

8 Write five things you should/shouldn't do.

e.g. I want to be a good pupil so I should do these things:

I should ...

I shouldn't ...

SPEAKING

9 Talk about your aunt/cousin/the director of your school.

Talk about:

- her/his name
- her/his age
- The way s/he looks
- Where s/he lives
- Her/his likes

Progress Check 3 (Units 7 – 8)

GRAMMAR

1 Write the Past Simple.

come draw swim know write

2 Write questions and answer them.

e.g. yesterday/do/did/what/you?

– What did you do yesterday? – I watched TV.

1 yesterday/do/did/what/you?

2 you/when/where/were/born/and?

3 your/yesterday/where/parents/were?

4 come/today/you/school/when/did/to?

WRITING

3 Spelling Dictation.

4 Write two sentences. Use one of the phrases from the Spelling Dictation.

e.g. My granny is very clever. She can give good advice.

5 Look at the map. Complete the sentences. Use:

in, to the right, to the left, at, behind (There are more words than you need).

1 Café is ... of the bus stop.

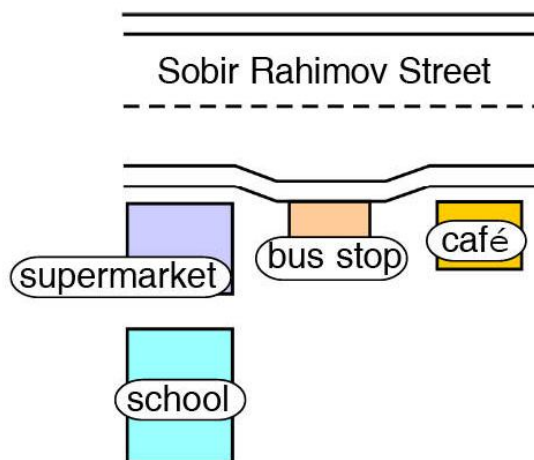
2 The school is ... the supermarket.

3 The supermarket is ... of the bus stop.

4 The bus stop is ... Sobir Rahimov Street.

6 Write three sentences with 'don't' for your little brother/sister.

e.g. Don't read when you eat.



SPEAKING

7 You are standing in front of your school.

A Say how to get to:

- your house
- the market
- the nearest bus stop
- any other place the teacher names

B Ask your teacher how to get to her/his house and repeat the directions.

LISTENING

8 Listen to the radio news and choose the right answers.

- 1 Schoolchildren in Singapore schools like sweet drinks but
 - a they are bad for their health
 - b people from the Ministry don't like them
 - c they don't like to be fat
- 2 Next year school canteens must sell more juices and mineral water because
 - a parents ask for healthier food and drinks
 - b children understand that this is good for their health
 - c the Ministry of Education* think these drinks are better than sweet drinks

9 Look, listen and write the places.



Progress Check 4 (Units 10 – 11)

READING

1 a Read and put in order.

Bats in Australia

- a People are trying to learn more about their life. They catch them and put small pieces of metal on their legs.
- b Some bats travel over one hundred and fifty kilometers from the places where people catch them. How do you catch them? Easily – just take them from the roofs of caves* where they are sleeping.
- c On the metal pieces people write the date and place. Then they wait for these bats in other parts of Australia.
- d Australia has about forty kinds of bats. They are the world's greatest killers of mosquitoes.

1 b Read again and write True, False or Don't know.

- 1 Bats in Australia can kill a lot of mosquitoes.
- 2 People catch bats because they want to learn more about them.
- 3 Bats cannot fly to other parts of Australia after people put metal pieces on their legs.
- 4 Bats usually fly to warmer parts of the country.
- 5 It is a difficult job to catch bats.

VOCABULARY

2 Read and choose the right words.

The great Asian (1) ... the Kyzylkum is very big – about 400,000 (2) ... kilometers. When you look at the (3) ... you can see that the Syr Darya (4) ... is to the (5) ... of it and the Amu Darya is to the (6) ... west. The (7) ... problem in the Kyzylkum is (8) One of the interesting places here is the Kyzylkum (9) ... park. It is (10) ... for different kinds of birds and gazelles.

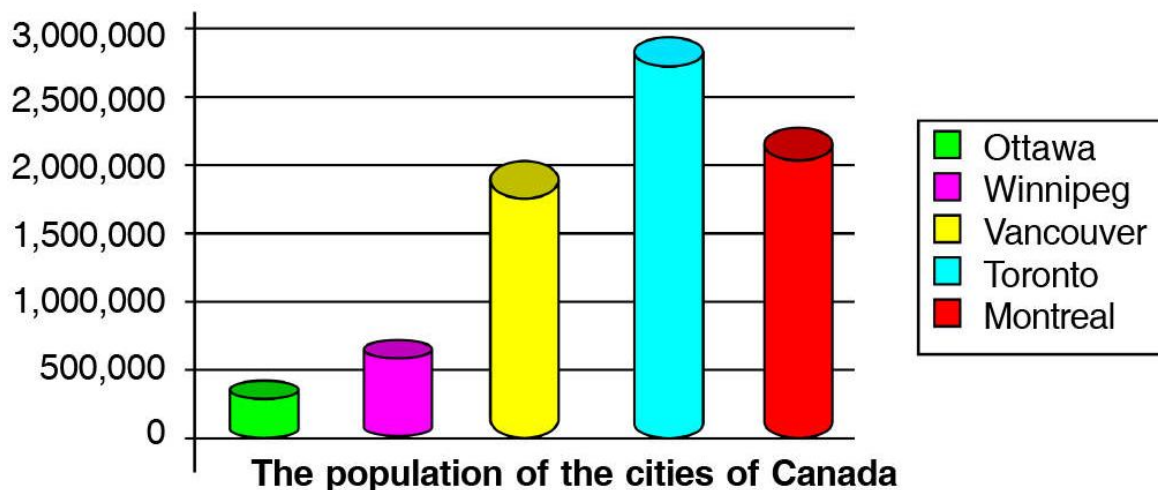
e.g. 1 b

- | | | |
|-----------------|--------------|----------------|
| 1 a) river | b) desert | c) country |
| 2 a) square | b) long | c) big |
| 3 a) map | b) book | c) capital |
| 4 a) sea | b) river | c) mountain |
| 5 a) left | b) area | c) north |
| 6 a) south | b) east | c) right |
| 7 a) easiest | b) nicest | c) biggest |
| 8 a) water | b) ocean | c) population |
| 9 a) clean | b) national | c) comfortable |
| 10 a) continent | b) difficult | c) famous |

WRITING

3 Look at the chart. Write six sentences about the population of the cities of Canada.

e.g. The population of Winnipeg is approximately 520,000 people.



- 1 Ottawa (smaller than Winnipeg)
- 2 Winnipeg (~520,000 people)
- 3 Vancouver and Montreal (more people-where?)
- 4 Toronto (population)
- 5 Ottawa and Winnipeg (total population)
- 6 Vancouver, Toronto and Montreal (total population)

SPEAKING

4 Choose a country and talk about its:

- location
- area
- oceans, seas
- rivers, lakes, mountains
- population
- capital
- interesting places

GRAMMATIK MA'LUMOTLAR

1. Sanaladigan va sanalmaydigan otlar

1.1 Sanaladigan otlar

Biz sanay oladigan narsalar sanaladigan otlar hisoblanadi. Ular alohida narsalar, odamlar va b.lardir. Sanaladigan otlar bilan sonlarni ishlatga bo'ladi. Ularning birlik (apple) va ko'plik (apples) shakli bor. Demak, *'one apple', 'two apples'*, deyish mumkin.

e.g. There are 25 pupils in our class.

A/an artikli sanaladigan otlar bilan ishlatiladi: an apple, a book, a pupil.

Birlikdagi sanaladigan otlar *a / an / the / my*, va b.larsiz ishlatilmaydi.

e.g. I have a sister. (I have sister *emas*)

Lekin ko'plikdagi sanaladigan otlarning yakka o'zini artikllarsiz ishlatga bo'ladi.

e.g. I like dogs but I don't like cats.

Some, any, no, many, a few va *a lot of* ko'plikdagi sanaladigan otlar bilan ishlatiladi.

e.g. Give me some apples, please.

Have you got any brothers?

My grandfather has many/a lot of cows on his farm.

There are a few pencils in this pencil case.

There are no apples on the apple tree this year.

1.2 Sanalmaydigan otlar

Biz sanay olmaydigan narsalar sanalmaydigan otlar hisoblanadi. Ular materiallar, suyuqlik, mavhum narsalar va boshqa narsalar nomlaridir. Sanalmaydigan otlar bilan sonlar ishlatilmaydi. Ularning ko'pligi yo'q. Ular birlikda ishlatiladi. Demak, *'one water', 'two waters'* va b.lar. deb aytish mumkin emas.

e.g. There is no tea on the table.

I like sugar very much.

A/an sanalmaydigan otlar bilan ishlatilmaydi. *'A butter', 'a milk'* va b.lar deyilmaydi.

Lekin ko'pincha quyidagi tuzilma sanalmaydigan otlar bilan ishlatib turiladi.

A piece / packet / bottle / box of
Two / three, ... pieces / packets / bottles / boxes of } + sanalmaydigan ot

e.g. (in a supermarket) A packet of biscuits, two bottles of milk and a box of chocolates, please.

Sanalmaydigan otlarni *a / an / the / my* siz ishlatish mumkin.

e.g. I drink tea with milk and eat bread and butter for breakfast.

Sanalmaydigan otlar bilan *some, any, no, much, a little* va *a lot of* ham ishlatilishi mumkin.

e.g. There is some milk in the bottle.

Is there any juice for dessert?

I have no time to go there.

Don't make a lot of noise, please.

We have a little money.

A lot of salt is dangerous for our health.

2. Some

Some (somebody, something, someone, somewhere) bo'lishli gaplarda ishlatiladi.

e.g. John, buy some sausages and oranges.

There is some cheese in the fridge.

I need something to write with. Have you got a pencil?

Some soʻzi savolga 'Yes' degan javob kutilganda va biror narsa taklif qilinganda yoki narsa soʻraganda ham ishlatiladi.

e.g. – Are you going somewhere? – Yes.

Would you like some coffee?

Can I have some milk for my tea, please?

Somebody, something, someone birlikdagi soʻzlardir. Shuning uchun ulardan oldin yoki keyin birlikdagi feʼllar ishlatiladi.

e.g. Somebody is talking loudly.

There is something dangerous here.

3. Any

Any (anybody, anything, anyone, anywhere) boʻlishsiz gaplarda ishlatiladi.

e.g. *There isn't any fruit in the fridge. (There is no fruit in the fridge.)

I don't understand anything.

Don't touch anybody.

Any (anybody, anything, anyone, anywhere) soʻroq gaplarda ishlatiladi.

e.g. Have you got any pencils?

Is there anything in your bag?

If dan keyin *any* va *some* ni ishlatish mumkin:

e.g. If you want any/some help tell me.

If anybody/somebody asks about me, don't say anything.

Agar ma'no aniq bo'lsa, *any* dan keyin otni tushirib qoldirish mumkin.

e.g. – Is there any juice? – No, there isn't any.

Anybody, anything, anyone — birlikdagi soʻzlardir. Shuning uchun bulardan keyin yoki oldin birlikdagi feʼl ishlatiladi.

e.g. Is there anybody in your room?

If anything happens, phone me.

*** Ingliz tilida 'There is not any fruit in the fridge.' deb emas, balki 'There isn't any fruit in the fridge.' deb aytiladi.**

Ingliz tilida 'There is no fruit in the fridge.' deb yoziladi.

4. Each

Each birlikdagi ot oldidan ishlatiladi.

e.g. I gave each child a sweet.

Each olmosh boʻlishi ham mumkin.

e.g. I gave them \$1 each. Cucumbers cost 45p each.

5. Other

Other otlar oldida ishlatilganda birlik shaklda qoʻllaniladi.

e.g. Where are the other boys?

Small shops sell food and other things.

Agar *other* otsiz ishlatilsa u koʻplik shaklini oladi. Odatda *others* oldin ishlatilgan otni takrorlamaslik uchun yolgʻiz ishlatiladi.

e.g. Four people come today. Others come tomorrow.

6. Many va a few

Many va *a few* ko'plikdagi otlar bilan ishlatiladi.

e.g. many books, many houses, a few bananas, a few oranges b. lar.

Many ning bo'lishli ma'nosi bor. (many = a lot of)

e.g. I have many friends.

A few ning ham bo'lishli ma'nosi bor. (a few = some / a small number)

e.g. In this school a few pupils learn French.

7. Much va a little

Much va *a little* sanalmaydigan otlar bilan ishlatiladi.

e.g. much time, much money, a little cheese, a little butter va b. lar.

Much ning bo'lishli ma'nosi bor (much = a lot of). U bo'lishsiz va so'roq gaplarda ishlatiladi.

e.g. Don't add much salt.

How much money have you got?

Much bo'lishli gaplarda *so*, *very* bilan ham ishlatiladi.

e.g. Thank you very much.

There is so much noise here.

A little bo'lishli ma'noga ega. (a little = some / a small amount bir oz)

e.g. We have a little time. We can wait.

8. A lot of

A lot of ham ko'plikdagi ham sanalmaydigan otlar bilan ishlatiladi.

e.g. I have got a lot of uncles.

There is a lot of rain in spring.

9. Should (should + do something)

Should + do something maslahat berishda ishlatiladi.

e.g. You shouldn't eat much at night.

You should always do your homework va b. lar.

10. I want (you) to do (fe'l + to'ldiruvchi + to do)

Biz bu tuzilmani kimningdir biror narsa qilishini xohlaganimizda (so'raganimizda, taklif qilganimizda, aytganimizda, o'rgatganimizda) ishlatamiz.

e.g. I don't want to do it. I want you to do it.

I want to be a doctor. But my parents want me to be a lawyer.

11. I would (I'd) like to be ...

Would like (+ to be (to do)), xohish, istakni xushmuomalalik bilan aytish uchun ishlatiladi.

e.g. I'd like two kilos of tomatoes, please.

I'd like to be an engineer.

Would you like some coffee?

Would you like to dance?

12. Oddiy o'tgan zamon (I, s/he, it, we, you, they + did)

Oddiy o'tgan zamon o'tgan zamondagi tugallangan payt uchun ishlatiladi.

e.g. yesterday, last week, in 2000, va b. lar.

Oddiy o'tgan zamonda faqat o'tgan zamon haqida gap boradi.

Tugallangan			
O'tgan yil	O'tgan hafta	Kecha	Hozir

e.g. He came to Tashkent yesterday. Now he is at home.

Last year she lived in this street. Now she lives in Navoi Street.

Oddiy o'tgan zamonda to'g'ri va noto'g'ri fe'llar mavjud bo'lib, ular bir-biridan shaklan farq qiladi:

To'g'ri fe'llar:

Ular **-ed** bilan tugaydi.

e.g. I **worked** on my grandfather's farm last summer.

I **played** football a lot when I **studied** at school va hokazo.

Noto'g'ri fe'llar:

Noto'g'ri fe'llarga **-ed** qo'shilmaydi. Ularning alohida shakllari mavjud.

e.g. do – did, see – saw va b. lar.

Ba'zi fe'llar o'zakda ham oddiy o'tgan zamonda ham bir xil shaklga ega bo'ladi.

e.g. put – put, cut – cut, read – read.

(165-betdagi noto'g'ri fe'llar ro'yxatiga qarang)

To'g'ri va noto'g'ri fe'llar uchun bo'lishli, so'roq va bo'lishsiz gaplarda so'z tartibi bir xil. So'roq va bo'lishsiz gaplarda **did/didn't + do (see, cook, play, va b. lar)** ishlatiladi. (So'roq va bo'lishsiz gaplar yasalganda, oddiy o'tgan zamondagi fe'llar o'zakka aylanadi.)

Bo'lishli shakl	So'roq shakl	Bo'lishsiz shakl
I S/he It We You They } cooked cakes. saw the cow.	I s/he It We You They Did { cook cakes? see the cow?	I S/he It We You They } did not (didn't) cook cakes? did not (didn't) see the cow?

e.g. I watched the football match yesterday. I didn't like it. Did you watch it?

12.1. Oddiy o'tgan zamondagi to'g'ri fe'llarning yozilish qoidalari

Agar fe'lga **-ed** qo'shilsa, quyidagi o'zgarishlar kuzatilishi mumkin.

So'z tugalliklari	O'zgarishlar	Misollar
undosh + y	y → i	study – studied, try – tried, hurry – hurried
2 undosh + unli + y	-----	play – played, enjoy – enjoyed, stay – stayed
1 undosh + unli + y	y → i	pay – paid, say – said, lay – laid



So'z tugalliklari	O'zgarishlar	Misollar
e	eed	smile – smiled, dance – danced, hope – hoped
(bir bo'g'inli so'zlarda) p n b d	p → pp n → nn b → bb d → dd	stop – stopped plan – planned rub – rubbed nod – nodded

12.2. Oddiy o'tgan zamondagi 'be' lik gaplar (I, s/he, it, we, you, they + was/were)

'be' oddiy o'tgan zamonda birlik va ko'plik shakllarga (was/were) ega. **Was /were** lik so'roq hamda bo'lishsiz gaplarda **did** ishlatilmaydi. So'roq va bo'lishsiz gaplar yasash uchun **was/were** ning o'zi ishlatiladi.

Bo'lishli shakl	So'roq shakl	Bo'lishsiz shakl
I } S/he } was It } We } You } were They }	Was { I s/he } it } Were { we you } they }	I } S/he } was not (wasn't) It } We } You } were not (weren't) They }

e.g. Was the film good? No, it wasn't.
Were the chocolates nice? Yes, they were.

13. Sifat

13.1. Sifatning qiyosiy darajasi

Biror -bir narsa yoki shaxsni boshqa bir narsa yoki shaxs bilan taqqoslashda sifatning qiyosiy darajasi ishlatiladi.

Sifatlarga **-er** yoki **more** qo'shiladi va qiyosiy sifat shakli yasaladi. Qiyosiy sifatlardan keyin **than** qo'llaniladi hamda boshqa narsa bilan taqqoslanadi.

e.g. Dilbar is taller than Malika.

Coca Cola is more expensive than mineral water.

-re quyidagilarga qo'shiladi	more quyidagilar oldidan ishlatiladi:
1) bir bo'g'inli sifatlarga. e.g. tall – taller, old – older va h.k.	ikki bo'g'inli yoki ko'p bo'g'inli sifatlar oldidan. e.g. interesting – more interesting beautiful – more beautiful boring – more boring difficult – more difficult expensive – more expensive
2) -y bilan tugaydigan ikki bo'g'inli sifatlarga. -y bu yerda -i ga o'zgaradi. e.g. easy – easier, early – earlier va h.k.	
3) bir unli + bir undosh: ikki undosh. e.g. thin – thinner, big – bigger va h.k.	

O'z qiyosiy shakllarini **-er** yoki **more** bilan yasamaydigan ba'zi noto'g'ri sifatlar ham mavjud. Ularning maxsus shakllari bor:

good – better, bad – worse, far – farther/further

e.g. Your English is better than before.

13.2. Sifatning orttirma darajasi

Biror-bir narsani u taalluqli bo'lgan butun bir guruh bilan taqqoslash uchun sifatning orttirma darajasi ishlatiladi. Odatda sifatlarga **-est** yoki **most** qo'shiladi va orttirma darajadagi sifatlar yasaladi. Orttirma darajadagi sifatlar oldidan aniq artikl ishlatiladi.

e.g. Antarctica is the largest part of the world.

What's the most interesting thing for you?

-est quyidagilarga qo'shiladi	most quyidagilar oldidan ishlatiladi:
1) bir bo'g'inli sifatlarga. e.g. tall – tallest, old – oldest, cheap – cheapest va h.k.	ikki bo'g'inli yoki ko'p bo'g'inli sifatlar oldidan. e.g. interesting – more interesting beautiful – more beautiful
2) -y bilan tugaydigan ikki bo'g'inli sifatlarga. -y bu yerda -i ga o'zgaradi. e.g. easy – easiest, early – earliest va h.k.	boring – more boring difficult – more difficult expensive – more expensive

O'z orttirma darajasini **-est** yoki **most** bilan yasamaydigan ba'zi noto'g'ri sifatlar ham mavjud. Ularning maxsus shakllari bor.

good – best, bad – worst, far – farthest/furthest

e.g. Who is the best pupil in your class?

What country is the furthest from Uzbekistan?

14. Artikl

Aniq artikl quyidagilar bilan ishlatiladi:	Artikl quyidagilar bilan ishlatilmaydi:
1) okean, dengiz, daryo va kanallarning 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) ning 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	<i>northern, southern, eastern, western</i> hamda <i>North America, South America</i> (ular mamlakatlardir) – deb aytilganda
5) <i>Republic, Kingdom, States</i> dan tashkil topgan mamlakatlar nomlari bilan. e.g. the Republic of Uzbekistan, the United States of America (the USA), the United Kingdom (the UK)	materiklar, mamlakatlar, shaharlar, shtatlar, hududlarning nomlari bilan. e.g. North America, Uzbekistan, Africa, Tashkent, London, New York, Kashkadarya va h.k.
6) sahrolarning nomlari bilan. e.g. the Mirzachul, the Sahara va h.k.	

15. 100 dan yuqori sanoq sonlar

100 dan yuqori sonlarda birlik hamda o'nliklardan oldin 'and', 120 dan boshlab o'nliklar va birliklar orasida '-' ishlatiladi.

e.g.

100	— a/one hundred
101	— a/one hundred and one
111	— a/one hundred and eleven
120	— a/one hundred and twenty
127	— a/one hundred and twenty-seven
183	— a/one hundred and eighty-three
415	— four hundred and fifteen
525	— five hundred and twenty-five
678	— six hundred and seventy-eight
1,000	— a/one thousand
1,001	— a/one thousand and one
1,033	— a/one thousand and thirty-three
2,348	— two thousand, three hundred and forty-eight
100,000	— hundred thousand
234,000	— two hundred and thirty-four thousand
1,000,000	— a/one million va b. lar.

***Ingliz tilida ming va undan katta sonlar bo'sh joy qoldirish bilan emas, balki vergullar bilan yozilishiga e'tibor bering.**

Sonlar quyidagicha o'qiladi:

1,300 — one thousand three hundred

1,305 — thirteen hundred and five va b. lar.

***Sanalar bilan vergul ham, bo'sh joy ham ishlatilmasligiga e'tibor bering.**

Sanalar quyidagicha o'qiladi:

1300 — thirteen hundred 1305 — thirteen-o-five

1563 — fifteen-sixty-three 2001 — two thousand and one va b. lar.

16. Buyruq gaplar

Odamlardan nima qilish yoki qilmaslikni so'rash yoki ularga aytish, maslahat berish uchun buyruq gaplar ishlatiladi. Bo'lishli va bo'lishsiz buyruq gaplar mavjud. Bo'lishli buyruq gaplar 'to' siz fe'l bilan bir xil shaklga ega.

e.g. Read. Write. Get up. Sit down va b.lar.

Bo'lishsiz buyruq gaplar quyidagi shaklga ega: **don't + fe'l** ('to' siz).

e.g. Don't read. Don't write. Don't get up. Don't sit down va b.lar.

Buyruq gaplar yasalganda, gapda birinchi o'rinda fe'l yoki **'don't + fe'l** ('to' siz)' keladi.

Bo'lishli shakl	Bo'lishsiz shakl
Mix the butter and sugar. Add water and mix them well. Put this meat in the fridge.	Don't add much sugar. Don't add much water. Don't buy potatoes, we have some.

17. O'tgan davomli zamon (I was doing)

Bo'lishli shakl	So'roq shakl	Bo'lishsiz shakl
I } S/he } was It } We } You } were They }	Was { I { s/he { it Were { we { you { they	I } S/he } was not (wasn't) It } We } You } were not (weren't) They }

O'tgan davomli zamon, kimdir o'tgan zamonning belgilangan vaqtida biror narsani bajarayotganligini bildirish uchun ishlatiladi.

Men bajarishni boshladim. Men bajarayotgan edim. Men bajarib bo'ldim



e.g. We were watching TV at 3 o'clock yesterday.

I was reading at this time two days ago.

O'tgan davomli zamon va oddiy o'tgan zamon biror uzoqroq sodir bo'lgan ish-harakat o'rtasida boshqa bir qisqa ish-harakat sodir bo'lganligini aytish uchun birgalikda ishlatiladi.

e.g. 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?

ÃÐÀ Ì Ì ÀÒÈ×ÃÑÊÈÈ ÑÌÐÀÃÎ × Í È Ê

1. Èñ÷èñëÿàìúà è íàèñ÷èñëÿàìúà ñóúãñòàèòàëüíúà

1.1. Èñ÷èñëÿàìúà ñóúãñòàèòàëüíúà

Èñ÷èñëÿàìúà ñóúãñòàèòàëüíúà — ýòì íáúáèòù, èìòìðùà ìú ìíæàì ñìñ÷èòàòù. Íàìðèìáð, ìòààëüíúà ìðààì àòù, èðàè è ò. ä. C èñ÷èñëÿàìúà ñóúãñòàèòàëüíúà è ìíãòò áúòù èñìíëüçìààíú ÷èñèà. Íì è èìàðò ààèíòàáííà (apple) è ìíæãñòàáííà (apples) ÷èñèà. Èòàè, ìíæí ñèàçàòù: 'one apple', 'two apples' è ò. ä.

e.g. There are 25 pupils in our class.

Ñ èñ÷èñëÿàìúà ñóúãñòàèòàëüíúà à ààèíòàáííì ÷èñèà ìíæí òàèæà èñìíëüçìààòù *a/an*: an apple, a book, a pupil.

Èñ÷èñëÿàìúà ñóúãñòàèòàëüíúà à ààèíòàáííì ÷èñèà íà ìíãòò áúòù èñìíëüçìààíú ñàìíñòìÿòàëüí, áàç *a / an / the / my* è ò. ä.

e.g. I have a sister (*í ä I have sister*.)

Èñ÷èñëÿàìúà ñóúãñòàèòàëüíúà àì ìíæãñòàáííì ÷èñèà ìíæí èñìíëüçìààòù ñàìíñòìÿòàëüí, áàç àðòèèÿ.

e.g. I like dogs, but I don't like cats.

Ñ èñ÷èñëÿàìúà ñóúãñòàèòàëüíúà àì ìíæãñòàáííì ÷èñèà ìíãòò áúòù èñìíëüçìààíú *some, any, no, many, a few* è *a lot of*.

e.g. Give me some apples, please.

Have you got any brothers?

My grandfather has many / a lot of cows on his farm.

There are a few pencils in this pencil case.

There are no apples on the apple tree this year.

1.2. Íàèñ÷èñëÿàìúà ñóúãñòàèòàëüíúà

Íàèñ÷èñëÿàìúà ñóúãñòàèòàëüíúà íàìçìà÷àðò íáúáèòù, èìòìðùà íàëüçÿ ñìñ÷èòàòù. Ýòì íàçàìèÿ ìàðòèèèà, æèèíòàé, àãñòàèòìúà ìíÿòèÿ è ò. ä. C íàèñ÷èñëÿàìúà ñóúãñòàèòàëüíúà ÷èñèà íà ìíãòò áúòù èñìíëüçìààíú.

Íàèñ÷èñëÿàìúà ñóúãñòàèòàëüíúà íà èìàðò ìíæãñòàáííà ÷èñèà è èñìíëüçòòòÿ òìèèè à ààèíòàáííì ÷èñèà. Ííÿòìò íàëüçÿ àìàðòèòù 'one water', 'two waters' è ò. ä.

e.g. There is no tea on the table.

I like sugar very much.

Ñ íàèñ÷èñëÿàìúà ñóúãñòàèòàëüíúà íà èñìíëüçòòòÿ *a / an*.

Íàëüçÿ àìàðòèòù 'a butter', 'a milk' è ò. ä.

Ñ íàèñ÷èñëÿàìúà ñóúãñòàèòàëüíúà ÷àñòì èñìíëüçòòòÿ ñèàáòòèà ñòòèòòòù:

A piece / packet / bottle / box of } + íàèñ÷èñëÿàìà
Two / three, ... pieces / packets / bottles / boxes of } ñóúãñòàèòàëüíà

e.g. (in a supermarket) A packet of biscuits, two bottles of milk and a box of chocolates, please.

Íàèñ÷èñëÿàìúà ñóúãñòàèòàëüíúà ìíæí èñìíëüçìààòù ñàìíñòìÿòàëüí, áàç *a / an / the / my* è ò. ä.

e.g. I drink tea with milk and eat bread and butter for breakfast.

Ñ íàèñ÷èñěÿàíùìè ñóuàñòàèòàěüíùìè ìíæíí òàêæå èñííëüçíààòù *some, any, no, much, a little, a lot of.*

e.g. There is some milk in the bottle.

Is there any juice for dessert?

I have no time to go there.

Don't make a lot of noise, please.

We have a little money.

A lot of salt is dangerous for our health.

2. Some

Some (somebody, something, someone, somewhere) èñííëüçóàñÿ â òòàåðàèòàěüíùò ìðàäëíæáíèÿð.

e.g. John, buy some sausages and oranges.

There is some cheese in the fridge.

I need something to write with. Have you got a pencil?

Some òàêæå èñííëüçóàñÿ â âíðîíñàð, íà êíðîóâ íæëääàñÿ ìòààò 'Yes', è êíääà ìðàäëääàðò èèè ìðíñÿ ÷ääí-èèáí.

e.g. – Are you going somewhere? – Yes.

Would you like some coffee?

Can I have some milk for my tea, please?

Somebody, something, someone — ñëí àà, óíðòàáëÿàíùâ òíëüêí â äàèíòàáíí ÷èñëå. Ìýòííó ìíñëå/íàðää íèè äëääíëü èñííëüçóðòñÿ â äàèíòàáíí ÷èñëå.

e.g. Somebody is talking loudly.

There is something dangerous here.

3. Any

Any (anybody, anything, anyone, anywhere) èñííëüçóàñÿ â ìòèèòàèòàěüíùò ìðàäëíæáíèÿð.

*There isn't any fruit in the fridge. (There is no fruit in the fridge.)

I don't understand anything.

Don't touch anybody.

Any (anybody, anything, anyone, anywhere) èñííëüçóàñÿ â âíðîíñàð.

e.g. Have you got any pencils?

Is there anything in your bag?

Any è *some* èñííëüçóðòñÿ ìíñëå *if*:

e.g. If you want any / some help tell me.

If anybody / somebody asks about me, don't say anything.

Ì íæíí íà ñòààèòù ñóuàñòàèòàěüííâ ìíñëå *any*, áñèè ääí çíà÷áíèå ÿñíí.

e.g. – Is there any juice? – No, there isn't any.

Anybody, anything, anyone — ñëí àà, óíðòàáëÿàíùâ â äàèíòàáíí ÷èñëå. Ìýòííó ìíñëå / íàðää íèè äëääíëü èñííëüçóðòñÿ â äàèíòàáíí ÷èñëå.

e.g. Is there anybody in your room?

If anything happens, phone me.

* Íà àíäëèíè ÿçúèå *âíâíðèòñÿ* 'There isn't any fruit in the fridge,'
íí íà 'There is not any fruit in the fridge.'

Íà àíäëèíè ÿçúèå *ìèðàòñÿ* 'There is no fruit in the fridge.'

4. Each

Each èñĩĩëüçóáòñỹ ãðää ñóuãñðâèðäëüíùè â ääëíñðâäííì ÷èñěâ.

e.g. I gave each child a sweet.

Each òàêæâ ìæâð áûòü ìãñòíèìáíèài.

e.g. I gave them \$1 each. Cucumbers cost 45p each.

5. Other

Other èñĩĩëüçóáòñỹ ãðää ñóuãñðâèðäëüíùè, òí ííí óĩððâäëýàòñỹ â ääëíñðâäííì ÷èñěâ.

e.g. Where are the other boys?

Small shops sell food and other things.

Other èñĩĩëüçóáòñỹ áâç ñóuãñðâèðäëüíùè, ííó ìæâð èìàòü ôíðíó ìíæãñðâäííì ÷èñěâ. Íáû÷íí *others* èñĩĩëüçóáòñỹ ñàìñòíýðäëüíí, ÷òíáû ìâ òíðíðýòü ñóuãñðâèðäëüíùè, èñĩĩëüçóáòñỹ ìðæää.

e.g. Four people come today. Others come tomorrow.

6. Many è a few

Many è a few èñĩĩëüçóáòñỹ ñ ñóuãñðâèðäëüíùè âí ìíæãñðâäííì ÷èñěâ.

e.g. many books, many houses, a few bananas, a few oranges

Many èìàòü ìíëíæèðäëüíùè çíà÷áíèâ (many = a lot of).

e.g. I have many friends.

A few èìàòü ìíëíæèðäëüíùè çíà÷áíèâ (a few = íãñêíëüêí / ìàëíâ êíëè÷ãñòâí).

e.g. In this school a few pupils learn French.

7. Much è a little

Much è a little èñĩĩëüçóáòñỹ ñ ìáèñ÷èñěýàìùè ñóuãñðâèðäëüíùè.

e.g. much time, much money, a little cheese, a little butter è ò.â.

Much èìàòü ìíëíæèðäëüíùè çíà÷áíèâ (much = a lot of). Ííí èñĩĩëüçóáòñỹ â ìððèððäëüíùè è âíðíñèððäëüíùè ìðääëíæáíèýð.

e.g. Don't add much salt.

How much money have you got?

Much òàêæâ èñĩĩëüçóáòñỹ â óóääðäèðäëüíùè ìðääëí æáíèýð ñí ñëí âàìè so, very.

e.g. Thank you very much.

There is so much noise here.

A little èìàòü ìíëíæèðäëüíùè çíà÷áíèâ. (a little = some / a small amount (ìàëíâ êíëè÷ãñòâí)).

e.g. We have a little time. We can wait.

8. A lot of

A lot of èñĩĩëüçóáòñỹ ñ ñóuãñðâèðäëüíùè âí ìíæãñðâäííì ÷èñěâ è ñ ìáèñ÷èñěýàìùè ñóuãñðâèðäëüíùè.

e.g. I have got a lot of uncles.

There is a lot of rain in spring.

9. Should (should + do something)

Should + do something èñĩĩëüçóàòñỹ â ĩðääēĩ æáíëyõ, ñĩ ääðæàùèõ ñĩ äàò

e.g. You shouldn't eat much at night.

You should always do your homework.

10. I want (you) to do (ãëääĩë + äĩĩëíáíèå + to do)

Ýòà ñòðóëòóðà èñĩĩëüçóàòñỹ, ÷òíáú âúðàçèòü èàêíå-èèái æääèíèå.

e.g. I don't want to do it. I want you to do it.

I want to be a doctor. But my parents want me to be a lawyer.

11. I would (I'd) like to be ...

Would like (+ to be (to do)) èñĩĩëüçóàòñỹ, ÷òíáú âúðàçèòü æääèíèå äæëèâùĩ ñĩĩñíáiĩ.

e.g. I'd like two kilos of tomatoes, please.

I'd like to be an engineer.

Would you like some coffee?

Would you like to dance?

12. ĩðĩñòíå ĩðĩðääðåå äðáiỹ (I, s/he, it, we, you, they + did)

Ĩðĩñòíå ĩðĩðääðåå äðáiỹ èñĩĩëüçóàòñỹ äëỹ âúðàæáíëy çàêíí÷áííái äðáiíè å ĩðĩðëĩ.

e.g. yesterday, last week, in 2000. ĩðĩñòíå ĩðĩðääðåå äðáiỹ äĩ äíðèò òĩ ëüê ĩ ĩðĩðëĩ.

Çàêíí÷áííå			
Å ĩðĩðëĩ äĩåó	Íå ĩðĩðëíé íåääëå	Å÷åðå	Ñåé÷åñ

e.g. He came to Tashkent yesterday. Now he is at home.

Last year she lived in this street. Now she lives in Navoi Street.

Ĩðääëëüíå è íåĩðääëëüíå äëääĩëü èìåðò ðàçèè÷íå òĩðíú ĩðĩñòíái ĩðĩðääðåå äðáiíè:

Ĩðääëëüíå äëääĩëü:

Ĩðääëëüíå äëääĩëü çàêíí÷èåðòñỹ íå **-ed**.

e.g. I worked on my grandfather's farm last summer.

I played football a lot when I studied at school è ò.ä.

Íåĩðääëëüíå äëääĩëü:

Íåĩðääëëüíå äëääĩëü íå çàêíí÷èåðòñỹ íå **-ed**.

e.g. do – did, see – saw, è ò.ä.

Íåêíòíðå íåĩðääëëüíå äëääĩëü å ĩðĩñòĩ ĩðĩðääðåå äðáiíè ñĩððáíỹðò ĩñííáióp òĩðíó.

e.g. put – put, cut – cut, read – read.

(Ñĩ. ñĩèñíé íåĩðääëëüíå äëääĩëíå íå ñòðáíèõå 165).

Ĩðyáiê ñéíå å óðääðæòðæüíå, äĩðĩñèòðæüíå è ïðèòàðæüíå ĩðääēĩæá-íëyõ äëỹ ĩðääëëüíå è íåĩðääëëüíå äëääĩëíå íæíæíå.

Å äĩðĩñèòðæüíå è ïðèòàðæüíå ĩðääēĩæáíëyõ èñĩĩëüçóàòñỹ **did/didn't + do** (see, cook, play è ò.ä.).

(Â âĩĩðĩñèòàæüíûõ è ìòðèöàòàæüíûõ ìðããëĩæáíèÿõ ãëããíèû â ìðĩñòì ìðĩðããðài àðàiáíè èçìáíÿpò ìñííáo.)

Óòããðãèòàæüíàÿ ôĩðìà	Âĩĩðĩñèòàæüíàÿ ôĩðìà	Ìòðèöàòàæüíàÿ ôĩðìà
I S/he It We You They	Did { I s/he It We You They }	I S/he It We You They
cooked cakes. saw the cow.	cook cakes? see the cow?	did not (didn't) cook cakes? did not (didn't) see the cow?

e.g. I watched the football match yesterday. I didn't like it. Did you watch it?

12.1. Ìðããíèñàíèã ìðããèèüíûõ ãëããíèû â ìðĩñòì ìðĩðããðài àðàiáíè

Ãñèè è ãëããíèã àíãããèÿãðñÿ -ed, âìçìíæíû ñëããóþùè èçìáíèÿ:

Îëíí÷àíèÿ ñëíâ	Èçìáíèÿ	Ìðèìáð
ñíãèãñíàÿ + ó	y → i	study – studied, try – tried, hurry – hurried
2 ñíãèãñíûã + ãëãñíàÿ + ó	-----	play – played, enjoy – enjoyed, stay – stayed
ñíãèãñíàÿ + ãëãñíàÿ + ó	y → i	pay – paid, say – said, lay – laid
e	eed	smile – smiled, dance – danced, hope – hoped
(â ìãíññèíæíûõ ñëíããð)	p → pp n → nn b → bb d → dd	stop – stopped plan – planned rub – rubbed nod – nodded

12.2. Ìðããëĩæáíèÿ ñ 'be' â ìðĩñòì ìðĩðããðài àðàiáíè (I, s/he, it, we, you, they + was/were)

'be' â ìðĩñòì ìðĩðããðài àðàiáíè èìãò òĩðìû áãèñòããííã è ìíæãñò-ããííã ÷èñèà (was/were). Â âĩĩðĩñèòàæüíûõ è ìòðèöàòàæüíûõ ìðããëĩæáíèÿõ ñ **was/were did** íã èñííèüçóãðñÿ. ÷óíã ñíçããòû âĩĩðĩñèòàæüíûã è ìòðèöàòàæüíûã ìðããëĩæáíèÿ, èñííèüçóþò **was/were**.

Óòããðãèòàæüíàÿ ôĩðìà	Âĩĩðĩñèòàæüíàÿ ôĩðìà	Ìòðèöàòàæüíàÿ ôĩðìà
I S/he It We You They	Was { I s/he it We You they }	I S/he It We You They
was were	at home.	was not (wasn't) were not (weren't)

e.g. – Was the film good? – No, it wasn't; – Were the chocolates nice? – Yes, they were.

13. Īðèèàãàðàëüíû

13.1. Ñðàáíèðàëüíàÿ ñòàíáíû Īðèèàãàðàëüíû

Ñðàáíèðàëüíàÿ ñòàíáíû Īðèèàãàðàëüíû èññèüçóàòñÿ äëÿ ñðàáíáíëÿ íáíáí íáúáèðà ñ äðóãè. Äëÿ íàðàçíáíëÿ ñðàáíèðàëüíé òíòí Īðèèàãàðàëüíû íóæíí áíááàèòü **-er** èèè **more** è Īðèèàãàðàëüíû ííñá ñðàáíèðàëüíû Īðèèàãàðàëüíû ííæíí èññèüçíáàòü **than** è ñðàáíèáàòü ñ äðóãè íáúáèòí è ò.ä.

e.g. Dilbar is taller than Malika.

Coca Cola is more expensive than mineral water.

Мы добавляем -er к:	Мы используем more перед:
1) прилагательным с одним слогом. e.g. tall — taller, old — older, è ò. ä.	двусложными (трехсложными) прилагательными. e.g. interesting — more interesting beautiful — more beautiful boring — more boring difficult — more difficult expensive — more expensive
2) прилагательным с двумя слогами, которые заканчиваются на -y . Здесь -y изменяется на -i . e.g. easy — easier, early — earlier и т. д.	
3) одна гласная + одна согласная: удвоенная согласная. e.g. thin — thinner, big — bigger и т. д.	

Íáèíòíðûá íáíðàáèëüíûá Īðèèàãàðàëüíûá íá íáðàçóðò ñðàáíèðàëüíûá òíòí Īðèèííùè **-er** èèè **more**. Ííè èíáðò ñíáðèáèüíûá òíòí:

good — better, bad — worse, far — farther/further

e.g. Your English is better than before.

13.2. Īðááññòíáíàÿ ñòàíáíû Īðèèàãàðàëüíû

Īðááññòíáíàÿ ñòàíáíû Īðèèàãàðàëüíû èññèüçóàòñÿ äëÿ ñðàáíáíëÿ íáúáèðà ñ òáèé äðóãèé, è èíòíé íí Īðèááèáèð. Äëÿ íàðàçíáíëÿ Īðááññòíáíé ñòàíáíé Īðèèàãàðàëüíû íóæíí áíááàèòü è íáíó **-est** èèè **most**. Íáðáá Īðèèàãàðàëüíû á Īðááññòíáíé ñòàíáíé íóæíí ñðàáèòü Īðáááèáííé äðèèèü.

e.g. Antarctica is the largest part of the world.

What's the most interesting thing for you?

Мы добавляем -est к:	Мы используем most перед:
1) прилагательным с одним слогом. e.g. cold — coldest, big — biggest	двусложными (трехсложными и т. д.) прилагательными. e.g. interesting — most interesting beautiful — most beautiful boring — most boring difficult — most difficult expensive — most expensive
2) прилагательным с двумя слогами, которые заканчиваются на -y . Здесь -y изменяется на -i . e.g. easy — easiest, early — earliest	

Íáêîòîðûá íáîðàâèèüíûá îðèèàâàòàèüíûá íá íáðàçòðò ôîðîù îðàâîñîíáíé ñòáíáé ñ **-est** èèè **most**. Ííè èìàðò ñíáðèèèüíûá ôîðîù:
good – best, bad – worst, far – farthest/furthest

e.g. Who is the best pupil in your class?
What country is the furthest from Uzbekistan?

14. Àðòèèèü

Îðàâàèèíüé àðòèèèü ñòààèòñý íáðàâ:	Àðòèèèü íá ñòààèòñý íáðàâ:
1) íàçààíèýìè îêàáíâ, îðàé, ðàé è èà-íàéíâ. e.g. the Atlantic Ocean, the Red Sea, the Amu Darya, the Panama Canal è äð.	íàçààíèýìè îçàð. e.g. Lake Windermere, Lake Ullswater, Lake Michigan è äð.
2) íàçààíèýìè áîðíûð òáíáé. e.g. the Hisor Mountains, the Alps è äð.	íàçààíèýìè íàèí÷íûð áîð. e.g. Mount Everest, Kilimanjaro è äð.
3) íàçààíèýìè äðóí îñòðíâ. e.g. the Canary Islands, the British Isles è äð.	íàçààíèýìè íàèí÷íûð îñòðíâ. e.g. Tasmania, Madagascar è äð.
4) ÷àòûðüý ááíðàðòè÷àñèèèè çííàè. e.g. the north, the south, the east, the west.	ñèíâàèè northern, southern, eastern, western è North America, South America (íàçààíèý èíðèèáíòíâ).
5) íàçààíèýìè ñòðáí, â ñíñòàâ èíîððûð áîíâýò ñèíâà Republic, Kingdom, States. e.g. the Republic of Uzbekistan, the United States of America (the USA), the United Kingdom (the UK)	íàçààíèýìè èíðèèáíòíâ, ñòðáí, äðíâ, òòàðíâ / íáèàñòáé. e.g. North America, Uzbekistan, Africa, Tashkent, London, New York, Kashkadarya è äð.
6) íàçààíèýìè íóñòûü. e.g. the Mirzachul, the Sahara è äð.	

15. Êíèè÷àñòàáíüá ÷èñèèòàèüíûá îò 100 ...

Â êíèè÷àñòàáíüá ÷èñèèòàèüíûá îíñèâ 100 íáðàâ ááñýòèàè èñíèèüçòàòñý 'and'.
Â ÷èñèèòàèüíûá îíñèâ 120 îíèèí ýòíâ îíñèâ ááñýòèèâ èñíèèüçòàòñý áàòèñ '-'.

100 — a/one hundred	1,000 — a/one thousand
101 — a/one hundred and one	1,001 — a/one thousand and one
111 — a/one hundred and eleven	1,033 — a/one thousand and thirty-three
120 — a/one hundred and twenty	
127 — a/one hundred and twenty-seven	2,348 — two thousand, three hundred and forty-eight
183 — a/one hundred and eighty-three	
415 — four hundred and fifteen	100,000 — hundred thousand
525 — five hundred and twenty-five	234,000 — two hundred and thirty-four thousand
678 — six hundred and seventy-eight	1,000,000 — a/one million

*Íáðàòèòà áíèíáèâ, ÷òí â áíáèèèèè ÷çùèâ ÷èñèâ îíñèâ òûñý÷è èèòòñý ñ çàíýòèè è ÁÁÇ ÎÐÍÁÊË.

xèñèâ ÷èòàðòñý:

1,300 — one thousand three hundred

1,305 — thirteen hundred and five

*Íáðàèèðà áfèlàfèá, ÷òí çàíyòùá èèè ìðíááèù íá èñííëüçòpòñý á ààòàð.

Ààòù ÷èðàpòñý:

1300 — thirteen hundred

1563 — fifteen-sixty-three

1305 — thirteen-o-five

2001 — two thousand and one

16. Ííááèèðàèüíúá ìðáäëíæáíèý

Ííááèèðàèüíúá ìðáäëíæáíèý èñííëüçòpòñý äëý òíáí, ÷òíáú áúðàçèòù ìðèèàç, ìðíñúáó èèè ñíáàð ñááèàòù èèè íá ááèàòù ÷ááí-èèáí. Ííááèèðàèüíúá ìðáäëíæáíèý áúáàpò óááðàèèðàèüíúè èèè ìðèèàçàèüíúè. Äèäáí èú á ííááèèðàèüíú íáèèíáíèè èíàpò óó æá ñàíóp òíðíó ÷òí è äèäáí èú ááç 'to'.

e.g. Read. Write. Get up. Sit down è ò. ä.

Ìðèèàçàèüíúá ííááèèðàèüíúá ìðáäëíæáíèý èíàpò ñèááópùóp òíðíó: **don't + äèäáíèè (ááç 'to')**.

e.g. Don't read. Don't write. Don't get up. Don't sit down è ò. ä.

×òíáú íáðàçíáàòù ííááèèðàèüíúá ìðáäëíæáíèè, íóæíí ìíñòààèòù äèäáíèè èèè **don't + äèäáíèè (ááç 'to')** á íà÷àèí ìðáäëíæáíèý.

Óòááðàèèðàèüíúá òíðíà	Ìðèèàçàèüíúá òíðíà
Mix the butter and sugar. Add water and mix them well. Put this meat in the fridge.	Don't add much sugar. Don't add much water. Don't buy potatoes, we have some.

17. Ìðíðáäðáá äèèðàèüíúá áðáíý (I was doing)

Ìðíðáäðáá äèèðàèüíúá áðáíý íáíçíá÷áàò ááéñòàè, ìðíèñòíäèðáá á ìðíèí á ìðááäèáíúé ÷àn (íàìðèíáð, á 3 ÷ànà) èèè á ìðááäèáíúé ìííáíò áðáíáíè.

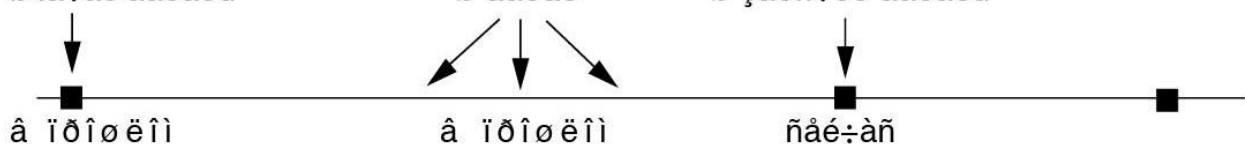
Óòááðàèèðàèüíúá òíðíà	Äíðíèñòàèüíúá òíðíà	Ìðèèàçàèüíúá òíðíà
I S/he } was It We } were You They } sleeping.	Was { I s/he } sleeping. it Were { we you } they	I S/he } was not (wasn't) It We } were not (weren't) You They } sleeping.

e.g. We were watching TV at 3 o'clock yesterday. I was reading at this time two days ago.

ß íà÷àè äèèàòù

ß äèèèè

ß çàèíí÷èè äèèàòù



Ìðíðáäðáá äèèðàèüíúá è ìðíðáäðáá ìðíñòíá áðáíáíà ÷ànòí èñííëüçòpòñý àíáñòá, èíááá áí áðáíý ìðíèèáíèý íáííáí, áíèáá äèèðàèüíúáí äèèðàèèý, ìðíèñòíäèðáá äðóáíá, áíèáá èíðíèíá áí áðáíáíè äèèðàèè.

e.g. 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?

Noto'g'ri fe'llar ro'yxati Cïenîê íâïðàâèëüíûõ ãëàâîêîâ

Oddiy hozirgi zamon Íâñðîÿùââ ïðîñðîâ	Oddiy o'tgan zamon Ïðîðââðââ ïðîñðîâ	Oddiy hozirgi zamon Íâñðîÿùââ ïðîñðîâ	Oddiy o'tgan zamon Ïðîðââðââ ïðîñðîâ
be (am, is are) [bi, bi] (əm, ɪz, ɑː)	was/were [wəz, wɜːz] [wə, wɜː]	lie [laɪ]	lay [leɪ]
become [br'kʌm]	became [br'keɪm]	lose [luːz]	lost [lɒst]
begin [br'gɪn]	began [br'gæn]	make [meɪk]	made [meɪd]
bite [baɪt]	bit [bɪt]	mean [miːn]	meant [ment]
blow [bləʊ]	blew [bluː]	meet [miːt]	met [met]
break [breɪk]	broke [brəʊk]	pay [peɪ]	paid [peɪd]
bring [brɪŋ]	brought [brɔːt]	put [pʊt]	put [pʊt]
build [bɪld]	built [bɪlt]	read [riːd]	read [red]
buy [baɪ]	bought [bɔːt]	ride [raɪd]	rode [rəʊd]
catch [kætʃ]	caught [kɔːt]	ring [rɪŋ]	rang [ræŋ]
choose [tʃuːz]	chose [tʃəʊz]	rise [raɪz]	rose [rəʊz]
come [kʌm]	came [keɪm]	run [rʌn]	ran [ræn]
cost [kɒst]	cost [kɒst]	say [seɪ]	said [sed]
cut [kʌt]	cut [kʌt]	see [siː]	saw [sɔː]
dig [dɪg]	dug [dʌg]	sell [sel]	sold [səʊld]
do [duː]	did [dɪd]	send [send]	sent [sent]
draw [drɔː]	drew [druː]	sew [səʊ]	sewed [səʊd]
drink [drɪŋk]	drank [dræŋk]	shake [ʃeɪk]	shook [ʃʊk]
drive [draɪv]	drove [drəʊv]	shine [ʃaɪn]	shone [ʃəʊn]
eat [iːt]	ate [eɪt, et]	shoot [ʃuːt]	shot [ʃɒt]
fall [fɔːl]	fell [fel]	show [ʃəʊ]	showed [ʃəʊd]
feed [fiːd]	fed [fed]	shut [ʃʌt]	shut [ʃʌt]
feel [fiːl]	felt [felt]	sing [sɪŋ]	sang [sæŋ]
fight [faɪt]	fought [fɔːt]	sit [sɪt]	sat [sæt]
find [faɪnd]	found [faʊnd]	sleep [sliːp]	slept [slept]
fly [flaɪ]	flew [fluː]	speak [spiːk]	spoke [spəʊk]
forget [fə'get]	forgot [fə'gɒt]	spend [spend]	spent [spent]
freeze [friːz]	froze [frəʊz]	stand [stænd]	stood [stʊd]
get [get]	got [gɒt]	sweep [swiːp]	swept [swept]
give [giːv]	gave [geɪv]	swim [swɪm]	swam [swæm]
go [gəʊ]	went [went]	take [teɪk]	took [tʊk]
grow [grəʊ]	grew [gruː]	teach [tiːtʃ]	taught [tɔːt]
have [həv, hæv]	had [həd, hæd]	tell [tel]	told [təʊld]
hear [hɪə]	heard [hɜːd]	think [θɪŋk]	thought [θɔːt]
hide [haɪd]	hid [hɪd]	throw [θrəʊ]	threw [θruː]
hold [həʊld]	held [held]	understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]
keep [kiːp]	kept [kept]	wake [weɪk]	woke [wəʊk]
know [nəʊ]	knew [njuː]	wear [weə]	wore [wɔː]
lay [leɪ]	laid [leɪd]	win [wɪn]	won [wɒn]
leave [liːv]	left [left]	write [raɪt]	wrote [rəʊt]
let [let]	let [let]		

Geographical names

Afghanistan <i>n</i> [æfˈɡænistɑːn]	Afg'oniston	Àôââîèñòáí
Africa <i>n</i> [ˈæfrɪkə]	Afrika	Àôðèèà
Amazon <i>n</i> [ˈæməzən]	Amazonka	Àìàçííêà
Amu Darya <i>n</i> [ɑːˈmuːdɑːˈrjaː]	Amudaryo	Àíóääðúÿ
Ankara <i>n</i> [ˈæŋkərə]	Anqara	Áíéàðà
Antarctic Circle <i>n</i> [ænˈtɑːktɪkˈsɜːkəl]	Antarktida qutb doirasi	Áíòàðèèè÷áñêèé ïïëÿðíúé êðóã
Antarctica <i>n</i> [ænˈtɑːktɪkə]	Antarktida	Áíòàðèèèèää
Arabian Sea <i>n</i> [əˈreɪbrənˈsiː]	Arabiston dengizi	Àðàâèèñêîâ ìîðâ
Aral Sea <i>n</i> [ˈæɹəlˈsiː]	Orol dengizi	Àðàëüñêîâ ìîðâ
Arctic Circle <i>n</i> [ɑːktɪkˈsɜːkəl]	Shimoliy qutb doirasi	Ñâââðíúé ïïëÿðíúé êðóã
Asia <i>n</i> [ˈeɪʃə]	Osiyo	Àçèÿ
Atlantic Ocean <i>n</i> [ətˈlæntɪkˈəʊʃən]	Atlantika okeani	Àòèàíòè÷áñêèé îèââí
Auckland <i>n</i> [ˈɔːklənd]	Oklend	Îèèâíâ
Australasia <i>n</i> [əˈstrælɪəʒə]	Avstraliya va Okeaniya	Âañòðàèèÿ è îèââíèÿ
Australia <i>n</i> [əˈstreɪlɪə]	Avstraliya	Âañòðàèèÿ
Australian Alps <i>n</i> [əˈstreɪlɪənˈælpz]	Avstraliya Alplari	Âañòðàèèèñêèèâ Àëüü
Bangladesh <i>n</i> [ˈbæŋɡləˈdeʃ]	Bangladesh	Áâíâèääâð
Beijing <i>n</i> [ˈbeɪdʒɪŋ]	Beijing	Áâæèíâ
Belfast <i>n</i> [ˈbelfɑːst]	Belfast	Áâèðañò
Ben Nevis <i>n</i> [ˈbenˈneɪvɪs]	Ben-Nevis	Áâí-íââèñ
Berlin <i>n</i> [ˈbɜːlm]	Berlin	Áâðèèí
Bhutan <i>n</i> [ˈbuːtɑːn]	Butan	Áóòâí
Black Sea <i>n</i> [ˈblækˈsiː]	Qora dengiz	×âðííâ ìîðâ
Botswana <i>n</i> [ˈbɒtˈswɑːnə]	Botsvana	Áíòñââíâ
Brahmaputra <i>n</i> [ˈbrɑːməˈputrə]	Braxmaputra	Àðâðíâíóððà
Brazil <i>n</i> [ˈbræzɪl]	Braziliya	Àðàçèèèÿ
Brisbane <i>n</i> [ˈbrɪzbən]	Brisben	Àðèñââí
Burma <i>n</i> [ˈbɜːmə]	Birma	Áèðíâ
Cairo <i>n</i> [ˈkaɪ(ə)rəʊ]	Qohira	Êàèð
Calcutta <i>n</i> [kælˈkʌtə]	Kalkutta	Êàëüèóòòà
California <i>n</i> [kælɪˈfɔːniə]	Kaliforniya	Êàèèðíðíèÿ
Canada <i>n</i> [ˈkænədə]	Kanada	Êâíâää
Canberra <i>n</i> [ˈkænbərə]	Kanberra	Êâíââððà
Cape Town <i>n</i> [ˈkeɪptaʊn]	Keyptaun	Êâéíðâóí
Cardiff <i>n</i> [ˈkɑːdɪf]	Kardiff	Êàðâèèð
Central Africa <i>n</i> [ˌsentrəlˈæfrɪkə]	Markaziy Afrika	Ôâíòðàèüíâÿ Àððèèèâ
Central America <i>n</i> [ˌsentrəlˈæmɪrɪkə]	Markaziy Amerika	Ôâíòðàèüíâÿ Àíâðèèèâ
Central Asia <i>n</i> [ˌsentrəlˈeɪʃə]	Markaziy Osiyo	Ôâíòðàèüíâÿ Àçèÿ
Chile <i>n</i> [ˈtʃɪli]	Chili	×èèè
Chimgan <i>n</i> [tʃɪmˈɡɑːn]	Chimyon	×èíââí
China <i>n</i> [ˈtʃaɪnə]	Xitoy	Êèòàé
The Coliseum [ðəˈkɒləˈsiːm]	Kolizey	Êíèèçâé
Colorado <i>n</i> [ˈkɒləˈrɑːdəʊ]	Kolorado	Êíèòðââí
Drakensberg Mountains <i>n</i> [ˈdraːkənzbɜːk ˈmaʊntɪnz]	Ajdarho tog'lari	Àðàèííâû âíðû
Eastern Ghats <i>n</i> [ˈiːstənˈɡɑːts]	Sharqiy Gat tog'lari	Âîñòí÷íí-âàòñèèâ âíðû
Edinburgh <i>n</i> [ˈedɪnbərə]	Edinburg	Ýâèíâóðâ
Egypt <i>n</i> [ˈiːdʒɪpt]	Misr	Ââèíâò
The Eiffel Tower [ðiˈaɪfəlˈtaʊə]	Eyfel minorasi	Ýéòâèèâââ ââóíÿ
Equator <i>n</i> [ˈɪkwɪtə]	Ekvator	Ýéââòíð
Europe <i>n</i> [ˈjʊərəp]	Yevropa	Ââðííâ
Fergana Valley <i>n</i> [ˈfɜːɡɑːnɑːˈvæli]	Farg'ona vodiysi	Ôâðââíñèâÿ âíèèèâ

Florida *n* ['flɒrɪdə]
 France *n* ['frɑ:ns]
 Ganges *n* ['gændʒi:z]
 Germany *n* ['dʒɜ:məni]
 Gissar *n* [gɪ'sɑ:]
 Great Britain *n* ['greɪt'brɪtn]
 Great Lakes *n* ['greɪt'leɪks]
 Hazret Sultan *n* [hɑz'retsultɑ:n]
 Hindu Kush *n* ['hɪndu:'kʊʃ]
 India *n* ['ɪndiə]
 Indian Ocean *n* ['ɪndiən'əʊʃən]
 Indonesia *n* ['ɪndə'ni:ziə]
 Indus *n* ['ɪndəs]
 Irish Republik *n* [ˌaɪrɪʃ'riˌpʌblɪk]
 Italy *n* ['ɪtəli]
 Japan *n* [dʒə'pæn]
 Johannesburg *n* [dʒəʊ'hænbʊrʒ:
 Kalahari Desert *n* [kɑ:lə'hɑ:ri'dezət]
 Karakum Desert *n* [kɑ:'rɑ:kʊ:m'dezət]
 Kazakhstan *n* [kæzæk'stɑ:n]
 Kitab *n* [ki'tɑ:b]
 Kyzylkum Desert *n* [kɪzɪl'ku:m'dezət]
 Korea *n* [kə'riə]
 Kyrgyzstan *n* [kɜ:gɪz'stɑ:n]
 Lake Taupo *n* ['leɪk'təʊpəʊ]
 Lake Windermere *n* ['leɪk'wɪndə,mɪə]
 Lesotho *n* [lə'su:tu:]
 Limpopo river *n* [lɪm'pəʊpəʊ]
 Loch Ness *n* ['lɒk'nes]
 London *n* ['lʌndən]
 Lough Neagh *n* ['lɒk'neɪ]
 Mackenzie *n* [mæ'kenzi]
 Madras *n* [mæ'dræs]
 Malaysia *n* [mə'leɪziə]
 Manas *n* [mɑ'nɑ:s]
 Melbourne *n* ['melbən]
 Memphis *n* ['memfɪs]
 Mexico *n* ['meksɪkəʊ]
 Mississippi *n* [ˌmɪsɪ'sɪpi]
 Missouri *n* [mɪ'sʊəri]
 Montreal *n* [ˌmɒntrɪ'ɔ:l]
 Moscow *n* ['mɒskəʊ]
 Mount Cook *n* ['maʊnt'kʊk]
 Mount Everest *n* ['maʊnt'evərest]
 Mount Ruapehu *n* ['maʊntɹu:ə'peɪhu:]
 Mount Taranaki *n* ['maʊnttɑ:rənɑ:kɪ]
 Mumbai (Bombay) *n* ['mʌmbaɪ]
 Murray *n* ['mʌri]
 Myanmar *n* [mi,jæn'mɑ:]
 Namibia *n* [nə'mɪbiə]
 Nepal *n* [nɪ'pɔ:l]
 New Delhi *n* [nju:'deli]
 New Zealand *n* [nju:'zi:lənd]
 Nile *n* ['naɪl]
 North America *n* [nɔ:θə'merɪkə]
 North Island *n* [nɔ:θ'aɪlənd]

Florida
 Fransiya
 Gang
 Germaniya
 Hisor
 Buyuk Britaniya
 Buyuk ko'llar
 Hazrat Sulton
 Hindukush
 Hindiston
 Hind okeani
 Indoneziya
 Hind daryosi
 Irlandiya Respublikasi
 Italiya
 Yaponiya
 Yohannesburg
 Kalahari cho'li
 Qoraqum cho'li
 Qozog'iston
 Kitob
 Qizilqum cho'li
 Korāya
 Qirg'iziston
 Topo ko'li
 Vindermer ko'li
 Lesoto
 Limpopo daryosi
 Lox Nes
 London
 Lox Ney
 Makenzi
 Madras
 Malayziya
 Manas
 Melburn
 Memfis
 Meksika
 Missisipi
 Missouri
 Monreal
 Moskva
 Kuk tog'i
 Everest cho'qqisi
 Ruapehu tog'i
 Taranaki tog'i
 Bombay (Mumbay)
 Murrey daryosi
 Myanma
 Namibiya
 Nepal
 Yangi Dehli
 Yangi Zelandiya
 Nil
 Shimoliy Amerika
 Shimoliy Islandiya

Ôëîðèää
 Ôðàíîèÿ
 Æáíá
 Æðíàíèÿ
 Æñàð
 Åääèèíáðèðàíèÿ
 Áíëüøèå Íç,ðà
 Õàçðàð Ñóéòàí
 Æíáóéóø
 Èíàèÿ
 Èíääèñèèé íèääí
 Èíáííáçèÿ
 ðåèà Èíá
 Èðèàíáñèàÿ Ðañíóáèèèèà
 Èòàèèÿ
 ßíííèÿ
 Èíòàííáñáóðä
 íõñòúíÿ Èàèàðèðè
 íõñòúíÿ Èàðàéóíù
 Èàçàðñòàí
 Èèòää
 íõñòúíÿ Êûçûèèóí
 Èíðáÿ
 Êúðáúçñòàí
 îçàðí Õííí
 îçàðí Æèíááðíàð
 Èáñíòí
 ðåèà Èèíííí
 Èíð-íáññ
 Èííáíí
 Èíð-íáé
 àèáíçè
 àäðàñ
 àèàéçèÿ
 àíáñ
 àèüáóðí
 àíòèñ
 àèñèèà
 èññèñèèè
 èññóðè
 ìíðààèü
 ìñèää
 ãíðà Éóèà
 ïèè Ýááðáñò
 ãíðà Ðóàíáóó
 ãðà Õàðàíáèè
 Áííááé (àíááé)
 ðåèà íóððáé
 ìüÿííà
 íàíèáèÿ
 íáíàè
 íáúé Åääè
 íáàÿ Çàèàíáèÿ
 íèè
 Ñáááðíáÿ Àíáðèèèà
 Ñáááðíáÿ Èñèàíáèÿ

Wordlist

adj (adjective) – sifat – ĩðèèääàòääüířă
adv (adverb) – ravish – řăðă÷èă
conj (conjunction) – bog'lovchi – ñîĭpç
det (determiner) – aniqlovchi – ĩđăăăăăăřăă
int (interjection) – undov – řăăăřăăðèă
n (noun) – ot – ñóúăñðăêðăăüířă

num – number – son – ÷èñèèðăăüířă
part – particle – yuklama – ÷ăñðèèă
pl – plural – ko'plik son – řířăăñðăăăřăă ÷èñèĭ
prep – preposition – predlog – řđăăăřăă
pron – pronoun – olmosh – řăñðîèřăřăă
v – verb – fe'l – äèăăřă

English	Uzbek	Russian
A		
about <i>prep</i> [ə'baʊ]	haqida	o, řăă
above <i>prep</i> [ə'baʊt]	yuqorisida, tepasida	řăă, řăăăððóó
accident <i>n</i> [ˈæksɪdənt]	avariya, baxtsiz hodisa	àâàðèÿ, řăñ÷ăñðîúé cèó÷àé
across <i>adv, prep</i> [ə'krɒs]	narigi tomonida	řă òîé ñðîðîřăă
actor <i>n</i> [ˈæktə]	aktyor, artist	àèò, ð
add <i>v</i> [æd]	qo'shmoq	ĩðèääăäÿòü
adventure <i>n</i> [əd'ventʃə]	sarguzasht	ĩðèèèp÷ăřăă
advertise <i>v</i> [ˈædvɜːtaɪz]	reklama qilmoq	ðăèèàìèðîřăòü
advertisement <i>n</i> [əd'vɜːtɪsmənt]	reklama, e'lon	ðăèèàìà, řáúÿâèăřăă
advice (mass <i>n</i>) [əd'vaɪs]	maslahat	ñîřăò
affirmative <i>adj</i> [ə'fɜːmətiːv]	tasdiq (gap)	óòääðäèðăäüíúé
afraid <i>adj</i> [ə'freɪd]	qo'rqqan	èñîóăăřîúé
be afraid <i>v+adj</i>	qo'rqmoq	áîÿòüñÿ
after <i>adv</i> [ˈɑːftə]	... dan keyin (so'ng)	ĩîñèă, ñîóñðÿ, ÷ăðăç
after that [' - ðæt]	shundan keyin (so'ng)	ĩîñèă òîăř
ever after [ˈevə'ɑːftə]	o'shandan buyon (so'ng)	ñ òăð ĩđ
again <i>adv</i> [ə'geɪn]	yana	ñîřăă
ago <i>adv</i> [ə'gəʊ]	oldin, muqaddam	òîîó řăçăă
air (mass <i>n</i>) [eə]	havo	âîçăóð
airplane <i>n</i> [ˈeəpleɪn]	samolyot	ñăîřè, ð
airport <i>n</i> [ˈeəpɔːt]	aeroport	àÿðîřîðò
all <i>adj</i> [ɔːl]	butun; hamma	âăñü; âñ
alligator <i>n</i> [ˈælɪgɪtə]	alligator (timsoh)	àèèèääòîð (èðîèîäèè)
allow <i>v</i> [ə'laʊ]	ruxsat bermoq	ĩîçăîÿòü, ðăçðăòòü
almost <i>adv</i> [ˈɔːlməʊst]	deyarli	ĩî÷ðè
alone <i>adv</i> [ə'ləʊn]	yolg'iz	řăèîèèé
along <i>prep</i> [ə'lɒŋ]	bo'ylab	âăîèü, ĩî
amaze <i>v</i> [ə'meɪz]	lol qoldirmoq	èçóîÿòü
be amazed <i>v+adj</i> [brə'meɪzɪd]	lol qolmoq	èçóîÿòüñÿ, ĩîðăæàòüñÿ
American <i>n, adj</i> [ə'merɪkən]	amerikalik; amerikaga oid	àîăðèèăř(èà)ăð; àîăðèèăřñèèé
another <i>det, pron</i> [ə'nʌðə]	boshqa bir	ăðóăřé, âü, řăéř
antelope <i>n</i> [ˈæntɪləʊp]	antilopa	àîðèèĭřă
any <i>det, pron</i> [ˈeni]	biror-bir	èăèřé-řéăóăü
anything <i>pron</i> [ˈeniθɪŋ]	biror narsa	÷ðî-řéăóăü
Anything else? [' - els]	Yana biror narsa xohlaysizmi?	Ă ü, ÷ðî-řéăóăü òîðèðă?
appear <i>v</i> [ə'pɪə]	paydo bo'lmoq	ĩîÿăÿòüñÿ
apple <i>n</i> [ˈæp(ə)l]	olma	ÿăéîéĭ
approximately (approx.) <i>adv</i> [ə'prɒksɪmɪtli]	taxminan	ĩðèăäèèèðăäü ĩî

apricot <i>n</i> ['eɪprɪkɒt]	o'rik	àáðèèîñ
architect <i>n</i> [ˈɑːkrɪtekt]	arxitektor	àððèèàèðîð
arctic fox <i>adj+n</i> [ˈɑːktɪkˈfɒks]	arktika tulkisi	àðèèè÷âñèàÿ èèñà
area <i>n</i> ['eəriə]	yer maydoni, hudud	òáððèèðèèÿ
armadillo <i>n pl (-s)</i>	armadillo (zirhlilar oilasi vakili)	àðìààèèèî (îðááñòààèèðáèü
armchair <i>n</i> [ˈɑːmtʃeə]	o'rindiq, kreslo	ñàìáéñòàà áðîíáíñòáà)
army <i>n pl (-ies)</i> [ˈɑːmi]	qo'shin, armiya	êðâñèî
around <i>prep</i> [əˈraʊnd]	atrofida	àðìèÿ
arrive <i>v</i> [əˈraɪv]	yetib kelmoq	âîèðóâ
article <i>n</i> [ˈɑːtɪk(ə)l]	maqola	îðèáúâàòü
artist <i>n</i> [ˈɑːtɪst]	artist	ñòàòüÿ
artistic director <i>adj+n</i>	badiiy rahbar	àððèñò
[ˈɑːtɪstɪk dɪˈrektə]		ðóâîæâñòááííúé
astronaut <i>n</i> [ˈæstrənɔːt]	fazogir	ðóèîâîâèèðáèü
astronomy <i>n</i> [əˈstrɒnəmi]	astronomiya	àñòðîíààò
astrophysics <i>n</i> [ˈæstrəʊˈfɪzɪks]	astrofizika	àñòðîííîèÿ
attractive <i>adj</i> [əˈtræktɪv]	jozibali, maftunkor	àñòðîðèçèèà
auction <i>n</i> [ˈɔːkʃ(ə)n]	auksion, kimoshdi savdosi	îðèáèèàòáèüíúé
aunt <i>n</i> [ɑːnt]	xola, amma	àóèèèíí
Australian <i>n, adj</i> [v'streɪliən]	avstraliyalik;	ò_òÿ
	avstraliyaga oid	ââñòðáèè(éèà)âð;
autograph <i>n</i> [ˈɔːtəgrɑːf]	dastxat	ââñòðáèèèñèèé
average <i>adj</i> [ˈævərɪdʒ]	o'rtacha	ââðîâðàò
awful <i>adj</i> [ˈɔːfəl]	yomon, rasvo	ñòââíèé
		óæâñíúé

B

baby <i>n pl (-ies)</i> ['beɪbi]	chaqaloq, bola	ðáá_íîê
back <i>adj, adv</i> [bæk]	orqa, orqadan, orqaga	çàâíèé, ñçààè, íàçàà
bakery <i>n pl (bakeries)</i>	novvoyxona;	íâèàðîÿ;
['beɪkəri]	non mahsulotlari	ðèááîîðîâóèòü
balloon <i>n</i> [bəˈluːn]	havo shari	âîçâóóíúé øàð
banana <i>n</i> [bəˈnɑːnə]	banan	áàíáí
bar <i>n</i> [bɑː]	plitka (shokolad)	îèèðèà (øîêîèàâ)
bath <i>n</i> [bɑːθ]	vanna	ââííà
bathroom <i>n</i> [ˈbɑːθrʊm]	vannaxona	ââííàÿ (êîííàòà)
be <i>v (past sin. was, pl were)</i>	bo'lmoq	áúòü
[bi]		
become <i>v (past became)</i>	bo'lmoq	ñòâííàèèðüñÿ
[brɪˈkʌm]		
bedroom <i>n</i> ['bedrʊm]	yotoqxona	ñîàèüíÿ
before <i>conj</i> [brɪˈfɔː]	... dan oldin	îðáæââ ÷âì
begin <i>v (past began)</i> [brɪˈɡɪn]	boshlamoq	íà÷èíàòü
at the beginning [ətðəbrɪˈɡɪnɪŋ]	boshlanishida	âíà÷âèâ
behind <i>prep</i> [brɪˈhaɪnd]	orqa(si)da	îíçàâè
believe <i>v</i> [brɪˈliːv]	ishonmoq	ââðèòü
best <i>adj</i> [best]	eng zo'r	ñàìúé èó÷øèé
between <i>prep</i> [brɪˈtwiːn]	orasida	làæâó
bicycle <i>n</i> ['baɪsɪk(ə)l]	velosiped	ââèîñèîââ
bigger <i>adj</i> ['bɪɡə]	kattaroq	âîèüøâ
bin <i>n</i> [bɪn]	quti	ÿùèè
birthday <i>n</i> ['bɜːθdeɪ]	tug'ilgan kun	ââíü ðîæââíèÿ

Happy birthday! ['hæprɪbɜːθdeɪ] biscuit <i>n</i> ['bɪskɪt] bite <i>v</i> (<i>past</i> bit) [baɪt] bitter <i>adj</i> ['bɪtə] blood (<i>mass n</i>) [blʌd] boat <i>n</i> [bəʊt] boil <i>v</i> [bɔɪl] border <i>n</i> ['bɔːdə] borrow <i>v</i> ['bɒrəʊ] bottle <i>n</i> [bɒtl] box <i>n</i> [bɒks] bread (<i>mass n</i>) [bred] break <i>v</i> (<i>past</i> broke) [breɪk] brick <i>n</i> [brɪk] bride <i>n</i> [braɪd] bridegroom <i>n</i> ['braɪdɡruːm] bridesmaid <i>n</i> ['braɪdzmeɪd] bridge <i>n</i> [brɪdʒ] bring <i>v</i> [brɪŋ] British <i>adj</i> ['brɪtɪʃ] buffalo <i>n pl</i> (-es) ['bʌfələʊ] Bulgarian <i>adj</i> [bʌl'ɡeəriən] bull <i>n</i> [bʊl] busy <i>adj</i> ['bɪzi] butter (<i>mass n</i>) ['bʌtə] buy <i>v</i> (<i>past</i> bought) [baɪ]	Tug'ilgan kuningiz bilan! pecheniy, biskvit 1) tishlamoq; 2) chaqmoq achchiq qon qayiq qayna(t)moq chegara qarzga olmoq butilka, shisha quti non sindirmoq, buzmoq g'isht kelin kuyov kelinning o'rtog'i (qiz bola) ko'prik olib kelmoq britaniyalik buyvol bolgariyalik ho'kiz band saryog' sotib olmoq, xarid qilmoq	C äí, ì ðíæääíèÿ! ĩă÷ăíŭă, âèñêâèò 1) éóñàòü; 2) æàèèòü ăĩðüêêé êðĩâü êĩăêâ êèĩàòü ăðăíèòă çàèĩñòăĩăàòü áóóüêêâ êoðĩăêâ, ÿùèê ðêââ êĩîàòü, ðàçðóðàòü êèðĩè÷ íăăăñòă æăíèð ĩĩăðóæêâ íăăăñòü ì î ñ ò ĩðèíîñèòü áðèòàíñèèé, áðèòàí(èà)ăð áóéâíê ăíêââðéí áûê çăíÿòíé ñèèăĩ÷íă ìàñêĩ ĩĩêóĩàòü
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Ñ

cabbage <i>n</i> ['kæbɪdʒ] café <i>n</i> ['kæfeɪ] cage <i>n</i> [keɪdʒ] cake <i>n</i> [keɪk] camel <i>n</i> ['kæməl] campfire <i>n</i> ['kæmpfaɪə] can <i>modal verb</i> (<i>past</i> could) [kən] can opener <i>n</i> [kæn 'əʊp(ə)nə] canal <i>n</i> [kə'næl] cancer <i>n</i> ['kænsə] canteen <i>n</i> [kæn'tiːn] capital <i>n</i> ['kæpɪtl] captain <i>n</i> ['kæptɪn] caption <i>n</i> ['kæpʃ(ə)n] caravan <i>n</i> ['kærəvæn] cardboard <i>n</i> ['kɑːdbɔːd] carpet <i>n</i> ['kɑːpɪt] carrot <i>n</i> ['kærət] carry <i>v</i> ['kæri] cart <i>n</i> [kɑːt] cartoon <i>n</i> [kɑː'tuːn] case <i>n</i> [keɪs] cassette <i>n</i> [kə'set]	karam yemakxona, kafe qafas tort, pirog, pirojniy tuya gulxan qila olmoq ochqich kanal rak oshxona, bufet poytaxt kapitan rasm tavsifi karvon karton gilam sabzi ko'tarib yurmoq arava multfilm quti kasseta, magnit tasma	êàíóñòă êàòă êêâòêâ ôĩ ðç ìèðĩă, ìèðĩæíă ăăðăé pă êĩñð, ð ì î ÷ ü îòèðüââèèâ êàíàê ðâê còìêĩăăÿ, áóóăð ñòìèèòă êàìèòàí ĩĩèñăíèă ðèñóíèâ êâðââăí êâðòíí êĩă, ð ìoðêĩâü íăñòè, íîñèòü òăêâââ ì óëüòòèèü ÿùèê êâññàòă
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cassette recorder <i>n</i> [- r'kɔ:də]	magnitofon	làãíèòóîí
castle <i>n</i> ['kɑ:s(ə)l]	qasr	çál î ê
catch <i>v</i> (<i>past caught</i>) [kætʃ]	tutmoq, ushlab olmoq	ëíâèòü, îíéíàòü, ñðààðèòü
CD-Rom <i>n</i> ['si:di:'rɒm]	CD-Rom (kompyuter uchun lazer disk)	CD-Rom (èàçáðíúé àèñé ääý êîîüðòáðà)
centre <i>n</i> ['sentə]	markaz	òáíòð
cereal <i>n</i> ['sɪəriəl]	1) donli mahsulotlardan tayyorlangan taom; 2) boshqali g'alla o'simligi o'zgar(tir)moq	1) îèùà èç êóêóðóçíúð, îâñýíúð èèè îðáíè÷íúð ðëîüââ; 2) ðëááíúé çèàè èçíáíýðüñý
change <i>v</i> [tʃeɪndʒ]	bob (kitob)	ãèààà (êíèàè)
chapter <i>n</i> ['tʃæptə]	xarakter; qahramon (obraz)	ðàðàèðáð; ááðíé
character <i>n</i> ['kærɪktə]	arzon	ããø. áúé
cheap <i>adj</i> [tʃi:p]	tekshirmoq	îðíááðýðü
check <i>v</i> [tʃek]	pishloq	ñúð
cheese (<i>mass n</i>) [tʃi:z]	chizburger	÷èçáððãáð
cheeseburger <i>n</i> ['tʃi:zbɜ:gə]	gepard	ãáíàðã
cheetah <i>n</i> ['tʃi:tə]	oshpaz	îíâàð
chef <i>n</i> [ʃef]	gilos	÷áððøíý
cherry <i>n pl</i> (<i>-ies</i>) ['tʃeri]	no'xat	ãíðíð
chickpea <i>n</i> ['tʃɪkpi:]	boshliq, rahbar	øáð, ãèààà, íà÷àèüíèè
chief <i>n</i> [tʃi:f]	bolalar	ãàðè
children <i>n pl</i> (<i>children</i>) ['tʃɪldrən]	achchiq qalampir	îñòðúé êðàñíúé íáðãð
chilli pepper <i>n</i> ['tʃɪli'pepə]	xitoycha; xitoylik; xitoy tili	èèðàéñèèé; èèðà(ýíèà)ãð; èèðàéñèèé ýçúé
Chinese <i>adj, n</i> [tʃaɪni:z]	chips (qovurilgan kartoshka)	÷èîñú, æàðáíúé èàðòíðãèü
chip <i>n</i> [tʃɪp]	shokolad	øíêíèãã
chocolate <i>n</i> ['tʃɒklɪt]	tanlamoq	áúáéðàòü
choose <i>v</i> (<i>past chose</i>) [tʃu:z]	tayoqcha (Xitoy va b. joylar- da ovqat yeyish uchun)	îàéí÷èè (ääý áãü, èñîíèü- çópò á Èèðàà è áð.)
chopstick <i>n</i> ['tʃɒpstɪk]	choyxona	÷àéíáý
choyhona <i>n</i> [tʃɔɪhɒ'nɒ]	aylana	êðã
circle <i>n</i> ['sɜ:k(ə)l]	siqmoq	ñæèíàòü
clasp <i>v</i> [klɑ:sp]	tozalamoq; toza	÷èñòèòü; ÷èñòúé
clean <i>v, adj</i> [kli:n]	farrosh	óáíðùè(ðà)ê
cleaner <i>n</i> ['kli:nə]	aqlli	óííúé
clever <i>n</i> ['klevə]	iqlim	èèèàò
climate <i>n</i> ['klaɪmɪt]	chiqmoq (daraxt va b.ga)	îíáíèíàòüñý
climb <i>v</i> [klaɪm]	1) yop(il)moq; 2) yaqin	1) çàèðúãàòü(ñý); 2) áèèçèèé
close <i>v</i> [kləʊz] <i>adj</i> [kləʊs]	mato	ðèáíü
cloth <i>n</i> [klɒθ]	klub	èèóá
club <i>n</i> [klʌb]	ko'mir	óãíèü
coal (<i>mass n</i>) [kəʊl]	qirg'oq	îíááðãæüã
coast <i>n</i> [kəʊst]	palto	îàèüð
coat <i>n</i> [kəʊl]	qahva	êíðã
coffee (<i>mass n</i>) ['kɒfi]	salqin (yaxna) ichimlik	îðíðèããèðãèüíúé íàîèòíè
cold drink <i>n</i> ['kəʊld 'drɪŋk]	ustun	ñòíèáèè
column <i>n</i> ['kɒləm]		

comb <i>n</i> [kəʊm]	taroq	ðàñ÷, ñêà
come <i>v</i> (<i>past</i> came) [kʌm]	kelmoq	ĩðèðíàèòü, ĩðèàçæàòü
come back <i>v</i> [- 'bæk]	qaytib kelmoq, orqaga qaytmoq	âĩçâðàùàòüñý
comfortable <i>adj</i> ['kʌmfətəb(ə)l]	qulay, shinam	óâíáíúé, ópóíúé
committee <i>n</i> [kə'mɪti]	qo'mita	êĩlèðàð
common <i>adj</i> ['kɒmən]	odatiy, ko'p uchraydigan	îáú÷íúé
comparative <i>adj</i> [kəm'pærətɪv]	qiyosiy	ñðàâíèðàèüíúé
compare <i>v</i> [kəm'peə]	taqqoslamog	ñðàâíèààòü
competition <i>n</i> [kəm'pi:tʃən]	musobaqa	ñĩðââíáíàíèâ
complete <i>v</i> [kəm'pli:t]	tugallamoq, tugatmoq	çàèâí÷èààòü, çâââððàòü
composer <i>n</i> [kəm'pəʊzə]	kompozitor	êĩlĩíçèðíð
computer programmer <i>n</i> [kəm'pjʊ:tə 'prəʊgræmə]	kompyuter dasturchisi	êĩlĩüððâðíúé
concert <i>n</i> ['kɒnsət]	konsert	ĩðĩððâĩlèñð
confetti <i>n pl</i> (<i>confetti</i>) [kən'feti]	mayda rangli qog'oz tangachalar	êĩíðâðð
consequence <i>n</i> ['kɒnsɪkwəns]	natija, oqibat	êĩíðâððè
conservatoire <i>n</i> [kən'sɜ:vətwa:]	konservatoriya	ðâçóèüðàç ĩĩñèââñðâèâ
consist <i>v</i> [kən'sɪst]	tashkil topmoq	êĩíñâððâðíðèý
continent <i>n</i> ['kɒntɪnənt]	qit'a, mintaq	ñĩñðàâèýðü(ñý)
continental <i>adj</i> [kɒntɪ'nentl]	kontinental, mo'tadil (iqlim)	êĩíðèíáíð
continue <i>v</i> [kən'tɪnju:]	davom ettirmoq	êĩíðèíáíðàèüíúé (èèèìàò)
to be continued <i>v</i> [təbɪkən'tɪnju:d]	davomi bor	ĩðĩðíèæàòü(ñý)
cook <i>n</i> [kʊk]	oshpaz	ĩðĩðíèæâíèâ ñèââóâð
cooker <i>n</i> ['kʊkə]	gaz plitkasi	ĩĩâàð
cost <i>n, v</i> (<i>past</i> cost) [kɒst]	narx; turmoq (narx haqida)	ââçíââý ĩèèðà
countable <i>adj</i> ['kaʊntəbl]	sanaladigan	ðâíà; ñðíèòü (ĩ ðâíà)
counter <i>n</i> ['kaʊntə]	rasta	èñ÷èñèýâĩúé
country <i>n</i> ['kʌntri]	mamlakat	ĩðèèââíè
cousin <i>n</i> ['kʌz(ə)n]	amaki(tog'a)vachcha	ñððâíà
crayon <i>n</i> ['kreɪən]	rangli bo'r	êóçâí
cream <i>n pl</i> (<i>cream</i>)[kri:m]	krem (taomga surtiladigan)	ðââðííé ìâè
cross <i>v</i> [krɒs]	kesib o'tmoq	êðâì
cry <i>v</i> [kraɪ]	1) qichqirmoq; 2) yig'lamoq	ĩâðâñâèâòü
cucumber <i>n</i> ['kju:kʌmbə]	bodring	1) êðè÷àòü; 2) ĩèâèâòü
cultural <i>adj</i> ['kʌltʃ(ə)rəl]	madaniy	oãððâð
cupboard <i>n</i> ['kʌbəd]	oziq-ovqat, idish-tovoq	éóèüðóð íúé
	uchun oshxona javoni	áóó âç øèà ô
	parda	çàíàââñèâ
curtain <i>n</i> ['kɜ:tn]	yostiqcha	âèââííâý ĩĩâóðâ÷èâ
cushion <i>n</i> ['kʊʃ(ə)n]	urf-odat	îáú÷âé
custom <i>n</i> ['kʌstəm]	xaridor	ĩĩéóĩàðâèü
customer <i>n</i> ['kʌstəmə]	kesmoq, qirqmoq	ðâçàòü
cut <i>v</i> [kʌt]		
D		
dangerous <i>adj</i> ['deɪndʒ(ə)rəs]	xavfli	ĩĩàñíúé
daughter <i>n</i> ['dɔ:tə]	qiz	âĩ÷ü
dead <i>adj</i> [ded]	o'lgan; o'lik	ĩ,ððâúé
decide <i>v</i> [dr'saɪd]	qaror qilmoq	ðâðàòü

decorate <i>v</i> ['dekəreɪt] degree <i>n</i> [dr'gri:] delay <i>n, v</i> [dr'leɪ] delicious <i>adj</i> [dr'liʃəs] It's delicious! [ɪts dr'liʃəs] describe <i>v</i> [dr'skraɪb] description <i>n</i> [dr'skrɪpʃ(ə)n] desert <i>n</i> ['dezət] dessert <i>n</i> [dr'zɜ:t] destroy <i>v</i> [dr'strɔɪ] diary <i>n</i> ['daɪəri] diet <i>n</i> [daɪət] difference <i>n</i> ['dɪf(ə)rəns] different <i>adj</i> ['dɪf(ə)rənt] dining room <i>n</i> ['daɪnɪŋ 'ru:m] director <i>n</i> [dr'rektə] disappear <i>v</i> [dɪsə'piə] dish <i>n pl (-es)</i> [dɪʃ] diskette <i>n</i> [dr'sket] do <i>v (past did)</i> [du:] downstairs <i>adv</i> [daʊn'steəz] draw <i>v (past drew)</i> [drɔ:] dream <i>n, v</i> [dri:m] dress <i>n</i> [dres] drink <i>v (past drank)</i> [drɪŋk] drive <i>v (past drove)</i> [draɪv] dust (<i>mass n</i>), <i>v</i> [dʌst]	bezamoq daraja kechikish; keyinga surmoq mazali Mazali ekan! tavsiflamoq; tasvirlamoq tavsif; tasvir sahro, cho'l shirinlik (desert) buzmoq, yo'q qilmoq kundalik parhez; ovqatlanish farq farqli; turli oshxona direktor, rahbar g'oyib bo'lmoq 1) idish-tovoq; 2) taom disket (kompyuter uchun) qilmoq, bajarmoq pastki qavat(da)ga chizmoq 1) tush; tush ko'rmoq; 2) orzu kiyim, ko'ylak ichimlik; ichmoq haydamoq chang	óêðàøàòü ñòâîáíú çàääðæèà; çàääðæèàòü âéóñíúé Âéóñíí! îîèñúâàòü; èçíáðàæàòü îîèñàíèâ; èçíáðàæàíèâ íóñòúíý ääñâðò óíè÷òíæàòü, ðàçðóóøàòü âíââíèê âèâòà; îèòàíèâ ðàçèè÷èâ ðàçèè÷íúé êóóíý, ñòíèíâây âèðâèòîð, ðóêíâíâèòâèü èñ÷àçàòü 1) îîñóâà; 2) áé þá î âèñèâòà (äëý êíîîüþòâðà) ñââæàòü âíèç; â íèæíâí ýðàæâ ðèñíâàòü; ÷âðòèòü 1) ñíí; âèââòü âí ñíâ 2) lá÷òà íââæââ; îèàòüâ íàîèòîîè; îèòü âíâèòü íúèü
E		
each <i>det, pron</i> [i:tʃ] each other [i:tʃ 'ʌðə] earth <i>n</i> [ɜ:θ] earthquake <i>n</i> ['ɜ:θkweɪk] east <i>n</i> [i:st] eat <i>v (past ate)</i> [i:t] eating habit <i>n</i> ['i:ɪŋ 'hæbɪt] eat out <i>v</i> ['i:taʊt] education <i>n</i> [edʒʊ'keɪʃ(ə)n] egg <i>n</i> [eg] elder <i>adj</i> ['eldə] electricity (<i>mass n</i>) [ɪlek'trɪsɪtɪ] else <i>adv</i> [els] empty <i>v</i> ['emptɪ] end <i>v</i> [end] energy (<i>mass n</i>) ['enədʒɪ] English <i>adj, n</i> ['ɪŋɡlɪʃ] ensemble <i>n</i> [ɒn'səmb(ə)l]	har bir bir-birini yer zilzila sharq yemoq ovqatlanish odati ko'chada ovqatlanmoq ta'lim tuxum katta tok, elektr toki yana, tag'in bo'shatmoq tuga(t)moq energiya, quvvat inglizcha; ingliz; ingliz tili ansambl	êàæâúé äðóâ äðóââ çâíëý çâíèâððýñâíèâ âíñòîè âñòü, éóøàòü îðèñòðâñòèâ ê âââ éóøàòü íà óèèðâ íáðàçíââíèâ ýéõí ñòàððèé òíè; ýèâèððè÷âñòâí â ü íóñòâòü êíí÷àòü(ñý) ýíâðæý âíâèèèñèèé; âíâèè÷âíèâ, (âíâèè÷âíèí); âíâèèèñèèé ýçüê à íñ à íâèü

enter <i>v</i> ['entə] equator <i>n</i> ['kweɪtə] eraser <i>n</i> ['reɪzə] Eskimo <i>n</i> ['eskɪməʊ] event <i>n</i> ['rɪvnt] everybody <i>pron</i> ['evrɪbɒdi] everyone <i>pron</i> ['evriwʌn] everything <i>pron</i> ['evriθɪŋ] example <i>n</i> [ɪg'zɑ:mp(ə)l] for example [fə'ɪg'zɑ:mpɪ] exchange <i>v</i> [ɪks'tʃeɪndʒ] exciting <i>adj</i> [ɪk'saɪtɪŋ] expensive <i>adj</i> [ɪk'spensɪv] explore <i>v</i> [ɪk'splɔ:]	kirmoq ekvator o'chirg'ich eskimos (millat) hodisa, voqea hamma har bir (kishi) hamma narsa misol masalan, misol uchun almashtirmoq, alishmoq hayajonli, qiziqarli, maroqli qimmat tekshirmoq, o'rganmoq	īīñòóīàòü ýêâàòîð ðâçèîêà ýñêèîīñ(êà) (íà.ö.) ñêó÷âé âñâ êâæâúé (÷âêîââé) âñ, īðèìâð íàīðèìâð ìâíýòü óâêâêàòâëüíúé âîðîâîé èññêââîîâàòü, èçó÷àòü
F		
FA – Football Association [ef'eɪ] [fʊtbɔ:l əsəʊsi'eɪʃn] FA Cup Final [- 'kʌpfamɪl] fairy-tale <i>n</i> ['feɪrɪtɪl] fall <i>v</i> (<i>past fell</i>) [fɔ:l] fall asleep <i>v</i> [- ə'sli:p] fall down <i>v</i> [- 'daʊn] famous <i>adj</i> ['feɪməs] fashionable <i>adj</i> ['fæʃ(ə)nəb(ə)l] fast <i>adv</i> [fɑ:st] fast food <i>adj+n</i> ['fɑ:st'fu:d] faster <i>adj</i> ['fɑ:stə] fat <i>n, adj</i> [fæt] favourite <i>adj</i> ['feɪv(ə)rɪt] fear <i>v</i> [fiə] feed <i>v</i> (<i>past fed</i>)[fi:d] feel <i>v</i> (<i>past felt</i>) [fi:l] feeling <i>n</i> ['fi:lɪŋ] felt <i>n</i> [felt] ferry <i>n</i> ['feri] few <i>det</i> [fju:] a few <i>det</i> [ə'fju:] field <i>n</i> [fi:ld] find <i>v</i> (<i>past found</i>) [faɪnd] find out <i>v</i> [- aʊt] fire <i>n</i> ['faɪə] fireman <i>n</i> ['faɪəməɪn] first <i>adj</i> [fɜ:st] at first <i>adv</i> [ət'fɜ:st] fishing <i>n</i> ['fɪʃɪŋ] fit <i>adj</i> [fɪt]	FA — Futbol Assotsiatsiyasi FA Final Kubogi afsona yiqilmoq uxlab qolmoq yiqilib tushmoq mashhur zamonaviy; hammaga rasm bo'lgan tez tez tayyor bo'ladigan taom tezroq yog'; semiz sevimli qo'rqmoq boqmoq 1) his qilmoq; 2) ushlab ko'rmoq hissiyot, tuyg'u kigiz sol kam, ozgina bir nechta dala topmoq bilib olmoq olov; pechka o't o'chiruvchi birinchi avval baliq ovi mos, to'g'ri keladigan	ÔÀ — Ôóòáîëüíàÿ Âññîðèàòëÿ Ôèîàëüíúé Êóáîê ÔÀ êâââíââ īââàòü çâñîóòü óîâñòü èçââñòíúé, çîàìâîèòúé ìîâíúé áûñòðî áûñòðî èçâîðîâëÿâîúé īèùà áûñòðââ æèð; æèðíúé ëþáèìúé áíýòüñÿ êîðîèòü 1) ÷óâñòâîâàòü; 2) îùóùàòü ÷óâñòâî ôâòð; âîéëîê īàðóî ìàëî, íâçíà÷èòâëüíâ ÷èñêî íâñêîëüêî īîêâ íàðîâèòü óçíââàòü îâîíú; īâ÷êà īîæàðíúé īâðâúé ñîà÷àèà ðúáíàÿ êîâëÿ īîâðîâÿùèé

flash <i>n</i> [flæʃ] in a flash <i>adv</i> [ɪnəˈflæʃ] flask <i>n</i> [flɑːsk] floor <i>n</i> [flɔː] flour (<i>mass n</i>) [ˈflaʊə] flower <i>n</i> [ˈflaʊə] fly <i>v</i> (<i>past</i> flew) [flaɪ] follow <i>v</i> [ˈfɒləʊ] for <i>prep</i> [fə] fork <i>n</i> [fɔːk] forward <i>adv</i> [ˈfɔːwəd] fresh <i>adj</i> [frefʃ] fridge <i>n</i> [ˈfrɪdʒ] fries <i>n</i> [fraɪz] frightening <i>adj</i> [ˈfraɪtɪŋ] front <i>n</i> [frʌnt] in front of <i>prep</i> [ɪnˈfrʌntəv] fruit (<i>mass n</i>) [fru:t] fry <i>v</i> [fraɪ] frying pan <i>n</i> [ˈfraɪəŋ.pæn] full <i>adj</i> [fʊl] I am full. [aɪmˈfʊl] fun <i>n</i> [fʌn]	chaqnash bir zumda bidon pol un gul uchmoq izidan bormoq uchun sanchqi, vilka oldinga sof, toza; yangi muzlatgich qovurilgan kartoshka qoʻrqinchli, qoʻrqituvchi old, old qism ... ning oldida meva qovurmoq tova toʻla Toʻydim. zavq	âñĩũøêà â lăĩfăăíèâ; lăĩfăăĩfĩ ôëÿăà, ôëÿæêà ĩĩê ìóêà ôăăòîê êăòàòũ ñêăăĩăàòũ ăëÿ âèèèà âĩăđ,ă ñăăæèé; ífăûé ôĩêĩăèëũíèê æàðáíúé êàðòíðăëũ ĩóăàþùèé ôàñăă, ĩăðăăĩÿ ÷ăñòũ ĩăðăă ôðóèòũ æàðèòũ ñêĩăĩđĩăă ĩĩêĩúé íăăêñÿ. çàăăăă
G		
game boy <i>n</i> [ˈgeɪmbɔɪ] garage <i>n</i> [ˈgærɑːʒ] [ˈgærɪdʒ] garden <i>n</i> [ˈgɑːdn] gardener <i>n</i> [ˈgɑːdnə] garlic <i>n</i> [ˈgɑːlɪk] gas (<i>mass n</i>) [gæs] gather <i>v</i> [ˈgæðə] germ <i>n</i> [dʒɜːm] German <i>adj, n</i> [ˈdʒɜːmən] get <i>v</i> (<i>past</i> got) [get] get a birthday card <i>v+n</i> [ˈ - əˈbɜːθderkɑːd] get a present <i>v+n</i> [ˈ - əˈprez(ə)nt] get married <i>v</i> [ˈ - ˈmærid] get off <i>v</i> [ˈ - ɒf] get on <i>v</i> [ˈ - ɒn] Get out! [ˈ - aʊt] get to <i>v+prep</i> [ˈ - tə] give <i>v</i> (<i>past</i> gave) [gɪv] glass <i>n</i> [glɑːs] global warming <i>n</i> [ˈgləʊb(ə)lˈwɔːmɪŋ] go <i>n, v</i> (<i>past</i> went) [gəʊ] God <i>n</i> [gɒd]	geym boy (oʻyin) garaj bogʻ bogʻbon sarimsoq gaz yigʻmoq mikrob nemischa; nemis; nemis tili 1) boʻlmoq; 2) olmoq tugʻilgan kun uchun tabrik xati olmoq sovgʻa olmoq uyulanmoq, turmushga chiqmoq chiqmoq, tushmoq minmoq Yoʻqol! yetib bormoq bermoq shisha, oyna iqlimning dunyoviy ilishi yurish; bormoq Xudo	ăăéì áíé (èăðà) ăăðăæ ñăă ñăăĩăíèê ÷ăñĩíê ăăç ñíăèðăòũ ìèêđíă íăìăðèèé; íăìăð; íăìăðèèé ŷçûê 1) ñòàòũ; 2) ĩĩéó÷àòũ ĩĩéó÷èòũ ĩĩçăðăăèðăëũíóþ ĩðêðũðéó â âăíũ đĩæăăíèÿ ĩĩéó÷èòũ ĩĩăăđĩê æăíèòũñÿ, âũđĩăèòũ çàìóæ âũđĩăèòũ ñăăèòũñÿ Óăèðăéñÿ! ăĩăðăòũñÿ ăăăăòũ, ìðăăăăòũ ñòăêêĩ ăêĩăăèũĩă ĩĩðăĩêăíèă đĩă; èăðè Ăĩă

golden <i>adj</i> ['gəʊld(ə)n] grape <i>n</i> [greɪp] grassland <i>n</i> ['grɑ:s'lænd] great <i>adj</i> [greɪt] It's great. [ɪts'greɪt] Greek <i>adj, n</i> [gri:k] green <i>adj</i> [gri:n] greens <i>n pl (greens)</i> [gri:nz] greet <i>v</i> [gri:t] grocery <i>n pl (-ries)</i> ['grəʊs(ə)ri] ground <i>n</i> ['graʊnd] grow <i>v (past grew)</i> [grəʊ] grown up <i>n</i> ['grəʊnʌp] guest <i>n</i> [gest]	tillarang uzum o'tloq, yaylov buyuk Zo'r. grek; grek tili yashil ko'kat salomlashmoq baqqollik bo'limi yer o's(tir)moq yoshi katta mehmon	çîîîðèñòùé âèíîâðââ îâñòáèùâ ââèèèèèè Çäîðîâî. âðâé; âðâ÷âñèèèè ýçûê çâè, íúé çâèâíü îðèââðñòâîââðü ââèâèâéíâ ìðââèâíèâ çâìèÿ ðâñðè âçðîñèùé âîñòü
H		
hair brush <i>n+n</i> ['heə'brʌʃ] half <i>adj</i> [hɑ:f] hall <i>n</i> [hɔ:l] hamburger <i>n</i> ['hæmbɜ:gə] happen <i>v</i> ['hæpən] happy <i>adj</i> ['hæpi] harmless <i>adj</i> ['hɑ:mləs] hate <i>v</i> [heɪt] have <i>v (past had)</i> [həv, hæv] have a birthday party ['hævə'bɜ:ðer'pɑ:ti] headache <i>n</i> ['hedeɪk] healthy <i>adj</i> ['helθi] helicopter <i>n</i> ['helɪkɒptə] help <i>v</i> [help] Help yourself to ... [' - jə'selftu:] here <i>adv</i> [hɪə] Here you are. [' - ju:ɑ:] herself <i>pron</i> [hə'self] hill <i>n</i> [hɪl] himself <i>pron</i> [hɪm'self] Hindi <i>n</i> ['hɪndi] hold <i>v (past held)</i> [həʊld] holiday <i>n</i> ['hɒlɪdi] home <i>n</i> [həʊm] honey (<i>mass n</i>) ['hʌni] hope <i>v</i> [həʊp] horseman <i>n pl (-men)</i> ['hɔ:smən] hot and dry ['hɒtən'draɪ]	soch cho'tkasi yarim zal gamburger sodir bo'lmoq baxtli, xursand beozor yomon ko'rmoq, nafratlanmoq 1) yemoq; 2) bor (ega) bo'lmoq tug'ilgan kun bazmini qilmoq bosh og'riq sog'lom vertolyot yordam bermog ... dan olib o'tiring. shu yerda Mana, marhamat. o'zi; o'zini (qiz bola) tepalik, lalmi o'zi; o'zini (o'g'il bola) hind; hind tili ushlab turmoq ta'til, bayram uy (yashash joyi) asal umid qilmoq chavandoz, otliq issiq va quruq (mî'tadil iqlim)	ù,òèà äëÿ âîèîñ îîèîâèíà çàè âàíáóðââð ñèð÷àðüñÿ, îðîèñðîâèðü ñ÷âñðèèâùé ââçâðââíúé; ââçíâèâíúé íâíââèââðü 1) âñòü; 2) èìàðü ñââèâðü ââ÷âðèíéó â ÷âñòü äíÿ ðîæââíèÿ âîèíâíàÿ âíèü çâîðîâîúé ââðòîè,ò îîîîââðü Óüàéðâñü ... çââñü Â ì, îîæâèéñðà. ñàìà; ñâáÿ xî è ì ñàì, ñâáÿ èíâèâð; èíâèèñèèè ýçûê ââðæàðü èâíèèóèü, îðâçâíèè âî (ìâñòî îðîæèââíèÿ) ì, â íâââÿðüñÿ âñââíèè æâðèèè è ñóðíé (èíðèíâí- ðàèüíúé èèèàð)

hot and wet [ˈhɒtənˈwet] hotel <i>n</i> [həʊˈtel] hour <i>n</i> [aʊə] house <i>n</i> [haʊs] how <i>adv</i> [haʊ] hungry <i>adj</i> [ˈhʌŋɡri] be hungry <i>v+adj</i> hunt <i>v</i> [hʌnt] hurry <i>v</i> [ˈhʌri] hurt <i>v</i> [hɜ:t] hyena <i>n pl (-s)</i> [ˈhaɪ:nə]	issiq va nam (tropik iqlim) mehmonxona soat uy (bino) qanday, qanday qilib och och qolmoq ovlamoq shoshilmoq azob bermoq, ogʻritmoq sirtlon	æàðêëé è âëàæíúé (òðîîè÷âñêëé êëèlàò) îðâëü, âîñòèèèòà ÷âñ äîì (çääíèá) êàê, êàêèì íáðàçîì âîëîâíúé îðîâîëîâàòüñý îðîèòüñý òîðîîèòüñý îðè÷èýòü áîëü âëâíà
I		
ice cream (<i>mass n</i>) [aɪsˈkri:m] idea <i>n</i> [aɪdɪə] if <i>conj</i> [ɪf] impolite <i>adj</i> [ɪmpəˈlaɪt] important <i>adj</i> [ɪmˈpɔ:tənt] improve <i>v</i> [ɪmˈpru:v] including <i>prep</i> [ɪnˈklu:dɪŋ] indeed <i>adv</i> [ɪnˈdi:d] Indian <i>adj</i> [ˈɪndiən] industry <i>n</i> [ˈɪndəstri] ingredient <i>n</i> [ɪnˈɡri:diənt] insect <i>n</i> [ˈɪnsekt] inside <i>adv</i> [ɪnˈsaɪd] instruction <i>n</i> [ɪnˈstrʌkʃən] interpreter <i>n</i> [ɪnˈtɜ:prɪtə] interrogative <i>adj</i> [ɪntəˈrɒɡətɪv] interview <i>v</i> [ˈɪntəvju:] Irish <i>adj, n</i> [ˈaɪərɪʃ] iron <i>n, v</i> [ˈaɪən] irregular <i>adj</i> [ɪˈregjʊlə] island <i>n</i> [ˈaɪlənd] Italian <i>adj, n</i> [ɪˈtæliən]	muzqaymoq fikr, gʻoya agar odobsiz, qoʻpol muhim, ahamiyatli yaxshilamoq oʻz ichiga olgan holda, shu jumladan chindan (rostdan) ham, haqiqatan hindcha sanoat tarkibiy qism hasharot ichida koʻrsatma tarjimon soʻroq intervyu qilmoq irlandcha; irland; irland tili dazmol; dazmollamoq notoʻgʻri orol italyancha; italiyalik; italyan tili	ìîðîæâííâ ìûñëü, èääý âñëè íáââæëèâúé âàæíúé, çíà÷èðâëüíúé óóó÷ðàòü â òî ÷èñëâ, âêëþ÷àý ääéñòâèðâëüíí, â ñàìîì äâëâ èíâèéñëèé îðîìüøëâííñòü êîìîííâ íò, ñîñòââíàý ÷âñòü íâñâêîìíâ âíóòðè èíñòðóèèèý îâðââíâ÷èè âîîðîñèòâëüíúé èíðâðâüþèðîâàòü èðèâíâñëèé; èðèâíââð; èðèâíâñëèé ýçüè óòþâ; äëââèòü íâîðââèèèüíúé îñòðîâ èòâëüýíñëèé; èòâëüýí(èà)âð èòâëüýíñëèé ýçüè
J		
jaguar <i>n</i> [ˈdʒæɡjuə] jam <i>n</i> [dʒæm] jar <i>n</i> [dʒɑ:] job <i>n</i> [jɒb] juice (<i>mass n</i>) [dʒu:s] jump <i>v</i> [dʒʌmp] just <i>adv</i> [dʒʌst]	yaguar murabbo, jem koʻza, banka ish sharbat sakramoq faqat, faqatgina	ýâóàð âàðâíüâ, äæâì éóâøéí, áâíèâ ðâáíòà ñîè îðüâàòü òîèüèí, âñââí

	K	
kangaroo <i>n</i> [kæŋgə'ru:] Kazakh <i>adj, n</i> [kə'zæk] kazan <i>n</i> [kɒ'zɑ:n] keep <i>v</i> (<i>past</i> kept) [ki:p] kettle <i>n</i> [ketl] key <i>n</i> [ki:] kick <i>v</i> [kɪk] kilo <i>n pl</i> (-s) [ki:ləʊ] kind <i>n</i> [kaɪnd] a kind of <i>n</i> [ə'kɪndəv] king <i>n</i> [kɪŋ] king size <i>n</i> [kɪŋsaɪz] kiss <i>n, v</i> [kɪs] kitchen <i>n</i> ['kɪtʃɪn] kiwi <i>n</i> [ki:wi:] kneel <i>v</i> [ni:l] knife <i>n pl</i> (<i>knives</i>) [naɪf] know <i>v</i> (<i>past</i> knew) [nəʊ] koala <i>n</i> [kəʊ'ɑ:lə]	kenguru qozoqcha; qozoq; qozoq tili qozon saqlamoq, asramoq qumg'on, chovgun kalit tepmoq kilogramm tur, xilma-xillik tur, xil podshoh, qirol o'lcham (katta) bo'sa, o'pich; o'pmoq oshxona kivi (qush, meva) tizzalamoq pichiq bilmoq koala	êâíâóðó êâçàðñêêé; êâçà(ðêâ)ð; êâçàðñêêé ýçûê êâçàí òðàíèòü ÷âéíêê êêþ÷ ĩèíàðü êêêíâðàìì ñĩ ðò ðàçííâèâíñòü âêâ ĩââèðàð, êîðîêü ðàçíâð (âíêüðíé) ĩĩðâéóé; òâêíâàðü êóóíý êêâè (ĩòèòà, òðóèò) ñòíýðü íà êîêâíýð ííæ çíàðü êîâèâ
	L	
lake <i>n</i> [leɪk] land <i>n, v</i> [lænd] language <i>n</i> ['læŋgwɪdʒ] last <i>adj</i> [lɑ:st] laugh at <i>v+prep</i> ['lɑ:fət] lay the table <i>v+n</i> ['leɪðə'teɪbl] leaf <i>n</i> (<i>pl</i> leaves) [li:f] leaflet <i>n</i> ['li:flɪt] learn <i>v</i> (<i>past</i> learnt) [lɜ:n] least <i>adv, adj</i> [li:st] leave <i>v</i> (<i>past</i> left) [li:v] left <i>n, adj</i> [left] on the left [ɒnðə'left] lemon <i>n</i> ['lemən] lemonade <i>n</i> ['lemə'neɪd] lettuce <i>n</i> ['letɪs] librarian <i>n</i> [laɪ'breərɪən] life <i>n</i> [laɪf] lift <i>v</i> [lɪft] light <i>n</i> [laɪt] list <i>n</i> [lɪst] To Do List <i>n</i> [tu'du:'lɪst] listen <i>v</i> ['lɪs(ə)n] litre <i>n</i> ['li:tə]	ko'l yer; qo'nmoq til oxirgi; o'tgan ustidan kulmoq dasturxon tuzamoq barg reklama varaqasi o'qimoq, o'rganmoq eng oz 1) ketmoq; 2) qoldimoq chap tomon, chap chap tomonda limon limonad salat (ko'kat turi) kutubxonachi hayot ko'tarmoq yorug'lik ro'yxat qilinadigan ishlar ro'yxati tinglamoq litr	íçâðí çâíêý; ĩðèçâíèèòüñý ýçûê ĩĩñêââíêé; ĩðîðêüé ñíâýðüñý íââ íâèðüâàðü íà ñòíê êèñò ðâêêâìíúé êèñòíê ó÷èòüñý íâèìâíüðèé 1) óâçæàðü; 2) ĩñòââêýðü êâââý ñòíðííâ íâèââí êèìíí êèìííââ ñâèàð - èàðóê áéáèèîâèàðü æèçíü ĩĩâíèìàðü, âíçâûðàðü ñââò ñĩèñíê ñĩèñíê âũĩíêíýâíüð ðââíð ñèóðàðü èèðð

litter <i>n</i> ['lɪtə] little <i>det</i> ['lɪtl] a little <i>det</i> [ə'lɪtl] living room <i>n</i> ['lɪvɪŋru:m] logo <i>n</i> [ləʊgəʊ] longer <i>adj</i> [lɒŋgə] low <i>adj</i> [ləʊ] lucky <i>adj</i> ['lʌki] lump <i>n</i> [lʌmp] a lump of <i>n</i> [ə'lʌmpəv]	axlat oz, kam biroz mehmonxona emblema uzunroq past baxtli, omadli bo'lak bir bo'lak	ìóñîð ìàëî íåííâî āīñòèíàÿ êīīíàòà ý íáëåìà äëèííåå ìèçèèé ñ÷àñòèèåâúé äëúåå, êīī êóñîê
M		
macaroni (<i>mass n</i>) [mækə'rəʊni] machine <i>n</i> [mə'ʃi:n] magazine <i>n</i> [mægə'zi:n] main <i>adj</i> [mem] main course <i>n</i> [' - 'kɔ:s] make <i>v</i> (<i>past made</i>) [meɪk] make faces <i>v+n</i> [' - 'feɪsɪz] make a video <i>v+n</i> [' - ə'vɪdɪəʊ] manner <i>n</i> ['mænə] many <i>det</i> ['meni] Maori <i>n, adj</i> ['maʊri] map <i>n</i> [mæp] market <i>n</i> ['mɑ:kit] mass <i>adj</i> [mæs] match <i>n pl(-es)</i> ['mætʃ] material <i>n</i> [mə'tɪəriəl] maybe <i>adv</i> ['meɪbi] meal <i>n</i> [mi:l] mean <i>v</i> (<i>past meant</i>) [mi:n] meaning <i>n</i> ['mi:nɪŋ] meat <i>n</i> [mi:t] meet <i>v</i> (<i>past met</i>) [mi:t] meeting <i>n</i> ['mi:tiŋ] melon <i>n</i> ['melən] menu <i>n</i> ['menju:] metal <i>n</i> ['metl] mile <i>n</i> [maɪl] milk (<i>mass n</i>) [mɪlk] millimetre <i>n</i> ['mɪlɪmi:tə] million <i>num</i> ['mɪljən] millions of ['mɪljənzəv] mineral <i>n</i> ['mɪn(ə)rəl] miss <i>v</i> [mɪs] Miss <i>n</i> [mɪs]	makaron mashina, mexanizm jurnal asosiy asosiy ovqat 1) qilmoq, yasamoq; 2) (ovqat) tayyorlamoq masxara qilmoq video tasvirga olmoq odob, axloq ko'p maori (millat) xarita bozor umum, ommaviy 1) match (futbol); 2) gugurt material balki taom, ovqat anglatmoq ma'no go'sht uchratmoq, uchrashmoq uchrashuv qovun menyu metall milya sut millimetr million millionlab ma'dan, mineral 1) qolib ketmoq; 2) tushirib qoldirmoq xonim	ìàèàðííú ìàøèíà, íåðàíèçì æóðíàë îñííâíé îñííâííå äëþåî 1) äåèàòü; 2) āīōíāèòü (īèùó) íàñíåðàòüñÿ ñíèìàòü íà äèååâî ìàíåðå íííâî ìàíðè (íàðèííàëüíñòü) êåðåå ðúííê ìàññíåâúé 1) làò÷; 2) ñíè÷:èà làðåðèè ííæåò áúòü ååå çíà÷:èòü çíà÷:åíèå ìÿñî âñòðå÷:àòü âñòðå÷:à äúÿ ìåíþ ìåðåè ìèèÿ ííèíî ìèèèèìåðð ìèèèèíí ìèèèèííú ìèíåðè 1) ïðíàðíóòüñÿ; 2) ïðíóòèòü ìèññ

mistake <i>n</i> [mr'steɪk] mix <i>v</i> [mɪks] mixture <i>n</i> [mɪkstʃə] mobile phone <i>adj+n</i> [məʊbaɪl'fəʊn] modern <i>adj</i> [mɒdɪn] modest <i>adj</i> [mɒdɪst] money <i>n</i> ['mʌni] month <i>n</i> [mʌnθ] more <i>adj</i> [mɔː] more than [' - ðən] mosquito <i>n</i> [mɒ'ski:təʊ] move <i>v</i> [mu:v] much <i>det</i> [mʌtʃ] mushroom <i>n</i> ['mʌʃru:m] myself <i>pron</i> [maɪ'self]	xato aralashtirmoq aralashma uyali telefon zamonaviy kamtar pul oy ko'proq ...ga qaraganda ko'proq chivin silji(t)moq, ko'ch(ir)moq ko'p qo'ziqorin o'zim N	îøèáêà ñlâøèâàòü ñlâñü ñîòîâüé òâèâôîí ñîâðåìåííúé ñêðîííúé ääíüæ lâñÿö áíëüøå áíëüøå ÷ âì ... lîñêèò, êîì à ð ääèääòü(ñÿ) ìííãí ãðèá ñàì(à), ñåáÿ
nail <i>n</i> [neɪl] napkin <i>n</i> ['næpkɪn] narrow <i>adj</i> ['nærəʊ] NASA (National Aeronautics and Space Administration) ['næsə] nationality <i>n pl (-ies)</i> [næʃə'nælɪti] natural <i>adj</i> ['nætʃ(ə)rəl] nature <i>n</i> ['neɪtʃə] near <i>prep</i> [nɪə] nearby <i>adv</i> ['nɪəbaɪ] need <i>v</i> [ni:d] negative <i>n</i> ['negətɪv] neighbour <i>n</i> ['neɪbə] nephew <i>n</i> ['nefjuː] nest <i>n</i> [nest] new <i>adj</i> [njuː] newspaper <i>n</i> ['njuːspɛɪpə] next <i>prep</i> [nekst] next to <i>prep</i> niece <i>n</i> [ni:s] night <i>n</i> [naɪt] no <i>part</i> [nəʊ] noble <i>adj</i> ['nəʊb(ə)l] nobody <i>pron</i> ['nəʊbədi] nod <i>v</i> [nɒd] noise <i>n</i> [nɔɪz] nor <i>conj</i> [nɔː] north <i>n</i> [nɔːθ] north-east [nɔːθ'iːst] north-west [nɔːθ'west] nothing <i>pron</i> ['nʌθɪŋ]	tirnoq qo'l sochiq; salfetka tor NASA (Aeronavtika va kos- mik fazoni tadqiq qilish mil- liy boshqarmasi) millat tabiiy tabiat yaqinida, yonida yaqin orada muhtoj (kerak) bo'lmoq inkor qo'shni jiyan (o'g'il) uya yangi gazeta keyingi ... ning yonida jiyan (qiz) tun yo'q oliyjanob hech kim bosh qimirlatmoq shovqin na shimol shimoli-sharq shimoli-g'arb hech narsa	ííãðè ñæðâðèà óçèèé, òãñíúé ÍÃÑÀ (íàðèííàëüíí å óíðââèåíèå íí àýðí- íââðèèå è èññèååíâ- íèð êîíîè÷åñêîííí íðíñòðáíðââ) íàðèííàëüííòü åñòåñòååííúé íðèðíâà âí çèå, ó, îêîêî íåííâæ, êç, ííåèèçíðè íóæääòüñÿ íððèòâðåüíúé ñîñåå íëåìÿííèè ãíåçãí ííåüé ääçâðà ñèååóþùèé ðÿåì ñ, îêîêî íëåìÿííèèðà íí÷ü íâð áèååí ð íåíúé íèèðí èèääòü åíèíåíé ø ó ì íè, íå ñåååð ñåååðí-åíñòîèè ñåååðí-çàíâå íè÷òí

notice <i>v</i> ['nəʊtɪs] nurse <i>n</i> ['nɜːs] nut <i>n</i> [nʌt]	1) belgilamoq; 2) ko'rib qolmoq hamshira yong'oq	çàlà÷àòü làãñãñòðà îðãõ
O		
occasion <i>n</i> [ə'keɪʒ(ə)n] ocean <i>n</i> ['əʊʃ(ə)n] officer <i>n</i> ['ɒfɪsə] oil (<i>mass n</i>) [ɔɪl] old <i>adj</i> [əʊld] omelette <i>n</i> ['ɒmlɪt] once <i>adv</i> [wʌns] once upon a time [' - ə'pʊnə'taɪm] one hundred <i>num</i> [wʌn'hʌndrɪd] onion <i>n</i> ['ʌnjən] only <i>adv</i> ['əʊnli] open <i>v</i> ['əʊpən] opera singer <i>n+n</i> ['ɒp(ə)rə'sɪŋgə] orange <i>n</i> ['ɒrɪndʒ] order <i>n</i> ['ɔːdə] organise <i>v</i> ['ɔːgənəɪz] other <i>det, pron</i> ['ʌðə] outside <i>adv</i> [aʊt'saɪd] over <i>prep</i> ['əʊvə] over there <i>adv</i> ['əʊvəðeə] owl <i>n</i> [aʊl] own <i>adj</i> [əʊn] oxygen (<i>mass n</i>) ['ɒksɪdʒ(ə)n]	holat okean xodim, davlat xizmatchisi yog' qari, yoshi katta quymoq bir marta bir bor ekan, bir yo'q ekan yuz (son) piyoz faqat och(il)moq opera qo'shiqchisi apelsin tartib tashkil etmoq boshqa tashqarida ustida ana u yerda boyo'g'li shaxsiy kislrod	ñëó÷àé îêâáí ñëóæàùèé, ãñóãàð- ñòãáííúé ñëóæàùèé làñëí ñòàðûé, âçðîñëûé îlëãð îãèí ðàç æèè-áúë ñòí ëóê òíëûêí îðêðûãàòü(ñý) îãããõ îîãðû àîãëüñèí îíðýãîê îðãàíèçîãûãàòü ãðóãíé ñíàðóæè, èçãíã íãã ãîí òàì ñîãã ñãíé, ñíãñòãáííúé êèñëíðîã
P		
packet <i>n</i> ['pækɪt] page <i>n</i> [peɪdʒ] pageboy <i>n</i> ['peɪdʒbɔɪ] paint <i>n, v</i> [peɪnt] paintbrush <i>n</i> ['peɪntbrʌʃ] pancake <i>n</i> ['pænkɛɪk] paper <i>n</i> ['peɪpə] paragraph <i>n</i> ['pærəgrɑːf] part <i>n</i> [pɑːt] party <i>n</i> ['pɑːti] Pass me the ... please. ['pɑːsmiːðə...pliːz] pasta <i>n</i> ['pæstə] pay <i>v</i> [peɪ] peach <i>n pl (-es)</i> [piːtʃ] peacock <i>n</i> ['piːkɒk]	paket sahifa, bet kelinning o'rtog'i (o'g'i bola) bo'yoq; bo'yamoq mo'yqalam blin 1) qog'oz; 2) hujjat abzas qism kecha, bazm lItimos ... ni uzatib yuboring. makaron mahsulotlari to'lamoq shaftoli tovus	îãêãð ñòðãíèòà ãðóã íãããñòû êðàñêà; êðàñèòü êèñòü áëèí 1) áóíããã; 2) ãîêóíãíò àáçãõ ÷ãñòü ãã÷ãð îãðãããéòã ... îîæà- éóéñòà. làêàðíííúã èçããëèý îëàðèòü îãðñèè îããèèí

pear *n* [peə]
 penguin *n* ['peŋɡwɪn]
 pen-name *n* ['penneɪm]
 penny (p) *n pl* (pence) ['peni]
 people *n pl* (people) ['pi:p(ə)l]
 pepper *n* ['pepə]
 perfume *n* ['pɜ:fju:m]
 period *n* ['piəriəd]
 Persian *n* ['pɜ:f(ə)n]
 person *n* ['pɜ:s(ə)n]
 photo *n pl* (-s) ['fəʊtəʊ]
 photographer *n* ['fəʊtəgrəfə]
 physics *n pl* (physics) ['fɪzɪks]
 picnic *n* ['pɪknɪk]
 pie *n* [paɪ]
 piece *n* [pi:s]
 piala *n* [pjɑ'lɑ:]
 pilot *n* ['paɪlət]
 pizza *n* ['pi:tʃə]
 place *n* [pleɪs]
 plan *n* [plæn]
 plane *n* [pleɪn]
 plant *n, v* [plɑ:nt]

 plastic (*mass n*), *adj* ['plæstɪk]
 plate *n* [pleɪt]
 player *n* ['pleɪə]
 pleasant *adj* ['pleznt]
 please *int* [pli:z]
 please *v* [pli:z]

 be pleased *v+adj* [br'pli:zd]
 plum *n* [plʌm]
 plural *adj* ['plʊərəl]
 poem *n* [poɪm]
 poet *n* ['pəʊɪt]
 point *v, n* [pɔɪnt]
 poisonous *adj* ['pɔɪz(ə)nəs]
 policeman *n pl* (-men) [pə'li:smən]
 police station *n* [pə'li:s,steɪʃ(ə)n]
 polite *adj* [pə'laɪt]
 pollution *n* [pə'lu:ʃ(ə)n]
 pomegranate *n* ['pɒmɪgrænaɪt]

nok
 pingvin
 taxallus
 penni

 odamlar

 qalampir
 duxi, atir
 davr
 fors tili
 1) inson; 2) shaxs
 fotosurat
 fotograf, suratkash

fizika

 sayr
 pirog
 bo'lak
 piyola
 uchuvchi
 pitsa
 joy
 reja
 samolyot
 1) o'simlik;
 2) o'tqazmoq (daraxt)
 plastmassa

tarelka
 o'yinchi
 yoqimli
 iltimos
 mamnun qilmoq

mamnun bo'lmoq

olxo'ri
 ko'plik
 she'r, doston
 shoir
 1) ko'rsatmoq; 2) nuqta
 zaharli

politsiya xodimi, politsiyachi

politsiya mahkamasi

odobli, xushmuomala
 ifloslanish
 anor

āđōōā
 ĩēĩāāēĩ
 ĩñāāāĩēĩ
 ĩāĩēē

 ēpāē

 ĩāđāō
 āōōē
 ĩāđēĩā
 ĩāđñēāñēēē ŷçûē
 1) ÷āēĩāāē; 2) ēēōĩ
 ôîôĩāđāôēŷ
 ôîôĩāđāô

ôēçēēā

ĩēēĩēē
 ĩēđĩā
 ēōñĩē
 ĩēāēā
 ĩēēĩô
 ĩēōōā
 ĩāñôĩ
 ĩēāĩ
 ñāĩē, ò
 1) ôāñôāĩēā;
 2) ñāæāòü (āāđāāĩ)
 ĩēāñôĩāññā

ôāđāēēā
 ēāđĩē
 ĩđēŷôĩûē
 ĩĩæāēōēñôā
 āĩñôāāēŷôü
 ôāĩāĩēüñôāēā
 áûòü āĩāĩēüĩûĩ

ñēēāā
 ĩĩĩæāñôāāĩĩûē
 ñôēôĩôāĩđāĩēā
 ĩĩŷô
 1) ôēāçûāāòü; 2) ôĩ÷ēā
 ŷāĩāēòûē

ĩĩēēôāēñēēē

ĩĩēēôāēñēēē ô÷āñôĩē

āāæēēāûē
 çāāđŷçĩāĩēā
 āđāĩò

poor <i>adj, n</i> [pʊə] popular <i>adj</i> ['pɒpjʊlə] population (<i>mass n</i>) [pɒpjʊˈleɪʃ(ə)n] port <i>n</i> [pɔ:t] possible <i>adj</i> ['pɒsɪb(ə)l] poster <i>n</i> ['pəʊstə] pot <i>n</i> [pɒt] potato <i>n pl (-es)</i> [pəˈteɪtəʊ] pound (£) <i>n</i> [paʊnd] pour <i>v</i> [pɔ:] price <i>n</i> [praɪs] printer <i>n</i> ['prɪntə] problem <i>n</i> ['prɒbləm] product <i>n</i> ['prɒdʌkt] profession <i>n</i> [prəˈfeɪʃ(ə)n] pronounce <i>v</i> [prəˈnaʊns] protein <i>n</i> ['prəʊti:n] proud <i>adj</i> [praʊd] be proud of <i>v</i> [bɪˈpraʊdəv] proverb <i>n</i> ['prɒvɜ:b] P.S. (post scriptum) [pi:'es] pull <i>v</i> [pʊl] pumpkin <i>n</i> ['pʌmpkɪn] put <i>v (past put)</i> [pʊt] put on <i>v</i> ['pʊtɒn]	kambag'al mashhur aholi port bo'lishi mumkin plakat idish, kastrulka kartoshka funt sterling quymoq narx matbaachi, bosmaxona ishchisi muammo mahsulot kasb talaffuz qilmoq protein, oqsil mag'rur mag'rurlanmoq maqol xatdan keyin yoziladigan qo'shimcha yozuv tortmoq oshqovoq, kadi qo'ymoq kiymoq	áááíúé; ñéóáíúé īīōēýðíúé íàñàëáíèà īīðò âîçîîæíúé īèàèàð āīðøíê, êîðâëíê, êañððpëý êàððîðâëü ôóíò ñðâðëëíāíā ëèòü öâíà īā÷àðíèê īðîáëâíà īðîāóèð īðîðâññèý īðîèçíñèòü īðîðâëí, áâëíê āīðâúé āīðâèðüñý īīñêíâèðà īīñðñêðèîðóí, īðèîèñêà òýíóðü òüêâà êèàñòü, ñòââèòü ííñèòü
Q		
quarrel <i>v</i> ['kwɒrəl] questionnaire <i>n</i> [kwestʃəˈneə] queue <i>n</i> [kju:] queue up <i>v</i> ['kju:ʌp] quick <i>adj</i> [kwɪk] quiet <i>adj</i> ['kwaɪət] quince <i>n</i> [kwɪns] quintuple <i>n</i> ['kwɪntjʊpl] quite <i>adv</i> [kwaɪt]	janjallashmoq, urishmoq savolnoma navbat navbatda turmoq tez tinch, sokin behi xamsa, besh doston ancha	ññîðèòüñý âîīðîñíèê î÷âðââü ñðîýòü â î÷âðââè âüñððúé òèðèé, ñîîêíéíúé àéâà īýòü ñðèðîðâîðâíèé âîîéíâ, âîâîèüíí
R		
race <i>n</i> [reɪs] radish <i>n</i> ['rædɪʃ] rainfall <i>n</i> ['reɪnfɔ:l] raisin <i>n</i> ['reɪz(ə)n] read <i>v (past read)</i> [ri:d] ready <i>adj</i> ['redi] real <i>adj</i> [riəl] really <i>adv</i> ['riəli] reason <i>n</i> ['ri:z(ə)n] recipe <i>n</i> ['resɪpi]	poyga rediska yog'ingarchilik mayiz o'qimoq tayyor haqiqiy rostdan ham sabab retsept	āīíèà ðââèñêà íñââèè èçpì ÷èðàðü āīðîâúé ðââèüíúé ââéñðâèðâëüíí īðè÷èíà ðâðâîð

recommend <i>v</i> [ˈrekəˈmend] record <i>v</i> [ˈrekɔːd] recording studio <i>n+n</i> [rɪˈkɔːdɪŋ ˈstjuːdiəʊ] recycle <i>v</i> [riːˈsaɪk(ə)l] recycled <i>adj</i> [riːˈsaɪk(ə)ld] redo <i>v</i> (<i>past</i> redid) [riːˈduː] reduce <i>v</i> [rɪˈdjuːs] refill <i>v</i> [riːˈfɪl] refuse <i>v</i> [rɪˈfjuːz] region <i>n</i> [riːdʒ(ə)n] relative <i>n</i> [ˈrelatɪv] relax <i>v</i> [rɪˈlæks] remember <i>v</i> [rɪˈmembə] repeat <i>v</i> [rɪˈpiːt] reporter <i>n</i> [rɪˈpɔːtə] resell <i>v</i> (<i>past</i> resold) [riːˈsel] restaurant <i>n</i> [ˈrest(ə)rɒnt] Restricted Nature Reserve [rɪˈstrɪktɪd ˈneɪtʃə rɪˈzɜːv] result <i>n</i> [rɪˈzʌlt] reuse <i>v</i> [riːˈjuːz] rewrite <i>v</i> (<i>past</i> rewrote) [rɪˈraɪt] rhino <i>n pl</i> (-s) [ˈræməʊ] rice (<i>mass n</i>) [raɪs] rich <i>adj</i> [rɪtʃ] ride <i>v</i> (<i>past</i> rode) [raɪd] right <i>adj, adv</i> [raɪt] on the right [ɒnðəˈraɪt] river <i>n</i> [ˈrɪvə] road <i>n</i> [rəʊd] roll <i>n, v</i> [rəʊl] roll up <i>v</i> [ˈ- ʌp] roof <i>n</i> [ruːf] rose <i>n</i> [rəʊz] round <i>prep</i> [raʊnd] route <i>n</i> [ruːt] rubbish <i>n</i> [ˈrʌbɪʃ] rule over <i>v+prep</i> [ruːlˈəʊvə] run <i>v</i> (<i>past</i> ran) [rʌn] Russian <i>adj, n</i> [rʌʃən]	tavsiya qilmoq yozib olmoq, qayd qilmoq ovoz yozish studiyasi qayta ishlamoq qayta ishlangan qayta bajarmoq qisqartirmoq, kamaytirmoq qayta toʻldirmoq rad qilmoq hudud, viloyat qarindosh yengil tortmoq, boʻshashmoq yodda tutmoq takrorlamoq muxbir qayta sotmoq restoran tabiat qoʻriqxonasi natija qayta ishlatmoq qayta yozmoq karkidon guruch boy minmoq 1) haq; 2) toʻgʻri; 3) oʻng oʻng tomonda daryo yoʻl, koʻcha oʻram; oʻramoq yumalamoq tom atirgul atrofida yoʻnalish axlat ustidan hukmronlik qilmoq 1) oqmoq (suv); 2) yugurmoq ruscha; rus; rus tili	õâêîîâíâîââòü çàìèñûââòü çàìèñûââpùây ñòóâèÿ îâðâðââââòüââòü îâðâðâââíðâííúé îâðâââêüââòü óíâíúðâòü, ñîêðâùâòü íàîîéíÿòü âíâü îòêâçûââòüñÿ ðââêîí, íâêâñòü ðîâñðââííèê ðâññêââéÿòüñÿ çàîîîíèòü îîâòîðèòü ðâîîðò,ð ñííââ îðîââââòü ðâñòîðâí îðèðîâíúé çàîîâââíèê ðâçòèüââò îîâòîðíí èñîîèüçîââòü îâðâíèñâòü íîñîðîâ ðèñ âíââòüé âçâèòü; ñêâèâòü 1) îðââ; 2) îðââèèüíúé; 3) îðââúé íàîðââî ðâêâ âíðîââ, óèèðâ ðóéíí; çââ,ðòüââòü êâðèòüñÿ êðúðâ ðîçâ âîèðóâ làðððóð ìóñîð îðââèòü îââ ... 1) òâ÷ü (âíââ); 2) áâââòü ðóññêèé; ðóññêèé ÿçúê
S		
sail <i>v</i> [seɪl] sailor <i>n</i> [ˈseɪlə] salad <i>n</i> [ˈsæləd] sales assistant <i>n</i> [ˈseɪlz əˈsɪst(ə)nt] salt (<i>mass n</i>) [sɔːlt] same <i>adj</i> [seɪm]	suzmoq dengizchi salat sotuvchi tuz bir xil, oʻshaning oʻzi	îèâââòü ìîðÿê, làòðîñ ñâèâò îðîââââö ñîèü òîð æâ ñâìúé, îâèíâêîâúé

sandwich *n* ['sænwɪdʒ]
 saucepan *n* ['sɔ:spæn]
 saucer *n* ['sɔ:sə]
 sausage *n* ['sɒsɪdʒ]
 save *v* [serv]
 scary *adj* ['skeəri]
 scenario *n* [sɪ'nɑ:riəʊ]
 scientist *n* ['saɪəntɪst]
 Scot *adj* [skɒt]
 scrambled eggs *adj+n*
 ['skræmb(ə)ld 'egz]
 sea *n* [si:]
 secretary bird *n+n*
 ['sekɹɪt(ə)ri 'bɜ:d]
 section *n* ['sekʃ(ə)n]
 see *v* (*past* saw) [si:]
 See you.
 seem *v* [si:m]
 sell *v* (*past* sold) [sel]
 sentence *n* ['sent(ə)ns]
 servant *n* ['sɜ:v(ə)nt]
 service *n* ['sɜ:vɪs]
 shade *n* [ʃeɪd]
 shake *v* [ʃeɪk]
 shark *n* [ʃɑ:k]
 sharp *adj* [ʃɑ:p]
 ship *n* [ʃɪp]
 shop *n* [ʃɒp]
 should *modal verb* [ʃəd, ʃʊd]
 shoulder *n* ['ʃəʊldə]
 shout *v* [ʃaʊt]
 shy *adj* [ʃaɪ]
 sick *adj, n* [sɪk]
 side *n* [saɪd]
 sideways *adv* ['saɪdweɪz]
 similar *adj* ['sɪm(ə)lə]
 similarity *n* [ˌsɪmɪ'lærɪti]
 sink *n* [sɪŋk]
 skin *n* [skɪn]
 sleep *v* (*past* slept) [sli:p]
 slice *n* [slaɪs]
 a slice of *n* [ə'slaɪsəv]
 slim *adj* [slɪm]
 slogan *n* ['sləʊgən]
 smell *n, v* [smel]
 smile *n, v* [smaɪl]
 snack *n* [snæk]
 so *adv* [səʊ]
 so that ['səʊðæt]
 sofa *n* ['səʊfə]
 some *pron, det* [s(ə)m, sʌm]

buterbrod
 kastrulka
 likopcha
 kolbasa, sosiska
 saqlamoq, asramoq, qutqarmoq
 qo'rqinchli
 ssenariy
 olim
 shotland
 oq va sarig'i aralashtirilib
 chala pishiriladigan tuxum
 dengiz
 kotib qush

bo'lim
 ko'rmoq
 Ko'rishguncha.
 bo'lib tuyulmoq
 sotmoq
 gap
 xizmatkor
 xizmat
 soya
 silkitmoq
 akula
 o'tkir
 kema
 do'kon
 kerak, lozim, zarur
 yelka
 qichqirmoq
 uyatchan
 kasal
 tomon
 yon bilan
 o'xshash
 o'xshashlik
 rakovina
 teri
 uxlamoq
 burda
 bir burda
 ozg'in
 shior
 hid; hid taratmoq
 kulgi; kulmoq
 tamaddi
 shunday, shunday qilib
 ...ishi uchun
 divan
 1) bir nechta (oz);
 2) ba'zi

áóòáðáðíä
 êàñòðpëý
 áë þäðä
 êíëáàñà, ñîñèñêà
 ááðá÷ü, ñîñàòü
 ñòðàðíúé
 ñòáíàðëé
 ó÷, íúé
 øíðëàíä(êà)åö
 ýè÷íëòà-áíëðóíúý

ì ì ð ä
 ìòëòà-ñåêðåàðüü

ñåêðëý
 åëåàòü
 Óåëäèñý.
 êàçàòüñý
 ïðíäåàòü
 ïðååíæåíèå
 ñëóää, ïðèñëóää
 óñëóää; ñëóåää
 òáíü
 òðýñòè, åñòðýðëåàòü
 àéóèà
 ïñòðúé
 êíðàáëü
 ìääàçèí
 äíëæåí
 ïèá÷í
 êðè÷àòü
 çàñòáí÷èåúé
 áíëüííé
 ñòíðííä
 áíèíí
 ïíðíæèé
 ñòíæåñòü
 ðàèíåíä
 êíæà
 ñíàòü
 éóñí÷åé, êíðèé
 éóñíè
 ñòðíéíúé
 êíçóíä
 çàíäð; ïàðíóòü
 óëüåèà; óëüåàòüñý
 è, äèåý çàèñèà
 òàè, èòàè
 äëý òíäí ÷òíáü
 äèääí
 1) íåñèíëüèí;
 2) íåèòððúé

something *pron* ['sʌmθɪŋ]
 somewhere *pron* ['sʌmweə]
 son *n* [sʌn]
 soon *adv* [su:n]
 soum *n* [su:m]
 south *n* [saʊθ]
 south-east [saʊθi:st]
 south-west [saʊθwest]
 space (*mass n*) [speɪs]
 spaghetti (*mass n*) [spə'geti]
 Spanish *adj, n* ['spæniʃ]
 special *adj* ['speʃ(ə)l]
 spice *n* [spɪs]
 splash *n* [splæʃ]
 split *n* [splɪt]
 spoon *n* [spu:n]
 spot *n* [spɒt]
 square *adj, n* [skweə]
 square kilometre (sq.km) *n*
 [- 'kɪləmi:tə]
 squeeze *v* [skwi:z]
 stadium *n* ['steɪdiəm]
 stand *v* (*past stood*)[stænd]
 star *n* [stɑ:]
 starch *n* [stɑ:tʃ]
 start *n, v* [stɑ:t]
 state *n* [steɪt]
 stay *v* [steɪ]
 steward *n* ['stju:əd]

 stick *n* [stɪk]
 still *adv* [stɪl]
 stone *n* [stəʊn]
 stop *n, v* [stɒp]
 storey *n pl* (-s) ['stɔ:ri]
 storm *n* [stɔ:m]
 story *n pl* (-ies)['stɔ:ri]
 strange *adj* [streɪndʒ]
 study *n, v* ['stʌdi]
 subtropical *adj* [sʌb'trɒpɪkl]
 suddenly *adv* ['sʌdnli]
 sugar (*mass n*) ['ʃʊɡə]
 suggestion *n* [sə'dʒestʃ(ə)n]
 sulphur *n* ['sʌlfə]
 supermarket *n* ['su:pə:mɑ:kɪt]
 sure *adj* [ʃʊə, ʃɜ:]
 be sure *v*
 swallow *n* ['swɒləʊ]
 sweep *v* [swi:p]
 sweet *adj, n* [swi:t]
 swim *v* (*past swam*) [swɪm]
 symbol *n* ['sɪmb(ə)l]

nimadir
 biror yer
 o'g'il
 tezda
 so'm
 janub
 janubi-sharq
 janubi-g'arb
 fazo
 spagetti
 ispancha; ispan tili
 maxsus
 ziravor
 shalop(tovush)
 bo'lak, kesik
 qoshiq
 dog', xol
 to'rtburchak, kvadrat
 kvadrat kilometr

 siqmoq
 stadion
 turmoq
 yulduz
 kraxmal
 boshlanish; boshlamoq
 1) holat; 2) shtat
 turmoq (yashamoq)
 stuard (bu yerda nazo-
 ratchi)
 tayoq
 hanuz
 tosh
 bekati; to'xtamoq
 qavat
 to'fon
 hikoya
 g'alati
 izlanish; o'qimoq
 subtropik
 to'satdan, bexosdan
 shakar, qand
 taklif
 oltingugurt
 supermarket
 ishonchi komil
 ishonchi komil bo'lmoq
 qaldirg'och
 supurmoq
 shirin, shirinlik
 suzmoq
 ramz

÷òî-fèáóäü, ÷òî-òî
 ää-fèáóäü
 ñ ú í
 ñêîðî, âñêîðä
 ñ ó ì
 pā
 pāî-âîñòîê
 pāî-çàîàä
 ê î ñ î ñ
 ñîäââòòè
 èñîäîñêèé; èñîäîñêèé ýçûê
 ñîäòèäèüíúé
 ñîäòèý
 âñîêâñê
 îðîðäç
 êîæêä
 îýòîí
 êäâäðò
 êäâäðòíúé êèèîîäòð

 ñæèìàòü, âûæèìàòü
 ñòäâèíí
 ñòîýòü
 çââçââ
 êðäðìàè
 íà÷àèí; íà÷èìàòü
 1) îîêîæâíèâ; 2) øòàò
 îñòââàòüñý (æèòü)
 ñòpàðä (çââñü: êîíòðîèë,ð)

 îàèèà
 âñ, âù,
 êàìáíü
 îñòâííâèâ; îñòâíââèèâàòüñý
 ýòæ
 øòóðî
 ðâññèâç
 ñòðâííúé
 èññèââíââíèâ; ó÷èòüñý
 ñóáòðîèèè
 äâðä, âíâçàîíí
 ñàðäð
 îðââèèæâíèâ
 ñâðä
 ñóîäðìàðèâò
 óââðâííúé
 áùòü óââðâííúì
 èâñòî÷èâ
 ìâñòè, îîâìàòàòü
 ñèââèèèè, ñèââîñòü
 îèââàòü
 ñèìâíèè

	T	
take <i>v</i> (<i>past</i> took) [teɪk]	olmoq	áðàòü, âçyòü
take-away food <i>n</i> [- əweɪfud]	olib ketish uchun taom	áàà íà áúííñ
take away restaurant <i>n</i>	taomini olib ketsa bo'ladigan	ðǎñòíðǎí ñ áǎíé íà áúííñ
[- əweɪ 'rest(ə)rɒnt]	restoran	
take a photo <i>v+n</i> [- əfəʊtəʊ]	suratga olmoq	òíðíǎðàòèðíǎàòü
talk <i>v</i> [tɔ:k]	suhbatlashmoq, gaplashmoq	ðàçǎíǎàðèǎàòü, áǎñǎǎíǎàòü
talk to <i>v+prep</i>	bilan suhbatlashmoq	ðàçǎíǎàðèǎàòü ñ ...
taste <i>v</i> [teɪst]	1) tatib ko'rmoq;	1) íðíǎíǎàòü;
	2) ta'm bermoq	2) èíàòü âéóñ
	mazali	âéóñíúé
tasty <i>adj</i> ['teɪsti]	o'qitmoq, ta'lim bermoq	ó÷èòü, íáó÷àòü
teach <i>v</i> (<i>past</i> taught) [ti:tʃ]	choyqoshiq	÷àéíǎý éíæèà
teaspoon <i>n</i> ['ti:spu:n]	aytmoq	ñèàçàòü
tell <i>v</i> (<i>past</i> told) [tel]	chodir, palatka	íǎèàðèà
tent <i>n</i> [tent]	semestr, yarim yillik	ñǎíǎñòð
term <i>n</i> [tɜ:m]	dahshatli	óæǎñíúé
terrible <i>adj</i> ['terɪb(ə)l]	qaraganda	÷ á ì
than <i>conj</i> [ðən, ðæn]	o'zlari	ñǎìè, ñǎáý
themselves <i>pron</i> [ðəm'selvz]	so'ng, keyin	ííòíí, ííñèǎ
then <i>adv</i> [ðen]	u yerda, u yerga	òàì, òóǎǎ
there <i>adv</i> [ðeə]	termos	òǎðííñ
thermos <i>n</i> ['θɜ:məs]	narsa, buyum	ááùü, íðǎǎíǎò
thing <i>n</i> [θɪŋ]	o'ylamoq	ǎóíàòü
think <i>n</i> (<i>past</i> thought) [θɪŋk]	chanqagan	èñíüòüǎàpùèé æǎæǎó
thirsty <i>adj</i> ['θɜ:sti]	chanqamoq	èñíüòüǎàòü æǎæǎó
be thirsty <i>v+adj</i>	ming	òüñý÷à
thousand <i>num</i> ['θaʊz(ə)nd]	orqali	÷ǎðǎç
through <i>prep</i> [θru:]	tashlamoq, otib yubormoq	áðíñàòü
throw <i>v</i> (<i>past</i> threw) [θrəʊ]	patta, bilek	áèèǎò
ticket <i>n</i> ['tɪkɪt]	saranjom, sarishta	àèèóðàòíúé; óáðǎííúé
tidy <i>adj</i> ['taɪdi]	tartibga solmoq, yig'ishtirmoq	íðèǎèðàòü
tidy up <i>v</i> ['taɪdiʌp]	bog'lamoq	ñǎýçúǎàòü
tie <i>v</i> [taɪ]	... gacha	ǎ í
till <i>conj</i> [tɪl]	vaqt; marta	áðǎíý; ðàç
time <i>n, det</i> [taɪm]	o'shandan buyon	c òíǎí áðǎíǎè
from that time on	nom, sarlavha	íàçǎǎíèǎ
title <i>n</i> [taɪtl]	birgalikda	ǎíǎñòǎ
together <i>adv</i> [tə'geðə]	hojatxona, tualet	òóǎèò
toilet <i>n</i> ['tɔɪlɪt]	pomidor	ííì è á í ð
tomato <i>n pl</i> (-es) [tə'mɑ:təʊ]	ham, shuningdek	òàèæǎ, òíæǎ
too <i>adv</i> [tu:]	cho'qqi	ááðøèíà
top <i>n</i> [tɒp]	silindr shlapa	ðèèèíǎð, øëýíà
top hat <i>n+n</i> [tɒp'hæt]	jami, yakun	èòíǎ
total <i>n</i> ['təʊtl]	tegmoq	òðíǎàòü
touch <i>v</i> [tʌtʃ]	sayr; sayrga chiqmoq	òóð; ñíǎáðøàòü òóð
tour <i>n, v</i> [tuə]	urf-odat	òðǎǎèøëý
tradition <i>n</i> [trə'dɪʃ(ə)n]	an'anaviy	òðǎǎèøèííúé
traditional <i>adj</i> [trə'dɪʃ(ə)nəl]	yo'l harakati	ǎíðíæííǎ áǎèæǎíèǎ
traffic <i>n</i> ['træfɪk]	1) shug'ullan(tir)moq;	1) òðǎíèðíǎàòüñý;
train <i>v, n</i> [treɪn]	2) poyezd	2) ííǎçǎ
	tarjima qilmoq	íǎðǎǎíǎèòü
translate <i>v</i> [træns'leɪt]		

transport <i>n</i> ['trænsɒ:t] travel <i>v</i> ['træv(ə)l] traveller <i>n</i> ['træv(ə)lə] tray <i>n</i> [treɪ] treasure <i>n</i> ['treʒə] tree <i>n</i> [tri:] triangle <i>n</i> ['traɪæŋg(ə)l] trip <i>n</i> [trɪp] try <i>v</i> [traɪ] tundra <i>n</i> ['tʌndrə] turn <i>v</i> [tɜ:n] turn off <i>v</i> [- ɒf] turnip <i>n</i> ['tɜ:nɪp] TV set <i>n</i> [ti:'vi:'set] TV star <i>n</i> [ti:'vi:'stɑ:] twins <i>n</i> [twi:nz] typical <i>adj</i> ['tɪpɪk(ə)l]	transport sayohatga chiqmoq sayohatchi barkash, patnis xazina daraxt uchburchak sayohat 1) tatib ko'rmoq; 2) urinib ko'rmoq tundra burilmoq o'chirmoq, yopmoq sholg'om televizor teleyulduz egizaklar odatdagi, oddiy	òðàíñîîðò íòòàòáñòáíààòü íòòàòáñòáíàíèè îîäíîñ ñîèðîáèùá ääðääî òðáóáíèüíèè îîâçääèà, íòòàòáñòáèèà 1) îîîðîáíààòü íà áèóñ; 2) îîîðîáíààòü òóíäðà îîâîðà÷èààòü âüèèþ÷àòü, çàèðüààòü ðâîà òääääèçîð òääèçääçää áèèçíàòü, äâíéíýøèè ðèìè÷íúé
U		
uncle <i>n</i> ['ʌŋk(ə)l] under <i>prep</i> ['ʌndə] untidy <i>adj</i> [ʌn'taɪdɪ] unusual <i>adj</i> [ʌn'ju:ʒʊəl] upstairs <i>adv</i> [ʌp'steəz] use <i>v</i> [ju:z] usual <i>adj</i> [ju:ʒʊəl] Uzbek <i>adj, n</i> ['ʊzbek]	tog'a, amaki tagida, ostida besaranjom, besarishta noodatiy yuqorigi qavatda ishlatmoq, foydalanmoq odatdagi o'zbekcha; o'zbek; o'zbek tili	äyäy îîä íàóáðáííúé íâíáü÷íúé, ñòðáííúé íà äâððíâí ýòàæâ î îèüçí ààòüñý, óîîðäääýòü íáü÷íúé óçáääèñèèé; óçáääé; óçáääèñèèé ýçúé
V		
vacuum cleaner <i>n+n</i> ['vækjuəm 'kli:nə] valley <i>n</i> ['væli] vampire bat <i>n</i> ['væmpaɪə'bæt] vanilla <i>n, adj</i> [və'nɪlə] vase <i>n</i> [vɑ:z] veg <i>n</i> [vedʒ] vegetable <i>n</i> ['vedʒtəb(ə)l] vegetarian <i>n</i> [vedʒɪ'teəriən] village <i>n</i> ['vɪlɪdʒ] villager <i>n</i> ['vɪlɪdʒə] vine leaf <i>n+n</i> ['vaɪn 'li:f] violet <i>n</i> ['vaɪələɪt] visit <i>v</i> ['vɪzɪt] vitamin <i>n</i> ['vɪtəmin]	changyutgich vodiy qonxo'r ko'rshapalak vanilin, vanilinli vaza sabzavot sabzavot vegetarian qishloq qishloqda yashovchi tok bargi binafsha tashrif buyurmoq vitamin	îûèääñîñ äîèèíà èðîâîñîñòúâý èâðó÷âý ìûøü ääíèèü, äâíèèüíúé ääçà îâîû îâîû ääääòàðèàíâð ñâèî ñâèüñèèé æèðääü âèíâðääíúé èèñò òèàèèà íàääüàòü âèðàìèí
W		
waiter <i>n</i> ['weɪtə] wait for <i>v</i> ['weɪtfɔ:] waitress <i>n</i> ['weɪtrɪs]	ofitsiant kutmoq ofitsiantka	îðèðèàíð æääòü íðèðèàíðèà

walkman <i>n</i> ['wɔ:kmen] walnut <i>n</i> ['wɔ:lnʌt] want to be <i>v</i> ['wɒnttəbi] war <i>n</i> [wɔ:] wardrobe <i>n</i> ['wɔ:drəʊb] was born <i>v</i> [wɒz'bo:n] wash <i>v</i> [wɒʃ] waste (<i>mass n</i>), <i>v</i> [weɪst] watch <i>v</i> [wɒtʃ] water-melon <i>n</i> ['wɔ:tə,melən] way <i>n</i> [wei] weather <i>n</i> ['weðə] wedding <i>n</i> ['wedɪŋ] week <i>n</i> [wi:k] weekend <i>n</i> [wi:k'end] Welcome! ['welkəm] Welsh <i>adj, n</i> [welʃ] west <i>n</i> [west] western <i>adj</i> ['westən] whale <i>n</i> [weɪl] wheat (<i>mass n</i>) [wi:t] when <i>prep</i> [wen] which <i>pron</i> [wɪtʃ] while <i>conj</i> [waɪl] wide <i>adj</i> [waɪd] wife <i>n (pl wives)</i> [waɪf] wild <i>adj, n</i> [waɪld] wildlife <i>adj+n</i> [ˈwaɪldˈlaɪf] win <i>v (past won)</i> [wɪn] wing <i>n</i> [wɪŋ] without <i>prep</i> [wɪð'aʊt] wonderful <i>adj</i> ['wʌndəf(ə)l] wool (<i>mass n</i>) [wʊl] world <i>n</i> ['wɜ:ld] worry <i>v</i> ['wʌri] would like <i>v</i> [wəd'laɪk] write (<i>past wrote</i>) [raɪt]	audio pleyr yong'oq bo'lishni xohlamoq urush kiyim javoni tug'ilmoq yuvmoq 1) axlat; 2) bekorga sarflamoq kuzatmoq, ko'rmoq (televizor) tarvuz 1) yo'l; 2) usul ob-havo nikoh to'yi hafta hafta oxiri Xush kelibsiz! uelscha; uelslik; uels tili g'arb g'arbiy kit bug'doy qachon qaysi paytida keng, enli xotin 1) yovvoyi; 2) chakalakzor; changelzor jonli tabiat, tabiat qo'yni yutmoq qanot ... siz ajoyib jun dunyo, jahon tashvish tortmoq xohlamoq yozmoq Y	àóääî ïëääð ãðãöëëé îðãö õïðãðü ñðàðü âîéíà ïëàðÿíé øêàð ðíæèðüñÿ ìúðü 1) íóñíð; 2) òðàðèðü âîóñðóþ ñìíððãðü (ðãëääèçíð) àðáóç 1) äîðíää; 2) ñðèëü ïíâíâà ñâääüää íääääÿ êííáð íääääè Ãíáðî ïíæàëíâàðü! óÿëüññëëé; óÿëüññëëé ÿçûê çàíàã çàíàãíúé êèð ïðáíèðà êíääà êàêíé, êíðíðúé ïíêà, âí àðáìÿ øèðíêèé æáíà 1) àèèèé; 2) äääðè, ÷àùà æèääÿ ïðèðíâà âúèãðàðü, ïíääääèðü êðüêí áãç çàíà÷àðáëüíúé øãðñðü ìèð âíëííâàðüñÿ õïðãðü ïèñàðü
year <i>n</i> [jɪə, jɜ:] yesterday <i>adv</i> ['jestədi] yogurt <i>n</i> ['jɒgət] young <i>adj</i> [jʌŋ] Yuk. [jʌk] yurt <i>n</i> [jɜ:t]	yil kecha yogurt yosh biror narsaning yoqimsizligini bildirish uchun ishlatiladigan so'z o'tov	ãíã â÷ãðà éíãóðð ìíëíâíé ñêíâî, êíðíðíâ èñííëüçóàðñÿ äëÿ âúðàæáíèÿ ÷ääí-ðí íáíðèÿðíâí þðàà

LUTFULLO JO'RAYEV • SVETLANA XAN • ROZALIYA ZIRYANOVA
LUDMILA KAMALOVA • MAHPRAT ABDULLAYEVA • LUDMILA SOY
KLARA INOG'OMOVA • LARISA MATSKEVICH • RIMMA AMBARTSUMYAN
ALFIYA ISHTUGANOVA • DURDONA QODIROVA

INGLIZ TILI DARSLIGI

6- sinf

„O'qituvchi“ nashriyot-matbaa ijodiy uyi
Toshkent—2011

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**81.2 Áíãë
F 70**

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ÁÄÊ 81.2 Áíãë

Phonetic Spelling

Vowels

i:	each	[i:tʃ]	ɜ:	learn	[lɜ:n]
i	every	[ˈevri]	ə	river	[ˈrɪvə]
ɪ	its	[ɪts]	eɪ	say	[seɪ]
e	leg	[leg]	əʊ	go	[gəʊ]
æ	bag	[bæg]	aɪ	fine	[faɪn]
ɑ:	car	[kɑ:]	aʊ	cloud	[klaʊd]
ɒ	top	[tɒp]	ɔɪ	coin	[kɔɪn]
ɔ:	forty	[ˈfɔ:ti]	ɪə	here	[hɪə]
ʊ	good	[gʊd]	eə	chair	[tʃeə]
u:	rule	[ru:l]	ʊə	usual	[ˈju:ʒʊəl]
ʌ	cut	[kʌt]			

Consonants

p	plum	[plʌm]	s	son	[sʌn]
b	bath	[bɑ:θ]	z	zoo	[zu:]
t	tell	[tel]	ʃ	ship	[ʃɪp]
d	drop	[drɒp]	ʒ	treasure	[ˈtreʒə]
k	king	[kɪŋ]	h	hat	[hæt]
g	get	[get]	m	my	[maɪ]
tʃ	chip	[tʃɪp]	n	new	[nju:]
dʒ	jump	[dʒʌmp]	ŋ	sing	[sɪŋ]
f	fun	[fʌn]	l	lake	[leɪk]
v	vase	[vɑ:z]	r	roll	[rəʊl]
θ	think	[θɪŋk]	j	year	[jɪə]
ð	that	[ðæt]	w	wing	[wɪŋ]