

# Teens'

ENGLISH

Uliwma orta bilim beriw mektepleriniń 6-klass ushın sabaqlıq

*Ózbekstan Respublikası Xalıq bilimlendiriw  
ministrliǵı tárepinen tastıyqlanǵan*

6



Pupil's book

Workbook

“O‘ZBEKISTON” BASPA-POLIGRAFIYA DÓRETIWSHILIK ÚYI  
TASHKENT — 2018

Avtorlar:  
Svetlana Xan, Ludmila Kamalova, Lutfullo Jurayev

## ACKNOWLEDGEMENTS

The new edition “Teens’ English 6” is prepared by **Svetlana Khan, Ludmila Kamalova and Lutfullo Jurayev.**

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

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

“Teens’ English 6” is developed with the assistance of the Republican Scientific-Practical Center of Innovations under the Uzbekistan World Languages University. Special thanks go to the British Council, Tashkent and international consultant Wendy Arnold for her sustained support and encouraging feedback.

The team acknowledge that some ideas and materials have been taken from “Fly High 6” 2001 which was the result of a collaboration between the Ministry of Public Education of Uzbekistan, The British Council and “O‘qituvchi” Publishing House, authored by Lutfullo Jurayev, Svetlana Khan, Rozaliya Ziryanova, Ludmila Kamalova, Mahprat Abdullayeva, Ludmilla Tsoy, Klara Inogamova, Larisa Matskevich, Rimma Ambartsumyan, Alfiya Ishtuganova, Durdona Kodirova.



– tırlap túsiniw yaki video shınıǵıwların orınlaw;



– oyın túrindegi shınıǵıwları orınlaw;



– shınıǵıw dápterin ashıp, onnan tiyisli shınıǵıwdı dápterge kóshirip alıw hám orınlaw ushın mólsherlengen tapsırmalar;



– sabaqlıqtıń usı betinde berilgen tiyisli shınıǵıwdı dápterge kóshirip alıw hám orınlaw ushın mólsherlengen tapsırmalar;



– sóylew ámeliyatı ushın dialog túrinde sóylew;



– kúshli oqıwshılar yaki klaslar ushın qosımsha tapsırma.

**Respublika maqsetli kitap qori qarjıları esabınan  
basıp shıǵarıldı.**

Dear Pupil!

Welcome to **Teens' English 6!**

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

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

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

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

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

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

Have fun!

The Authors

Áziz oqıwshı!

**Teens' English 6** sabaqlığına xosh keldińiz!

Usı **sabaqlıq** inglis tilin oqıp úyreniwıńizge járdem beretuǵın qızıq hám ájayıp shınıǵıw jáne tapsırmalardı tolı. Sabaqlıqtıń aqırında grammatikaǵa tiyisli maǵlıwmatlar hám sózlik berilgen.

**Shınıǵıw dápteri** inglis tilin klasta yaki úyde oqıp úyreniwıńizge járdem beretuǵın qosımsha shınıǵıw hám tapsırmalardı óz ishine aladı.

**Qadaǵalaw jumısları** bólimlerin úyreniw waqtında alǵan bilimlerińizdi sınap kóriwińiz múmkin.

Tıńlap túsiniw kónlikpelerin rawajlandırıw ushın **multimedia qosımshası** da bolıp, onnan siz oqıtıwshıńız járdeminde yaki úyde óz betińizshe paydalanıwıńız múmkin.

Inglis tilin úyreniwdiń eń jaqsı usılı onı ámelde qollanıw ekenligin umıtpań. Sabaqta hám úyde doslarıńız benen múmkinshiligi barınsha inglis tilinde sóylesiwge háreket etiń.

Biz bul oqıw materialları sizge úlken quwanış alıp keledi hám kóp waqt ótpey-aq inglis tilinen alǵan bilimlerińiz joqarı shıńlarǵa jetkeredi degen úmittemiz.

Sizge áwmet tileymiz!

Avtorlar.

Units	Titles	Page	Topics	Hours
<b>1</b>	<b>Work and family</b> 1 Jobs at school 2 Professions 3 He wants to be a/an ... 4 A wedding in Fergana 5 Uzbek and English weddings 6 Project	6 7 8 9 10 11	Jobs Professions Weddings in Uzbekistan Weddings in England Relationship	<b>7</b>
<b>2</b>	<b>Houses and homes</b> 1 An English house 2 Welcome to my home! 3 Tidy up your room! 4 Homes, sweet homes ... 5 Unusual houses 6 Project My dream home	12 13 14 15 16 17	Parts of the house House types Furniture School things Electrical appliances	<b>8</b>
<b>3</b>	<b>At the grocery</b> 1 What's 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	18 19 20 21 22 23	Foods Fruits and vegetables Dinner Shopping places Shopping	<b>8</b>
<b>4</b>	<b>At the market</b> 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	24 25 26 27 28 29	Fruits and vegetables Shopping Healthy and unhealthy food Shapes Plan of a market	<b>8</b>
<b>5</b>	<b>Birthday</b> 1 When's your birthday? 2 Happy birthday! 3 Birthdays are fun! 4 My best birthday 5 My Timeline 6 Project	30 31 32 33 34 35	Birthday Dates Birthday activities Summer activities Famous people	<b>8</b>
<b>6</b>	<b>Life in the past</b> 1 What did you do yesterday? 2 Dinosaurs 3 What did he look like? 4 How old are bicycles? 5 When I was ... 6 Project	36 37 38 39 40 41	Past activities Appearance Bicycle history Dinosaur types	<b>8</b>
<b>7</b>	<b>Cooking</b> 1 Where did pizza come from? 2 How to make pancakes 3 Can you cook palov? 4 What do you have for a picnic? 5 How often do you eat fast food? 6 Project	42 43 44 45 46 47	Food and countries Recipes and ingredients Picnics Food on special days Desserts, cold and hot drinks	<b>8</b>

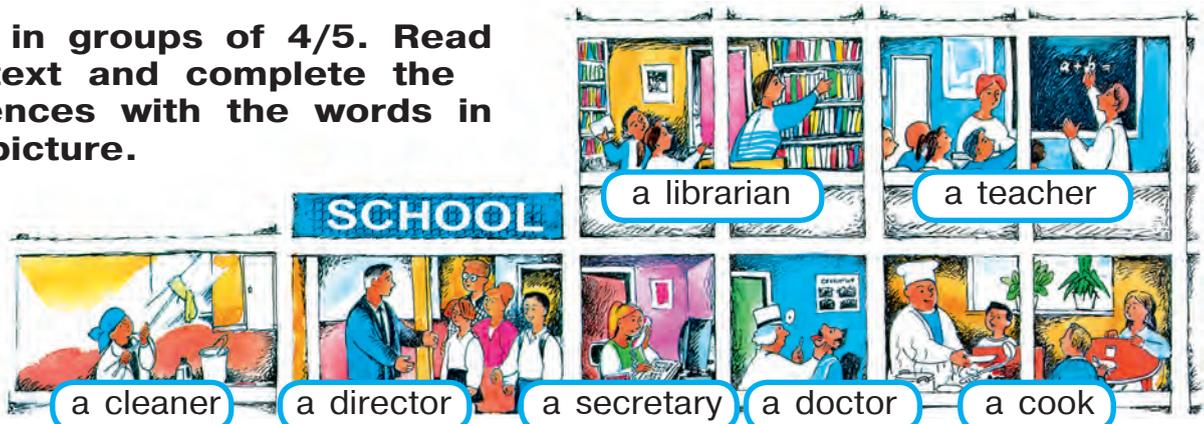
Units	Titles	Page	Topics	Hours
<b>8</b>	<b>At the table</b> 1 What did you have for breakfast? 2 Would you like ...? 3 At the canteen 4 Table manners 5 Lay the table 6 Project	48 49 50 51 52 53	Offering and asking for food Healthy and unhealthy food Eating places Eating habits Countries and manners	<b>8</b>
<b>9</b>	<b>Round the world in 14 days</b> 1 Continents, countries ... 2 We're in Europe. 3 Brr! North America 4 The longest, the biggest ... 5 Kiwis, koalas and kangaroos 6 Project	54 55 56 57 58 59	Continents and countries Numbers above 1000 Animals Population, area and nature	<b>8</b>
<b>10</b>	<b>Geography and population</b> 1 Do you know Uzbekistan? 2 What is the UK? 3 Welcome to the USA! 4 Australia 5 New Zealand 6 Project	60 61 62 63 64 65	Mountains, rivers, lakes, seas and oceans Population, area and location Numbers above 1000 Nationalities Capitals and cities	<b>8</b>
<b>11</b>	<b>Nature and climate</b> 1 Climate of the world 2 What's the climate like? 3 Save water! 4 Save energy! 5 Save our rain forests! 6 Project	66 67 68 69 70 71	The world and climate Seasonal climate Water and energy problems Rain forest problems Recycling	<b>8</b>
<b>12</b>	<b>The world of fairy tales</b> 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	72 73 74 75 76 77	Fairy tales Noticing things Birds and animals	<b>8</b>
<b>13</b>	<b>Learning Review</b> 1 Do you know? 2 Mr Whitfield went fishing. 3 Do you have a 'bird table'? 4 What's the best transport? 5 What's next to... ? 6 I can ... I know ...	78 79 80 81 82 83	Leisure Transport types	<b>7</b>
	<b>Workbook</b>	84-112	Classwork and homework	
	<b>Grammar</b>	113-124	Grammar points in Karakalpak	
	<b>English–Karakalpak Wordlist</b>	125-155	Words learnt in Classes 1–6	
	<b>Geographical names</b>	156-158	Geographical names	

# LESSON 1 Jobs at school

**1**  Listen and repeat.

**2b**  Listen and check.

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



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

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

e.g. **A:** (*takes a card*)

**B:** Do you answer the telephone?

**A:** No.

**C:** Do you clean the school?

**A:** Yes.

**C:** You are the cleaner.

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

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

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

**5b** Work in pairs.

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

e.g. **A:** What's his name?

**B:** His name's David Beckham.

Pupil **B:** Look at page 11.



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

# LESSON 2 Professions

**1**  Listen and sing.

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

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



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

**3a**  Find similar words.

**3b**  Listen and check.

**5** Play "Tic Tac Toe".  
e.g. A librarian works in a library.  
She knows about the books.  
She helps children to find books.

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

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

librarian X	chef	gardener
cleaner	interpreter	reporter
teacher	nurse	secretary

**6a**   Work in groups of 4/5. Complete the table.  
e.g. A: What's your father's job?  
(What does your father do?)  
B: He's an engineer.

**6b**  Report.  
e.g. Lena's father is an engineer. Her mother is a doctor.

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

**1**  Listen and sing.

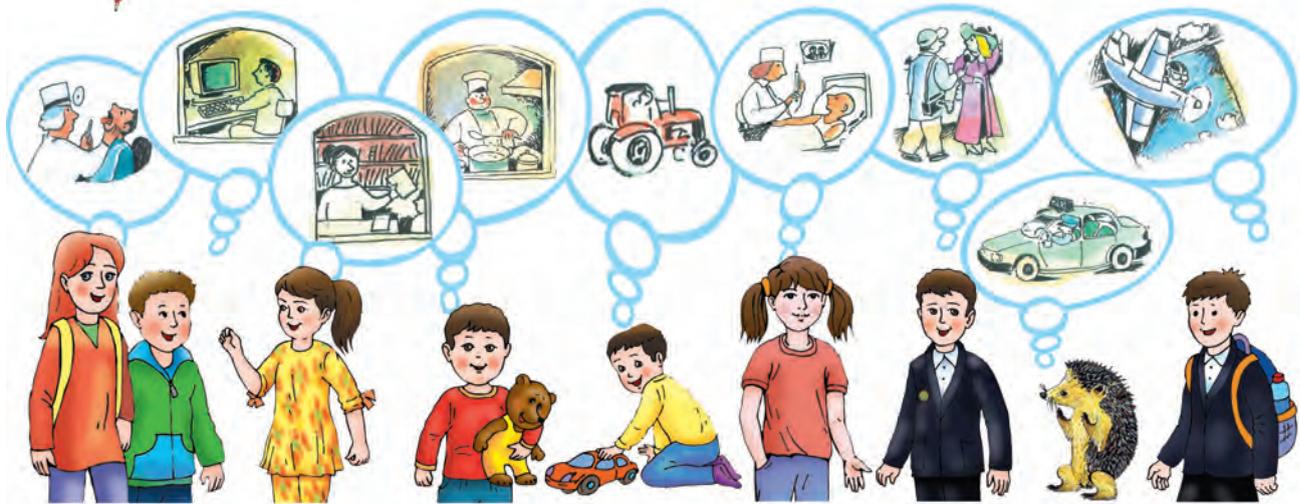
**2 Chain Drill.**  What do you want to be?

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

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



**4a**   Listen and match.



Lucy Daniel Madina Rustam Davron Sabina Aziz Heggy Alisher

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

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

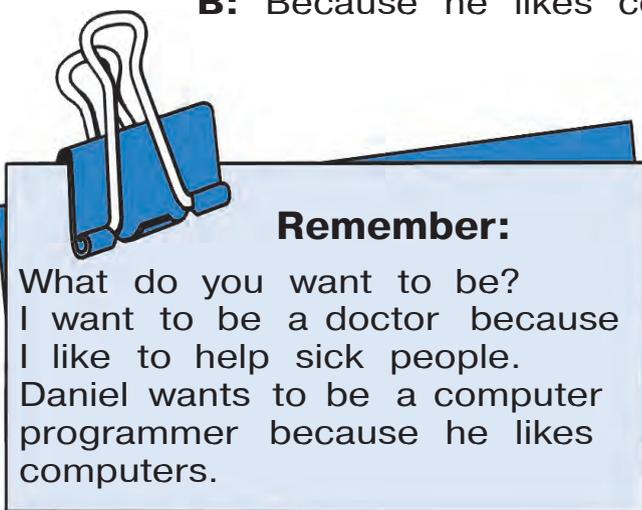
**5a**  Work in groups of 5/6. Ask and write what your friends want to be and why.

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

name	job	why
Regina	doctor	help sick people

**5b Report.**

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

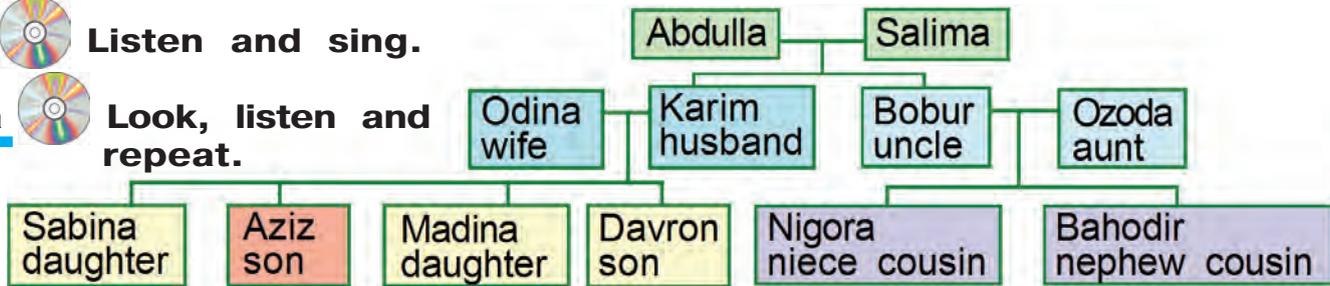


**Remember:**  
 What do you want to be?  
 I want to be a doctor because I like to help sick people.  
 Daniel wants to be a computer programmer because he likes computers.

# LESSON 4 A wedding in Fergana

**1**  Listen and sing.

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



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

**2c**  Work in groups. Play "The Abdullaev Family".  
e.g. **Davron:** My name's Davron.

**Pupils:** Do you have any brothers or sisters?

**Davron:** My father's name's Karim. I have a twin sister.  
Her name's Madina.

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

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



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

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

e.g. **A:** His parents' niece is making cakes.

**B:** No, his parents' niece is getting married.

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

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

# LESSON 5 Uzbek and English weddings

**1**  Listen and sing.

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

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

pageboy, bride, bridesmaid, bridegroom, throw, confetti

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

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



**5**  Listen and repeat.

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

**A: You are from Great Britain.**

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

**B: You are from Uzbekistan.**

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

**4c** Report.

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



# LESSON 6 Project

1  Listen and sing.

2  Play "What's My Job?"

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



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

Name:  
Profession:  
Country:  
What s/he is famous for:



3b Make the presentations.



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

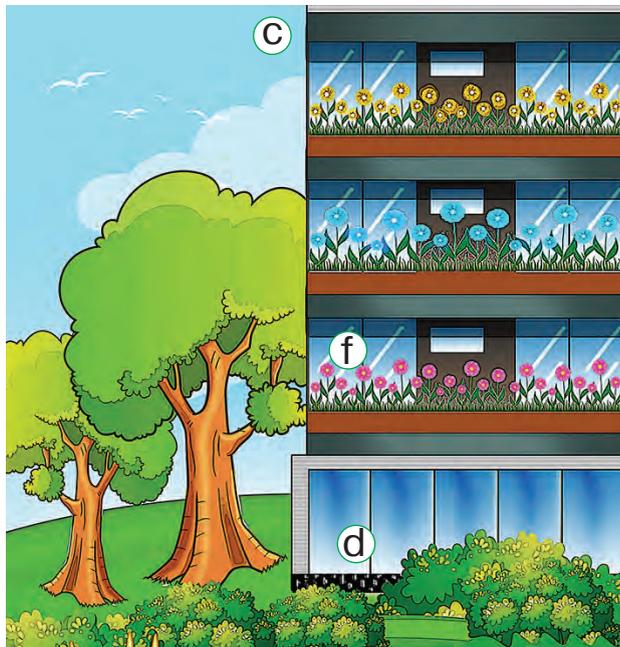
## Unit 1 • Lesson 1

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

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

# LESSON 1 An English house

**1**  Listen and repeat.



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

e.g. A: (points)

B: A block of flats.

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

Dear Aziz,

Thanks for your letter. You ask me to describe my house. It is (1) a ... house. (2) ... on the first (3) ... there are three bedrooms, a bathroom and a toilet. My bedroom is between my parents' room and my brother's room. My room is bigger than his room. My room is the best!

(4) ... on the ground (5) ... there is a living room, a dining room and a kitchen.

There is a small but beautiful garden in front of the house. We like playing in the garden. Sometimes we eat in the garden. My dad parks his car in the street in front of the house. Please write to me about your house.

Love,  
Lucy

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

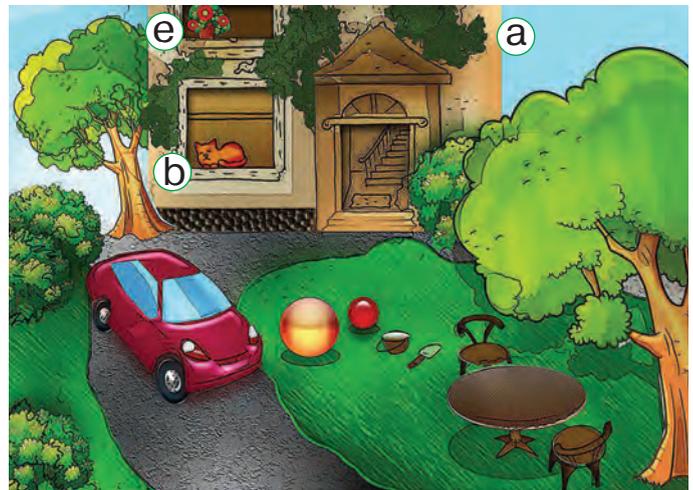
**3c** Work in pairs. Ask and guess the room.

e.g. A: (chooses a room)

B: Is the room downstairs? Is there a cooker? ...

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

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



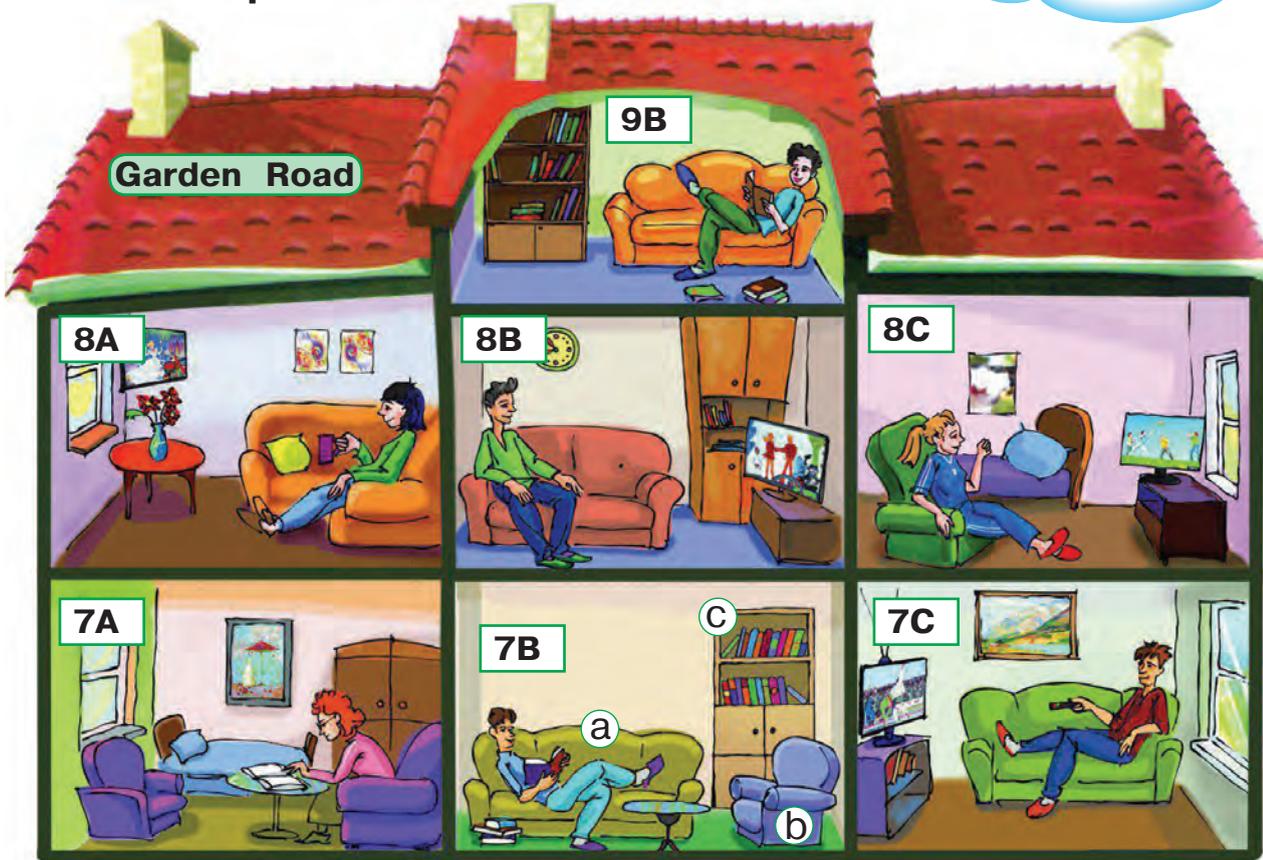
Upstairs, floor (2),  
Downstairs, two-storey

# LESSON 2 Welcome to my home!

1  Listen and sing.

2a   Look and match. Listen and repeat.

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



2b  Play "Snowball".

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

3b  Play "Where's Mr Brown?"

3a  Listen and find.

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

**Pupil B:** Look at page 35.

e.g. **Pupil A:** Does Mr Willis have a sofa?

**Pupil B:** Yes.

**Pupil A:** Is he watching TV?

**Pupil B:** Yes.

**Pupil A:** Does he have a clock on the wall?

**Pupil B:** Yes.

**Pupil A:** Thank you. Mr Willis lives at 8B Garden Road.

**Pupil B:** Well done!

# LESSON 3 Tidy up your room!

1  Listen and sing.

2 Read and repeat.

3  Look, read and write instructions.

e.g. Put the books in the bookcase.

**Happy Harry helps at home on the holiday!**

Farruh,

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



4a  Choose and write three sentences.

e.g. I mopped the floor.

4b  Play a guessing game.

e.g. Did you mop the floor?

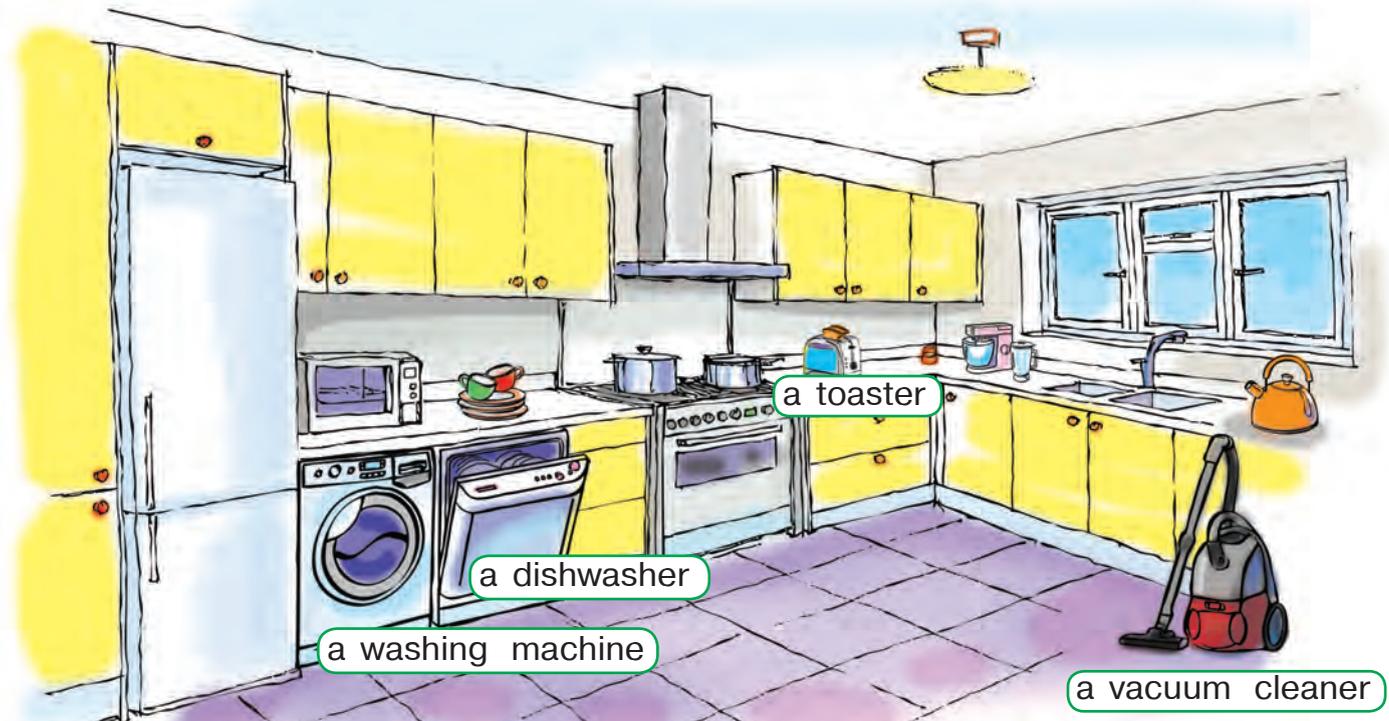
### Info for Pupil B

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

# LESSON 4 Homes, sweet homes ...

**1**  Listen and sing.

**2**  Look, listen and repeat.



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

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

**5**   Listen and complete.

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

Dear Lucy,  
Thanks for your letter and the (1) ... of your house. It looks great.

I live in a big (2) ... . There are (3) ... rooms in it. There is a living room, a dining room, and five bedrooms, a kitchen and a bathroom.

My dad's favourite room is our (4) ... room. Look at the photo. There are three armchairs, a big sofa, a table and six (5) ... in it. There is a big (6) ... on the wall. We like watching TV in the evening. Our favourite (7) ... is National Geographic. I like (8) ... about different animals, insects, birds and fish. They are very interesting! My mum's favourite room is the (9) ... . She likes her big fridge and a new dishwasher. I like them too! It's nice that your house and our house have two (10) ... . Come and visit us. Come soon.

Love,  
Aziz

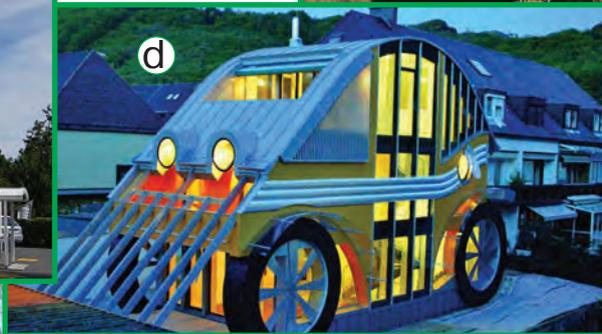
# LESSON 5 Unusual houses

1  Listen and sing.

2  Play "We are washing dishes!"

3a  Look, read and match.

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



3b Chain Drill.

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

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

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

3d Report.

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

# LESSON 6 Project My dream home

1  Listen and sing.

2a Draw and describe your dream house.

2b Make a presentation.



## I can

**I can say where people live.**

Men adamların qayjerdə jasıyduğunı ayta alaman.

**I can describe a house/flat.**

Men úydi súwretley alaman.

**I can draw a plan of the house/flat.**

Men úydiñ rejesin sıza alaman.

**I can talk and write about devices we use at home.**

Úyde paydalanatúđın ánjamlar haqqında aytıp, jaza alaman.

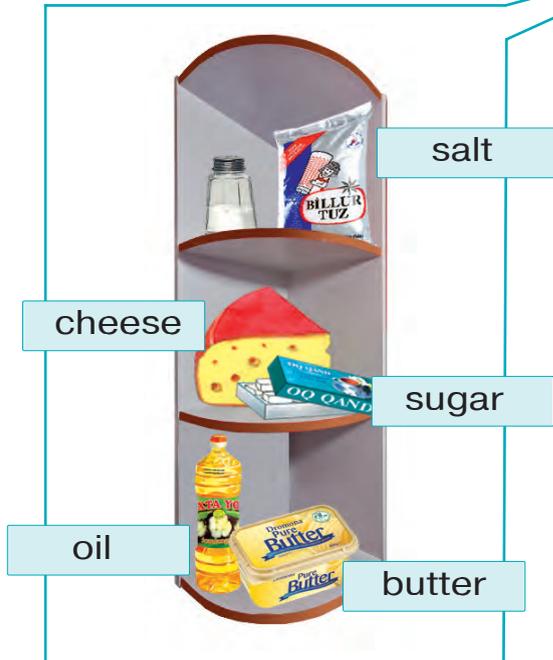
**I can draw and describe my ideal home.**

Men úyimizdi kóz aldıma keltirip, súwretley alaman.

# LESSON 1 What's in the fridge?

1  Listen and repeat.

2a  Look, listen and repeat.



4a  Look and write 4 sentences.  
e.g. There is some meat on the first shelf.

2b Work in pairs. Point and say.

A: (points)

B: Cheese.

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

e.g. There is an egg.

There is some butter.

There's a sausage.

There's some m-m-milk.

egg butter  
banana cheese oil  
apple sweet sugar  
orange salt



4b Work in pairs. Say True or False.

e.g. A: There is some meat on the second shelf.

B: False. There is some meat on the first shelf.

5  Listen and draw.

## Remember:

There is an ice cream.  
There is some sugar.

# LESSON 2 Is there any fruit?

1  Listen and sing.

2a   Look and match.  
Listen and repeat.

- 1) flour  
2) lemonade  
3) chips



2b Work in pairs. Point and say.

A: (points)

B: Flour.

3 Work in pairs. Read and answer the questions.

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



**Aziz:** Hello, Mum. What's for lunch? I'm hungry ...

**Mum:** Sausages, chips and tomatoes.

**Aziz:** Great! My favourite. Is there any juice?

**Mum:** No ... There's some tea.

**Aziz:** OK ... I'd like black tea with lemon ...  
Is there any fruit?

**Mum:** Yes ... bananas and apricots.

**Aziz:** Apricots ... Yuck. You know  
I don't like them.

**Mum:** Sorry, you can eat bananas  
then ...  
Go and wash your hands.  
Lunch is ready.



4  Work in pairs. Find five differences.

**Pupil A:** Look at this picture.

**Pupil B:** Look at the picture on page 23.

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

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

5  Work in pairs. Ask and answer.

A: Is there any milk?

B: Yes. / No.

**Remember:**  
Is there any rice?  
Yes. / No.

# LESSON 3 There are a lot of vegetables.

1  Listen and sing.

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

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

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



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

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

3a Read and answer the question.



Who is cleverer: the Ant or the Grasshopper?

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



**Remember:**

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

3b  Work in pairs. Complete the story.

# LESSON 4 Supermarkets and shops

1  Listen and sing.

2a  Listen and repeat.

2b  Work in groups. Write your poem.

3a   Look, listen and repeat.

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



Fruit and veg section



Dairy section



Meat section



Bakery

3b   Listen and match with the sections.

4a  Put the words in the right column.

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

Dairy	Bakery	Meat	Fruit and veg
milk			

4b Work in pairs. Ask and answer.

e.g. A: Where can I buy sausages?

B: Go to the meat section. Where can I buy ...?

# LESSON 5 A bar of chocolate, please.

1  Listen and sing.

2a Read and answer the question.



**Where do people in Britain buy food?**

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

2b Answer the questions.

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

3   Look and match. Listen and repeat.

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



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

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

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

5a  Listen and read.

Good morning.

One packet?

What kind?

How many packets?

Here you are.



Good morning.

I'd like some green tea, please.

Yes, and some biscuits.

Lemon biscuits, please.

Two, please.

Thank you.

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

# LESSON 6 Project

**1**  Listen and sing.

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

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

I want the best apples.

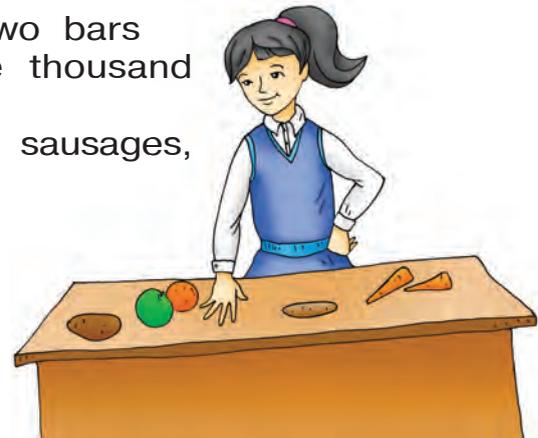
Come here. Look at my apples. They are the best apples in Uzbekistan!



**2c** Make the report.

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

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



## Unit 3 • Lesson 2

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

**Pupil B:** Look at the picture.

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

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



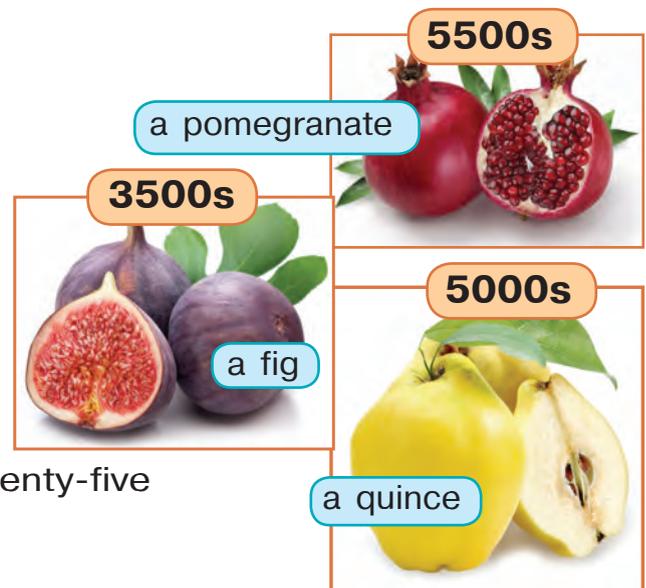
# LESSON 1 How much are they?

**1**  Listen and repeat.

**2**  Look, listen and repeat.

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

- 1) 250; 2) 1500; 3) 2125; 4) 1250  
 a) one thousand five hundred  
 b) one thousand two hundred and fifty  
 c) two hundred and fifty  
 d) two thousand one hundred and twenty-five



**3b**  Listen and repeat.

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

- 1) How much are quinces?  
 a) 1500 soums    b) 2500 soums    c) 5000 soums  
 2) How much does the customer\* pay\*?  
 a) 5000 soums    b) 2500 soums    c) 1500 soums  
 3) How many quinces does the customer buy?  
 a) half a kilo    b) a kilo    c) two kilos

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



**4b**  Listen and repeat.

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

**Remember:**  
 5000 soums a kilo  
 260 – two hundred and sixty  
 7520 – seven thousand five hundred and twenty  
 $\frac{1}{2}$  – half a kilo  
 Anything else?

# LESSON 2 How much does it cost?

1  Listen and sing.

2  Look, listen and repeat.

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

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

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

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

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

e.g. A: (takes a card and says) It's big and round.

B: Does it grow under the ground?

A: No.

C: Do we eat it raw?

A: No.

D: Is it orange?

A: Yes.

E: Do we eat it in somsas and mantis?

A: Yes.

All: It's a pumpkin!

5  Read, listen and repeat.

Find the word with \* in the Wordlist.

C: How much do potatoes cost\*?

S: They cost 1000 soums a kilo.

C: Two kilos, please.

S: Here you are. Anything else?

C: Yes. How much do cabbages cost\*?

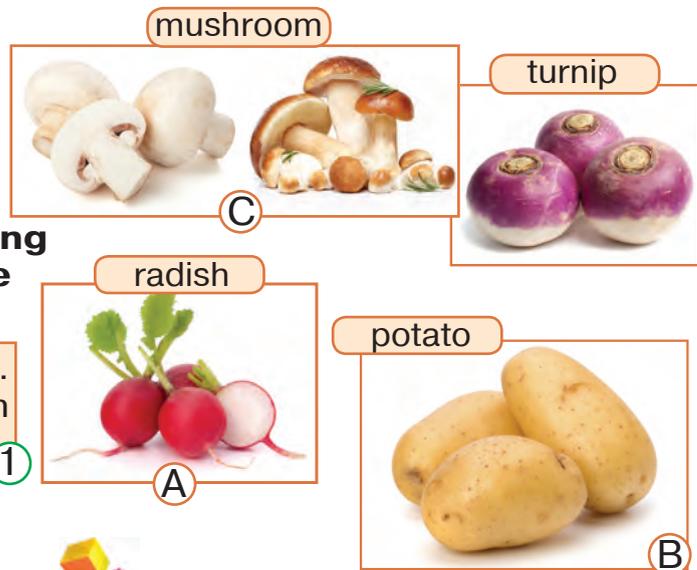
S: They cost 500 soums each\*.

C: One cabbage, please.

S: That's 2500 soums please.

C: Here you are.

S: Thank you.



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

e.g. C: How much do tomatoes cost?

S: They cost 1200 soums a kilo.

C: Two kilos, please.

S: Here you are. That's 2400 soums, please.

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

## Remember:

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

# LESSON 3 Do you want to be healthy?

**1**  Listen and sing.

**2** Read and answer the questions.

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

## My lunchbox

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

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



**3a** Work in pairs. Read and find the words with \*.

Does "should" mean:

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

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



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

e.g. We should eat good food.

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

e.g. **A:** What food should we eat to have good hair?

**B:** You should eat eggs and fish.



# LESSON 4 Are your animals healthy?

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

**2a** **Answer the question.**

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

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

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



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

So remember – don't give your rabbit a lot of carrots. One or two (5) ... is good. Give your rabbit lots of grass.

**2c**  **Listen and check.**

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

e.g. Hello. Today our programme is about what to feed cows and horses.

You should ...

You shouldn't ... because ... .



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

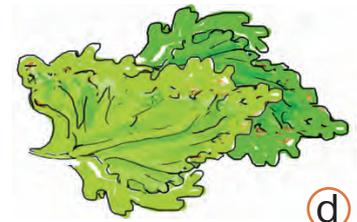
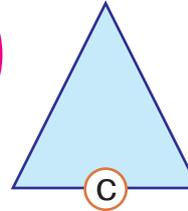
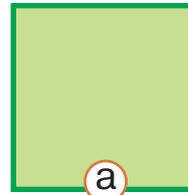
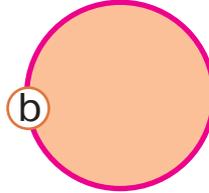
**3b** **Make a presentation of your programme.**

# LESSON 5 Whose sandwich is this?

**1**  Listen and sing.

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

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



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

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

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

**A**

## Madina

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



1



2



3



4

**B**

## Aziz

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

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



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

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

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

# LESSON 6 Project

1  Listen and sing.

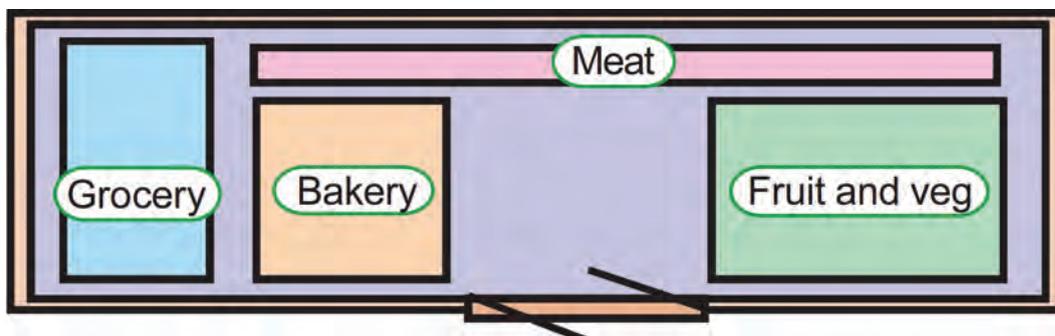
2a  Work in groups. Prepare a presentation of a supermarket.

**Bakery:**

e.g. There is some bread.

There are some chocolate and fruit cakes.

There are a lot of biscuits.



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

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

## I can

1) I can say about vegetables.

Men palız ónimleri haqqında aytıp bere alaman.

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

2) I can ask and answer about how much fruit and vegetables cost.

Miywe hám palız ónimleriniń bahası haqqında sorap, juwap bere alaman.

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

3) I can say what food you should eat to be healthy.

Salamat bolıw ushın qanday azıq

awqatlar jew kerekligin ayta alaman.

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

4) I can say how to look after domestic animals.

Úy haywanlarına qanday kútim kerekligin ayta alaman.

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

5) I can write how to make a sandwich.

Buterbrodtı qalay tayarlaw kerekligin jaza alaman.

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

# LESSON 1 When's your birthday?

**1**  Listen and repeat.

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

e.g. the 31st of November

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

**2b** Chain Drill.

e.g. **A:** When's your birthday?

**B:** My birthday's on the 3rd of February.

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

1949 \_\_\_\_\_ 2014

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

**3b**  Listen and repeat.

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

e.g. **A:** (points)

**B:** Nineteen eighty-one.

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

e.g. 1b

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



### Remember:

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

**-th**

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

**4**   Play "Bingo".

Bingo!!!		
2014	1981	1968
1953	2008	2000

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

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

**B:** In ...

# LESSON 2 Happy birthday!

**1**  Listen and sing.

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

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

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

e.g. **A:** What do you have on your birthday?

**B:** I have a birthday party. What do you ... ?

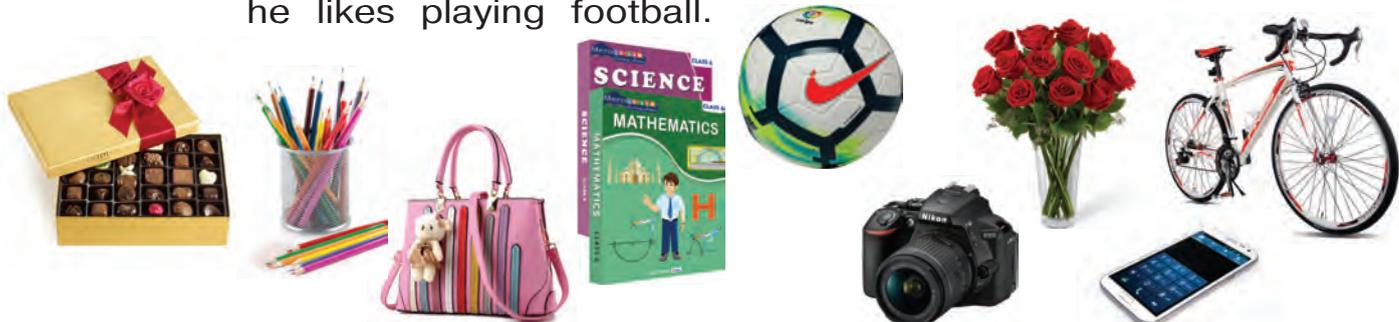


a birthday card,  
a birthday party, go to  
the restaurant, birthday  
cake, a present, "Happy  
birthday"

What do you	have get do sing	on your birthday?
-------------	---------------------------	-------------------

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

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



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

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

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

e.g. 1b



# LESSON 3 Birthdays are fun!

1  Listen and sing.

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

e.g. A: (points)

B: A birthday party with cartoon heroes.

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



2b Chain Drill.

e.g. I'd like to have a birthday party with table fireworks.

2c Work in groups of 4/5.

Choose a birthday party.

e.g. I'd like to have a dinosaur birthday party because I like dinosaurs.

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

3b  Write your answer to the invitation card.

See you I want to come.

Thank you for your invitation.

Dear John

on 12 July.

Tom

# LESSON 4 My best birthday

**1**  Listen and sing.

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

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

**2b**  Listen and check.

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

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

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

happy,  
beautiful, Akmal,  
album for  
drawing



**Thank You!**

Dear \_\_\_\_\_,  
Thank you very much for the \_\_\_\_\_.  
I think it's \_\_\_\_\_.  
I was very \_\_\_\_\_ to see  
you at my birthday party!

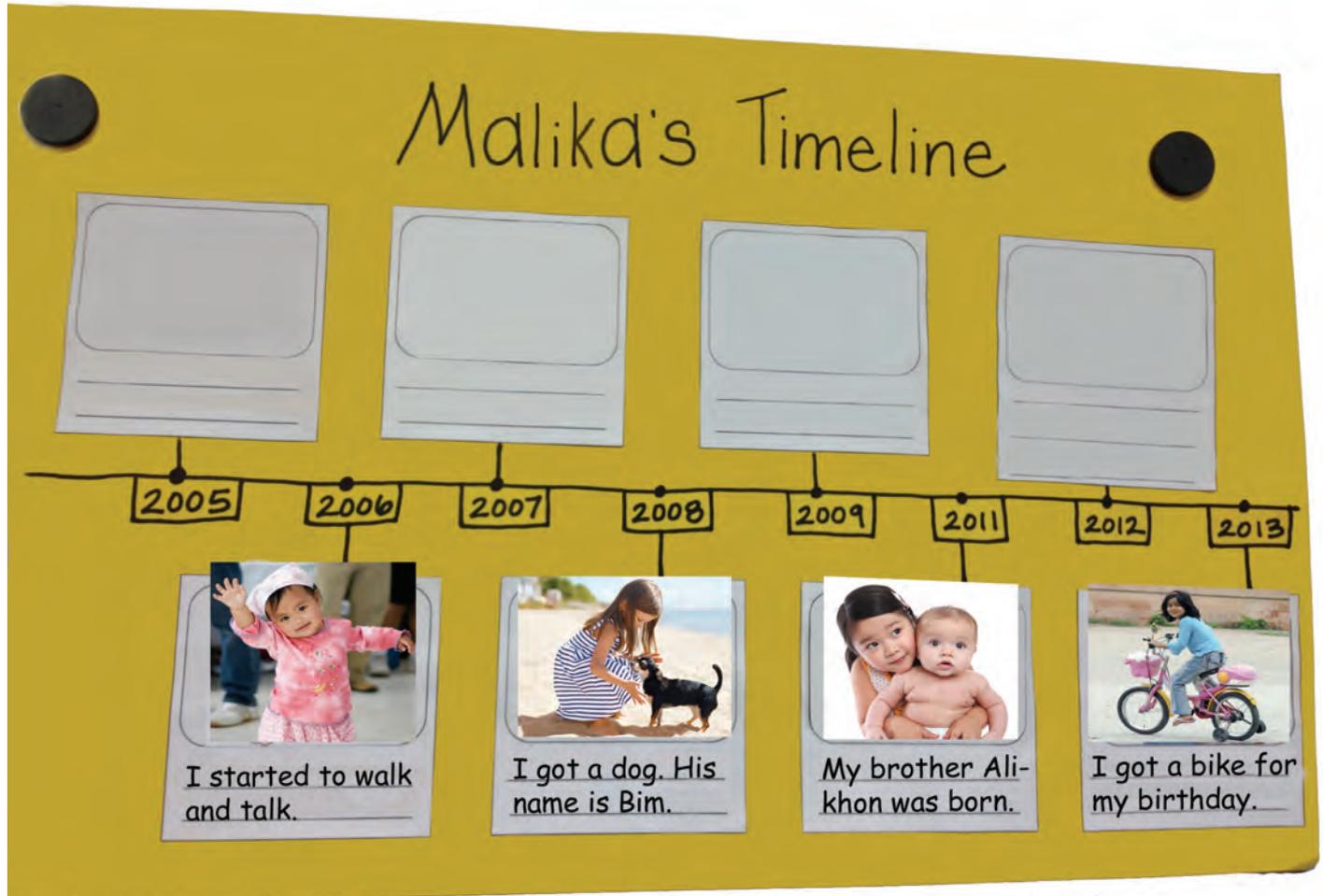
Your friend,  
Iroda

# LESSON 5 My Timeline

1  Listen and sing.

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

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



Malika's Timeline

2005 2006 2007 2008 2009 2011 2012 2013

I started to walk and talk.

I got a dog. His name is Bim.

My brother Ali-khon was born.

I got a bike for my birthday.

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

3a  Make your timeline. Write four sentences.

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

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

3c Report.

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

# LESSON 6 Project

1  Listen and sing.

2a  Complete the Timeline about you.

last summer	September	October	November
e.g. <i>went to Samarkand</i>			

2b  Write four sentences about you.  
e.g. Last summer I went to Samarkand.

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

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

	last summer	September	October	November
Azamat	e.g. <i>went to Samarkand</i>			
Nina				
Shohruh				
Nilufar				

## Unit 2 • Lesson 2

Activity 3b Work in pairs. Play “Where’s Mr Brown?”

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

e.g. Pupil A: Does Mr Willis have a sofa?

Pupil B: Yes.

Pupil A: Is he watching TV?

Pupil B: Yes.

Pupil A: Does he have a clock on the wall?

Pupil B: Yes.

Pupil A: Thank you. Mr Willis lives at 8B Garden Road.

Pupil B: Well done!

### Info for Pupil A

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

# LESSON 1 What did you do yesterday?

**1**  Listen and repeat.

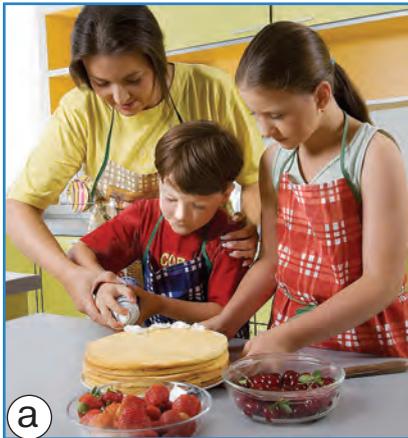
**2**  Play "Miming".

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

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

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

e.g. Dialogue 1e



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

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

interesting,  
 boring, fun, great

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

**4b**  Act your dialogue out.

# LESSON 2 Dinosaurs

**1**  Listen and sing.

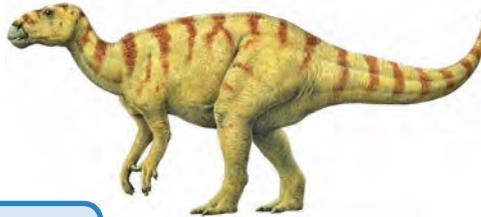
**2a** Look at the picture and answer the question.



What do you know about dinosaurs?

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

What new information did you know from the text?



## Facts about dinosaurs

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

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

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

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

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

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

## LESSON 3 What did he look like?

**1**  Listen and sing.

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

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



*Help!*

*I want to find my dog. Her name is Lily. She is not very big. She is brown and white. On 17 May I took Lily for a walk and a man took her.*

*Please, help me to find the man.*

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

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

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

**Pupil B:** Look at page 47. Ask and answer.

e.g. Was his hair curly? What colour were his eyes?

**Pupil A:**

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



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

e.g. The man was short.

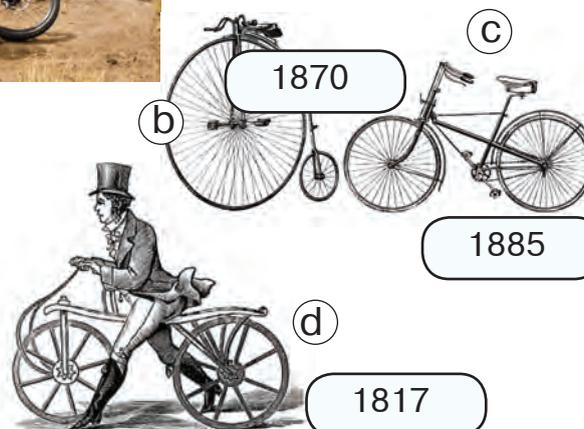
# LESSON 4 How old are bicycles?

**1**  Listen and sing.

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

**2b**  Listen and repeat.

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



## Facts about bicycles

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

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

**3b**  Work in pairs. Match the sentences and pictures.  
e.g. 1d

**3c**  Listen and check.

**3d** Work in pairs. Ask and answer.  
e.g. **A:** What happened in 1817?  
**B:** Carl Drais made the first "Running Machine."

### Remember:

100 million – one hundred million

bike=bicycle

# LESSON 5 When I was ...

**1**  Listen and sing.

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

have  
open  
cost  
buy  
like

count  
put  
wash  
clean  
want

go  
start  
sleep  
make  
jump

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

What did the boy want to have? Why?

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

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

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



**3c**  Listen and check.

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

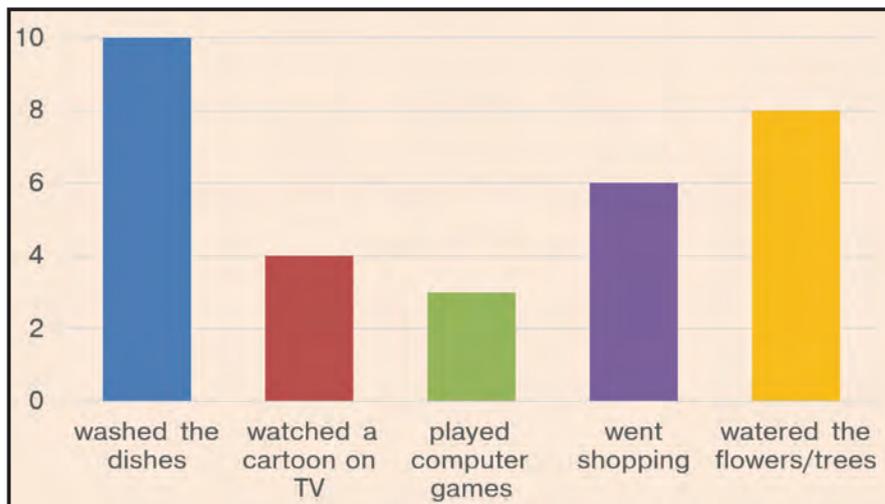
**4b** Report. Say about the most favourite toys and games in your group.  
e.g. The most favourite toy in our group was ...  
We liked playing ... .

## LESSON 6 Project

**1**  Listen and sing.

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

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



### I can

**1) I can say the date and year of my birthday.**

Tuwlğan künim sãnesi hãm jıldı ayta alaman.

e.g. My birthday is on the 3rd of February. I was born in 2006.

**2) I can say years.**

Jillardı ayta alaman.

e.g. 1981 – Nineteen eighty-one.

**3) I can say about birthday presents.** Tuwlğan kün sawğaları haqqında ayta alaman.

e.g. The box of chocolates is for my granny because she likes sweets.

**4) I can write an invitation card, an answer to the invitation card and a Thank-you letter.**

Mirátnama jaza alaman, mirátnamağa juwap jaza alaman hãm minnetdarlıq xatin jaza alaman.

**5) I can ask and say about what I did yesterday.**

Keshegi kün haqqında soray alaman hãm keshe islegen islerimdi ayta alaman.

e.g. What did you do yesterday?  
We went to the zoo.

**6) I can say about dinosaurs.**

Dinozavrlar haqqında ayta alaman.  
e.g. They were the largest animals on Earth.

**7) I can say about the first bicycles.**

Dáslepki velosipedler haqqında ayta alaman.  
e.g. Bicycles are 200 years old. But the first bicycles were different.

# LESSON 1 Where did pizza come from?

**1**  Listen and repeat.

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

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



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

- 1 Pizza came from Italy. People started to make pizza long ago.
- 2 Cheeseburgers came from the USA. In 1926 a man from the USA put some cheese on a hamburger and got a cheeseburger.
- 3 Pasta came from China. A great man Marco Polo lived in Italy. He travelled to China and brought pasta from China to Italy.
- 4 Bread is the oldest food. It came from Asia. People in Asia began to make bread thousands of years ago.

- 5 Chocolate came from Mexico. Children and adults like eating chocolate and drinking hot chocolate.
- 6 A hot dog came from Frankfurt. Frankfurt is one of the biggest cities in Germany. Hot dogs are very popular in the world.
- 7 Fish and chips came from England. It is very popular in Great Britain.
- 8 Coffee came from Africa. Coffee trees are 10 metres tall. They grew in Africa a thousand years ago.

**2c**  Play "Ball".

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

**2d** **Chain drill.**

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

**Remember:**

burger = hamburger/  
cheeseburger

**3a**



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

**3b** **Report.**

# LESSON 2 How to make pancakes

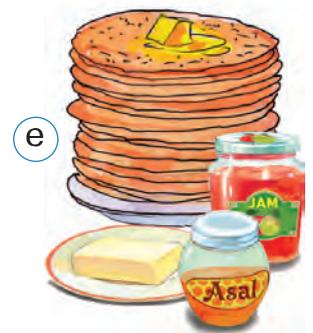
**1**  Listen and sing.

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

pancake, mix,  
enjoy, finally,  
fry

How to make pancakes:

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



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

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

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

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

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

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



# LESSON 3 Can you cook palov?

1  Listen and sing.

2a Answer the questions.

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



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

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

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

2c  Listen and check.

3a Look and answer the question.

Why does Sabina cook for the family?



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

**Shopping list**  
 bread  
 butter  
 meat  
 eggs  
 rice  
 tomatoes  
 onions  
 carrots  
 potatoes  
 milk  
 oil  
 apples

3b Work in pairs. Look and say about Sabina's list.

e.g. Sabina bought bread for breakfast.

# LESSON 4 What do you have for a picnic?

## 1 Listen and sing.

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

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



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

Dear Aziz

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

Love  
Lucy

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

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

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

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

### 3 Listen and complete the sentences.

# LESSON 5 How often do you eat fast food?

- 1  Listen and sing.
- 2  Work in pairs. Put the words in the correct place.
- 3  Read and answer the question. Write the new words.  
What food at the market is cheap/expensive?
- 4   Listen and match.



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

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

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

name	often eats fast food	doesn't often eat fast food	why
e.g. <i>Askar</i>	✓		<i>It's delicious.</i>

- 5b Report.

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

# LESSON 6 Project

**1**  Listen and sing.

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

Eat only a little



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

Eat not much



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

Eat a lot



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

e.g. I eat cereal a little.

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

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

## Unit 6 • Lesson 3

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

**Pupil A:** Look at page 38. Ask and answer.

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

**Pupil B:** Look at this page. Ask and answer.

e.g. Was his hair curly? What colour were his eyes?

**Pupil B:**

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



# LESSON 1 What did you have for breakfast?

**1**  Listen and repeat.

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

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

Did you know?

9000 years ago people had a kind of porridge for breakfast.  
5000 years ago in Africa farmers ate some bread and onions for breakfast.

2000 years ago people in Europe did not have breakfast.  
Only farmers, children and sick people had breakfast.  
People started to have breakfast in the 16th century. They drank coffee or tea.

Now breakfast is the most important meal of the day because it gives us vitamins, minerals and energy from morning to evening.

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

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



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

- 1 What did Serena have for breakfast?
- 2 What did Jane have for breakfast?

e.g. Serena had ... .

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

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

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

e.g. A: What did you have for breakfast?

B: I ate ... . I drank ... .

# LESSON 2 Would you like ...?

**1**  Listen and sing.

**2**  Listen and do.

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

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



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

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



**3b**  Listen and repeat.

**4** Work in pairs. Look at the picture in activity 3a. Ask and say.

e.g. **A:** Would you like some ... ?  
**B:** Yes, please./No, thank you.  
**A:** Help yourself.

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

**5b**  Act out your dialogue.

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

# LESSON 3 At the canteen

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

to queue

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

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

**3b Report.**

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

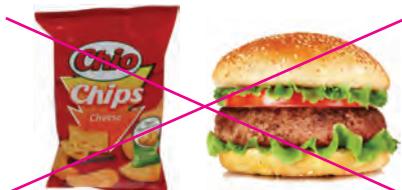
- 4a Work in pairs. Read the letter the Estover pupils wrote to their school director. Answer the questions.**

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

*Dear Mr James*

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

*Thank you.*



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

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

# LESSON 4 Table manners

**1**  Listen and sing.

napkin,  
polite, manner

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

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

**3a**  Work in pairs. Match the sentences and pictures.  
e.g. 1c

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

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



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

**4a**  Work in pairs. Write five sentences about what you must and must not do at the table.  
e.g. 1) Use a napkin for your mouth and hands.  
2) Don't use a mobile phone at the table.

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

e.g. **A:** *points*

**B:** Don't put a lot of food in your mouth.

# LESSON 5 Lay the table

1  Listen and sing.

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



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



UNIT 8 At the table

2b  Listen and check.

3  Listen and choose the correct picture.

4 Work in pairs. Point and say.

e.g. A: (points to a plate and says) A plate.

B: You should put a plate in the centre.

5  Play "The Table Race".

# LESSON 6 Project

**1**  Listen and sing.

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

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

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

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

**2c** Report.

## I can

- 1) **I can say where some food came from.** Ayırım azıq-awqatlar qayerden kelgenligin ayta alaman.  
e.g. Pizza came from Italy.
- 2) **I can say how to make pancakes and other food.** Quymaq hám basqa awqatlardı qalay tayarlawdı ayta alaman.  
e.g. First take three eggs and mix them with some milk. Then ...
- 3) **I can say about picnics in Uzbekistan and England.** Ózbekstan hám Angliyada dala seyili haqqında ayta alaman.  
e.g. In England people go for a picnic to a park.
- 4) **I can ask and answer about breakfast.** Men azanğı shay haqqında sorap, juwap bere alaman.  
e.g. What did you have for breakfast?
- 5) **I can ask and answer what people would like to eat.** Adamlar ne jewdi qáleytuǵını haqqında soray alaman hám sonday sorawǵa juwap bere alaman.

- e.g. **A:** Would you like some ...?  
**B:** Yes, please./No, thank you.
- 6) **I can ask and answer about the school canteen.** Mektep asxanası haqqında sorap, juwap bere alaman.  
e.g. Do you like the meals in the canteen?
- 7) **I can say what we must and must not do at the table.** Dasturqan átirapında neni islew múmkin hám ne múmkin emes ekenligin ayta alaman.  
e.g. Use a napkin for your mouth and hands. Don't put a lot of food in your mouth.
- 8) **I can lay the table.** Men dasturqan jaya alaman.  
e.g. The forks are on the left and a knife is on the right.
- 9) **I can write rules for a lesson.** Men sabaq ushin qaǵıydalar jaza alaman.  
e.g. Write nicely. Don't be late.

# LESSON 1 Continents, countries ...

**1**  Listen and repeat.

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

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



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

Heggy and his friends are not going to one continent. Which ones are they going to?

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

Would you like to visit Antarctica? Why?/Why not?

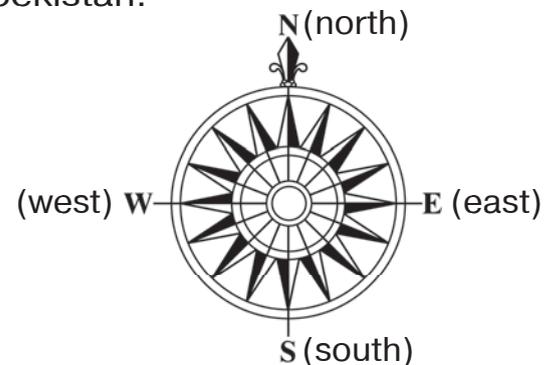
Antarctica has the coldest climate on the Earth. It is the fifth largest continent and the coldest, windiest, driest place in the world. Antarctica's lowest air temperature record was on 21 July 1983, with  $-89.2^{\circ}\text{C}$  at Vostok Station. Antarctica has 90% of the world's ice and more than 70% of its fresh water.

Antarctica is home to penguins. Penguins are very interesting birds. They cannot fly but they swim very well and eat fish! Some penguins live in the ice and snow.



**3a** Work in pairs. Look and say.

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



**3b**  Work in groups of 4/5. Play "Guess The Country".

e.g. **A:** This country is in Asia. It's to the north of Uzbekistan.

**All:** Kazakhstan

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

## LESSON 2 We're in Europe.

1  Listen and sing.

2  Look, listen and answer the questions.

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

3a  Look, read and complete.

3b Read and check.

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



4  Read and match.



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

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

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

# LESSON 3 Brr! North America

**1**  Listen and sing.

**2** Look and answer the questions.

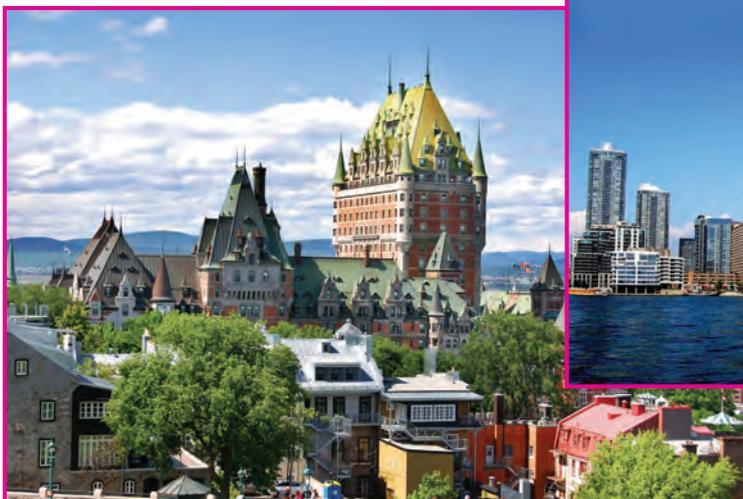
- 1) How many countries are in North America?
- 2) What are they?
- 3) Which country is the biggest/smallest?

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

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



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



**3b**  Listen and check.

**3c**  Work in pairs. Ask and answer.  
e.g. Where's Canada?

# LESSON 4 The longest, the biggest ...

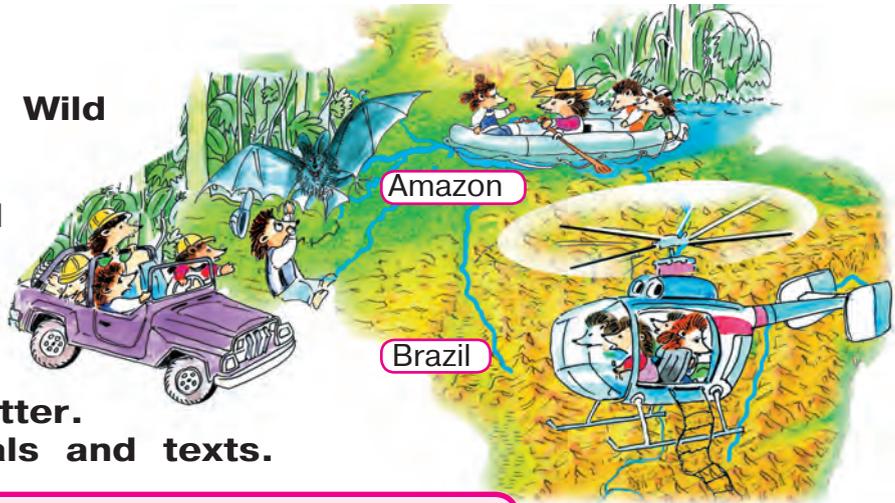
1  Listen and sing.

2  Play "This is a Wild Animal."

3a  Look, listen and repeat.

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

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



Dear friends at home

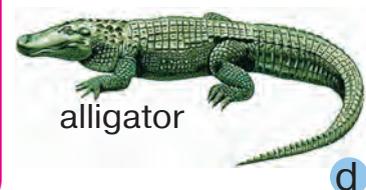
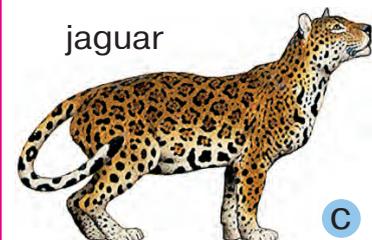
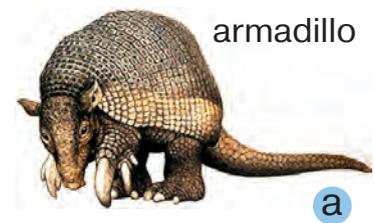
1 South America is famous for its wild animals. There are many kinds. We saw some of them. We drove to the jungle in the north of Brazil. We were really lucky. We walked very quietly and we saw a jaguar. It is a kind of South American cheetah. It was beautiful and very fast. I was really scared. I think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

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

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

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

See you soon.  
Love  
Heggy



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

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

# LESSON 5 Kiwis, koalas and kangaroos

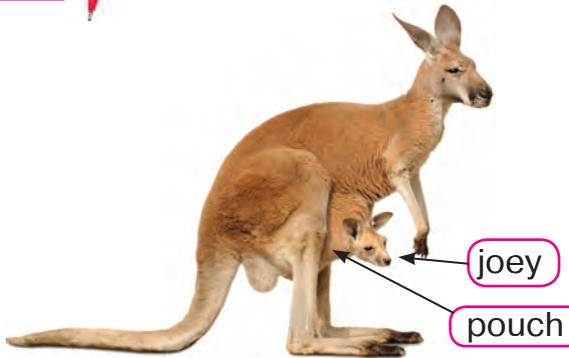
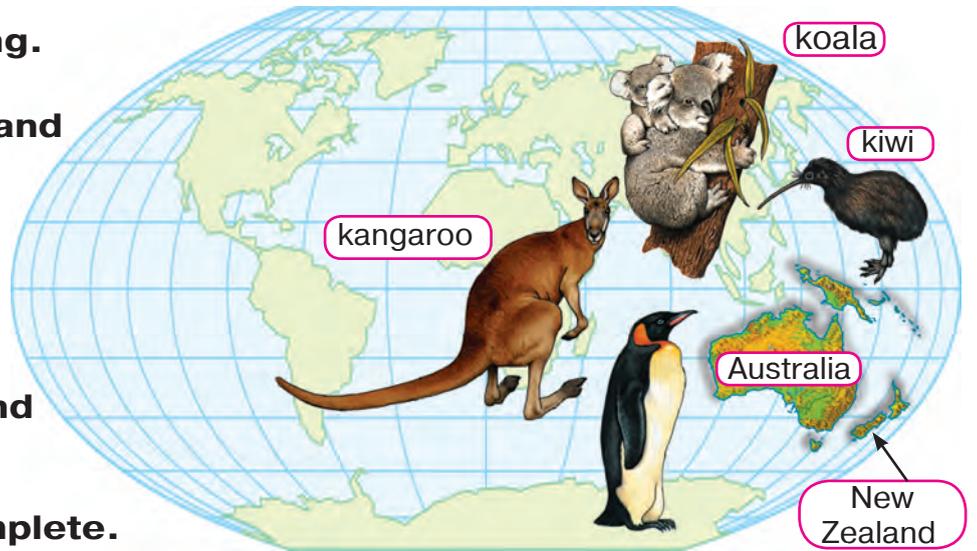
**1**  Listen and sing.

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

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

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

**3b**  Read and complete.



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

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



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

**4a**  Complete the table.

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

# LESSON 6 Project

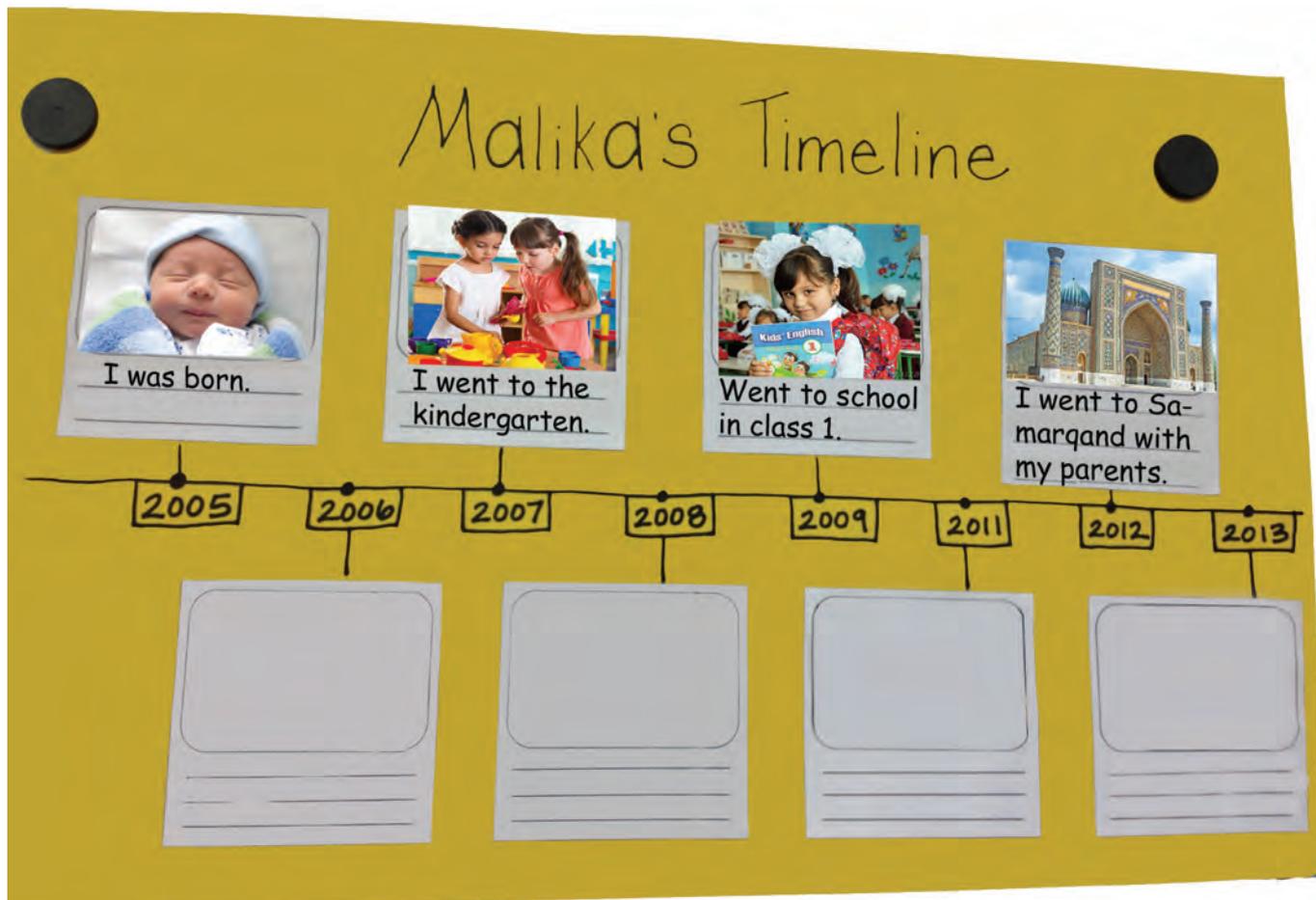
- 1  Listen and sing.
- 2 Create a class poster of wild animals.
- 3 Listen to group's presentation.



## Unit 5 • Lesson 5

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

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



Malika's Timeline

Year	Event
2005	I was born.
2006	
2007	I went to the kindergarten.
2008	
2009	Went to school in class 1.
2011	
2012	I went to Samarqand with my parents.
2013	

# LESSON 1 Do you know Uzbekistan?

**1**  Listen and repeat.

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

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



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

e.g. **A:** Where's the Aral Sea?

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

**3**  Listen and repeat.

e.g. 32,500,000 – thirty-two million five hundred thousand  
3,309; 1,900; 2,500,000; 4,643; 447,400;  
877; 1,500; 4,000

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

population,  
area, climbing, hiking,  
snowboarding

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

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

**Remember:**

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

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

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

# LESSON 2 What is the UK?

- 1**  Listen and sing. **2**  Work in pairs. Read and complete the table.

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

**3a**  Listen and repeat.

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

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

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

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



**3c** Work in pairs. Ask and answer.  
e.g. How high/How long ... ? What is the population/area ... ?

# LESSON 3 Welcome to the USA!

**1**  Listen and sing.

**2a**  Listen and repeat.

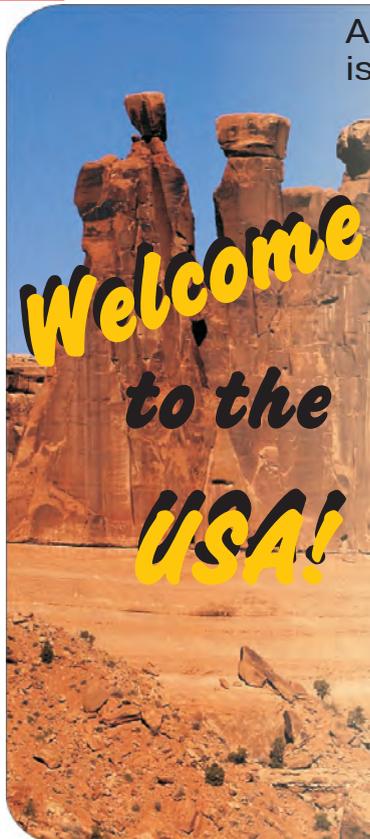
**2b**  Listen and repeat the numbers.

9,600,000    326,400,000    7,500,000

3,730    2,330    4,000

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

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



America's Travel invites you to visit the USA. The USA is a big country. It has an area of 9,600,000 sq km. There is a lot you can do and see! And there are a lot of friendly people you can meet. The population is 326,400,000 people! There are many nationalities in the USA: English, German, Chinese and Uzbek! The capital of the USA is Washington. Its population is 7,500,000 people. Visit Washington and see the President's home and office – the White House. If you like swimming, sailing or fishing, you are lucky. To the east of the USA is the Atlantic Ocean and to the west is the Pacific Ocean. And there are many big rivers in the USA: the longest rivers are the Mississippi (3,730 km) and the Colorado (2,330 km). If you want to have a rest, you can visit the Great Lakes in the north. If you are strong, you can go climbing in the Rocky Mountains in the west. They are more than 4,000 metres high! You can take a tent and cook your meals there. And if you want more, to the north of the USA is Canada and to the south is Mexico. Don't think long. Phone us today for a wonderful holiday. See you in the USA!

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

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

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

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

Ask and answer the questions.

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

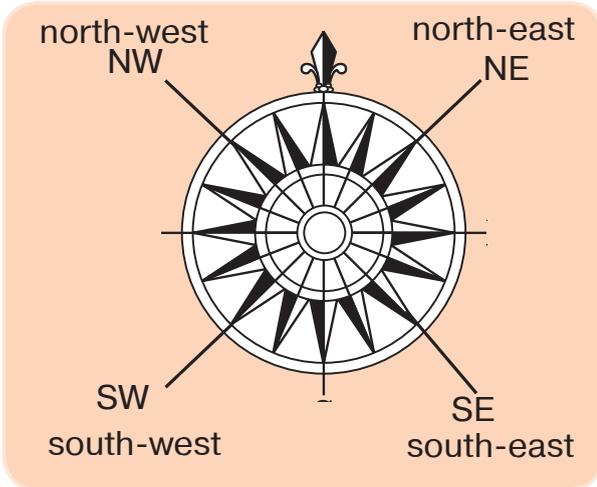
# LESSON 4 Australia

**1**  Listen and sing.

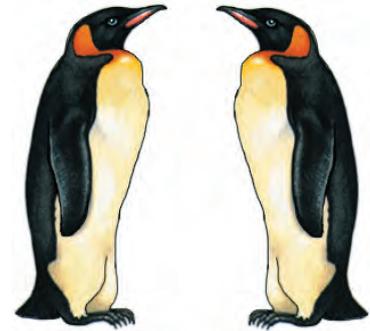
**2a** Work in pairs. Look and answer the questions.

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

**2b**  Listen and repeat.



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



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

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

e.g. 1F

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

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

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

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

Ask and answer.

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

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

# LESSON 5 New Zealand

**1**  Listen and sing.

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

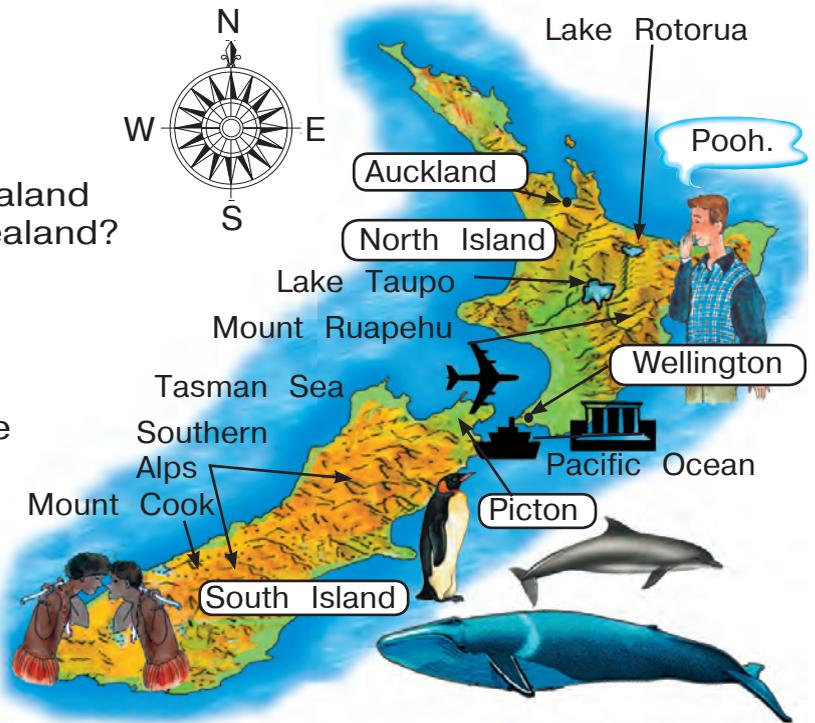
What animals live in New Zealand and in the sea near New Zealand?

**3a**  Listen and repeat.

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

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

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



Dear Laura

Thanks for your letter. I was very happy to read that you want to have a holiday in New Zealand. Here is what we can do. You can come on Sunday 29 December. Dick can meet you at Wellington airport on North Island. Wellington is the capital, so there are a lot of things to do. On Wednesday we can go to South Island and visit the Southern Alps. They are big mountains. We can walk and climb there. The air is fresh and clean. The highest mountain is 3,754 metres.

Then on Thursday we can fly back to North Island and go to Lake Taupo. It's a really good place for fishing and having a rest. On Friday we can go to Lake Rotorua. It's a wonderful place with hot lakes. Just one thing - the air is not good! Near Rotorua, we can meet Maori people, eat some Maori food and watch their dancing. Let me know if you like my plan. Write soon.  
Love Susan

**4a**  Write the answer to the questions.

**What place in New Zealand would you like to visit? Why?**

e.g. I would like to visit Lake Taupo because it is a good place for fishing and having a rest.

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

**4c** Report.

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

## LESSON 6 Project

**1**  Listen and sing.

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

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



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

**3b**  Work in groups. Play “Geographical Quiz”.

### I can

**1) I can write big numbers.** Men úlken sanlardı jaza alaman.

e.g. 32,200,000 – thirty-two million two hundred thousand

**2) I can say about Uzbekistan’s geography, its area and population.** Ózbekstannıń geografıyası, maydanı hám xalqı haqqında sóylep bere alaman.

e.g. Uzbekistan is in the centre of Central Asia. Its area is 447,400 sq km. The population of Uzbekistan is 32,500,000 people.

**3) I can complete the outline maps of different countries and Uzbekistan.** Ózbekstan hám hár túrli mámleketlerdiń kontur kartasın toltıra alaman.

**4) I can say about the location of rivers, mountains and cities**

**in different countries and Uzbekistan.** Ózbekstan hám hár túrli mámleketlerdegi dáryalar, tawlar hám qalalardıń jaylasıwı haqqında sóylep bere alaman.

e.g. The Australian Alps are in the south of Australia.

**5) I can say about the areas and population of different countries.** Hár túrli mámleketlerdiń jer maydanı hám xalqı haqqında sóylep bere alaman.

e.g. The population in the USA is more than in the UK.

**6) I can choose a country to visit.** Barıw ushın bir mámleketti tańlay alaman.

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

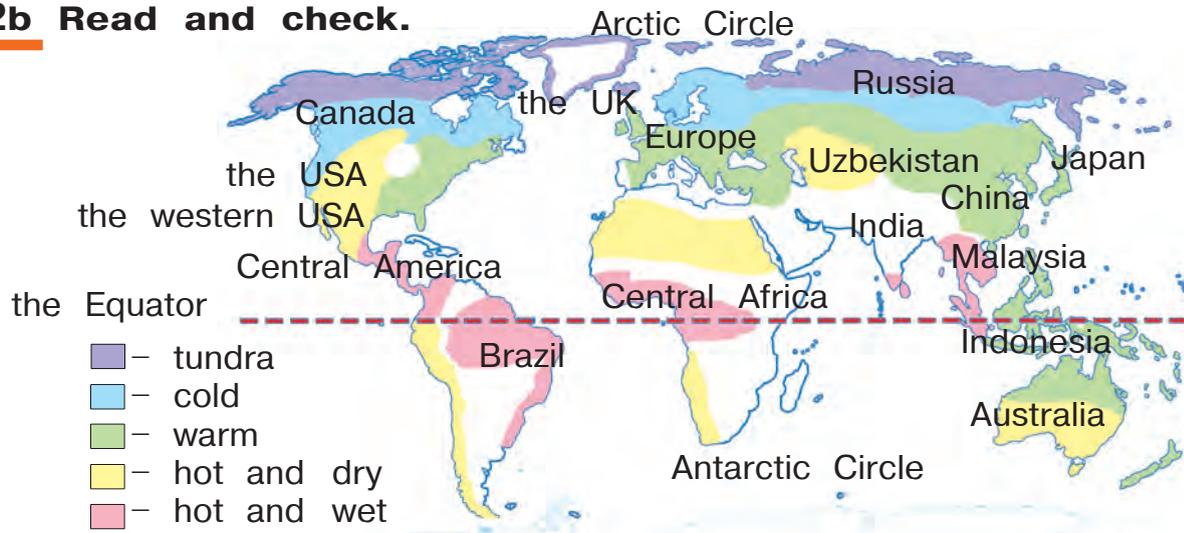
# LESSON 1 Climate of the world

**1**  Listen and repeat.

**2a** Answer the question.

What does the word 'climate' mean?

**2b** Read and check.



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

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

**3a**  Write the meaning of the words. Check in the Wordlist.

the Equator, the Arctic Circle, the Antarctic Circle, tundra, climate, hot and wet, hot and dry, warm, cold

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

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

**4**  Match the animals and climates.

**5** Chain Drill.

e.g. A: Arctic foxes.

B: Arctic foxes live in the tundra. Tigers.

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

**6b** Answer the question.

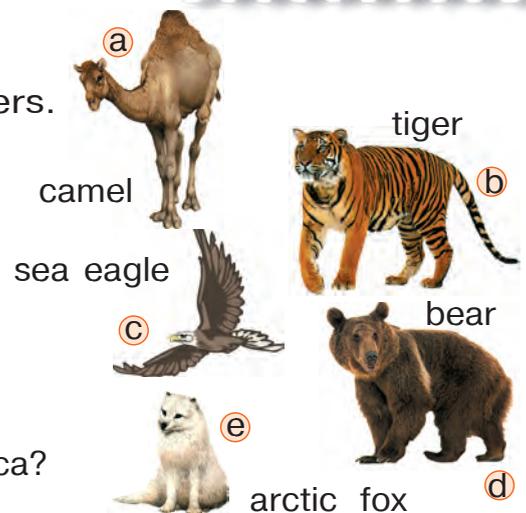
What climate do the places near the Equator/the Arctic Circle have?

**7**  Chain Drill.

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

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

e.g. A: What's the climate like in Central Africa?  
B: It's hot and wet.



# LESSON 2 What's the climate like?

1  Listen and sing.

2 Look at graph A. Answer the questions.

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

3  Listen and guess the climate.

4a Look at graph B. Listen and repeat.

average, rainfall

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

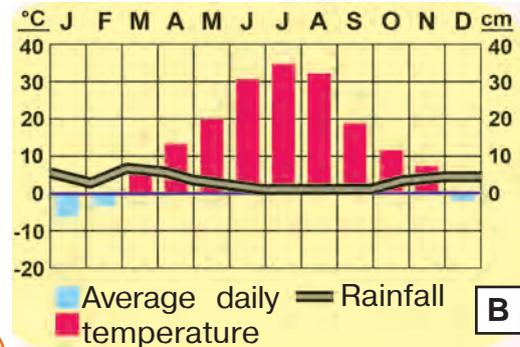
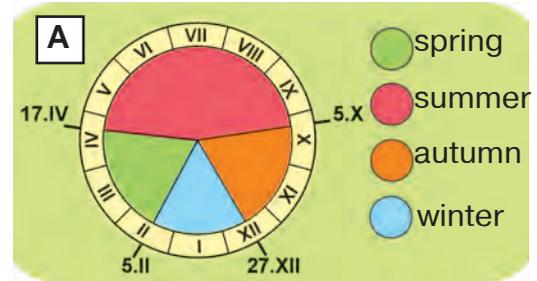
**Rainfall** (*n*) Rain, snow or hail that the area has in a period of time.

**e.g.** The desert is an area with very low rainfall. This year's rainfall was very high.

**Average** (*adj*) Average means usual, typical.

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

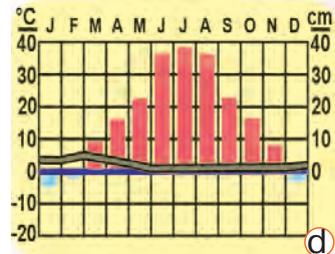
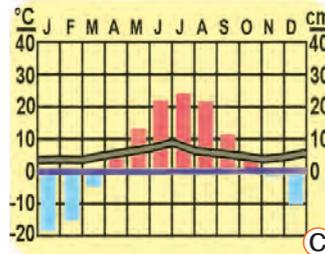
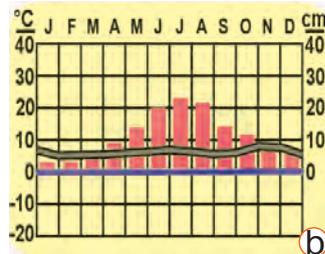
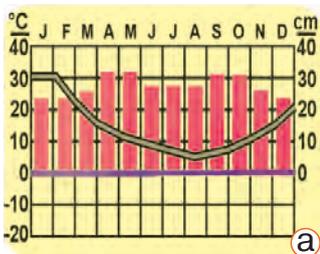
The climate of Uzbekistan



4c Answer the questions.

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

5a  Write the climate for each graph.



5b  Match the graphs and countries.

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

5c  Add and write more countries for each climate.

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

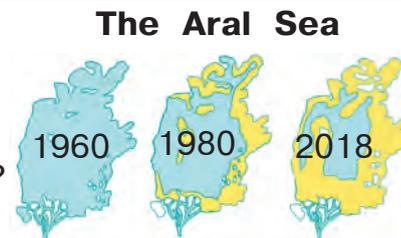
6  Work in groups. Choose a country. Talk about it. Use the questions.

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

# LESSON 3 Save water!

**1**  Listen and sing.

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



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

**2b** Read and answer the questions: What can you do?  
e.g. We can plant trees.

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

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

**3**  Read and complete the table.

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

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

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

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

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

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

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

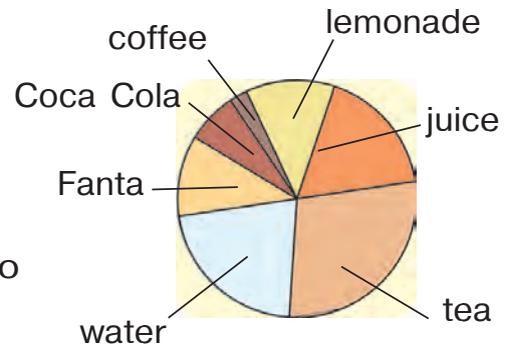
# LESSON 4 Save energy!

**1**  Listen and sing.

**2**  Play "Favourite Drinks".

**3 Look and answer.**

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



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

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

gas,  
electricity,  
million

**5b Read and answer.**

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

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

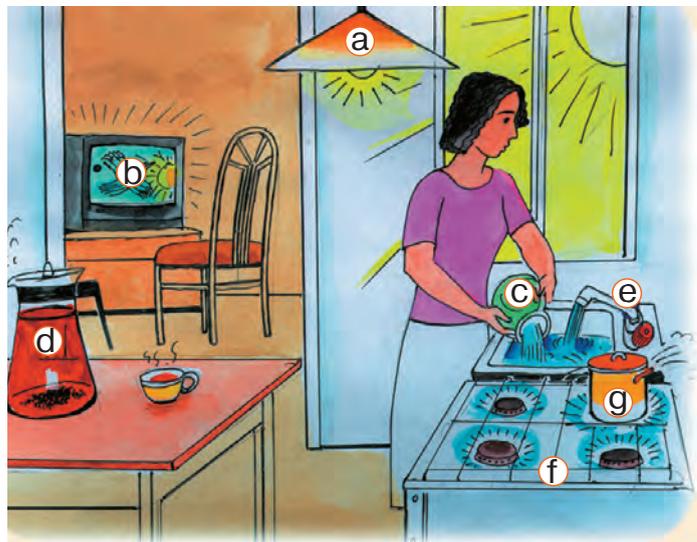
**5c Look, read and match.**

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

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



e.g. Save energy!



**6b Report to the class.**

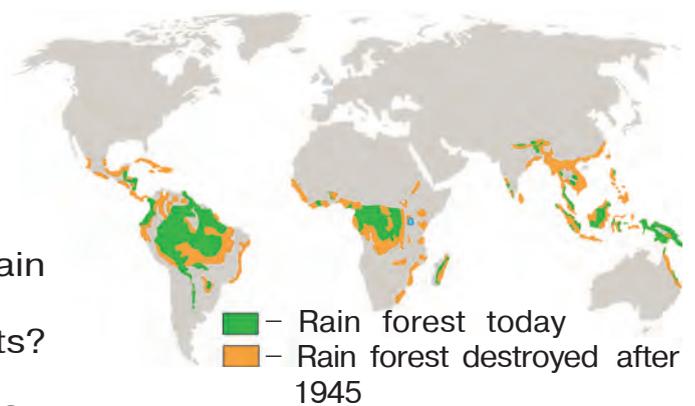
# LESSON 5 Save our rain forests!

**1**  Listen and sing.

**2** Look, read and answer.

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

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



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

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

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

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

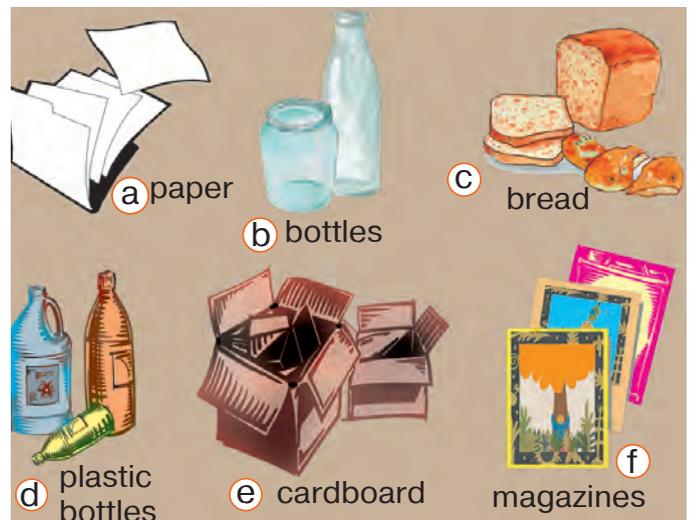
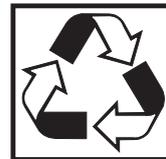
**5**  Work in groups. Complete the poster.

Rain forests need your help.

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

**4** Look and answer.

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



# LESSON 6 Project

**1**  Listen and sing.

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

**2a**  Answer the questions.

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

**2b** Look and say what we can reduce, recycle, reuse and turn off\*.

water, electricity, gas, energy, trees



**2c** Say True or False.

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

**2d** Do the quiz.

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

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

## Unit 13 • Lesson 5

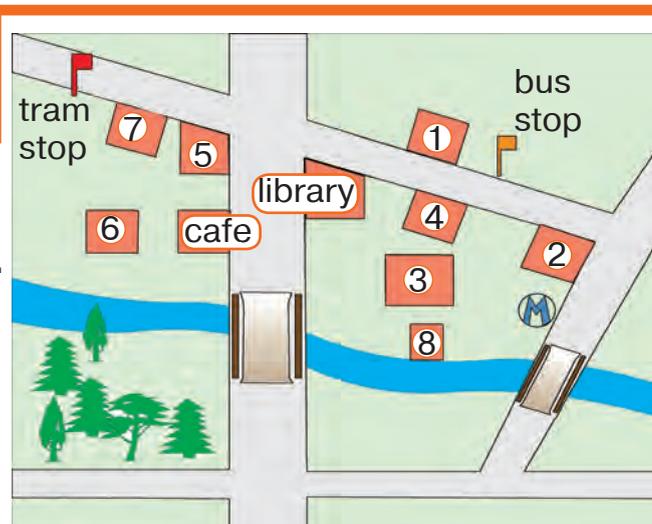
**Activity 2a** Work in pairs. Copy and complete the plan.

**Pupil B:** Look at this page.

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

**Pupil B:** The book shop.

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



# LESSON 1 What were you doing?

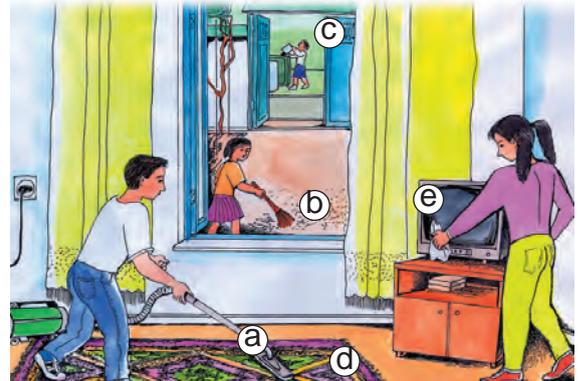
**1**  Listen and repeat.

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

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

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

e.g. take – taking  
sweep, work, dust, clean, do, work



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

Why were the children busy at 11am last Sunday?

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

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

**5 Chain Drill.**

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

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

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

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

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

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

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

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



**6b Answer the questions.**

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

## LESSON 2 An accident

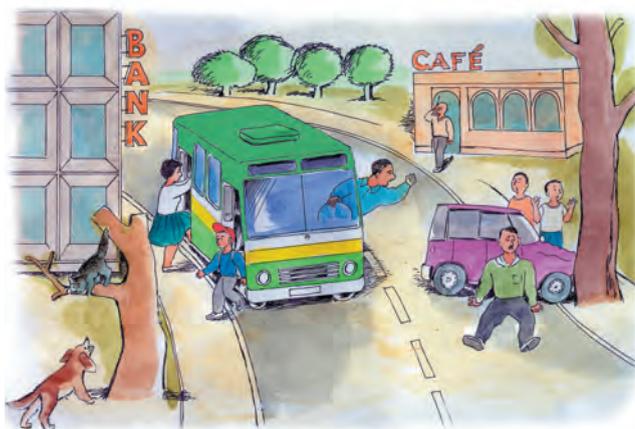
1  Listen and sing.

2 Chain drill.

What were you doing yesterday at 5pm/10 minutes ago/at six o'clock this morning?

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

traffic, get on, get off, accident



4a Work in pairs. Look at the picture and answer the question.

Where is the red car? Why?

4c Work in pairs. Ask and answer.

e.g. A: What was the dog doing?

B: It was barking at the cat.

What colour was the girl's blouse?

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

4b  Look and write four questions.

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

**Policeman:** What's your name?

**Mr Brown:** My name's Henry. Henry Brown. I work in a small cafe in Chestnut Street.

**Policeman:** What did you do in the afternoon?

**Mr Brown:** I was working in the cafe. Usually there isn't much traffic in the street and it's quiet. But yesterday it was different. At 3... er... about 3 o'clock in the afternoon I heard a loud noise and went out to have a look.

**Policeman:** What did you see?

**Mr Brown:** A dog was barking at two boys. The boys were standing behind a tree. A cat was sitting under a tree. There was a green bus. It was standing near the bank. The bus driver, well... he was laughing loudly at the dogs and the boys. A girl was getting off the bus and a boy was getting on the bus.

**Policeman:** Did you see an accident?

**Mr Brown:** Yes, I saw an accident: a big red car was near a tree. The driver was a woman. She was standing near her car. She looked really unhappy. Well, I wanted to help her and phoned the traffic police.

**Policeman:** Thank you.

## LESSON 3 Do you like fairy tales?

**1**  Listen and sing.

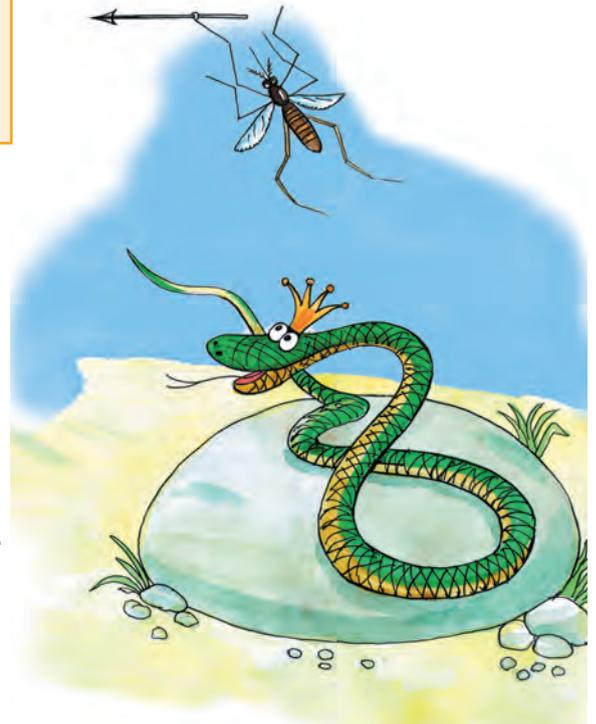
**2a** Answer the questions.

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

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

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

**(to be continued)**  
**(dawami bar)**



**2c**  Listen and check.

**Answer the questions.**

How does the story end?  
What do you think?

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

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

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

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

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

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

# LESSON 4 Can birds and animals

**1**  Listen and sing.

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

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



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

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

(to be continued)



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

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

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

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

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

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

# LESSON 5 A happy end

**1**  Listen and sing.

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

Why do swallows have Vs in their tails?

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

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

**2** Agree or disagree.

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

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

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

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



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

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

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

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

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

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

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

# LESSON 6 Project

1  Listen and sing.

2a  Work in groups. Write a fairy tale.



2b Exchange your fairy tales.

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

## I can

1) I can say sentences in the **Past Continuous**. Ótken máhál-de gápler ayta alaman.

e.g. Yesterday at 11 o'clock Sabina was dusting the room. Madina and Davron were sweeping the yard and taking the rubbish out.

2) I can talk about **different countries and continents**. Hár túrli mámleket hám materikler haqqında ayta alaman.

e.g. Antarctica has the coldest climate on the Earth.

3) I can save **water and energy**. Suw hám energiyanı únemley alaman.

e.g. We should recycle paper.

4) I can tell a **fairy tale with a plan**. Tártibi menen ertek ayta alaman.

e.g. Once upon a time...

Then...

After that ...

From that time on ...

# LESSON 1 Do you know?

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

chief important shake clasp nod kiss

**2** Answer the question.

What are Uzbek people famous for?

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

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



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

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



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

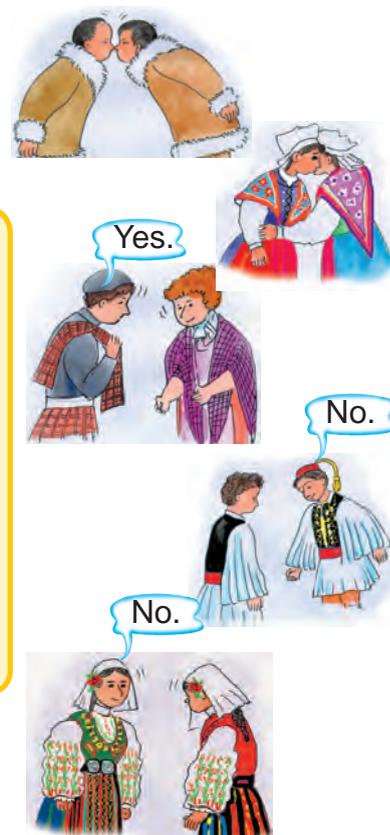
- 1) What do Uzbek boys do when they meet?
- 2) What do Uzbek girls do when they meet?
- 3) What do English boys do when they meet?
- 4) What do English girls do when they meet?

**4b**  Listen and check.

**5a**  Read, copy and complete.

Do you know?

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



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

**5b**  Work in groups of three. Play "Guess the People".

Pupil A and B: (touch noses)  
Pupil C: Eskimos?

# LESSON 2 Mr Whitfield went fishing.

## 1 Play "My Hobby".

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

- |                               |                                      |
|-------------------------------|--------------------------------------|
| 1) Where did you go?          | 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?     |                                      |

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

e.g. **A:** Where did you go?

**B:** I went to the mountains.

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

### 2c Report.

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



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

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

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

### 4 Copy and complete the sentences.

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

# LESSON 3 Do you have a 'bird table'?

## 1 Look and answer the questions.

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



## 2a Read and answer the questions.

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

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

## 2b Work in pairs. Answer the questions.

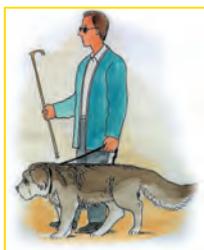
Do you have any animals? Do they do any work? Would you like to have any animals to work for you? Are animals important for you?

## 2c Work in pairs. Answer the question.

What jobs can dogs do?

e.g. Dogs help people who cannot see.

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



## 2d Write five sentences.

## 3 Work in groups. Answer the questions.

How do we help animals?

What can we do in schools or at home?

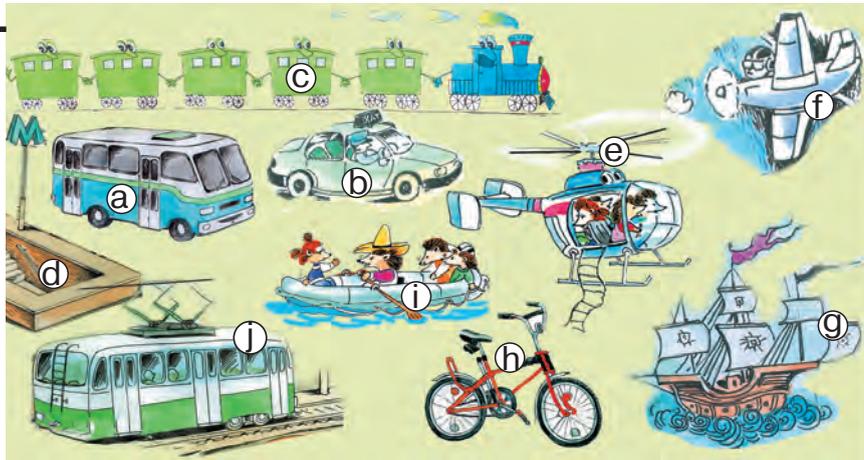
# LESSON 4 What's the best transport?

## 1 Play "Simon Says".

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

## 2 Look, listen and match.

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



## 3 Chain Drill.

Planes are the fastest transport.

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

What's the best transport?

## 4a Make a diagram.

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

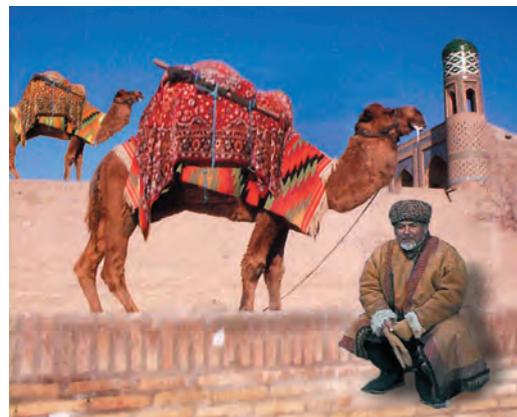
## 5a Look at the picture and answer the questions.

- Who can you see?
- When do you think it is?  
1900 1800 1700 1600
- What are they doing?
- What do you know about caravans?

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

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

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



## 5c Answer the questions.

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

## 5d Look and answer the questions.

- What other animals do people use for transport and work?
- Does your family use any animals?

# LESSON 5 What's next to ... ?

## 1 Play "I Spy..."

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

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

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

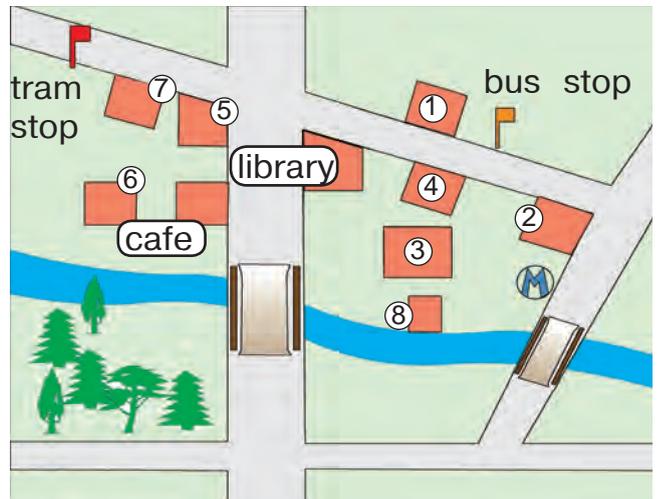
**Pupil A:** Look at this page.

**Pupil B:** Look at page 71.

e.g. **Pupil A:** What's next to the bus stop?

**Pupil B:** The bank.

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



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

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

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

Where's the best place for the school?



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

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



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

Oh no. The market is noisy too.



## 2d Present your group plan.

e.g. We decided to build a sports centre. Our sports centre is near the ... .

It should be ... because ... . You can go there by ... because it's not far from ... .

## 2e Choose and make your class plan.

## 3 Play the "Longest Sentence".

e.g. The girl is standing next to her house.

The beautiful girl is standing next to her new house.

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

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

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

- 1) I can talk about now. (Present Simple)
- 2) I can talk about yesterday. (Past Simple)
- 3) I can talk about things happening now. (Present Continuous)
- 4) I can talk about dates and years. (Navruz)
- 5) I can talk about my birthday and my friends' birthdays.
- 6) I can talk about special festivals in Uzbekistan and in other countries.
- 7) I can talk about when people were born. (You)
- 8) I can talk about jobs and professions. (Three of your relatives.)
- 9) I can say what I want to be. (Your job/profession)
- 10) I can talk about shapes. (▲ ● ■)
- 11) I can talk about the position of countries and cities. (Uzbekistan, Tashkent)
- 12) I can talk about countries: where they are, their size, the capital, and some geographical information. (You can choose a country.)
- 13) I can talk about different types of transport. (Give eight.)
- 14) I can talk about food in Uzbekistan and in other countries. (You can choose.)
- 15) I can talk about two actions with when/before/after. (You can choose.)
- 16) I can talk about my family. (Write eight kinds of relatives e.g. granny)
- 17) I can talk about my home. (Describe your room.)
- 18) I can talk about how much/many. (Describe what is in your schoolbag.)

- 19) I can describe people. (You and your friend/relative.)
- 20) I can describe things with smell/taste/look. (You can choose.)
- 21) I can compare things and say which is bigger or the biggest. (You and some of your friends.)
- 22) I can offer and ask for food at the table politely. (Write a short dialogue.)
- 23) I can say and write numbers up to one million. (5, 23, 108, 87,000, 400,000)
- 24) I can say where things are. (You and four of your classmates)
- 25) I can write a recipe. (palov)
- 26) I can write a birthday card. (Draw a birthday card for your friend/relative and write a message.)
- 27) I can make suggestions. (can)
- 28) I can give instructions. (Write 5 things for your friend to do e.g. Close your eyes.)
- 29) I can do the shopping. (e.g. I'd like a packet of tea. Use 'sugar' 'sausages' 'milk' 'chocolates'.)
- 30) I can give advice. (should).
- 31) I can give reasons. (because)
- 32) I can give instructions. (do/don't do)
- 33) I can talk about 'rules'. (must)
- 34) I can talk about what other people want. (want me to...)
- 35) I can write an invitation. (Draw and write an invitation to your birthday party for your friend.)
- 36) I can follow instructions. (Read and draw the sandwich.)
- 37) I can respond to an invitation. (Write and say you can come.)

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

# Classwork and homework

## Lesson 1 Jobs at school

### Classwork

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

Vali is talking to the \_\_\_\_\_

- a director  
b school doctor  
c teacher

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

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

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

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

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

e.g. **A:** What's his name?

**B:** His name's David Beckham.

Name: *David Beckham*

Was born in:

Profession:

What he does:

Country:

What he is famous for:

**Pupil B: Ask and write about Munojat Yulchieva.**

**Answer the questions about David Beckham.**

e.g. **B:** What's her name?

**A:** Her name's Munojat Yulchieva.

Name: *Munojat Yulchieva*

Was born in:

Profession:

What she does:

Country:

What she is famous for:

### Homework

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

Sorawlarğa qarań hám mektebińizdegi bir adam haqqında jazıń. Onıń atın jazbań.

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

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

#### 2 Put the words in order.

Sózlerdi tártipke salıp, gápler jazıń.

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

# Classwork and homework

- 1 was/She/born/in/a/near/village/Fergana.
- 2 had/Her/eight/parents/children.
- 3 songs/She/a lot of/knows/old.

- 4 trains/He/a lot/day/every.
- 5 his/He/a lot of/friends/has/in/team.

## Lesson 2 Professions

### Classwork

#### 3a Find similar words.

oOoo	oOo	Ooo
photographer	policeman	programmer

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

#### 4 Match the sentences and the jobs.

e.g. 1 a teacher

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

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

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

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

name	father	mother
e.g. Lena	engineer	doctor

### Homework

#### 1 Do the puzzle. Jumbaqtı tabırń.

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

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

# Classwork and homework

**2 Write 2 sentences about your parents'/relatives' jobs and what they do.** Ata-anañızdıń, tuwısqanlarıñızdıń jumısı hám olardıń ne isleytuǵını haqqında 2 gáp jazıń.

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

### Classwork

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



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

**4a Listen and match.**

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

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

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

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

### Homework

**1 Write about the profession you want to choose.**

Tańlamaqshı bolǵan kásibiñiz haqqında jazıń.  
e.g. My name is Nigora. I want to be a ... because ...

**2 Read and complete the sentences. Use the words:**

Oqıń hám tómenдеgi sózlerden paydalanıp, gáplerdi tolıqtırıń:

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



## Lesson 4 A wedding in Fergana

### Classwork

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

- e.g. Odina — Karim = wife-husband
- Odina — Sabina = Ozoda — Madina =  
Aziz — Karim = Karim — Bahodir =



Davron — Nigora =

## Classwork and homework

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

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

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

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

### Homework

**1 Look at the table in activity 5. Choose three friends and write about their relatives.** 5-shinigiwdađı kestege qarań. Úsh dos tańlap, olardıń tuwısqanları haqqında jazıń.

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

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

Sózlerdi tiyisli ornına qoyıń.

married, palov, dressed, video,  
cake, up

get	make
e.g. married	

## Lesson 5 Uzbek and English weddings

### Classwork

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

e.g. Do you have have three uncles.

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

## Classwork and homework

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

**A: You are from Great Britain.**

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

**B: You are from Uzbekistan.**

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

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

**Homework 1 Write the words in order.**

Sözlerdi tartipke salıp, gápler qurań.

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

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

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

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

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

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

4b-shınıǵıwǵa qarap, 5 gáp jazıń

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

## UNIT 2 Houses and homes

### Lesson 1 An English house

#### Classwork

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

#### Homework

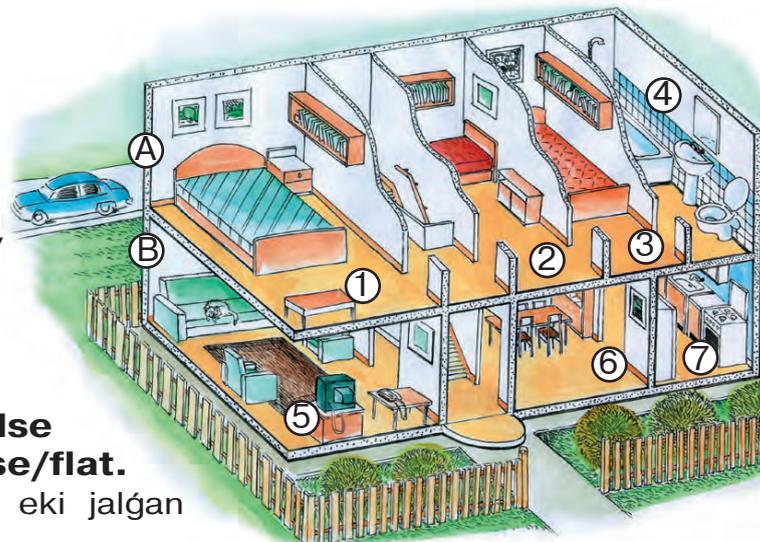
**1 Draw a plan of your house/flat. Label the rooms.**

Óz úyińizdiń joybarın sızır.

Bólmelerdiń atın jazır.

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

Óz úyińiz haqqında eki ras gáp, eki jalǵan gáp jazır.



# Classwork and homework

## Lesson 2 Welcome to my home!

### Homework

Look at 3a on page 13. Choose one flat. Write 5 sentences. 13-bettegi 3a-shınıǵıwǵa qarań. Bir bólmeni tańlap, 5 gáp jazıń.

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

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

## Lesson 3 Tidy up your room!

### Classwork

4a Chose and write three sentences.

e.g. *I mopped the floor.*

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

### Homework

Look at 4a. Write five sentences.

4a-shınıǵıwǵa qarap, bes gáp jazıń.

e.g. *I swept the yard.*

## Lesson 4 Homes, sweet homes ...

### Classwork

4 Work in groups of 3. Ask and answer.

e.g. **A:** Do you have a TV?

**B:** Yes/No.

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

# Classwork and homework

## Homework

Look at 5. Read and write T for True and F for False. Correct false sentences.

5-shınıǵıwǵa qarań. Íras gáplerdi "T", jalǵan gáplerdi bolsa "F" dep belgileń. Jalǵan gáplerdi tuwrılań.

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

## Lesson 5 Unusual houses

### Classwork

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

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

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

### Homework

Write five sentences. Bes gáp jazıń.

**e.g.** *We use a chair to sit on it.*

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

## UNIT 3 At the grocery

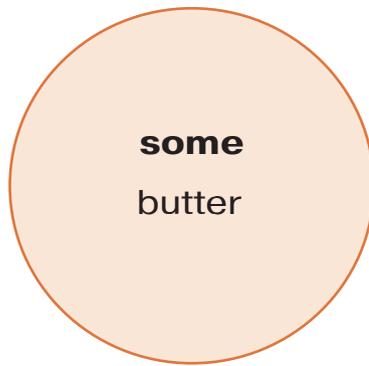
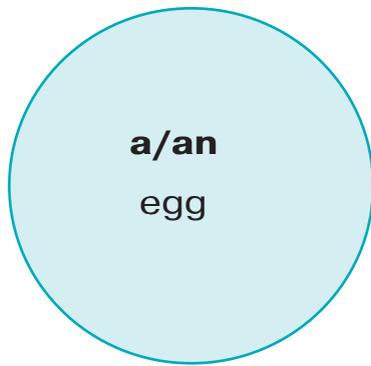
### Lesson 1 What's in the fridge?

#### Classwork

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

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

## Classwork and homework



### 4a Look and write four sentences.

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

### Homework

**Draw your fridge or cupboard and write five sentences.**

Suwitqışh yaki asxana shkafınıń súwretin salıń hám bes gáp jazıń.

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

## Lesson 2 Is there any fruit?

### Homework

**Look at activity 4 and write four differences.**

4-shınıǵıwǵa qarap, 4 gáp jazıń.

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

## Lesson 3 There are a lot of vegetables.

### Classwork

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

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

happy, hungry  
unhappy, no  
a lot of

### Homework

**1 Look in your fridge or cupboard. Write five sentences. Use “a lot of” and “some”.**

Óz suwitqışhıńız yaki asxana shkafınıńızǵa qarań hám “a lot of” hám “some” nı qollanıp, bes gáp jazıń.

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

## Classwork and homework

### 2 Read and draw the table from the fairy tale.

#### Choose the correct answer to the question.

Ertekti oqırn hám onda súwretlengen dasturqandı salıń. Sorawǵa tuwrı juwaptı tańlań.

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



#### City Mouse and Farm Mouse

Fina Mouse lives in a city. Tina Mouse lives on a farm. One day Fina comes to see Tina. "Hello, Tina," says Fina. "How are you?" Tina is happy to see her friend. "Hello, come to the table. Let's have dinner," she says. "But wait a moment. I'm making some coffee."

Fina looks at the table. There is a lot of cheese, a lot of sausages and some bread. There are some pears and a lot of apples. On the table Fina sees a big cake. "Oh, there's a cake too. Yummy. I like cakes," she says. When Tina comes to the room with coffee, she looks at the table. "Oh, no!" she says. "Where's my cake?!" "The cake was delicious!" says Fina.



## Lesson 4 Supermarkets and shops

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

### Homework

**Answer the questions.** Sorawǵa juwap beriń.

1) Where can we buy biscuits?

e.g. *We can buy biscuits in the bakery section.*

2) Where can we buy yogurt?

3) What can we buy in the dairy section?

4) What can we buy in the meat section?

## Lesson 5 A bar of chocolate, please.

### Homework

**Your friends are coming to your birthday. Write a shopping list.** Doslarıńız siziń tuwılǵan kúnińizge kiyatır. Satıp alatuǵın zatlarıńızdıń dizimin jazıń.

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

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

# Classwork and homework

## Lesson 1 How much are they?

### Homework

1 Complete the dialogues. Dialoglardı toltırıń.

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

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

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

2 Write the numbers. Sanlardı jazıń.

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

## Lesson 2 How much does it cost?

### Homework

1 Put the words in the correct column.

Sózlerdi tiyisli baǵanaǵa jazıń.

fruit	vegetable	other fruit
e.g. <i>quinces</i>		

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

2 Write in order. Gáplerdi tártip boyınsha jazıp, dialog qurań.

e.g. 1f

- a Here you are. Anything else?  
b Thank you.  
c They are 1200 soums a kilo.  
d Sorry, no. 2400 soums, please.

- e Here you are.  
f How much do onions cost?  
g Do you have any cucumbers?  
h Two kilos, please.

## Lesson 3 Do you want to be healthy?

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

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

should	shouldn't
<i>eat good food</i>	

# Classwork and homework

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

**e.g. A:** What food should we eat to have good hair?

**B:** You should eat eggs and fish.

to have	food
good hair and eyes	<b>e.g.</b> <i>eggs and...</i>
bones and teeth	
energy	
to be strong	

## Homework

### 1 Match the parts of the words to make five fruit.

Sózlerdiñ birinshi bólimine sáykes ekinshi bólimin tawıp, bes miyweniñ atın jazıń.

**e.g.** *cherry*

- |         |         |
|---------|---------|
| 1) cher | cot     |
| 2) pome | ry      |
| 3) me   | mon     |
| 4) qui  | granate |
| 5) apri | lon     |
| 6) le   | nce     |

### 2 Put the words in order.

Sózlerdi tártipke salıp, gáp qurań.

- 1) healthy/To be/you/eat/must/good food.
- 2) of energy/Good/gives/you/food/a lot.
- 3) You/of water/drink/litres/two/every day/should.
- 4) eat/You/meat and potatoes/should/for energy.
- 5) eat/You/a lot of/sweets/shouldn't/or chocolates.

## Lesson 4 Are your animals healthy?

### Homework

#### 1a Complete the table with what food you should

**and shouldn't feed your cat.** Pishiqıńızǵa beriwińiz kerek bolǵan hám beriwge bolmaytuǵın awqatlar menen kesteni toltırıń.

good for cats	bad for cats
<i>e.g. wet or dry food,</i>	<i>grapes and rai-</i>

wet or dry food, milk, chicken, meat, bones, fruit, fish, vitamins and minerals, sweets, bread, some rice, water, cakes

#### 1b Complete the sentences. Gápplerdi jazıp tamamlań.

How to feed your cat? You must feed your cat two times a day. You should give your cat ...  
You shouldn't give your cat ...

## Lesson 5 Whose sandwich is this?

### Homework

#### 1 Read and answer the questions.

Oqıń hám sorawlarǵa juwap beriń.

- 1 Why do we keep food in the fridge?
- 2 How do we keep food clean and fresh?
- 3 Why do we keep food with a lot of sugar or salt?

We can keep food cool in the fridge. We use jars, bottles, boxes and paper bags to keep our food clean and fresh. We can keep food with lots of sugar or salt. Food can stay fresh with a lot of salt and sugar. And it stays fresh in cool places.

## Classwork and homework

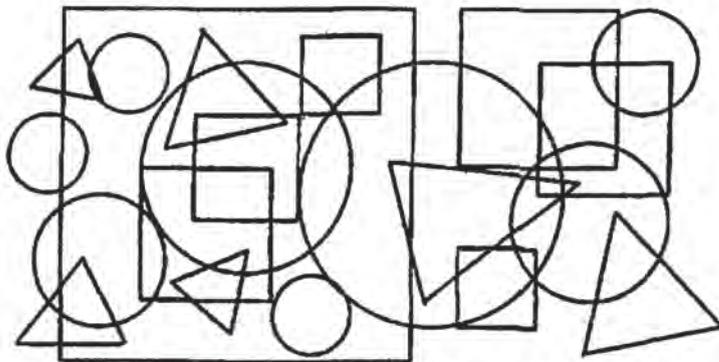
### 2 How many circles, squares and triangles can you see?

Neshe dóńgelek, tórt múyeshlik hám úshmúyeshliklerdi kórip tursız?

Circles:

Triangles:

Squares:



## UNIT 5 Birthday

### Lesson 1 When's your birthday?

#### Homework

**Write about three relatives.** Úsh tuwısqanıńız haqqında jazıń.

e.g. *My father's birthday is on the 18th of April. He was born in ... .*

### Lesson 2 Happy birthday! Homework

**Draw and write an invitation card to your birthday party.**

Tuwılǵan kúnińız ushın miratnamanıń súwretin salıń hám onıń tekstin jazıń.

### Lesson 3 Birthdays are fun! Homework

- 1a Read and complete the last sentence.** 1) I was very happy.  
Oqıń hám keyingi gápti tolıqtırıń. 2) I wasn't happy.

*My name is Mary. On my 12th birthday my parents said to me "Happy birthday!" In the morning my brother John had a basketball class and my other brother Dan had a football class. So my dad and mum took them and I stayed at home. I watched TV and I was very sad. I didn't get a birthday card or a present. But in the evening we went to a restaurant and had a birthday party. My brothers and my parents gave me lovely presents. And I had a wonderful birthday party with two clowns and a lot of balloons. I had a birthday cake. I got a lot of birthday cards from friends. On that day ... .*

- 1b Say True or False.** "True" (tuwrı) yaki "False" (natuwrı) dep aytıń.

- 1 Mary stayed at home in the morning.
- 2 She had basketball classes on that day.
- 3 She watched TV.
- 4 In the evening they went to a restaurant.
- 5 Mary got birthday presents.
- 6 She didn't have a birthday cake.
- 7 Mary wasn't happy with her birthday.

# Classwork and homework

## Lesson 4 My best birthday

### Classwork

3a Write five sentences about your best birthday.

### Homework

Write your "Thank-you" letter.

Óz "Algısname"ńızdı jazıń.

- 1 My birthday was on ...
- 2 I invited ...
- 3 I got ...
- 4 We sang songs, ...
- 5 It was my ..

Thank you!

Dear \_\_\_\_\_,  
Thank you very much for the (name of present) \_\_\_\_\_.  
I think it's (e.g. interesting/beautiful) \_\_\_\_\_.

I was very happy to see you at my birthday party!  
Your friend,  
\_\_\_\_\_

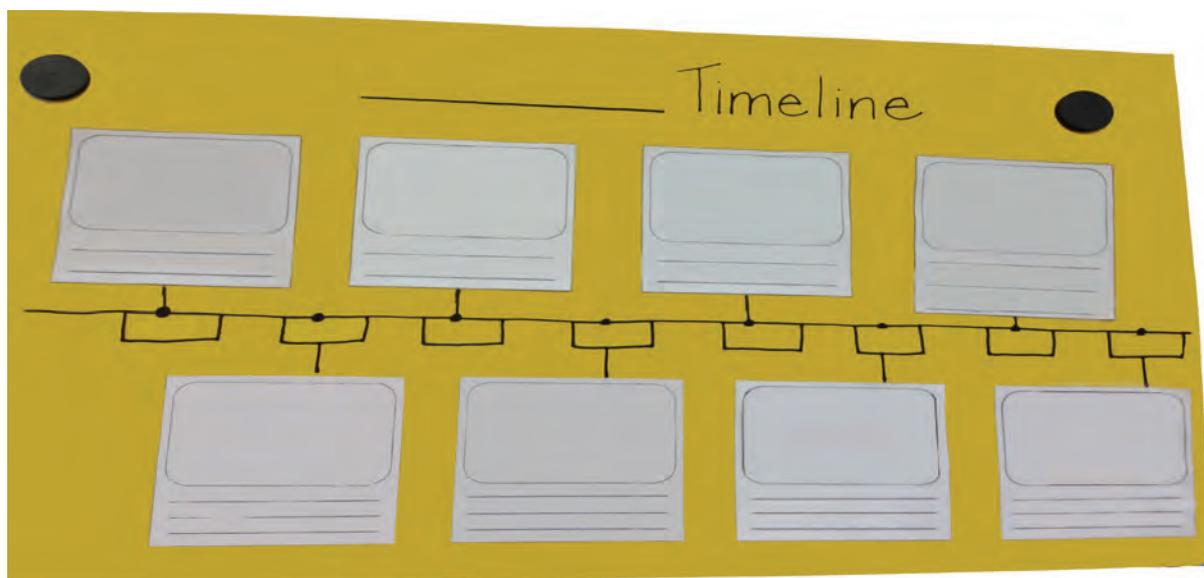


## Lesson 5 My Timeline

### Homework

1a Make a timeline for your mother/father/sister.

Anańız/atańız/apa-sińlińız ushın waqıt shkalası (xronologiyalıq shkala) jasań.



1b Write about your relative. Tuwısqanıńız haqqında jazıń.

# Classwork and homework

## Lesson 1 What did you do yesterday?

### Homework

Write three sentences about yesterday. Ötken kún haqqında úsh gáp jazıń.

In the morning I \_\_\_\_\_  
 In the afternoon \_\_\_\_\_  
 In the evening \_\_\_\_\_

## Lesson 2 Dinosaurs

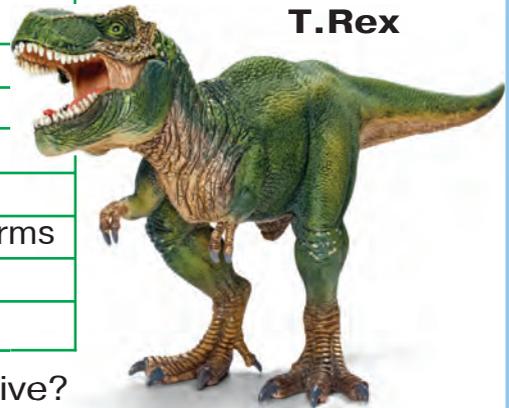
### Classwork

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



Dilong

		T.Rex	Dilong
1	years ago	70 million	130 million
2	long	12 metres	2 metres
3	tall	10 metres	60cm
4	head	1,5 metres	small
5	teeth	very big	small
6	legs, arms	two legs, two arms	two legs, two arms
7	lived in	America and Asia	China
8	ate	meat	meat



T.Rex

e.g. How many years ago did T. Rex/Dilong live?

T.Rex lived 70 million years ago. It was ... metres long. It was ... metres tall. Its head was ... . It had ... teeth. It had ... legs and ... arms. It lived in ... . It ate ... .

### Homework

Write 7 sentences about T. Rex or Dilong dinosaurs. Tiranozavr yamasa Dilun dinozavrları haqqında 7 gáp jazıń.

## Lesson 3 What did he look like?

### Classwork

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

	Find someone who	name
1	got up late yesterday	
2	went to a cafe last Sunday	
3	took shower in the morning	
4	drank coffee in the morning	
5	watched TV in the morning	

## Classwork and homework

### Homework

**Complete the sentences. Put the verbs in the Past.**

Feyillerdi ótken máhálge ózgertip, gáplerdi toliqtırnı.

Yesterday I (1) *got* (get) up at half past six. I (2) ... (have) breakfast, I got dressed, I (3) ... (wash) my teeth and then I (4) ... (go) to school. I (5) ... (have) English, mathematics, mother tongue and art lessons. After school I (6) ... (come) home and had lunch. I (7) ... (eat) some soup and salad. In the afternoon I (8) ... (do) my homework and (9) ... (play) football. I had dinner with meat and vegetables. In the evening I (10) ... (watch) TV and I (11) ... (go) to bed at half past nine.

## Lesson 4 How old are bicycles?

### Classwork

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

1817, 1980, 1870, 1960, 1885, 1920, 1888

1817 \_\_\_\_\_ Today

### Homework

**1 Complete the sentences. Put the verbs in Past form.**

Feyillerdi ótken máhálge ózgertip, gáplerdi toliqtırnı.

The best day of my life (1) *was* (be) my birthday when I was 10. On that day my parents (2) ... (buy) me a bike. It was my birthday's present. It was beautiful. My friends (3) ... (come) to my birthday party. They (4) ... (give) me birthday cards and a lot of presents. After the party we (5) ... (go) to the park. It was a sunny and warm day. Everything was wonderful. We (6) ... (play) games and (7) ... (ride) a bike. My friends (8) ... (be) happy too. I can say that it (9) ... (be) my best day.

## Lesson 5 When I was ... Classwork

**4a Work in groups of 4/5. Say about your favourite toy and what you liked doing when you were a little boy/girl.**

e.g. When I was a little boy/girl my favourite toy was ... . I liked playing ... .

name	toy	playing ...

doll, train,  
Teddy bear, plane,  
car, ball, balloon

playing ...  
hopscotch/see-saw/  
tag/chess/draughts/  
football, jumping  
rope

# Classwork and homework

## Homework

**1a Read and choose the title.** Oqín hám tema tańlań.

- a) At summer house. b) My summer holidays.
- c) I helped my parents.

I spent my summer holidays at home and at our summer house. In June and July, when it was very hot, I **stayed** at home. I **watched** TV, **played** computer games and read some books. My parents **worked** and I **helped** my mum. I **washed** the dishes, **cleaned** the room and **mopped** the floor. Then in August we **visited** my grandparents at their summer house. That was great. I **loved** my summer holidays.

**1b Put the verbs in bold in the correct column.**

Tekstte qara menen, kórsetilgen feyillerdi kesteniń tiyisli baǵanasına jazıń.

[t]	[d]	[id]
e.g. <i>liked</i>		

## Lesson 6 Project

### Classwork

**2a Work in groups of 4/5. Play “Find Someone Who”.**

e.g. Did you wash the dishes yesterday?

	Find someone who	name
1	washed the dishes	
2	watched a cartoon on TV	
3	played computer games	
4	went shopping	
5	watered the flowers/trees	

### Homework

**Write five sentences about your class graph.**

Klass grafigi haqqında 5 gáp jazıń.

e.g. *9 pupils washed the dishes.*

---

---

---

---

---

---



# Classwork and homework

## Homework

### 1a Match the pictures and sentences.

Súwretlerge ılayıq gáplerdi tabırń.

- 1 Enjoy your milk tea. 2 Take some tea and milk.  
3 Mix it. 4 Put some sugar or honey.

### 1b Write the sentences in order.

Gáplerdi tártip penen jazırń..

## Lesson 3 Can you cook

### Homework palov?

#### Put the words in order.

Sózlerdi tártipke salıp, gáp qurań.

- 1 was/hungry/Alexander the Great/One day. \_\_\_\_\_  
2 made/His cook/the first palov. \_\_\_\_\_  
3 hungry/His/soldiers/too/were. \_\_\_\_\_  
4 liked/All/the soldiers/it. \_\_\_\_\_  
5 palov/Now/favourite meal/is/many people's. \_\_\_\_\_

## Lesson 4 What do you have for a picnic?

### Classwork

#### 3 Listen and complete the sentences.

**Julia:** Susie, what do we have for a picnic?

**Susie:** The things are on the table in the (1) ...

**Julia:** OK. Wow! That's a lot of things... OK. Let's see...

**Susie:** Bread, vegetables for (2) ..., cheese, (3) ... bottles of Coca Cola, a packet of chocolate biscuits, some apples...

**Julia:** OK, OK. Wait a minute... Right. (4) ...

**Susie:** Yes, four plates, (5) ... forks and a knife.

**Julia:** OK.

salad, two, kitchen, four, Anything else?

### Homework

**Complete the sentences.** Gáplerdi tolıqtırń.

**Bill:** Margaret, we are having a 1) **e.g.** picnic today.

**Margaret:** Oh, that's great. What do we have for a picnic?

**Bill:** Look. There is a (2) ..., two (3) ... and forks and some plates.

**Margaret:** What are we going to eat and drink?

**Bill:** I brought some food and a big bottle of mineral (4) ...

**Margaret:** Let's see. Hmm... a lot of hamburgers and chips. It's not healthy.

**Bill:** I (5) ... chicken sandwiches and there is a lot of fruit.

**Margaret:** Well ... It's better. Okay, now, let's go for a picnic.

spoons, water, brought, picnic, knife



How to make milky tea:  
First ...  
Then ...  
Then ...  
Finally ...

## Classwork and homework

### Lesson 5 How often do you eat fast food?

#### Classwork

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

vegetables, pizza, shurva, chips, palov, sandwiches, hot dogs, manti, cheeseburgers, salad, fruit, hamburgers

fast food	other food
e.g. <i>pizza,</i>	

#### Homework

Write four sentences about your relatives' favourite food. Is it healthy/unhealthy food? Tuwısqanlarıńızdıń jaqsı kóretuǵın azıq-awqatları haqqında tórt gáp jazıń. Ol paydalı (paydasız) azıq-awqatlar ma?

e.g. *My father's favourite food is ... .  
It's healthy/unhealthy food.*

### Lesson 6 Project

#### Classwork

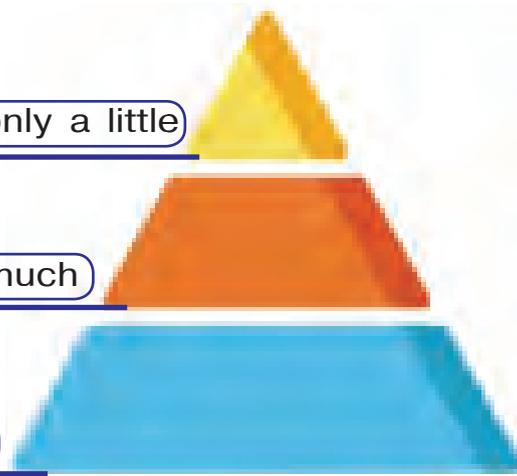
3a Complete the food pyramid for you.

bread, butter, cereal, tomatoes, ice cream, cheese, Coca Cola, milk, yogurt, eggs, carrots, bananas, meat, apple, sweets, cabbage, fish

Eat only a little

Eat not much

Eat a lot



## UNIT 8 At the table

### Lesson 1 What did you have for breakfast?

#### Homework

1 Write about your friend's breakfast.

Dostıńızdıń azanǵı shayı haqqında jazıń.

e.g. *For breakfast Elyor ate ... . He drank ... .*

2 Answer the question. Sorawǵa juwap beriń.

Is breakfast important? Why?/Why not?

### Lesson 2 Would you like ...?

#### Homework

Complete the dialogue. Dialogtı tolıqtırń.

A: Would you like ... ?

B: Yes, ... . Mm. It's ... . Pass me ..., please.

A: Here ... . Help ... .

# Classwork and homework

## Lesson 3 At the canteen

### Classwork

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

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

name	question 1	question 2	question 3	question 4
e.g. Nina	Yes.	Somsa.	Mineral water.	Yes.

### Homework

**Write the answers to the questions in 4b.**

4b-shınıǵwdır sorawlarına juwaplar jazır.

## Lesson 4 Table manners

### Homework

**Write other five sentences for activity 4a.**

4a-shınıǵıw ushın jáne bes gáp jazır.

## Lesson 5 Lay the table Homework

**1 Draw a dinner table with a spoon, a fork, a knife, a plate and a cup. Write five sentences.** Qasıq, shanishqı, pıshaq, tarelka hám chashkalar menen dasturqannır súwretin salır. Bes gáp jazır.

e.g. I put a plate in the centre.

**2 Write the past form of the verb.**

Feyildiń ótken máhál túrin jazır.

One day, the Fox (1) ... (ask) her friend Stork to come to dinner. When the Stork (2) ... (come), the Fox put some soup on a plate. She (3) ... (do) not want the Stork to eat the soup. The Stork (4) ... (can) not eat soup from the plate! The Fox (5) ... (eat) all her soup, and (6) ... (say) it (7) ... (is) delicious.

The Stork (8) ... (is) very hungry and very sad because he (9) ... (can) not eat the soup. He (10) ... (go) home hungry. The next day the Stork (11) ... (cook) some lovely soup for dinner. The Stork (12) ... (give) the soup to the Fox in tall jars. But the Fox (13) ... (can) not get the soup from the

# Classwork and homework

## Lesson 1 Continents, countries ...

### Homework

**1** Look at the map of Uzbekistan. Write five sentences.

Ózbekstanniń kartasına qarap, bes gáp jazıń.  
e.g. *Temez is to the south of Karshi.*

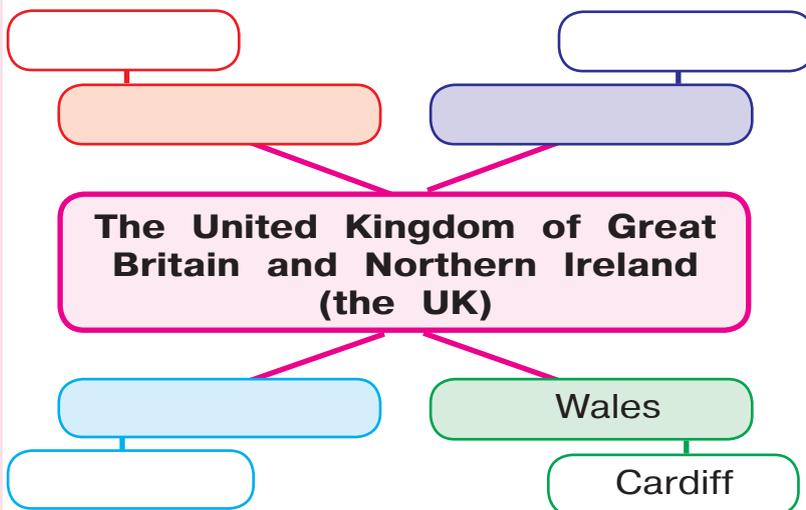
**2** Write three questions. Úsh gáp jazıń.

e.g. *Where is Bukhara?*

## Lesson 2 We're in Europe.

### Classwork

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



### Homework

**1** Read the texts in Activity 4. Draw a mindmap for London.

4-shınıǵıwdaǵı tekstlerdi oqıp, London haqqında qıyalıy karta sızırń.

**2** Write three questions about popular places in London.

Londonniń belgili orınları haqqında úsh soraw jazırń.

## Lesson 3 Brr! North America Homework

**1** Choose the right preposition. Sáykes jalǵawdı tańlań.

### The first National Park in Canada

Banff National Park is in the west *of/to* Canada. About four and a half million people visit it every year. There are a lot of beautiful mountains, forests, rivers and lakes *in/at* the park. This is home *for/from* 53 different animals and hundreds *with/of* birds. You can see these animals *in/from* your car when you are driving *in/on* the park. When you are driving or walking in the park, you must be very careful because some animals are dangerous.

## Classwork and homework

### 2 Write five questions about Banff National Park.

Banf milliy bağı haqqında bes soraw jazıń.

e.g. *Where is it?*

---

---

---

---

## Lesson 4 The longest, the biggest ...

### Homework

Write about three animals. Don't write the names.

Úsh haywan haqqında jazıń, lekin, olardıń atın jazbań.

e.g. This animal is ... . It lives in ... . It can ... .

## Lesson 5 Kiwis, koalas and kangaroos

### Classwork

#### 3b Read and complete.

		can/can't do
kangaroo	e.g. <i>wild animal, lives in Australia</i>	
koala		
kiwi		

#### 4a Complete the table.

I knew	I want to know	I learnt

### Homework

Read the answers. Write the questions.

Juwaplardı oqıp, sorawlar dúziń.

- 1 What \_\_\_\_\_  
Kangaroos eat grass, plants and leaves.
- 2 Where \_\_\_\_\_  
Koalas live in Australian forests.
- 3 What \_\_\_\_\_  
Koalas have big ears, small eyes, big noses and no tails.
- 4 How much \_\_\_\_\_  
Koalas eat about 400 grams a day.
- 5 What \_\_\_\_\_  
Kiwis can run fast.
- 6 What \_\_\_\_\_  
Kiwis are brown and grey.

# Classwork and homework

## Lesson 1 Do you know Uzbekistan?

### Classwork

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

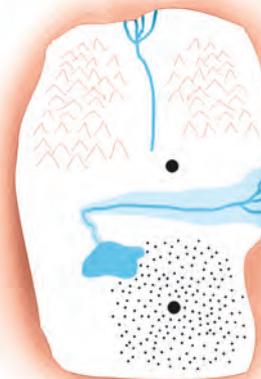
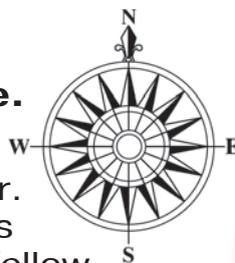
1	The population of Uzbekistan is more than	e.g. 32,500,000 people.
2	The area of Uzbekistan is	... sq km.
3	The population of Tashkent is more than	... people.
4	The Amu Darya River is	... km long.
5	The Syr Darya is	... km long.
6	The Zarafshan River is	... km long.
7	Khazret Sultan Mountain is	... m high.
8	The Chimgan Mountains are	... m high.

### Homework

Complete the map and find the treasure.

Kartağa sızıp, gáziyneni tabırń.

In the east of Ellis Island there is a river. It is the Blue River. In the north there is also a river. It is the Yellow River. The Yellow River is in the valley. To the north and the west of the valley there are high mountains. The capital, Alice town, is in the centre of Ellis Island. The city is near the Blue River. In the south there is the Green Lake. To the south of the valley there is a desert, the Brown Desert. In the centre of the desert there is a city Dustville. Go east from Dustville. Turn north at the lake. At the river, go east to the sea. The treasure is there.



## Lesson 2 What is the UK? Classwork

2 Work in pairs. Read and complete the table.

the UK				
	country	capital	nationality	population
1	England			
2	Scotland			
3	Wales			
4	Northern Ireland			

### Homework

Choose the correct word. Tuwrı sózdi tańlań.

- The population in Cardiff is *bigger/smaller* than the population in Edinburgh.
- Snowdon is *higher/shorter* than Ben Nevis.
- The area of the UK is *bigger/smaller* than the area of Uzbekistan.

## Classwork and homework

- Loch Ness is *bigger/smaller* than Lake Lough Neagh.
- The Thames is *longer/shorter* than the Severn.
- The population of the UK is *smaller/bigger* than the population of Uzbekistan.
- The population in Tashkent is *bigger/smaller* than the population in Cardiff.
- The Syr Darya is *longer/shorter* than the River Thames.
- The Zarafshan River in Uzbekistan is *longer/shorter* than the Severn in the UK.

### Lesson 3 Welcome to the USA!

#### Classwork

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

#### Homework

1 Answer the questions.

Sorawlarǵa juwap beriń.

- Which river is longer: the Colorado in the USA or the Amu Darya in Uzbekistan?
- Which country is bigger: the USA or the UK?
- Which population is smaller: in the UK or in the USA?
- Which mountains are higher: the Rocky Mountains or the Chimgan Mountains?

2 Write 5 more questions and answers.

Jáne bes soraw hám juwaplar jazıń.

### Lesson 4 Australia

#### Classwork

3a Listen and complete the map.

e.g. 1a

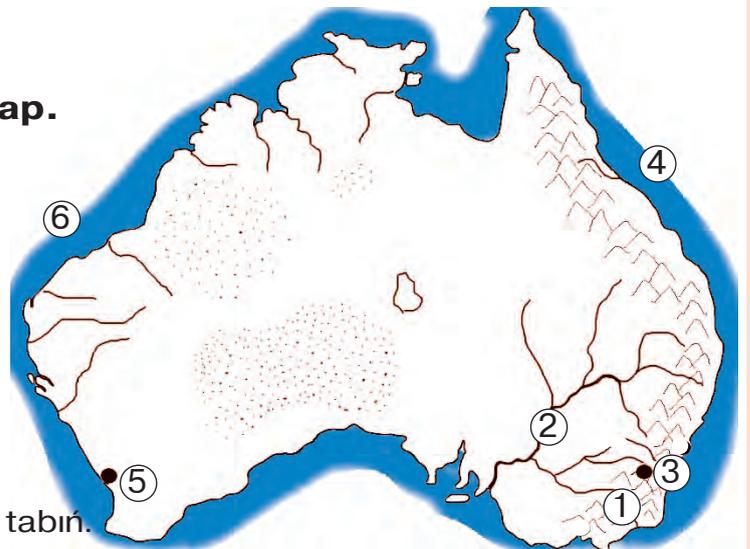
- Australian Alps
- the Pacific Ocean
- the Murray River
- Perth
- the Indian Ocean
- Canberra

#### Homework

Do the Australian Quiz.

Avstraliya haqqında sorawlarǵa juwap tabıń.

- How can you travel from Tashkent to Sydney?  
a) by bus   b) by train   c) by plane



## Classwork and homework

- 2 When it's summer in Uzbekistan in Australia it's \_\_\_\_\_.  
a) winter    b) autumn    c) spring
- 3 It takes \_\_\_\_\_ to travel from Asia to Australia by plane.  
a) 10 hours    b) 2 hours    c) 24 hours
- 4 It's \_\_\_\_\_ in the south of Australia.  
a) hot    b) warm    c) cold
- 5 Africa is to the \_\_\_\_\_ of Australia.  
a) east    b) west    c) north

### Lesson 5 New Zealand **Classwork**

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

name	country	why
e.g. <i>Ildar</i>	<i>New Zealand</i>	<i>Lake Taupo is a good place for fishing and having a rest.</i>

### **Homework**

Read the letter in activity 3b and complete the table.

3b-shiniǵwdaǵı xatti oqıp, kesteni toltırıń.

day of the week	place	what to do
Sunday	e.g. <i>Wellington airport</i>	<i>come</i>
Monday and Tuesday		
Wednesday		
Thursday		
Friday		

### Lesson 6 Project **Homework**

Read and put the verbs in the Past Simple.

Oqıń hám feyillerdiń ótken máhál túrin jazıń.

Capitan James Cook ... (be) born on October 27, 1728 in England. His father ... (be) a farmer. When he was a boy, James Cook ... (go) to school. Now this school is a museum. His parents' house in Melbourne is now a museum too. He ... (help) his father on the farm. In 1747 he ... (meet) John and Henry Walker. They ... (have) a ship. First he ... (help) the people on the ship. In 1755 James Cook was a sailor. He ... (make) maps of different places. His maps ... (be) very good. A lot of sailors ... (use) his maps for a long time. James Cook ... (go) round the world three times. He ... (be) the first European to visit Australia and New Zealand. The first time he ... (go) to Australia in 1770. He ... (visit) Australia three times. There are Cook Islands in the Pacific Ocean and Mountain Cook in the Southern Alps in New Zealand.

# Classwork and homework

## Lesson 1 Climate of the world

### Homework

Write about the climate in the place where you live.

Use the words in the cloud. Jasaw jayırdıń hawa rayı haqqında jazıń. Bulttaǵı sózlerden paydalanıń.

climate, temperature

## Lesson 2 What's the climate like?

### Homework

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

Sózlerdi sózlikten tawıp, máńisin jazıń.

waste, recycle, litre(s), wait, reduce

1b Write questions. Use the words in activity 1a.

Sorawlar jazıń. 1-shınıǵıwdaǵı sózlerden paydalanıń.

## Lesson 3 Save water!

### Classwork

3 Read and complete the table.

	city	village
brush teeth	e.g. 15–20 litres	1/2 litre
shower		5 litres
bath/hammom		10 litres
wash dishes		5 litres

### Homework

Count how much water you use a day.

1 kúnde qansha suw sarplaytuǵınıńızdı jazıń.

brush teeth | e.g. 7 litres

Total \_\_\_\_\_

## Lesson 4 Save energy!

### Homework

1 Complete the table. Kesteni toltırıń.

How much water does your family use a day?

brush teeth | e.g. 17 litres

Total \_\_\_\_\_

shower, bath, kettle, cook, washing up, wash clothes, toilet

2 Make pairs. Sózlerge ılayıq jupların tabırıń.

e.g. tea cup

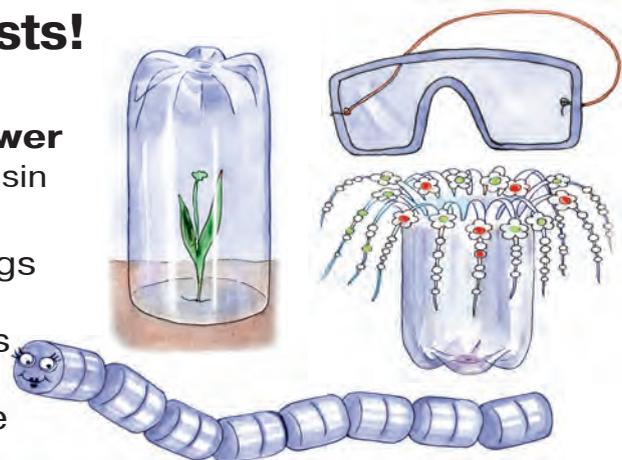
bar coffee black chocolate green cup break cake tea

## Lesson 5 Save our rain forests!

### Homework

Read and guess the new word. Answer the question. Oqıń hám jańa sózdiń máńisin shamalań. Sorawǵa juwap berıń.

People use many things. We **reuse** things when we use them again, one more time. For example, we buy plastic bottles with drinks. But we can reuse them to keep water or milk. How can you reuse plastic bottles?



# Classwork and homework

## Lesson 1 What were you doing?

### Classwork

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

- 1 Aziz e.g. was cleaning the rug with the vacuum cleaner.
- 2 Sabina ... the room.
- 3 Madina and Davron were ... in the yard.
- 4 Madina ... .
- 5 Davron ... .

### Homework

#### 1 Choose the correct word to complete the sentences.

Ílayıq sózlerdi tańlap, gáplerdi tolıqtırń.

On the way back home Heggy and Chamby (1) **e.g. smile/were smiling** happily. Now they (2) *know/knew* that it was better to smile than to be angry. They (3) *were/was* so happy that they (4) *sing/were singing*.

#### 2 Write what you and your family were doing at

**7pm yesterday/on Saturday.** Keshe/shembi kúni saat keshki 7 de siz hám shańaraq aǵzalarıńız ne islep atırǵanıńızdı jazıń.

**e.g. My father was watching a football match at 7pm yesterday/on Saturday.**

## Lesson 2 An accident

### Classwork

#### 4b Look and write 4 questions.

**e.g.** What was the dog doing?  
What were the boys doing?

What	was were	the dog	doing?
		the bus driver	
		the car driver	
		two boys	
		the boy in a red cap	
		the girl in the blue skirt	

#### 4d Work in pairs. Read and look at the picture.

Find 8 differences.

people/animals	in the picture	in the text
e.g. a dog	was barking at a cat	was barking at two boys

### Homework

#### Write the sentences in the Past Continuous.

Gáplerdi ótken dawamlı máhálde jazıń.

- 1) Mark/go/to work/by metro. **e.g. Mark was going to work by metro.**
- 2) Rita/read/a book. 5) Two boys/listen/to music.
- 3) The cat/sleep/on the chair. 6) The girls/wear/red dresses.
- 4) Daniel/run/in the park.

## Lesson 3 Do you like fairy tales?

### Homework

#### 1 Match. Gáplerge say bólimin tabıń.

- |                                   |   |
|-----------------------------------|---|
| 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.                         |

## Classwork and homework

### 2 Write about your favourite fairy tale.

e.g. My favourite fairy tale is ... . The main characters are ... and ... . One of them is ... (good/bad).

### Lesson 4 Can birds and animals talk?

#### **Homework** Make sentences.

- 1) upon/Once/a time/the snake/king/was/over all animals.
- 2) wanted/to help/The mosquito/the king.
- 3) all/The mosquito/the animals/tasted.
- 4) was/The baby/sleeping/a tree/under.
- 5) tasted/I/all/the animals/the world/in.
- 6) He/a small/took/bite.

### Lesson 5 A happy end

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

- 1) The swallow flew down and *bit the mosquito's tongue*.
- 2) The mosquito could ...
- 3) The snake was ...
- 4) The snake wanted ...
- 5) The snake could only ...
- 6) From that time on the mosquito can only ...
- 7) The snake and the swallow ...
- 8) The swallow saved ...
- 9) When a swallow makes a nest in your home, ...

#### **Homework**

#### Write the sentences in the Past Continuous.

- 1) a baby/sleep/under a tree. e.g. *A baby was sleeping under a tree.*
- 2) His mother/cook/food. 4) The snake/have/a rest.
- 3) The swallow/fly/after him. 5) The mosquito/fly/to the king.

### Lesson 6 Project **Homework**

#### Read and write T for True and F for False.

A long time ago there was a king. He had three sons. The first son had a wife. His wife was tall and thin. She had long straight dark hair and a big nose. They lived in a stone house. The second son's wife was short and plump. Her short curly hair was red. She had small eyes and a small mouth. They lived in a brick house.

The third son did not have a wife. He went to the forest and met a frog. The frog said, "Take me home. I can be a good wife." The prince took the frog home. But it was not a frog. It was a princess. She was beautiful. Her eyes were blue. She had long blond hair. Then they had the wedding and they were a husband and a wife. They were happy.

- 1 The first son's wife was tall and had small eyes and a small mouth.
- 2 The second son's wife was tall with long straight dark hair.
- 3 The third son's wife had blue eyes.
- 4 The first son and his wife lived in a stone house.
- 5 The second son and his wife lived in a mud house.
- 6 The third son's wife was beautiful.

## Classwork and homework

### Lesson 1 Do you know?

#### Homework

1 Write the words. Sózlerdi jazıń.

- 1) gteer      2) kesha      3) isks

2 Write the sentences. Gápler jazıń.

- 1) English people **e.g. use one kiss to say hello.**  
 2) Eskimos...    3) Maoris...    4) French people...  
 5) Russian boys...    6) Greek people...    7) Uzbek women...

### Lesson 2 Wr Whitfield went fishing.

#### Homework

Write questions to the bold words.

Qara menen berilgen sózlerge soraw jazıń

1 Lucy went **to the mountains** last weekend.

**e.g. Where did Lucy go last weekend?**

2 She took **some fruit**.

3 It was a **nice** day.

4 **She** played with her friends.

5 They saw **many interesting things** there.

### Lesson 3 Do you have a bird table?

#### Homework

Write two puzzles about animals.

Haywanlar haqqında 2 jumbaq jazıń.

**e.g. They live in the desert. People use them to carry things.**

### Lesson 4 What's the best transport?

#### Homework

1 Draw and write about your favourite transport. Use

**the words from 2 and 4b.** Súyikli transportıńızdı salıp, ol haqqında jazıń. 2 hám 4b-shınıǵıwlarındaǵı sózlerden paydalanıń.

2 Write a list of all irregular verbs.

Hámme bolımsız feyiller dizimin jazıń.

3 Make two Bingo cards with irregular verbs.

Bolımsız feyiller menen eki «Bingo» kartochkasın tayarlań.

### Lesson 5 What's next to... ?

#### Homework

1 Look and write five sentences.

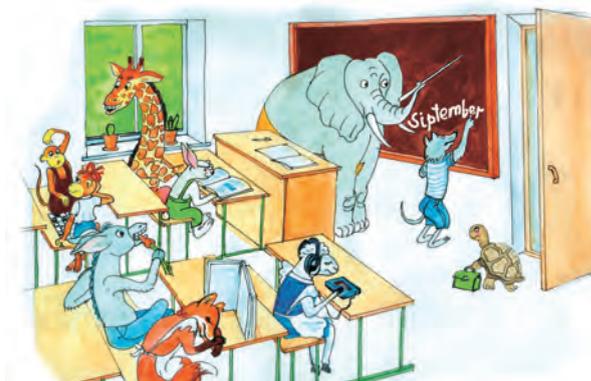
**Where are they?** Súwretke qarap, bes gáp jazıń. Olar qay jerde?

**e.g. The elephant is near the blackboard.**

2 Write five sentences for your

**friends.** Dostıńız ushın bes gáp jazıń.

**e.g. I want you to mime a policeman.**



# Grammatikalıq maǵlıwmatlar

(Oqıtıwshılar ushın)

## 1) Atlıq (Noun)

Zattıń atın bildirip, *kim?* (*who?*) hám *ne?* (*what?*) sorawlardıń birine juwap beretuǵın sóz shaqaplarına atlıq delinedi. Atlıq artikler menen qollanıwı múmkin. Inglis tilinde atlıqlar ataw hám iyelik sepliklerge iye: *student* (ataw seplik), *student's* (iyelik seplik).

Atlıqlar sanalatuǵın hám sanalmaytuǵın atlıqlar bolıp bólinedi. Sanaytuǵın atlıqlarǵa *book*, *car*, *chair* sıyaqlı sózler bolıp, olar biz sanay alatuǵın zatlardıń atları bolıp tabıladı. Sonlıqtan, biz *one car*, *two books*, *three chairs* dep aytıwımız múmkin. Olar birlikte (*a cat*, *one book*) yaki kóplikte (*two chairs*, *a lot of books*) bolıwı múmkin. Birliktegi atlıqlardan keyin feyiller birlikte, kópliktegi atlıqlardan keyin tiyislisinshe kóplikte boladı: *This book is boring*. *These books are interesting*.

Sanalmaytuǵın atlıqlar *rice*, *water* sıyaqlı sózler bolıp, olar biz sanay almaytuǵın nárseler. Biz *rice* dewimiz múmkin, lekin *one rice* dep ayta almaymız. Sonıń ushın sanalmaytuǵın atlıqlar tek birlik túrinde bolıp, olardan keyin feyiller birlikte qollanıladı.

### Atlıqlarda kóplik

Atlıqlardıń kóplik túri olardıń birlik túrine -s yaki -es qosımtasın qosıw jolı menen kelip shıǵadı hám atlıqlardıń aldındaǵı anıq emes artikl túsirip qaldırıladı.

Birlik	Kóplik
<i>a banana</i> – banan	<i>bananas</i> – bananlar
<i>a cat</i> – pıshıq	<i>cats</i> – pıshıqlar
<i>an orange</i> – apelsin	<i>oranges</i> – apelsinler

Kóplik jasawshı -s yaki -es qosımtası atlıqlarǵa tómendegi kestede keltirilgen qaǵıydalar boyınsha qosıladı hám hár túrli aytiladı:

1.	<i>k, p, t</i> dan keyin	-s	[s]	<i>cat</i> – <i>cats</i> ; <i>cap</i> – <i>caps</i>
2.	<i>b, d, g, l, m, n, r, v, w</i> dan keyin		[z]	<i>pen</i> – <i>pens</i> ; <i>dog</i> – <i>dogs</i>
3.	dawıslılardan keyin			<i>boy</i> – <i>boys</i>
4.	<i>-ss, -sh, -ch, -x, -tch</i> dan keyin	-es	[iz]	<i>class</i> – <i>classes</i> ; <i>box</i> – <i>boxes</i>
5.	<i>-se, -ce, -ze, -ge, -o</i> dan keyin	-s		<i>horse</i> – <i>horses</i> ; <i>page</i> – <i>pages</i>
6.	<i>-f, -fe</i> dan keyin	-es	[vz]	<i>wolf</i> – <i>wolves</i> ; <i>calf</i> – <i>calves</i> <i>shelf</i> – <i>shelves</i>
7.	<b>dawıslı</b> + <b>y</b> dan keyin	-ies	[iz]	<i>canary</i> – <i>canaries</i> ; <i>puppy</i> – <i>puppies</i> ; <i>hobby</i> – <i>hobbies</i>

Inglis tilinde jáne sonday atlıqlar da bar, olardıń kóplicigi sóz túbiriniń ózgeriwi menen jasaladı: *man* – *men*, *woman* – *women*, *child* – *children*, *goose* – *geese*, *foot* – *feet*.

Jáne sonday atlıqlar bar, olardıń birliǵi hám kóplicigi birdey túrge iye: *fish* – *fish*, *sheep* – *sheep*, *deer* – *deer*, *hair* – *hair*.

## 2) Artikl (Article)

Artikl inglis tiline tań bolıp, ol atlıqlardıń aldınan qollanıladı. Qaraqalpaq tilinde bolsa bunday sóz shaqabı joq.

Artikldiń eki túri bar: 1) anıq emes artikl – *a*, *an*; 2) anıq artikl – *the*.

Dawıslı sesler (máseken, b, c, d, f, g, h) aldınan *a* anıq emes artikl qollanıladı: *a book*, *a coat*, *a house*, *a letter*. Dawıslı sesler (máseken, a, e, i, o, u) aldınan bolsa *an* anıq emes artikl qollanıladı: *an address*, *an egg*, *an idea*, *an old house*.

**Este saqlań!** *a/an* tek ǵana birliktegi sanalatuǵın atlıqlardıń aldında qollanıladı. Olar kópliktegi hám sanalmaytuǵın atlıqlardıń aldında qollanılmaydı.

Anıq emes artikl		Anıq artikl
a [ə]	an [ən]	the [ðə]
<p>Anıq emes artikl tómendegi jaǵdayda qollanıladı:</p> <ul style="list-style-type: none"> <li>– birliktegi atlıqlar menen: <i>a cat, a zebra, an eye, an orange</i></li> <li>– bir nárseni haqqında birinshi márte aytlıǵanda: <i>This is a book.</i></li> <li>– <i>have (has); there is</i> dan keyin ketuǵın birliktegi sanalatuǵın atlıqlar menen: <i>I have a brother. There is a ball.</i></li> <li>– bir nárseni/kimseniń qanday nárseni/kimse ekenligi aytlıǵanda: <i>He is a nice man.</i></li> <li>– bir kimseniń kásibi haqqında aytqanda: <i>My father is a teacher.</i></li> </ul>		<p>Anıq artikl tómendegi jaǵdayda qollanıladı:</p> <ul style="list-style-type: none"> <li>– qatar sanlardıń aldında: <i>the first, the second, the third</i></li> <li>– birinshi márte aytlıǵan zat gápte tákirar qollanıǵanda: <i>The book is good.</i></li> <li>– sóylewshi aytlıp atırǵan nárseni haqqında tıńlawshı biledi dep oylaǵanda: <i>Open the window please.</i></li> <li>– kelbetlikniń arttırıw dárejesi aldında: <i>the fastest train</i></li> <li>– muzika ásbapları menen: <i>the guitar</i></li> </ul>

**Menshikli atlıqlar menen artikldiń qollanıw hám qollanılmaw jaǵdayları**

Anıq artikl tómendegiler menen qollanıladı:	Artikl tómendegiler menen qollanılmaydı:
1) okean, teńiz, dárya hám kanal atları menen. <b>e.g.</b> the Atlantic Ocean, the Red Sea, the Amu Darya, the Panama Canal hám t.b.	kóllerdiń atları menen. <b>e.g.</b> Lake Windermere, Lake Ullswater, Lake Michigan hám t.b.
2) taw dizbekleriniń atları menen. <b>e.g.</b> the Hisor Mountains, the Alps hám t.b.	jeke tawlardıń atları menen. <b>e.g.</b> Mount Everest, Kilimanjaro hám t.b.
3) atawlar toparınıń atları menen. <b>e.g.</b> the Canary Islands, the British Isles hám t.b.	jalǵız atawlardıń atları. <b>e.g.</b> Tasmania, Madagascar hám t.b.
4) geografiyalıq zonalar menen. <b>e.g.</b> the north, the south, the east, the west	<i>northern, southern, eastern, western</i> hám de <i>North America, South America</i> (olar mámleketler) – dep aytlıǵanda.
5) <i>Republic, Kingdom, States</i> den payda bolǵan mámleket atları menen. <b>e.g.</b> the Republic of Uzbekistan, the United States of America (the USA), the United Kingdom (the UK)	materik, mámleket, qala, shtat, aymaq kóshe atları menen. <b>e.g.</b> North America, Uzbekistan, Africa, Tashkent, London, New York, Kashkadarya, Navoi Street hám t.b.
6) shólistanlardıń atları menen. <b>e.g.</b> the Mirzachul, the Sahara hám t.b.	adamlardıń atı menen. <b>e.g.</b> Zafar, Sevara hám t.b.

**Este saqlañ!** Adamlar, haywanlar hám zatlar haqqında ulıwmalıq pikir bildirgende olar kóplik túrinde bolıp, artiklsız qollanıladı, máselen: *Cats and dogs are animals.*

**3) Atlıqlardıń iyelik sepligi (Possessive case)**

Atlıqlardıń iyelik sepligi (-'s) kóbinese adam hám haywanlardı bildiriwshi atlıqlardıń izine qosılıp, iyelikti, tiyislilikni bildiredi hám qaraqalpaq tilindegi “-nıń” qosımtasına tuwrı keledi: *John's bike (Jonniń velosipedini); the dog's tail (iyttiń quyırığı).*

Atlıqlardıń iyelik sepligi (-'s) birliktegi hám kópliktegi -s/-es menen jasalmaytuǵın atlıqlardıń kópligine (máselen, *men, women, children, people*) qosıladı: *the boy's house, Chris's birthday, the children's park.*

Kópligi -s/-es menen jasalatuǵın atlıqlardıń kópliginen keyin bolsa tek ǵana “ ’ ” irkilis belgisi qosıladı: *my parents' bedroom, her friends' school.*

Salıstıramız: the student's books (studenttiń kitapları)  
the students' books (studentlerdiń kitapları)

**4) Kelbetlik (Adjective)**

*Bad, big, boring, good, interesting, new, old, small* sıyaqlı sózler kelbetlik. Kelbetlikler birewdiń yaki buyımnıń, belgisin, ózgesheliklerin bildiriw, *qanday?, qaysı* degen sorawlarǵa juwap beredi. Olar atlıqlardan keyin emes, al olardan aldın qollanıladı: *a big<sup>kelbetlik</sup> house<sup>atlıq</sup>.*

Kelbetlikler atlıqlardıń birlik yaki kópligine qarap ózgermeydi: *a fast car; fast cars.*

Atlıqlardıń aldında kelbetlikler birneshe márte qollanılsa, olardıń arasına *and* dánekeri qollanılmaydı:

a **big bad** wolf (lekin a **big and bad** wolf emes). Sonday-aq, olardıń qollanıw tártibi tómendegishe boladı: **1)** san; **2)** ólshem; **3)** túr; **4)** reń; **5)** millet; **6)** material.

Máselen: *My robot has three large round black eyes.*

Kelbetlikler *be, become, get, look, feel* sıyaqlı feyillerden keyin de keliwi múmkin, m-n.:  
*The water is cold. She looks happy. I feel hot/happy/angry/sad.*

Bul feyillerden keyin birneshe kelbetlikler qollanılsa, bul kelbetliklerdiń keyingi ekewiniń ortasına *and* dánekeri jazıladı: *He was tall, dark and handsome.*

Ayırım kelbetlikler atlıqqa “-y” qosımtasın qosıw arqalı jasalıwı da múmkin, m-n.: *rain+y=rainy, cloud+y=cloudy, sun+ny=sunny, ice+y=icy.*

### Kelbetliktiń dárejeleri

Inglis tilinde kelbetliklerdiń úsh dárejesi bar: *jay, salıstırıw hám arttırıw.*

Kelbetliklerdiń jay dárejesi olardıń heshqanday qosımta qosılmağan túri esaplanadı: *nice, green, old, young, tall, strong, beautiful, fast, slow, hungry, sad* hám t.b.

### Kelbetliktiń salıstırma dárejesi: -er, more, than

Qandayda bir zat, shaxs hám basqaları basqa bir ret, shaxs hám tağı basqalar menen salıstırıw ushın kelbetliktiń salıstırıw dárejesi qollanıladı. Bir yaki eki buwınlı kelbetliklerdiń jay dárejesine “-er” qosımtası qosılıp, yaki eki hám onnan ziyat buwınlı kelbetliklerdiń aldına “more” sózin qollanıw arqalı kelbetliktiń salıstırıw dárejesi jasaladı. Salıstırıw dárejesindeki kelbetliklerden keyin “than” dánekeri qollanıladı hám de basqalar salıstırıladı.

Salıstırıw dárejesi qaraqalpaq tilinde “-raq” dep awdarıladı, máselen: *taller – biyigirek, longer – uzınraq, more beautiful – shıraylıraq.*

-er tómendegilerge qosıladı:	<b>more</b> tómendegilerden aldın qollanıladı:
1. bir buwınlı kelbetliklerge: m-n. <i>tall – taller, old – older, long – longer</i> hám t.b.;	eki buwınlı yaki kóp buwınlı kelbetlikler aldınan, m-n.: <i>interesting – more interesting</i> <i>beautiful – more beautiful</i> <i>boring – more boring</i> <i>difficult – more difficult</i>
2. -y menen tamamlanatuǵın eki buwınlı kelbetliklerge. -y bul jerde -i ge ózgeredi m-n.: <i>happy – happier, hungry – hungrier;</i>	
3. qısqa kelbetlikler <i>bir dawıslı+ bir dawıssız</i> benen tamamlanǵan bolsa, keyingi dawıssız eki dawıssızǵa aylanadı, m-n.: <i>hot – hotter, big – bigger.</i> Lekin <i>bir dawıslı+w</i> menen tamamlanǵanda <i>w</i> qosarlanbaydı: m-n. <i>low – lower.</i>	

### Kelbetliktiń arttırıw dárejesi

Bir zattı oǵan tiyisli bolǵan pútin bir topar menen salıstırıw ushın kelbetliktiń arttırıw dárejesi qollanıladı. Ádette bir yaki eki buwınlı kelbetliklerdiń jay dárejesine “-est” qosımtasın qosıw yaki eki hám onnan kóp buwınlı kelbetliklerdiń aldına “most” sózin qollanıw menen arttırıw dárejesindeki kelbetlikler jasaladı. Arttırıw dárejesindeki kelbetliklerdiń aldına anıq artıklı “the” qollanıladı.

Arttırıw dárejesi qaraqalpaq tilinde “eń” dep awdarıladı, máselen: *the tallest – eń biyik; the longest – eń uzın* hám t.b.

-est tómendegilerde qollanıladı:	<b>most</b> quyidagılar oldıdan ishlatıladı:
1. bir buwınlı kelbetliklerge: m-n. <i>cold – the coldest, big – the biggest</i> hám t.b.;	eki buwınlı yaki kóp buwınlı kelbetliklerdiń aldında m-n.: <i>interesting – the most interesting</i> <i>beautiful – the most beautiful</i> <i>boring – the most boring</i> <i>difficult – the most difficult</i>
2. -y menen pitetuǵın eki buwınlı kelbetliklerge. -y bul jerde -i ge ózgeredi m-n.: <i>easy – the easiest, early – the earliest;</i>	
3. qısqa buwınlı kelbetlikler <i>bir dawıslı+ bir dawıssız</i> benen pitken bolsa, keyingi dawıslı eki dawıssızǵa aylanadı, m-n.: <i>hot – the hottest, big – the biggest.</i> Lekin <i>bir dawıslı+w</i> menen tamamlanǵanda <i>w</i> eki márte qollanılmaydı: m-n. <i>low – the lowest.</i>	

### 5) Buyırq gápler

Inglis tilinde feyildiń “to”siz formasın gáptiń basında qollanıw arqalı buyırq meyil—buyırq mánisindegi gápler jasaladı. Buyırq gáplerdiń bolımsız túrin jasaw ushın tómendegi kestedey, “Don’t” bolımsız jasawshı kómekshi túri birinshi orınǵa qoyıladı.

Bolımlı buyırq gáp	Bolımsız buyırq gáp
Go to his house. <i>Onıń úyine bar(iń).</i> Touch it. <i>Oǵan tiy(iń).</i> Go straight. <i>Tuwrıǵa júr(iń).</i> Turn right. <i>Ońǵa burl(iń).</i> Turn left. <i>Shepke burl(iń).</i> Stop. <i>Toqta(ń).</i>	Don't go to his house. <i>Onıń úyine barma(ń).</i> Don't touch it. <i>Oǵan tiyme(ń).</i> Don't go straight. <i>Tuwrıǵa júrme(ń).</i> Don't turn right. <i>Ońǵa burlıma(ń).</i> Don't turn left. <i>Shepke burlıma(ń).</i> Don't stop. <i>Toqtama(ń).</i>

### 6) Sanlıq (Number)

Zatlardıń muǵdarnı yaqı tártibin bildiretuǵın sózler sanlıq dep ataladı. Sanlıqlar sanaq san (Cardinal Numbers) hám qatarlıq san bolıp (Ordinal Numbers) bólinedi.

#### Sanaq sanlar

Sanaq sanlar adam yaqı zatlardıń sanın bildirip, *neshe? (how many?)* degen sorawǵa juwap beredi, m-n.: *one, two, three* hám t.b.

20 dan baslap onlıqlar hám birlikler ortasına sızıqsha “ - ” qollanıladı, m-n.: *twenty-five, thirty-seven, forty-eight, fifty-four, sixty-six, seventy-nine*

#### 1 den 100ge deyingi sanaq sanlar

1–10	11–20	21–100
1 one	11 eleven	21 twenty-one
2 two	12 twelve	22 twenty-two <i>va h.k.</i>
3 three	13 thirteen	30 thirty
4 four	14 fourteen	40 forty
5 five	15 fifteen	50 fifty
6 six	16 sixteen	60 sixty
7 seven	17 seventeen	70 seventy
8 eight	18 eighteen	80 eighty
9 nine	19 nineteen	90 ninety
10 ten	20 twenty	100 a / one hundred

#### 100den 1000ǵa deyingi sanaq sanlar

100 den joqarı sanlarda birlik hám de onlıqlar aldına “and”, 120 dan baslap onlıqlar birliklerdiń ortasına sızıqsha “-” qollanıladı.

100 a / one hundred	183 a / one hundred and eighty-three
101 a / one hundred and one	415 four hundred and fifteen
102 a / one hundred and two	525 five hundred and twenty-five
111 a / one hundred and eleven	678 six hundred and seventy-eight
120 a / one hundred and twenty	750 seven hundred and fifty
127 a / one hundred and twenty-seven	1000 a / one thousand

#### 1000 nan úlken sanaq sanlar

1000 nan úlken sanlar bos orın qaldırıw emes, útir menen jazılıwına hám tómendegishe oqılıwına itibar berilgen: 1,300 — one thousand three hundred; 1,305 — one thousand three hundred and five; 3,309 — three thousand three hundred and nine; 4,643 — four thousand six hundred and forty-three; 447,400 — four hundred and forty-seven thousand four hundred; 2,500,000 — two million five hundred thousand; 32,500,000 — thirty two million five hundred thousand

Sáneler menen útir de bos orın qaldırmastan tómendegishe oqılıwına itibar berilgen: 1300 — thirteen hundred; 1305 — thirteen-o-five; 1563 — fifteen-sixty-three; 1985 — nineteen eighty-five; 2001 — two thousand and one; 2018 — two thousand eighteen.

## Qatarlıq san

Qatarlıq sanlar predmetlerdiń tártibin bildiredi hám *qaysı?, neshinshi? (which?)* sorawǵa juwap beredi. Qatarlıq sanlardıń aldında anıq artikl *“the”* qollanıladi: *the tenth, the sixth, the third.*

1, 2, 3 ten basqa hámme sanaq sanlarǵa *“-th”* jalǵawı qosılıw arqalı qatarlıq sanlar jasaladi. *One, two, three* sıyaqlı qatarlıq sanlar tómendegishe boladı: *one – the first; two – the second; three – the third.* *“-th”* penen qatarlıq sanlar jasalganda tómendegi sanlar ayırım ózgerislerdi baqlaw múmkin: *five – the fifth; eight – the eighth; nine – the ninth; twelve – the twelfth.*

### 1 den 100ge deyin bolǵan qatarlıq sanlar

1–10		11–20		21–100	
1st	the first	11th	the eleventh	21st	the twenty-first
2nd	the second	12th	the twelfth	22nd	the twenty-second <i>va h.k.</i>
3rd	the third	13th	the thirteenth	30th	the thirtieth
4th	the fourth	14th	the fourteenth	40th	the fortieth
5th	the fifth	15th	the fifteenth	50th	the fiftieth
6th	the sixth	16th	the sixteenth	60th	the sixtieth
7th	the seventh	17th	the seventeenth	70th	the seventieth
8th	the eighth	18th	the eighteenth	80th	the eightieth
9th	the ninth	19th	the nineteenth	90th	the ninetieth
10th	the tenth	20th	the twentieth	100th	the hundredth

## 7) Almasıq (Pronouns)

Atlıqtıń ornına qollanıw múmkin bolǵan sózler almasıq delinedi

Túrler		Betlik almasıǵı	Iyelik almasıǵı	Baris sepligindegi almasıq
Birlik	I	<i>I</i> (men)	<i>my</i> (meniń)	<i>me</i> (meni, maǵan)
	II	<i>you</i> (sen)	<i>your</i> (seniń)	<i>you</i> (seni, saǵan)
	III	<i>he</i> (ol)	<i>his</i> (oniń)	<i>him</i> (oni, oǵan)
		<i>she</i> (ol)	<i>her</i> (oniń)	<i>her</i> (oni, oǵan)
Kóplik		<i>it</i> (ol)	<i>its</i> (oniń)	<i>it</i> (oni, oǵan)
	I	<i>we</i> (biz)	<i>our</i> (biziń)	<i>us</i> (bizdi, bizge)
	II	<i>you</i> (siz)	<i>your</i> (siziń)	<i>you</i> (sizdi, sizge)
	III	<i>they</i> (olar)	<i>their</i> (olardıń)	<i>them</i> (olardı olarǵa)

### Siltew almasıǵı: *this – these, that – those*

Jaqn turǵan zattı kórsetiwge *“this”* (bul), alısta turǵan zattı kórsetiwge *“that”* (áne, ol, anaw) sıyaqlı siltew almasıǵınan paydalanıladi m-n.:

*This is a cat – Bul pıshıq. That is a dog – Anaw kúshik.* *“These”* siltew almasıǵı sóylewshige jaqn turǵan kóplik zatlardı, *“those”* siltew almasıǵı bolsa sóylewshiden uzaqta turǵan kóplik zatlardı siltep, kórsetip aytıwda qollanıladi. *“These”* qaraqalpaq tilinde *“(mine) bul ...lar”* dep, *“those”* ese *“(áne) ol ...lar”* dep awdarıladi m-n.:

*these photos – (mine) bul fotosúwretler; those pencils – (áne) ol qálemler*

## 8) Jalǵaw (Prepositions)

Inglis tilinde kóplegen jalǵawlar bolıp, olardıń kópshiligi birden ziyat mániske iye bolǵanı ushın quramalı jalǵawlar bolıp esaplanadı Bir tildegi jalǵaw basqa bir tilde birqansha formaǵa awdarılıwı múmkin.

### Waqt jalǵawları: *at, on, in, before, after*

**“at” (...da) jalǵawı.** Bul jalǵawlar saatti aytıwda qollanıladi, m-n.: *I get up at 6.30. I have breakfast at seven.*

*“Night, midnight, midday, a.m., p.m.”* sózleri menen *“at”* jalǵawları qollanıladi, m-n.: *I go to bed at night. We watch cartoons at five p.m.*

Bayramlar menen hám *“at”* jalǵawı qollanıladi, m-n.: *We cook sumalak at Navruz. We have a lot of fun at New Year.*

**Este saqlañ!** Saat neshede qaysı waqıtta ekenligin soraw ushin, ádette “*At what time...?*” dep emes, al “*What time...?*” dep soraladı m-n.: **What time** is the film?

**“on” (...da) jalǵawı.** Bul jalǵaw kúnler, sáneler hám *Monday morning, Friday afternoon* sıyaqlı sóylemler menen qollanıladı, m-n.: *I was at home on Wednesday. I get up late on Sundays. My birthday is on 15 May. I go swimming on Monday mornings. We don't work on Constitution Day.*

**“in” (...da) jalǵawı.** Bul jalǵaw kún bólimleri *morning, afternoon, evening* menen qollanıladı: *in the morning, in the afternoon, in the evening. I go to school in the morning.*

Sonday-aq, “*in*” jalǵawı ay, jil, hám máwsimler ushin da qollanıladı m-n.: *My birthday is in April. I was born in 2008. Snow falls in winter.*

**Este saqlañ!** “*This, next, last, every*” li sózleriniń aldında jalǵaw qollanılmaydı, m-n.: *What are you doing this afternoon? Goodbye. See you next week. We played tennis last Saturday. I go to my friend's house every week.*

**“Before” (...den aldın) jalǵawı** qandayda bir is-hárekettiń qandayda bir waqıttan aldın, **“after” (...den keyin) jalǵawı** bolsa keyin bolǵanlıǵın aytıwda qollanıladı, m-n.: *Before breakfast I get up and have a shower. After lunch I play basketball.*

### Orin-mákán jalǵawı: **in, on, at**

**“in” (...(ishi)de) jalǵawı.** Bul jalǵaw predmettiń qandayda bir zattıń ishinde turǵanlıǵın bildiredi, m-n.: *‘Where’s Botir?’ ‘In the kitchen.’ There’s nothing in the fridge.*

Kóshe, rayon, qala, wálayat, respublika, mámleket ishinde ekenligin aytıw ushin “*in*” jalǵawı qollanıladı, m-n.: *They live in Navoi Street. Farid is in Bukhara.*

**“on” (...(ústi)nde) jalǵawı.** Bul jalǵaw predmettiń qandayda bir zattıń ústinde turǵanlıǵın bildiredi, m-n.: *There are six books on the table. She has photos on the wall.*

**“on” jalǵawı** predmettiń qandayda bir zattıń oń yaki shep tárepinde turǵanlıǵın aytıw ushin da qollanıladı, m-n.: *The fridge is on the right. The cupboard is on the left.*

**“at” (...(janın)da) jalǵawı.** Bul jalǵaw zattıń bir zattıń aldında yaki janında ekenligin aytıwda, sonday-aq, ushırasıw ornı, bándirgilerdi aytıwda qollanıladı, m-n.: *The boy is at the door. Let’s meet at Aziz’s house this evening. Turn left at the bus stop/corner.*

**“at” jalǵawı** tómendegi sózler menen de qollanıw turladı: *at breakfast/lunch/dinner, at home, at a restaurant, at work, at the office, at the theatre/cinema, at a party, at (the) school/college/university, at the hospital, at the bank, at the supermarket.*

### Basqa orin-mákán jalǵawları

*under* – ...dıń astında; *near* – ...dıń qasında; *in front of* – ...tıń aldında; *opposite* – ...nıń qarsısında; *behind* – ...tıń artında; *next to* – ...dıń janında; *between* – eki zattıń ortasında; *from* – ...nan

The book is **under** the chair. The cooker is **between** the window and table. The sports club is **opposite** the library. The library is **next to** the school. Malik is **in front of** Tohir. Tohir is **behind** Malik. We live in a village **near** the town. Take it **from** him.

### “By” hám “on” jalǵawları

Qanday bir transport quralı arqalı qandayda bir jerge barıw, sapar etiwdi aytıwda inglis tilinde ádette “*by*” jalǵawınan paydalanıladı, m-n.: *by bus, by car, by minivan, by train, by bike, by motorbike, by plane.* Bul jalǵaw qaraqalpaq tilinde “menen”, “arqalı” dep awdarıladı. Bir jerge piyada, jayaw barıwdı aytıwǵa bolsa “*on*” jalǵawı qollanıladı, m-n.: *on foot.*

### Baǵdarlawshı jalǵawlar

**“to” (...ǵı) jalǵawı** baǵdardı aytıw ushin qollanıladı: *I go to school on foot.*

**“from... to...” (...dan ...ǵa deyin) jalǵawları baǵdarlawshı** hám waqıt jalǵawları bolıwı múmkin: *I walk from school to home. I have lunch from 1 o’clock to 1.30.*

Bul jerge jetip barıwdı aytıwda **“get to” (...ǵa jetip alıw) jalǵawı** qollanıladı: *I get to school at 8 o’clock.*

**Este saqlañ!** “*get*” hám “*home*” lerdiń arasında “*to*” qollanılmaydı: *I get home at 2 o’clock.*

## 9) Házirgi ápiwayı máhál (Present Simple Tense)

Házirgi ápiwayı máhál tómen degi jaǵdaylarda qollanıladı:

a) hámme waqıt ushın ulıwma bolǵan is-háreketledi aytw ushın, m-n.: *My parents live near Samarkand* (Ata-anam Samarqand átirapında jasaydı).

b) tákirar-tákirar, tez-tez júz berip turatuǵın is-háreketlerdi aytwda, m-n.: *We play football on Saturdays* (Biz shembi kúnleri futbol oynaymız).

Bunda kóbinese tómen degi ráwishler qollanıladı: *always (bárhá), never (heshqashan), often (tez-tez), sometimes (geyde), usually (ádette), once a day (bir kúnde bir márte), twice a week (háptede eki márte), every day/week/month/year (hár kúni/hápte/ay/jil)*.

### Házirgi ápiwayı máhálde xabar gáptiń jasalıwı

III bet birlik (he, she, it)ten basqa barlıq betler (I, you, we, they)diń házirgi ápiwayı máhál bolımlı gápi baslawıstın keyin feyildiń “to”sız túrin qollanıw arqalı jasaladı. Házirgi ápiwayı máhál bolımlı gáptiń III bet birligi “to”sız feyilge “-s” yaqı “-es” qosımtaların qosıw arqalı jasaladı (tómen degi kestege qarań).

### III bet birlikte feyiller qashan “-s” yaqı “-es” qosımtaları qosıladı?

- 1) Kópshilik feyillerge “-s” qosımtası qosıladı: *work → works*;
- 2) -s, -sh, -ch, -x penen pitken feyillerge “-es” qosımtası qosıladı: *wash → washes; teach → teaches*;
- 3) Oqılmaytuǵın “-e” menen tamamlanıwshı feyillerge “-s” qosımtası qosıladı: *write → writes*;
- 4) “-o” menen pitetuǵın feyillerge “-es” qosımtası qosıladı: *go → goes; do → does*;
- 5) Qaǵydaǵa kirmeytuǵın jaǵday: *have → has*;
- 6) “-y” menen tamamlanıwshı III bet birligi tómen degishe jasaladı: *dawıslı+ y (-ay, -ey, -oy, -uy)* menen tamamlanıwshı feyillerge “-s” qosımtası qosıladı: *say → says; play → plays*;
- 7) *Dawıssız+ y (-dy, -ly, -py, -ry)* va h.k.) menen pitetuǵın feyillerdiń “-y” háribi “-ie” ge ózgeredi hám “-s” qosımtası qosıladı: *fly → flies*.

### Házirgi ápiwayı máhálde soraw gáptiń jasalıwı

Házirgi ápiwayı máhál soraw gápin jasaw ushın “do” yaqı “does” kómekshi feyilinen paydalanıladı. Bunda III bet birlikte basqa barlıq betler ushın “do”, III bet birlik ushın bolsa “does” kómekshi feyili gáp baslawıstıń aldına qoyılıw menen soraw gáp jasaladı. III bet birlik soraw gápin jasaw ushın “does” kómekshi feyili baslawıstıń aldına qoyılǵanda tiykarǵı feyil “-s” yaqı “-es” qosımtası qoyılmaydı (tómen degi kestege qarań).

### Házirgi ápiwayı máhálde bolımsız gáptiń jasalıwı

Házirgi ápiwayı máhálde bolımsız gápti jasaw ushın “do not (don’t)” yaqı “does not (doesn’t)”ten paydalanıladı. Bunda III bet birlikten basqa barlıq betler ushın “do not (don’t)”tı, III bet birlik ushın bolsa “does not (doesn’t)”tı baslawıstın keynine qoyıw arqalı bolımsız gáp jasaladı. III bet birliktiń bolımsız túrin jasaw ushın “does not (doesn’t)” baslawıstın keyinge qoyılǵanda, tiykarǵı feyil “-s” yaqı “-es” qosımtası qosılmaydı (tómen degi kestege qarań).

Betler	Bolımlı gáp	Soraw gáp	Bolımsız gáp	
Birlik	I	I like ... .	Do I like ... ?	I do not (don't) like ... .
	II	You like ... .	Do you like ... ?	You do not (don't) like ... .
	III	He } She } likes ... . It }	Does { he } { she } like ... ? { it }	He } She } does not (doesn't) like ... . It }
Kóplik	I	We } You } like ... . They }	Do { we } { you } like ... ? { they }	We } You } do not (don't) like ... . They }

**10) “to be” (bolmaq, bar bolmaq) feyil Ápiwayı ótken máhálde: am/is/are**

Betler	Bolimlı gáp	Soraw gáp	Bolımsız gáp
Birlik	I I am (I'm)	Am I?	I am not (I'm not)
	II You are (you're)	Are you?	You are not (you're not)
	III He } (he's) She } is (she's) It } (it's)	Is { he } she }? it }	He } (he's not) She } is not (she's not) It } (it's not)
Kóplik	I We } (we're)	Are { we } you }? they }	We } (we're not)
	II You } are (you're)		You } are not (you're not)
	III They } (they're)		They } (they're not)

**11) Házirgi dawamlı máhál (Present Continuous Tense)**

Betler	Bolimlı gáp	Soraw gáp	Bolımsız gáp
Birlik	I I am ('m) working.	Am I working?	I am not ('m not) working.
	II You are ('re) working.	Are you working?	You are not ('re not) working.
	III He } She } is ('s) working. It }	Is { he } she } working? it }	He } She } is not ('s not) working. It }
Kóplik	I We } II You } are ('re) working. III They }	Are { we } you } working? they }	We } You } are not ('re not) working. They }

**Jasalıwı.** Házirgi máháldeń **bolımlı gáp**in jasawda baslawıstın keyin “to be” kómekshi feyiliniń házirgi máhál túrin (*am, is, are*)nen biri hám onnan keyin, feyildiń “-ing” qosımtası qosılǵan túrinen paydalanıladı. (*Feyilge “-ing” qosımtasın qosıw qaǵıydaları haqqındaǵı maǵlıwmattı “Gerundiy” temasınan tabıwımız múmkin.*)

Bolimlı gáplerde “am”, “is”, “are”lerdiń awızeki sóylewdegi qısqasha kórinisi ‘m, ‘s, ‘re túrinde boladı: *I’m working. He’s (she’s/it’s) coming. We’re (you’re/they’re) talking.*

Házirgi dawamlı máháldeń **soraw gápi** “to be” kómekshi feyiliniń házirgi zaman túrleri (*am, is, are*)ni baslawıstın aldına shıǵarıp, baslawıstın keyin bolsa feyildiń “-ing” qosımtası qosılǵan túrin qollanıw arqalı jasaladı (*tómenдеgi kestege qarań*).

Házirgi dawamlı máháldeń **bolımsız (biykar) gáp**in jasawda bolsa “to be” kómekshi feyili túrinen keyin “not” bolımsız dárejesi hám onnan keyin feyildiń “-ing”li túri qoyıladı. Bolımsız gápgerge aylanıwshı “am not”, “is not”, “are not”lerdiń awızeki sóylewdegi qısqasha kórinisi ‘m not, ‘s not, ‘re not túrinde boladı (*joqarıdaǵı kestege qarań*).

**Qollanıwı.** Házirgi dawamlı máháldeń is-háreketlerdi kórsetiw ushın qollanıladı:

a) Sóylewshiniń sóylew dawamında bolıp atırǵan is-háreketler: *I am speaking now (Men házir aytıp atırman). He is writing a letter (Ol xat jazıp atır).*

b) Keler máháldegi orınlanatuǵın anıq hám aldınnan rejelestirilgen is-háreketler: *Next week we are going to Bukhara (Kelesi hápte biz Buxaraǵa baramız).*

**12) Ápiwayı ótken máhál (Past Simple Tense)**

**Qollanıwı.** 1) Ápiwayı ótken máháldeń ótken máháldegi qandayda bir waqıtta júz bergen háreketi aytıwda qollanıladı, m-n.: *yesterday (keshe), last week (ótken hápte), last year (ótken jil), in 2016 (2016-jılı)* hám t.b. Ápiwayı ótken máhálde tek ótken máhál haqqında aytıladı: *I didn’t see you yesterday. What time did you come?*

**Ótken máháldeń waqıtları**

Ótken jil	Ótken hápte	Keshe	Házir
-----------	-------------	-------	-------

2) Sonday-aq, bul máhálde gúrińlerde izbe-iz júz bergen is-háreketlerdi aytıwda da qollanıladı, m-n.: *He went into the cafe, had a cup of tea and ...*

### Ápiwayı ótken máhál bolımlı gápinıń jasalıwı

Ápiwayı ótken máháldeń bolımlı gápi baslawıstın keyin feyildıń ótken máhál túrin qollanıw arqalı jasaladı. Ápiwayı ótken máhál feyili jay házirgi máhál feyilinen pariqlı túrde III bet birlikte isletilip qalmaq, al hámme birlik hám kóplik betler ushın bir qıylı formaǵa iye boladı (*tómendegi kestege qarań*).

Ótken máhál feyilleri eki toparǵa bólinip úyreniledi: **tuwrı** hám **tuwrı emes** feyiller.

Ótken máhál túrine **-ed** qosımtası menen jasalatuǵın feyiller tuwrı feyiller.

Ótken máhál túrine **-ed** qosımtası qosılmay, al sóz túbiriniń ózgeriwi yamasa basqasha usıllar menen jasalatuǵın feyiller tuwrı emes feyiller bolıp tabıladı.

	Bolımlı gáp	Soraw gáp	Bolımsız gáp
<b>Birlik</b>	I You He She It cooked cakes. saw the cow.	Did I You He She It cook cakes. see the cow.	I You He She It did not (didn't) cook cakes. did not (didn't) see the cow.
<b>Kóplik</b>	We You They	We You They	We You They

### Ótken máhál tuwrı feyiller qalay jasaladı?

- 1) kópshilik feyillerge **-ed** qosımtası qosıladı: *work* → *worked*; *help* → *helped*;
- 2) oqılmaytuǵın **-e** menen tamamlanatuǵın feyillerge **-d** qosıladı: *hope* → *hoped*;
- 3) **-y** menen tamamlanatuǵın feyillerdiń ótken máhál túri tómendegishe jasaladı:
  - a) *dawıslı+y* (-ay, -ey, -oy, -uy) menen tamamlanıwshı feyillerge **-ed** qosımtası qosıladı: *play* → *played*; *enjoy* → *enjoyed*;
  - b) *dawıssız+y* (-dy, -ly, -py, -ry hám t.b.) menen tamamlanıwshı feyillerge **-ed** qosılǵanda **-y** háribi **-i** ge ózgeredi: *try* → *tried*; *reply* → *replied*;

### Feyillerge **-ed** qosımtası qosılǵanda dawıssız seslerdiń ekileniwi

- 1) **bir dawıslı + bir dawıssızdan** ibarat bir buwınlı sózlerdiń aqırǵı dawıssız **-ed** qosılǵanda ekilenedi: *plan* → *planned*; *stop* → *stopped*;
- 2) **eki dawıslı + bir dawıssız** yaki **bir dawıslı + eki dawıssızdan** ibarat bir buwınlı sózlerdiń aqırǵı dawıssız **-ed** qosılǵanda ekilenbeydi: *wait* → *waited*; *want* → *wanted*;
- 3) kóp buwınlı sózlerdiń aqırǵı buwını pát qoyılǵan bolsa hám sol buwın **bir dawıslı + bir dawıssızdan** ibarat bolsa, **-ed** qosılǵanda sózdiń aqırındaǵı dawıssız ekilenedi: *preFER* → *preferred*; *BIRAQ WONder* → *wondered*.

### Ótken máhál tuwrı emes feyilleri qalay jasaladı?

Tuwrı emes feyillerdiń ótken máháldeń jasaw ushın anıq qaǵıydalar joq. Sol sebepli, bul tuwrı emes feyillerdiń ótken máhálde túrlerin tek ǵana olardı birme-bir yadlap alıw arqalı ózlestirip alıw múmkin, m-n.: *be* – *was/were*; *become* – *became*; *begin* – *began*; *bite* – *bit*; *break* – *broke*; *bring* – *brought*; *build* – *built*; *buy* – *bought*; *come* – *came*; *do* – *did*; *draw* – *drew*; *drink* – *drank*; *drive* – *drove*; *eat* – *ate*; *fall* – *fell*; *feel* – *felt*; *fly* – *flew*; *get* – *got*; *give* – *gave*; *go* – *went*; *grow* – *grew*; *have* – *had*; *know* – *knew*; *leave* – *left*; *make* – *made*; *meet* – *met*; *read* [ri:d] – *read* [red]; *ride* – *rode*; *run* – *ran*; *say* – *said*; *see* – *saw*; *sing* – *sang*; *sit* – *sat*; *sleep* – *slept*; *speak* – *spoke*; *spend* – *spent*; *sweep* – *swept*; *swim* – *swam*; *take* – *took*; *tell* – *told*; *think* – *thought*; *throw* – *threw*; *understand* – *understood*; *wake* – *woke*; *win* – *won*; *write* – *wrote*.

### Ápiwayı ótken máhálde soraw gáptiń jasalıwı

Hámme betlerde *did* kómekshi feyilin baslawıstın aldınǵa qoyıw menen ápiwayı ótkem máháldeń soraw gápi jasaladı. Soraw gáp jasaw ushın *did* kómekshi feyili baslawıstın

aldıǵa qoyılǵanda onnan keyin keletuǵın tiykarǵı feyil “to”siz infinitiv túrde boladı. Sebebi *did* kómekshi feyil ótken máhálde ańlatıp turǵan bir waqıtta, jáne ótken máhálde ańlatıwshı basqa feyilge zárúrlık tuwılmaydı (121-bettegi kestege qarań).

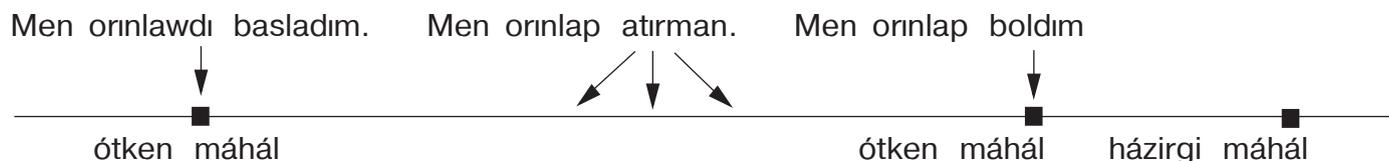
### Ápiwayı ótken máhálde soraw gáptiń jasalıwı

Hámme betlerde *did not (didn't)*ni baslawısttan keyinge qoyıw arqalı ápiwayı ótken máháldeń bolımsız túri jasaladı. Bolımsız túrin jasaw ushın *did not (didn't)* baslawısttan keyinge qoyılǵanda, onnan keyin keletuǵın tiykarǵı feyil “to”siz infinitiv túrde jasaladı. Sebebi *did not (didn't)* ótken máhálde ańlatıp turǵan bir payıtta, jáne ótken máhálde ańlatıwshı basqa feyilge zárúrlık tuwılmaydı (121-bettegi kestege qarań).

### 13) Ótken dawamlı máhál (Past Continuous Tense)

Betler	Bolimlı gáp	Soraw gáp	Bolımsız gáp
Birlik	I I was working.	Was I working?	I was not (wasn't) working.
	II You were working.	Were you working?	You were not (weren't) working.
	III He } She } was working. It }	Was { he } { she } working? { it }	He } She } was not (wasn't) working. It }
Kóplik	I We } II } were working. III } You } They }	Were { we } { you } working? { they }	We } You } were not (weren't) working. They }

Ótken máháldegi anıq waqıtta (máselen, saat 3de) kimniń bolsa da qandayda bir zat islep atırǵanın aytıw ushın ótken dawamlı máhál qullanıladı. Máselen: *We were watching TV at 3 o'clock yesterday.* Keshe saat 3 de bizler televizor kórip atırǵan edik.



Ótken máhálde qandayda bir uzaǵıraq is-háreket júz berip atırǵan waqıtta basqa bir qısqa is-háreket bolǵanın aytıw ushın kóbinese ótken dawamlı máhál hám jay ótken máhál birgelikte qullanıladı. Máselen: *I was going home when I met him. I saw you when you were talking to your friend. What were you doing when I phoned you?*

### 14) There is (There are) sózi

Inglis tilinde “*there is*” bir orında birliktegi qandayda bir zattıń bar ekenligin aytıwda, “*there are*” bolsa qandayda bir jerde kópliktegi zatlardıń bar ekenligin aytıwda qullanılatuǵın til qurılısı, m-n.: *There is an orange in the box* – Qutınıń ishinde apelsin bar. *There are oranges in the box* – Qutınıń ishinde apelsinler bar.

Bolimlı gáp	Soraw gáp	Bolımsız gáp
There is (there's) a book on the table.	Is there a book on the table?	There is not (isn't) a book on the table?
There are a lot of books on the table.	Are there a lot of books on the table?	There are not (aren't) a lot of books on the table?

### 15) Modal feyiller: *can, must hám should*

Modal feyiller kómekshi feyillerdiń arnawlı bir topanı bolıp tabıladı. Olar basqa tiykarǵı feyillerden aldın qullanılıp, belgili bir mánisti, máselen, *ruqsat, fizikalıq qábiilet, múmkinshilik, shártlilik, másláhát* sıyaqlılardı ańlatadı.

### Can modal feyili: (can + do something)

Bul modal feyil basqa tiykarǵı feyillerden aldın qollanılıp, a) fizikalıq qábilette bildiredi hám qaraqalpaq tilinde **isley alıw, orınlay alıw** degen mánini ańlatadı, m-n.: *I can jump* – Men sekire alaman. *Can you count?* – Sen/Siz sanay alasızba/alasızba?

b) tómendegishe soraw menen ruqsat sorawda qollanıladi: *Can I/we ...?* – bir zat islesem/islesem bola ma? Máselen: **Can I use the phone, please?** – Iltimas, telefonıń(ız)dan paydalansam bola ma? *Mum, can we play here?* – Apa, usı jerde oynasam bola ma?

d) tómendegı soraw menen bir zatlardı sorap alıwda qollanıladi: *Can I/we have...?* – ...ni alsam/alsaq boladı ma? Máselen: **Can I have your pen, please?** – Ruchkań(ız)dı alsam bola ma iltimas?

### Must modal feyili: (must + do something)

Bul modal feyil de basqa tiykarǵı feyillerden aldın qollanılıp, is-hárekettiń ámelge asırılıwı **shárt, zárúr, kerek** sıyaqlı mánilerdi ańlatadı m-n.: *Pupils must go to school every day* – Oqıwshılar hár kúni mektepke **barıwları shárt/kerek**.

### Should model feyili: (should + do something)

*Should + do something* sóylemi “bunday etiw kerek, onday etken jaqsı/tuwrı boladı” degen mánisti ańlatıp, másláhát, usınıs beriwde qollanıladi. Máselen: *You should go to bed early*. Erte uyqıǵa jatiwrıńız kerek.

*Can, must* hám *should* modal feyilleriniń soraw hám bolımsız túrleri *do, do not* kómekshi feyilleriniń járdemisiz, bul modal feyillerdi baslawıstıń aldına shıǵarıp, bolımsız túri bolsa bul modal feyillerden keyin *not* bolımsızlıq qosımtasın qosıw arqalı jasaladı (*tómendegı kestege qarań*).

Bolimlı gáp	Soraw gáp	Bolımsız gáp
I You He She It We You They	I You He She It We You They	You He She It We You They
can must should	Can Must Should	cannot (can't) must not (mustn't) should not (shouldn't)
} speak English.	} speak English?	} speak English.

### 16) Gerundiy (Ótlesken feyil) – Gerund

Inglis tilinde feyildiń “-ing” qosımtası menen tamamlanǵan túri gerundiy yaǵnıy ótlesken feyil dep ataladı. Gerundiy feyildiń atlıq qásiyetine iye bolǵan túri bolıp esaplanadı. Qaraqalpaq tilinde háreket atı, yaǵnıy **islew, oqıw, qosıq, aytıw jazıw** sıyaqlılar inglis tilindegi gerundiyge tuwrı keledi: **working – islew, reading – oqıw, singing – qosıq aytıw, writing – jazıw**.

#### Feyillerdiń “-ing”li qosılǵan túri qalay jasaladı?

- 1) Kópshilik feyiller: **v + -ing**. Máselen: *work → working; sleep → sleeping*.
- 2) “-e” menen pitetuǵın feyiller: (~~e~~) + **ing**. Máselen: *make → making*.

#### “-ing” qosılǵanda dawıssızlardıń ekileniwi

- 1) **bir dawıslı + bir dawıssızdan** ibarat bir buwınlı sózlerdiń aqırǵı dawıssızı **-ing** qosılǵanda ekilenedi: *plan → planning; stop → stopping*;
- 2) **eki dawıslı + bir dawıssız** yaki **bir dawıslı + eki dawıssızdan** ibarat bir buwınlı sózlerdiń aqırǵı dawıssızı **-ing** qosılǵanda ekilenbeydi: *wait → waiting; work → working*.

### 17) like/don't like/love + ot yaki gerundiy

*Like, don't like* hám *love* feyillerinen keyin atlıq sóz shaqabı qollanıladi, m-n.: *I like cartoons. I don't like horror films. I love music programmes*.

*Like, don't like* hám *love* feyillerinen keyin jáne feyil keletuǵın bolsa, ol gerundiy túrinde qollanıladi, m-n.: *He likes playing chess. He doesn't like going to the cinema. Do you like dancing?* (Gerundiy haqqındaǵı maǵlıwmat ushın aldınǵı betlerdegi 16-temaǵa qarań.)

**18) I would (I'd) like to be ...**

*Would like* (+ *to be/to do*) tilekti, ótinishti jilli sózlik penen aytw ushın qollanıladi. Máselen: *I'd like two kilos of tomatoes, please. Would you like some coffee?*

**19) Some hám any**

a) *Some* (biraz, birneshe) bolımlı gáplerge sanalmaytuǵın hám kópliktegi sanalatuǵın atlıqlardıń aldında qollanıladi. Máselen: *Give me some apples, please. There is some milk in the bottle.*

*Some* soraw gáplerge sorawǵa “Yes” juwabı kútilgende, bir nárese usınıs etilgende yaki zat sorawında da qollanıladi. Máselen: *Would you like some coffee? – Yes.*

*Can I have some milk for my tea, please?*

b) *Some* “bazi, ayırım” degen mánini de ańlatıp, kópliktegi atlıqlardıń aldında qollanıladi. Máselen: *Some shops are open every day – Bazı dúkanlar hár kúni ashıq boladı?*

*Any* (bir, birewlegen bolsa da, hesh) bolımsız hám soraw gáplerde sanalmaytuǵın hám kópliktegi sanalatuǵın atlıqlardıń aldında qollanıladi. Máselen: *There isn't any fruit in the fridge. Do you have any pencils? Is there any juice?*

**20) Dáneker (Conjunctions): and, but, before, after, then, because, or.**

Gáp hám gáp aǵzaların bir-biri menen baylanıstırw ushın qollanılatuǵın sózlerge dáneker delinedi. Bularǵa *and, but, before, after, then, because, or* sıyaqlıardı mısal etip keltiriw múmkin.

“**And**” (hám) teń baylanıstırwshı dáneker bolıp tabıladi. Gápke birneshe sóz qatarlasıp kelgende, bul sózlerdiń aqırǵı ekewi “**and**” menen baylanıladı, m-n.: *I have a mum **and** a dad. I like watching football, playing chess, riding my horse **and** listening to music.*

“**But**” (lekin, biraq) qarsılas dánekerler bolıp esaplanadı. Bul baylanıstırwshı bildirilgen pikirge qarsı jáne bir pikir bildiriw ushın olardıń ortasında qollanıladi hám sonıń menen eki gápti bir-biri menen dánekerleydi, m-n.: *It's old **but** beautiful. Her school is in London **but** our school is in Tashkent.*

“**Then**” (keyin, soń, sońıraq) dánekeri bir waqıyanı aytıp beriwde is-háreketlerdiń logikalıq izbe-izligin kórsetip beriw ushın qollanıladi, m-n.: *Aziz's mother gets up early and she makes breakfast. **Then** she cleans the house. She does the shopping and **then** works in the afternoon.*

“**Because**” (sebebi, sebepli) dánekeri bir is-háreketke sebep bolǵan basqa is-háreketi aytıwda qollanıladi, m-n.: *I don't like maths **because** it's difficult. Two girls and two boys like Sunday **because** we don't have lessons.*

“**Or**” (yaki) dánekeri eki yaki birneshe gápti yaki gáptiń qatarlasıp kelgen bóleklerin bir-biri menen baylanıstradı hám tómendegi jaǵdayda qollanıladi:

a) eki múmkinshilikten birin tańlawda: *You can go home **or** stay at school.*

b) mánisizlikti bildiriwde: *There are usually five **or** six lessons.*

d) bolımsız yaki bolımsız mánidegi gáplerde qatarlasıp kelgen sózlerdi baylanıstradı hám “ya ... hám ya ...” degen mánilerdi baylanıstırıp keledi, m-n.: *I don't drink tea **or** milk – Men **ya** shay **hám ya** sút ishemen. I don't like jazz **or** rock. We don't have a parrot **or** a dove.*

**21) Ráwish (Adverb)**

Ráwishler feyil haqqında maǵlıwmat beredi, yaǵnıy feyildiń qanday, qay taqlette, qay dárejede, qay túrde ornlanǵanın bildiredi hám tiykarınan feyilden keyin qollanıladi, máselen:

*I **play**<sup>feyil</sup> tennis **well**<sup>ráwish</sup>. (Men tennisti jaqsı oynayman.)*

Kópshilik ráwishler kelbetliklerge “-ly” qosımtasın jalǵaw arqalı jasaladı, máselen:

**Kelbetlik:** quick careful bad loud soft noisy slow happy

**Ráwish:** quickly carefully badly loudly softly noisily slowly happily

Ayırım sózlerdiń ózi tiykarınan ráwish bolǵanlıqtan olarǵa “-ly” qosımtası qosılmaydı, máselen: *well (jaqsı), fast (tez), late (kesh), hard (qattı, tırsqaqlıq penen).*

**22) Inglis tilinde sóz tártibi**

Inglis hám qaraqalpaq tillerinde gápkegi sóz tártibi bir-birinen parq qıladı. Inglis tilinde gápke aldın baslawısh, keyin bayanlawısh, soń tolıqlawısh hám aqır sońında, pısıqlawısh keledi. Inglis tilindegi gáplerde sózlerdiń ornı awmassa gáptiń mazmunı ózgeredi, yaki gáp mánis-

siz bolıp qaladı. Qaraqalpaq tilinde bolsa kópshilik jaǵdaylarda baslawısh, tolıqlawısh hám pısıqlawısh ornı almasıp keliwi múmkin, lekin, bayanlawısh hámme waqta gáptiń aqırında keledi. Egerde baslawısh keyin bayanlawısh qoyılsa, gáp bóleklerin bir-biri menen logikalıq jaqtan baylanıspay qaladı. Bunı tómendegi mısallardan anıq kóriw múmkin.

English	baslawısh	bayanlawısh	tolıqlawısh	pısıqlawısh
	The children	are playing	football	now.
Qaraqalpaq	baslawısh, tolıqlawısh yaki pısıqlawısh			kesim
	Balalar Házir Balalar	házir balalar futbol	futbol futbol házir	oynap atır.

### 23) Inglis tilinde waqıt pısıqlawıshlardıń gáplerdegi ornı

*Every morning (day), on Fridays (Mondays ...)* sıyaqlı waqıt pısıqlawıshları gáp basında yaki gáp keyninde keledi.

pısıqlawısh	baslawısh	bayanlawısh	tolıqlawısh	pısıqlawısh
Every day	I	watch	TV	(every day).
(On Sundays)	I	don't go	to school	(on Sundays).

*Always, usually, often, sometimes, never* sıyaqlı waqıt pısıqlawıshları ádette baslawısh keyin keledi.

baslawısh	pısıqlawısh	bayanlawısh	basqalar
I	always	brush	my teeth.
We	never	swim	in winter.

## English-Qaraqalpaq Wordlist

*adj* – adjective – kelbetlik  
*adv* – adverb – ráwısh  
*conj* – conjunction – dáneker  
*det* – determiner – anıqlawısh  
*int* – interjection – úndew gáp  
*n* – noun – atlıq

*num* – number – sanlıq  
*pl* – plural – kópplik  
*prep* – preposition – jalǵaw  
*pron* – pronoun – almasıq  
*v* – verb – feyil

a [ə]  
 about *prep, adv* [ə'baʊt]  
 about your friend  
 at about 8 o'clock  
 accident *n* ['æksɪdənt]  
 act (out) *v* [ækt ('aʊt)]  
 active *adj* ['æktɪv]  
 activity *n* [æktɪvɪti]  
 address *n* [ə'dres]  
 adult *n* [ædʌlt, ə'dʌlt]  
 after *prep* [ɑ:ftə]  
 afternoon *n* [ɑ:ftə'nʊ:n]  
 Good afternoon.  
 in the afternoon *adv*  
 again *adv* [ə'geɪn, ə'geɪn]  
 age *n* [eɪdʒ]  
 ago *adv* [ə'gəʊ]  
 air *n* [eə]  
 air the room *v+n* [eə ðə 'ru:m]  
 airport *n* ['eəpɔ:t]  
 album *n* ['ælbəm]  
 all *pron* [ɔ:l]  
 all the things  
 alligator *n* ['ælɪgeɪtə]

*anıq emes artıkl*  
 1) haqqında; 2) shamalap  
 dostıńız haqqında  
 shama menen saat segizlerde  
 avariya, baxıtsız hádiyse  
 atqarıw  
 belsendi  
 1) xızmet; 2) shınıǵıw  
 mánzil  
 jası úlken, (úlken jastaǵı) adam  
 ...dan keyin/soń  
 tús waqıtı  
 Ássalawma áleykum./Qayırılı kún. (*tús paytında*)  
 tústen keyin  
 jáne, taǵı  
 jas  
 ilgeri shekem, burın, aldın, áwell  
 hawa  
 bólmeni samallatıw  
 aeroport, hawa portı  
 albom  
 hámme  
 hámme nárseler  
 alligator (*krokodil*)

A

Wordlist

aloud *adv* [ə'laʊd]  
 alphabet *n* ['ælfəbet]  
 also *adv* ['ɔ:lsoʊ]  
 always *adv* ['ɔ:lweɪz, 'ɔ:lweɪz]  
 a.m. [ˌerem]

an [ən, æn]  
 and *conj* [ænd, ænd]  
 And you?  
 angry *adj* ['æŋɡri]  
 animal *n* ['ænim(ə)l]  
 answer *n, v* ['ɑ:nsə]  
 ant *n* [ænt]  
 any *adv* [eni]

any more [ˈenimɔː]  
 Anything else?  
 apple *n* [ˈæp(ə)l]  
 apple juice *n+n* [ˈæpl 'dʒu:s]  
 apricot *n* [ˈeɪprɪkɒt]  
 April *n* [ˈeɪpr(ə)l]  
 April Fool's Day [ˈeɪprɪ 'fʊlz deɪ]  
 architect *n* [ˈɑ:kitekt]  
 arctic fox *n* [ɑ:ktɪk'fɒks]  
 are *v* [ɑ:]  
 Are you ...?

A

area *n* [ˈeəriə]  
 arm *n* [ɑ:m]

B

armadillo *n pl (-s)* [ɑ:mədɪləʊ]  
 armchair *n* [ɑ:mtʃeə]  
 art *n* [ɑ:t]  
 Art Museum *n+n* [ɑ:t mju:ziəm]  
 Asian *adj* [ˈeɪʃ(ə)n, 'eɪʒən]  
 ask *v* [ɑ:sk]  
 at *prep* [ət, æt]  
 at all  
 ate *v* [eɪt]

attack *v* [ə'tæk]  
 August *n* [ˈɔ:gəst]  
 aunt *n* [ɑ:nt]  
 autumn *n* [ˈɔ:təm]  
 average *adj* [ˈævərɪdʒ]  
 awful *adj* [ˈɔ:f(ə)l]

baa *v* [ba:]  
 baby *n* ['beɪbi]  
 back *adv* [bæk]  
 back *n* [bæk]  
 bad *adj* [bæd]  
 bag *n* [bæg]  
 bakery *n pl (-ies)* ['beɪkəri]  
 ball *n* [bɔ:l]  
 balloon *n* [bə'lu:n]  
 banana *n pl (-s)* [bə'nɑ:nə]

ses shıǵarıp  
 álipbe  
 hám  
 hár dayım, bárhá  
*túngi saat 12 den kúndizgi 12 ge deyin bolǵan waqıtta*  
*anıq emes artıkl*  
 hám  
 Siz she?  
 ashıwshaq, ashıwlanǵan  
 haywan  
 1) juwap; 2) juwap beriw  
 qumırsqa  
 1) (*soraw gáplerde*) qandaydar bir, hesh;  
 2) (*bolımsız gáplerde*) hesh, heshqanday  
 jáne  
 Jáne bir nárese kerek pe?  
 alma  
 alma sherbeti  
 erik  
 aprel  
 1-aprel házil kúni  
 arxítektor  
 arktika túlkisi  
 bolıw (*kóplik betler ushın*)  
 Siz ...misiz?  
 aymaq, maydan, orın  
 qol  
*zool. armadillo (qalqan tárizliler semiyası wákili)*  
 gúrsi, orınlıq, kreslo  
 súwretlew óneri  
 Kórkem óner muzeyi  
 Aziyaǵa tiyis, aziyasha  
 soraw  
 ...da  
 ulıwma  
 "eat" feyilinen ótken máhál túri:  
 ye(-dım, -dıń, -di, -dik, -dıńız, -diler)  
 hújim etiw, hiyle qılıw taslanıw  
 avgust  
 dayı, apa, ájapa  
 gúz  
 ortasha  
 jaman, rásiwa

mańıraw  
 náreste, gódek  
 1) arqada, arqasında; 2) qayta, qaytarıp  
 arqa, iyin  
 jaman  
 sumka, portfel  
 1) nanbayxana; nan dúkanı; 2) nan ónimleri  
 top  
 hawa sharı, aerostat  
 banan

bank <i>n</i> [bæŋk]	bank
bar <i>n</i> [bɑ:]	plitka, taxtaysha, bólek
a bar of	bir plitka/bólek ...
bark <i>v</i> [bɑ:k]	áwpildew, úriw
basketball <i>n</i> ['bɑ:skɪtbɔ:l]	basketbol
bat <i>n</i> [bæt]	zool. jarganat
bath <i>n</i> [bɑ:θ]	vanna
bathroom <i>n</i> ['bɑ:θrʊm]	juwıniw bólmesi ( <i>úydegi bólme</i> )
be <i>v</i> (am, is, are) <i>v</i> [bi:] [əm, ɪz, ə, ɑ:]	bolıw
be afraid of <i>v</i> [br ə'freɪd əv]	...dan qorqıw
be careful <i>v</i> [br 'keəfəl]	abaylı bolıw
be kind to <i>v</i> [br 'kaɪnd tə]	...ge miyirimlilik kórsetiw
bean <i>n</i> [bi:n]	lobiya
bear <i>n</i> [beə]	ayıw
beat <i>v</i> [bi:t]	( <i>máyekti</i> ) kópshitiw, kópirttiw
beautiful <i>adj</i> ['bju:tɪf(ə)l]	shıraylı
because <i>conj</i> [br'kɔ:z, br'kəz]	sebebi
bed <i>n</i> [bed]	1) karavot; 2) ( <i>jatıw ushın</i> ) ornı, jay
go to bed [gəʊ tə 'bed]	uyqıǵa jatıw
bedroom <i>n</i> ['bedrʊm]	jataqxana ( <i>úydegi bólme</i> )
bee <i>n</i> [bi:]	pal hárresi
before <i>adv</i> [br'fɔ:]	...dan aldın
begin <i>v</i> [br'gɪn]	baslaw, baslanıw
behind <i>prep</i> [br'haɪnd]	...nıń arqasında
berry <i>n pl (-ies)</i> ['beri]	reza miywe ( <i>qulpınay sıyaqlı</i> )
best <i>adj</i> [best]	eń jaqsı
between <i>prep</i> [br'twi:n]	(eki nárse) arasında
bicycle <i>n</i> ['baɪsɪkl]	velosiped
big <i>adj</i> [bɪg]	úlken
bike <i>n</i> [baɪk]	velosiped, motocikl
biker <i>n</i> ['baɪkə]	velosipedshi
biking <i>n</i> ['baɪkɪŋ]	velosiped miniw
bird <i>n</i> [bɜ:d]	qus
birdhouse <i>n</i> ['bɜ:dhaʊs]	qus uyası
birthday <i>n</i> ['bɜ:θdeɪ]	tuwılǵan kún
birthday cake <i>n+n</i> ['bɜ:θdeɪ 'keɪk]	tuwılǵan kún tortı
birthday card <i>n+n</i> ['bɜ:θdeɪ 'kɑ:d]	tuwılǵan kún qutlıqlaw xatı
birthday party <i>n+n</i> ['bɜ:θdeɪ 'pɑ:ti]	tuwılǵan kún bázmi
biscuit <i>n</i> ['bɪskɪt]	pisirilgen taǵamlar
bite <i>v</i> ( <i>past</i> bit) [baɪt]	qabıw, tislew, tislep alıw
black <i>adj</i> [blæk]	qara
black panther <i>adj+n</i> ['blæk'pænθə]	qara qaplan
blackboard <i>n</i> ['blækbo:d]	klass taqtası (qara)
blanket <i>n</i> ['blæŋkɪt]	jún odehyal (kórpe)
blazer <i>n</i> ['bleɪzə]	jeńil kurtka
bleat <i>v</i> [bli:t]	mańıraw ( <i>qoy-eshkiler haqqında</i> )
blew [blu:]	"blow" feyiliniń ótken máhál túri
block of flats ['blɒkəv 'flæts]	kóp qabatlı úy
blond <i>adj</i> [blɒnd]	aq-sarı, sarǵısh
blood <i>n</i> [blʌd]	qan
blouse <i>n</i> [blaʊz]	bluzka ( <i>jeńil gezlemedegi kofta</i> )
blow <i>v</i> [bləʊ]	esiw ( <i>samal haqqında</i> )
blue <i>adj</i> [blu:]	kók, aspan kók, hawa reń
boar <i>n</i> [bo:]	dońız, jabayı shoshqa
board <i>n</i> [bo:d]	klas taxtası

boat *n* [bəʊt]  
 body *n pl (-ies)* [ˈbɒdi]  
 bone *n* [bəʊn]  
 book *n* [bʊk]  
 book case *n+n* [ˈbʊkkeɪs]  
 book shop *n+n* [ˈbʊkʃɒp]  
 boots *n* [buːts]  
 boring *adj* [ˈbɔːrɪŋ]  
 botany *n* [ˈbɒtəni]  
 both *adj* [bəʊθ]  
 bottle *n* [bɒtl]  
 a bottle of  
 bought *v* [bɔːt]  
  
 bowl *n* [bəʊl]  
 a bowl of ... [ə ˈbəʊl əv ...]  
 a bowl of salad [ə ˈbəʊl əv ˈsæləd]  
 box *n* [bɒks]  
 a box of  
 boy *n pl (boys)* [bɔɪ]  
 branch *n* [brɑːntʃ]  
 bray *v* [breɪ]  
 bread *n pl (-)* [bred]  
 break *n, v* [breɪk]  
 breakfast *n* [ˈbrekfəst]  
 have breakfast *v+n*  
 bride *n* [braɪd]  
 bridegroom *n* [ˈbraɪdgruːm]  
 bridesmaid *n* [ˈbraɪdzmeɪd]  
 bright *adj* [braɪt]  
 British *adj* [ˈbrɪtɪʃ]  
 brother *n* [ˈbrʌðə]  
 brown *adj* [braʊn]  
 brush *n, v* [brʌʃ]  
 brush teeth *n+v* [ˈbrʌʃ tiːθ]  
 Bulgarian *n* [bʌlˈɡeəriən]  
  
 bull *n* [bʊl]  
 bus *n* [bʌs]  
 go home by bus  
 businessman *n pl (-men)* [ˈbɪznɪsmən]  
 businesswoman *n (-women)* [ˈbɪznɪs,wʊmən]  
 busy *adj* [ˈbɪzi]  
 but *conj* [bʌt]  
 butter *n* [ˈbʌtə]  
 butterfly *n pl (-ies)* [ˈbʌtəflaɪ]  
 buy *v* [baɪ]  
 by *prep* [baɪ]  
 by metro [baɪ ˈmetrəʊ]  
 bye *int* [baɪ]  
  
 cabbage *n* [ˈkæbɪdʒ]  
 cafe *n* [ˈkæfeɪ]  
 cage *n* [keɪdʒ]  
 cake *n* [keɪk]

qayıq  
 gewde, dene  
 súyek  
 kitap  
 kitap shkafı, kitap tekshesi  
 kitap dúkanı  
 buci (*futbol botinkası*)  
 zerigerli  
 botanika  
 hár ekewi, ekewi de  
 shiyshe  
 bir shiyshe ...  
 “buy” feyiliniń ótken máhál túri:  
 satıp al (-dim, -dıń, -di, -dik, -dıńız, -diler)  
 kese  
 bir kese ...  
 bir kese salat  
 qutı  
 bir qutı ...  
 ul bala  
 bórtik, putaq, shaqa  
 ańqırw (*eshék haqqında*)  
 nan  
 1) tánepis; 2) sındırw  
 azanǵı halqas  
 azanǵı halqas jew  
 atastırıp qoyılǵan qız (hayal), kelin  
 atastırǵan jigit, kúyew  
 kelinniń qurdası (*qız bala*)  
 jaqtı; quyashlı  
 1) britaniyalı; 2) britaniyaǵa tiyis, Britaniya ...  
 aǵa; úke  
 qońır sarı, málle  
 1) shyotka; 2) shyotkalaw  
 tislerdi shyotka menen tazalaw  
 bolgariyalı, bolgar, bolgar adamı;  
 bolgar hayalı  
 ógiz, buǵa  
 avtobus  
 úyge avtobus penen barıw  
 (er adam) biznesmen, isbilermen  
 (ayal) biznesmen, isbilermen  
 jumis penen bánt  
 lekin, biraq  
 sarı may  
 gúbelek  
 satıp alıw  
 menen, arqalı, tárepinen  
 metro menen  
 xosh bol  
  
 kapusta  
 kafe  
 qápes  
 tort, pirojniy

calendar *n* ['kælɪndə]  
 calf *n pl (calves)* [kɑ:f]  
 call *v* [kɔ:l]  
 came *v* [keɪm]  
  
 camel *n* ['kæm(ə)l]  
 camera *n* ['kæməɾə]  
 can *modal verb (past could)* [kæn, kən]  
 Can I have ...?  
 Can I help you? [kən aɪ 'help ju:]  
 canary *n pl (-ies)* [kə'neəri]  
 cannot *v* ['kænət]  
 canteen *n* [kæn'ti:n]  
 at the canteen [ət ðə kæn'ti:n]  
 cap *n* [kæp]  
 capital *n* ['kæpɪtl]  
 car *n* [kɑ:]  
 caravan *n* ['kærəvæn]  
 card *n* [kɑ:d]  
 cardboard *n* ['kɑ:dbɔ:d]  
 careful *adj* ['keəf(ə)l]  
 carrot *n* ['kærət]  
 carry *v* ['kæri]  
 cartoon *n* [kɑ:'tu:n]  
 cat *n* [kæt]  
 caterpillar *n* ['kætəpɪlə]  
 cave *n* [keɪv]  
 CD (compact disk) [si:'di:]  
 celebrate *v* ['selɪbreɪt]  
 celebration *n* [selɪ'breɪʃ(ə)n]  
 central *adj* ['sentrəl]  
 centre *n* ['sentə]  
 century *n pl (-ies)* ['sentʃəri]  
 cereal *n* ['sɪəriəl]

chain *n* [tʃeɪn]  
 chair *n* [tʃeə]  
 chalk *n* [tʃɔ:k]  
 champion *n* ['tʃæmpɪən]  
 change *v* [tʃeɪndʒ]  
 Changing of the Guard  
 channel *n* [tʃænl]  
 chant *n* [tʃɑ:nt]  
 cheap *adj* [tʃi:p]  
 check *v* [tʃek]  
 cheese (*mass n*) [tʃi:z]  
 cheeseburger *n* [tʃi:zbɜ:gə]  
 cheetah *n* [tʃi:tə]  
 chef *n* [ʃef]  
 cherry *n pl (-ies)* [tʃeri]  
 chess *n* [tʃes]  
 chick *n* [tʃɪk]  
 chicken *n* [tʃɪkɪn]  
 chief *n* [tʃi:f]  
 child *n pl (children)* [tʃaɪld]

kalendar  
 buzaw  
 shaqırw; qońıraw etiw  
 “come” feyiliniń ótken máhál túri:  
 kel(-dim, -dıń, -di, -dik, -dıńız, -di)  
 túye  
 fotoapparat  
 isley alıw, qolınan keliw  
 ...nı alsam bola ma?  
 Járdemim kerek pe?  
 kanareyka  
 isley almaw, qolınan kelmew  
 asxana  
 asxanada  
 kepka, shapka  
 paytaxt  
 avtomobil  
 kárwan  
 otkritka, qutlıqlaw xatı  
 karton  
 saq  
 geshir  
 kóterip júriw  
 multfilm  
 pıshıq  
 gúbelekqurt  
 gúrgir  
 CD (kompakt-disk)  
 bayramlaw, belgilew  
 bayram  
 oraylıq  
 oray  
 ásir, júz jil waqıt  
 1) dánli ónimlerden tayarlanğan taǵam;  
 2) masaqlı ǵálle ósimligi  
 shıńjir  
 stul  
 por  
 chempion  
 ózgertiw  
 qarawıldıń almasıw  
 (*televiziyalıq*) kanal  
 chant (*kishi qosıq*)  
 arzan  
 tekseriw  
 sır  
 chizburger  
 gepard  
 aspaz  
 alsha  
 shaxmat  
 shóje  
 tawıq  
 baslıq  
 bala

## C

## Wordlist

children *n* [ˈtʃɪldrən]  
 Chinese New Year *n* [ˈtʃaɪniːz ˌnjuː ˈjɪə]  
 chips *n* [tʃɪps]  
 chocolate *n* [ˈtʃɒklət]  
 choose *v* [tʃuːz]  
 cinema *n* [ˈsɪnɪmə]  
 circle *n, v* [ˈsɜːk(ə)l]  
 circus *n* [ˈsɜːkəs]  
 city *n pl (-ies)* [ˈsɪti]  
 clap *v* [klæp]  
 clasp *v* [klɑːsp]  
 class *n* [klɑːs]  
 classbook *n* [ˈklɑːsbʊk]  
 classical music *adj+n* [ˈklæsɪk(ə)l ˌmjuːzɪk]  
 classmate *n* [ˈklɑːsmet]  
 classroom *n* [ˈklɑːsrʊm]  
 classroom things *n+n* [ˈklɑːsrʊm ˌθɪŋz]  
 clean *adj, v* [kliːn]  
 clean the room *v+n* [kliːn ðə ˈruːm]  
 clean water *adj+n* [ˈkliːn ˈwɔːtə]  
 cleaner *n* [ˈkliːnə]  
 clear *adj, v* [klɪə]  
 clever *adj* [ˈkleɪvə]  
 climate *n* [ˈklaɪmɪt]  
 climb *v* [klaɪm]  
 climbing *n* [ˈklaɪmɪŋ]  
 clock *n* [klɒk]  
 cloud *n* [klaʊd]  
 cloudy *adj* [ˈklaʊdi]  
 clown *n* [klaʊn]  
 club *n* [klʌb]  
 cluck *v* [klʌk]  
 coal (*mass n*) [kəʊl]  
 coat *n* [kəʊt]  
 coffee *n pl (-)* [ˈkɒfi]  
 coin *n* [kɔɪn]  
 cold *adj, n* [kəʊld]  
 I have a cold. [aɪ ˈhæv ə ˈkəʊld]  
 collect *v* [kəˈlekt]  
 collection *n* [kəˈlektʃn]  
 college *n* [ˈkɒlɪdʒ]  
 colour *n* [ˈkʌlə]  
 colour pencils  
 coloured *adj* [ˈkʌləd]  
 comb *n, v* [kəʊm]  
 come *v* [kʌm]  
 come from  
 come home *v+n* [ˌkʌm ˈhəʊm]  
 comedy *n pl (-ies)* [ˈkɒmɪdi]  
 comfortable *adj* [ˈkʌmfətəbl]  
 complete *v* [kəmˈpliːt]  
 computer *n* [kəmˈpjʊːtə]  
 computer game *n+n* [kəmˈpjʊːtə ˌgeɪm]  
 computer programmer *n+n* [kəmˈpjʊːtə ˈprəʊgræmə]  
 confetti *n pl (confetti)* [kənˈfeti]

balalar  
 qıtaysha jańa jil  
 chips (*quwırılğan kartoshka*)  
 shokolad  
 tańlaw  
 kinoteatr  
 1) aylana; 2) aylandırıp sızıw  
 cirk  
 úlken qala  
 shapalaq, qol shappatlaw  
 qısıw, sıǵıw  
 klass; sabaq  
 sabaqlıq  
 klassik muzıka  
 klaslas  
 klass jayı  
 oqıw quralları  
 1) taza; 2) tazalaw  
 bólmenni tazalaw  
 taza suw  
 sipsekesh  
 1) anıq; 2) taza; 3) tazalaw  
 aqıllı, ziyrek  
 klimat  
 órmelew  
 alpinizm  
 saat  
 bulıt  
 bulıtlı  
 masqarabaz, qızıqshı  
 klub, dógerek  
 ǵoqaqlaw (*tawıq haqqında*)  
 kómir  
 palto  
 kofe  
 teńge  
 1) suwıq; 2) samallaw  
 Samallap qaldım.  
 jıynaw, toplaw  
 toplam, kolleksiya  
 kolledj  
 reń, túr  
 túr qálemler  
 reńli  
 1) taraq; 2) taraw  
 keliw  
 ...dan keliw  
 úyge keliw  
 komediya  
 qolay, ıqsham  
 tamamlaw, tawısıw  
 kompyuter  
 kompyuter oyını  
 kompyuter (programmisti)  
 mayda reńli qaǵaz

Constitution Day *n* [ˌkɒnstɪˈtʃuːʃn ˈdeɪ]  
continent *n* [ˈkɒntɪnənt]  
cook *v, n* [kʊk]  
cooker *n* [ˈkuːkə]  
cool *adj* [kuːl]  
copy *v* [ˈkɒpi]  
copybook *n* [ˈkɒpibʊk]  
corn *n pl (-)* [kɔːn]  
corner *n* [ˈkɔːnə]  
correct *adj, v* [kəˈrekt]  
cost *n, v (past cost)* [kɒst]  
count *v* [kaʊnt]  
country *n pl (-ies)* [ˈkʌntri]  
cousin *n* [ˈkʌzn]

cow *n* [kaʊ]  
crayon *n* [ˈkreɪən]  
crocodile *n* [ˈkrɒkədáɪl]  
cross *n, v* [krɒs]  
crossword *n* [ˈkrɒswɜːd]  
do crosswords [ˈduː ˈkrɒswɜːdz]  
crow *v* [krəʊ]  
crown *n* [kraʊn]  
cucumber *n* [ˈkjuːkʌmbə]  
cup *n* [kʌp]  
a cup of tea [ə ˈkʌp əv ˈtiː]  
cupboard *n* [ˈkʌpbɔːd]  
curly *adj* [ˈkɜːli]  
curtain *n* [ˈkɜːtən]  
customer *n* [ˈkʌstəmə]  
cut *v* [kʌt]  
cut down *v* [ˈkʌt ˈdaʊn]  
cycle *v* [ˈsaɪk(ə)l]

dad *n* [dæd]  
dairy *adj* [ˈdeəri]  
dance *n, v* [dɑːns]  
dancer *n* [ˈdɑːnsə]  
dangerous *adj* [ˈdeɪndʒərəs]  
dark *adj* [dɑːk]  
date *n* [deɪt]  
daughter *n* [ˈdɔːtə]  
day *n* [deɪ]  
dear *adj* [dɪə]  
December *n* [dɪˈsembə]  
decoration *n* [ˌdekəˈreɪʃn]  
deer *n pl (-)* [dɪə]  
degree *n* [dɪˈɡriː]  
delicious *adj* [dɪˈlɪʃəs]  
desert *n* [ˈdezət]  
desk *n* [desk]  
destroy *v* [dɪˈstrɔɪ]  
dialogue *n* [ˈdaɪələɡ]  
diary *n pl (-ies)* [ˈdaɪəri]  
dictation *n* [dɪkˈteɪʃ(ə)n]

Konstituciya kúni  
materik, poyas  
1) pisiriw, awqat tayarlaw; 2) aspaz  
plita, pechka, oshaq  
salqin  
kóshiriw  
dápter  
dán, gálle  
múyesh  
1) tuwrı; 2) tuwrılaw  
nırqı; turw (*baha haqqında*)  
sanaw  
mámleket  
qız apa, dayı apa,  
ağayın, dayı  
sıyr  
reñli por  
krokodil  
1) X belgisi; 2) X (eks) etip sızw  
krossvord  
krossvord sheshiw  
shaqırw (*qoraz haqqında*)  
taj  
qıyar  
chashka  
bir chashka shay  
azıq-awqat/ıdıs-tabaq (shkafi)  
buyra  
perde  
qarydar  
kesiw, qırqıw  
kesiw  
velosiped aydaw

ağa; ata  
súttan islengen, sút ...  
1) ayaq oyın; 2) ayaq oyınğa túsiw  
ayaq oyınshı, ayaq oyınshı qız, oyınshı  
qáwıpli  
1) qara, qaraltım; 2) qarańǵı  
sáne  
qız  
kún  
qádirli, áziz  
dekabr  
naǵıs  
suwın  
dáreje  
shiyrin, mazalı  
shól, sahra  
jazıw stoli, parta  
buzıw, joq qılıw  
dialog  
kúndelik dápter  
diktant

C

D

Wordlist

did [dɪd]  
 difference *n* [ˈdɪf(ə)rəns]  
 different *adj* [ˈdɪf(ə)rənt]  
 difficult *adj* [ˈdɪfɪk(ə)lt]  
 Dilong *n* [dɪˈluːn]  
 dinner *n* [ˈdɪnə]  
 have dinner  
 dinosaur *n* [ˈdaɪnəsɔː]  
 director *n* [ˈdɪrɛktə]  
 dirty *adj* [ˈdɜːti]  
 dish *n* [dɪʃ]  
 dishwasher *n* [ˈdɪʃwɒʃə]  
 do *v* [duː]  
 do homework [ˈduː ˈhəʊmwɜːk]  
 do morning exercises [ˈduː ˈmɔːnɪŋ ˈeksəsaɪzɪz]  
 do sums *v* [ˈduː ˈsʌmz]  
 doctor *n* [ˈdɒktə]  
 dog *n* [dɒg]  
 doira *n* [dɔɪrɑː]  
 doll *n* [dɒl]  
 dolphin *n* [ˈdɒlfɪn]  
 domestic animal *adj+n* [dəˈmestɪk ˈænɪml]  
 donkey *n pl (-s)* [ˈdɒŋki]  
 Don't ...! [dɒʊnt ...]  
 Don't play with my dog!  
 door *n* [dɔː]  
 dove *n* [dɒv]  
 down *adv* [daʊn]  
 downstairs *adv* [ˈdaʊnstɪəz]  
 dragon *n* [ˈdræɡn]  
 dragon dance *n+n* [ˈdræɡn ˌdɑːns]  
 draughts *n* [ˈdrɔːfts]  
 draw *v (past drew)* [drɔː]  
 drawing *n* [ˈdrɔːɪŋ]  
  
 dress *n* [dres]  
 dresser *n* [ˈdresə]  
 drill *n* [drɪl]  
 drink *n, v (past drank)* [drɪŋk]  
 drive *v (past drove)* [draɪv]  
  
 driver *n* [ˈdraɪvə]  
 dry *adj* [draɪ]  
 duck *n* [dʌk]  
 duckling *n* [ˈdʌklɪŋ]  
 dust *n pl (-s), v* [dʌst]  
 duststorm *n* [ˈdʌststɔːm]  
 dutor *n* [dʊˈtɔːr]  
  
 each *adj* [iːtʃ]  
 each other *adv* [iːtʃ ˈʌðə]  
 eagle *n* [ˈiːɡl]  
 ear *n* [ɪə]  
 earache *n* [ˈɪərəɪk]

“do” feyiliniń ótken máhál túri  
 parıq  
 hár túrli, parıqlı, ózgeshe, basqasha  
 qıyın  
 dilun (*jirtqısh dinozavr túri*)  
 keshki awqat  
 keshki awqattı jew  
*zool.* dinozavr  
 direktor  
 iplas, kir, jerkenishli  
 1) ıdıs-tabaq; 2) awqat  
 tabaq-qasıq juwıw mashinası  
 1) islew, orınlaw; 2) *járdemshi feyil*  
 úy wazıypasın atqarıw  
 azanǵı dene tárbiyası shınıǵıwın orınlaw  
 mısaldı sheshiw  
 doktor, vrach, shıpaker  
 kúshık, iyt  
 dáp (muzıkalıq ásbap)  
 quwırshaq  
 delfin  
 úy haywanı  
 eshek  
*bolımsız buyırq gápti baslap beredi:...*isleme!  
 lytim menen oynama!  
 esik  
 kepter  
 tómente  
 tómeni qabatqa  
 aydarha  
 aydarha ayaq oyını  
 shashka  
 sızıw, súwret soǵıw  
 1) sızıw, súwret salıw, sızıw (pán);  
 2) súwret, sızıw  
 kóylek  
 komod (*kiyim-kenshek turatuǵın yashikli shkaf*)  
 shınıǵıw  
 1) ishimlik; 2) ishiw  
 1) (*mashınanı*) basqarıw, júrgiziw,  
 (*attı*) aydaw; 2) (*mashına, arba yaki sol*  
*sıyaqlılarda*) jetkiziw, alıp barıw  
 aydawshı  
 qurǵaq  
 úyrek  
 úyrektiń shójesi  
 1) shań; 2) shańdı tazalaw  
 shań-tozań, shańlı boran  
 duwtar (muzıkalıq ásbap)  
  
 hárbir  
 bir-birin  
 búrkit  
 qulaq  
 qulaq awırwı

early *adv* [ˈɜːli]  
 Earth Day *n+n* [ˈɜːθ ˈdeɪ]  
 earthquake *n* [ˈɜːθkweɪk]  
 east *n* [iːst]  
 eat (up) *v* (*past* ate) [i:t (ʌp)]  
 egg *n* [eg]  
 eggplant *n* [ˈegplɑːnt]  
 eight *num* [eɪt]  
 eighteen *num* [ˌeɪtiːn]  
 eighth *num* [eɪθ]  
 eight hundred *num* [eɪt ˈhʌndrəd]  
 eighty *num* [ˈeɪti]  
 eighty-one *num* [ˌeɪti ˈwʌn]  
 elder *adj* [ˈeldə]  
 electricity *n pl* (-) [ˌɪlektˈrɪsɪti]  
 electronic engineer [ˌɪlektˈrɒnɪk ˌendʒɪˈnɪə]  
 elephant *n* [ˈelɪfənt]  
 eleven *num* [ɪˈlev(ə)n]  
 eleventh *num* [ɪˈlevənθ]  
 emperor *n* [ˈempərə]  
 emu *n* [ˈiːmjʊː]  
 end *v* [end]  
 energy *n pl* (-) [ˈenədʒi]  
 engineer [ˌendʒɪˈnɪə]  
 English *adj, n* [ˈɪŋɡlɪʃ]  
 enjoy *v* [ɪnˈdʒɔɪ]

equator *n* [ˈkweɪtə]  
 eraser *n* [ɪˈreɪzə]  
 Eskimo *n* [ˈeskɪməʊ]  
 eucalyptus *n* [juːkəˈlɪptəs]  
 evening *n* [ˈiːvɪŋ]  
 Good evening.  
 in the evening *adv*  
 every *det* [ˈevri]  
 every day *adv* [ˈevrɪdeɪ]  
 everybody *pron* [ˈevrɪbɒdi]  
 everything *pron* [ˈevrɪθɪŋ]  
 everywhere *pron* [ˈevrɪweə]  
 Excuse me, who's this?  
 exciting *adj* [ɪkˈsaɪtɪŋ]  
 expensive *adj* [ɪkˈspensɪv]  
 eye *n* [aɪ]

face *n* [feɪs]  
 fact *n* [fækt]  
 fairy tale *adj+n* [ˈfeəri ˈteɪl]  
 fall *v* [fɔːl]  
 fall asleep *v+adj* [fɔːl əˈsliːp]  
 false *adj* [fɔːls]  
 family *n pl* (-ies) [ˈfæməli]  
 family tree *n+n* [ˌfæməli ˈtriː]  
 famous *adj* [ˈfeɪməs]  
 fantastic *adj* [fænˈtæstɪk]  
 fantasy *n* [ˈfæntəsi]

azanda, azan menen, waqtinan burn  
 Jer kúni  
 jer silkiniw  
 shıǵıs  
 jew; jep qoyw  
 máyek  
 baklajan  
 segiz  
 on segiz  
 segizinshi  
 segiz júz  
 seksen  
 seksen bir  
 tuǵısh, úlken  
 tok, elektr toki  
 injener elektrik  
 pil  
 on bir  
 on birinshi  
 imperator  
 zool. emw  
 tamamlaw, tawısw  
 energiya, quwat  
 injener

1) inglisshe; inglis; 2) inglis tili  
 lázzetleniw, zawıqlanıw,  
 ráhátleniw  
 ekvator  
 óshirgish  
 eskimos (*millet*)  
*bot.* evkalipt  
 keshqurın, aqsham  
 Qayırlı tún.  
 keshqurın, túnde  
 hárbir, hár...  
 hár kúni  
 hámmе  
 hámmе nársе  
 hámmе jerde  
 Keshirersiz, siz kimsiz (bul kim)?  
 qızıqlı, tásirsheń  
 qımbat  
 kóz

júz, bet  
 fakt, dálil  
 ertek  
 1) túsiw, páseyiw; 2) jawıw (qar)  
 uyqılap qalıw  
 jalǵan, natuwrı  
 shańaraq  
 shejire  
 belgili  
 ájayıp  
 qıyallanıw

E

F

far <i>adv</i> [fɑ:]	uzaq
far from <i>adv</i> [ˈfɑ:frəm]	...dan uzaq
farm <i>n</i> [fɑ:m]	ferma
farmer <i>n</i> [ˈfɑ:mə]	fermer, diyqan
fast <i>adv</i> [fɑ:st]	tez
fast food <i>adj+n</i> [ˈfɑ:stfu:d]	tez pisetuđın tađam
father <i>n</i> [ˈfɑ:ðə]	ata
Father's Day <i>n+n</i> [ˈfɑ:ðəz ˈdeɪ]	Atalar kúni
favourite <i>adj, n</i> [ˈfeɪv(ə)rɪt]	1) súyikli; 2) jaqsı kórgen zati
February <i>n</i> [ˈfebruəri]	fevral
feed <i>v</i> [fi:d]	awqatlandırırw, bađıw
feed the animals <i>v+n</i> [ˈfi:d ðɪ ˈænɪməlz]	haywanlarđa jem beriw
feel <i>v</i> [fi:l]	seziw, seziniw
feel happy <i>v+adj</i> [fi:l ˈhæpi]	quwanıw
feel angry <i>v+adj</i> [fi:l ˈæŋgri]	ashıwlanıw
feel sad <i>v+adj</i> [fi:l ˈsæd]	qapa (túskinlik) bolıw
feel bored <i>v+adj</i> [fi:l ˈbɔ:d]	zerigiw
fell [fel]	“fall” feyildiń ótken máhál túri
Ferris wheel <i>n+n</i> [ˈferɪs,wɪ:l]	átkónshek
fifteen <i>num</i> [ˈfɪfti:n]	on bes
fifth <i>num</i> [fɪfθ, fɪftθ]	besinshi
fifty <i>num</i> [ˈfɪfti]	eliw
fifty-one <i>num</i> [ˈfɪfti ˈwʌn]	eliw bir
fig <i>n</i> [fɪg]	bot. ánjir
fight <i>v</i> [faɪt]	urısw, gúresiw, jánjellesiw
fill <i>v</i> [fɪl]	toltırıw
film star <i>n+n</i> [ˈfɪlmstɑ:]	kino juldızı
finally <i>adv</i> [ˈfaɪnəli]	aqır, ayađı, aqır ayađında, aqıbetinde
find <i>v</i> [faɪnd]	tabıw
fine <i>adj</i> [faɪn]	jaqsı
I'm fine (OK).	Men jaqsıman.
finger <i>n</i> [ˈfɪŋgə]	barmaq
finish <i>n, v</i> [ˈfɪnɪʃ]	1) tamamlaw, tawısw; 2) sońı
fir tree <i>n+n</i> [ˈfɜ:tri:]	qaraqarađay, shırsha
fire <i>n</i> [faɪə]	jalıw
fireman <i>n</i> [ˈfaɪəməŋ]	ot óshiriwshi
fireworks <i>n</i> [ˈfaɪəwɜ:ks]	feyerverk
first <i>num</i> [fɜ:st]	birinshi
fish <i>n pl (-)</i> [fɪʃ]	balıq
fish and chips [ˈfɪʃəntʃɪps]	balıq hám quwırılđan kartoshka
five <i>num</i> [faɪv]	bes
five hundred <i>num</i> [faɪv ˈhʌndrəd]	bes júz
five hundred soums a kilo	bir kilosı 500 som
flag <i>n</i> [flæg]	bayraq
flat <i>n</i> [flæt]	kvartira
floor <i>n</i> [flɔ:]	1) qabat; 2) pol
on the ground floor	birinshi qabatta
on the first floor	ekinshi qabatta
flour <i>n pl (-)</i> [ˈflaʊə]	un
flower <i>n</i> [ˈflaʊə]	gúl
fly <i>v</i> [flaɪ]	ushıw
fly a kite <i>v+n</i> [ˈflaɪ ə ˈkaɪt]	pátpelek ushırıw
foal <i>n</i> [fəʊl]	1) tay, tayınshaq; 2) gúrre, eshek
fog <i>n</i> [fɒg]	duman
foggy <i>adj</i> [ˈfɒgi]	dumanlı

food *n* [fu:d]  
 foot *n* [fʊt]  
 go on foot  
 football *n* [ˈfʊtbɔ:l]  
 play football *v+n*  
 football player *n+n* [ˈfʊtbɔ:l ˌpleɪə]  
 footprint *n* [ˈfʊtprɪnt]  
 for *prep* [fə, fɔ:]  
 for example = e.g. [fəˈrɪɡzɑ:mp(ə)l]  
 forecast *n* [ˈfɔ:kɑ:st]  
 forest *n* [ˈfɒrɪst]  
 forget *v* [fəˈɡet]  
 fork *n* [fɔ:k]  
 forty *num* [ˈfɔ:ti]  
 forty-one *num* [ˈfɔ:ti ˈwʌn]  
 four *num* [fɔ:]  
 four hundred *num* [ˌfɔ: ˈhʌndrəd]  
 fourteen *num* [ˌfɔ:ˈti:n]  
 fourth *num* [fɔ:θ]  
 fox *n* [fɒks]  
 French *adj, n* [frentʃ]  
 free *adv* [fri:]  
 freezing *adj* [ˈfri:zɪŋ]  
 fresh *adj* [freʃ]  
 fresh air *adj+n* [ˌfreʃ ˈeə]  
 fresh fruit *adj+n* [ˌfreʃ ˈfru:t]  
 Friday *n* [ˈfraɪdi]  
 fridge *n* [frɪdʒ]  
 friend *n* [frend]  
 friendly *adj* [ˈfrendli]  
 frog *n* [frɒɡ]  
 from *prep* [frəm, frɒm]  
 front *n* [frʌnt]  
 fruit *n* [fru:t]  
 fry *v* [fraɪ]  
 fun *n, adj* [fʌn]  
 funny *adj* [ˈfʌni]  
 furry *adj* [ˈfɜ:ri]

game *n* [geɪm]  
 garden *n* [ˈɡɑ:dn]  
 gardener *n* [ˈɡɑ:dnə]  
 gas *n pl (-)* [gæs]  
 gave *v* [geɪv]  
 gazelle *n* [gəˈzel]  
 gel *n* [dʒel]  
 geography *n* [dʒiˈɒɡrəfi]  
 German *adj, n* [ˈdʒɜ:mən]  
 get *v* [get]  
 get dressed *v+adj* [ˌget ˈdrest]  
 get marks *v+n* [ˌget ˈmɑ:ks]  
 get married *v* [ˌget ˈmærid]  
 get off *v* [ˌget ˈɒf]  
 get on *v* [ˌget ˈɒn]  
 get ready *v+adj* [ˌget ˈredi]

azıq, awqat, jemis  
 ayaq  
 piyada barıw  
 futbol  
 futbol oynaw  
 futbolist  
 iz, ayaq izi  
 ushın  
 máselen  
 hawa-rayı maǵlıwmatı  
 toǵay  
 umıtıw  
 shanışqı, vilka  
 qırq  
 qırq bir  
 tórt  
 tórt júz  
 on tórt  
 tórtinshi  
 túlki  
 1) francuzsha; francuz; 2) francuz tili  
 1) bas; 2) erkin  
 muzday, suwıq  
 1) taza, tınıq; 2) jańa úzilgen  
 taza hawa  
 jańa úzilgen miyweler  
 juma  
 muzlatqısh, suwıtqısh  
 dos, joldas  
 doslıq, qáwıpsız  
 qurbaqa  
 ...dan  
 aldı, aldı beti  
 miywe  
 quwırıw  
 1) shadlıq; 2) zawiqlanarlıq  
 qızıq, kúlkili  
 mamıq

oyın  
 baǵ  
 baǵman  
 gaz  
 “give” feyiliniń ótken máhál túri  
 kiyik, gizol  
 gel  
 geografiya  
 1) nemecshe; nemec; 2) nemec tili  
 alıw  
 kiyiniw  
 baha alıw  
 úyleniw, turmısqa shıǵıw  
 shıǵıw, túsiw  
 miniw  
 tayar bolıw

F

G

get up [ˈgetʌp]	ornınan turıw
get washed <i>v+adj</i> [ˌget ˈwɒʃt]	juwınıw
get home <i>v+n</i> [ˌget ˈhəʊm]	uyge jetip keliw
get to school [ˌget tə ˈsku:l]	mektepke jetip barıw
giraffe <i>n</i> [dʒɪˈrɑ:f]	jiraf
girl <i>n</i> [gɜ:l]	qız bala
give <i>v</i> ( <i>past gave</i> ) [gɪv]	beriw
glass <i>n</i> [glɑ:s]	stakan
a glass of juice [ə ˈglɑ:s əv ˈdʒu:s]	bir stakan sherbet
global warming <i>adj+n</i> [ˈglɒbəl ˈwɔːmɪŋ]	klımatırn dúnyalıq jılıwı
go <i>v</i> [gəʊ]	júriw, barıw
go away [gəʊ əˈweɪ]	ketiw (arman)
go fishing <i>v+n</i> [ˈgəʊ ˈfɪʃɪŋ]	balıq awlaw
go shopping <i>v+n</i> [ˈgəʊ ˈʃɒpɪŋ]	bazarlıq alıw, satıp alıw
go straight [ˈgəʊ ˈstreɪt]	tuwrıǵa júriw
go to bed [ˌgəʊtəˈbed]	uyqıǵa jatıw
go to school	mektepke barıw
goat <i>n</i> [gəʊt]	eshki
gobble <i>v</i> [ˈgɒbl]	ǵúlkildew ( <i>túye tawıq haqqında</i> )
goldfish <i>n pl</i> (-) [ˈgəʊldfɪʃ]	altın balıq
Goldilocks [ˈgəʊldlɒks]	Altınshash qız ( <i>ertekte</i> )
good <i>adj</i> [gʊd]	jaqsı
I'm good at ... [aɪm ˈgʊd ət]	Men ...da jaqsıman.
Goodbye. [gʊdˈbaɪ]	Xosh.
Good morning! [ˈgʊd ˈmɔːnɪŋ]	Qayırılı tań!
goose <i>n pl</i> ( <i>geese</i> ) [gu:s ɡi:s]	ǵaz
gosling <i>n pl</i> [ˈɡɒslɪŋ]	ǵazdırn palapanı, shójesi
got [ɡɒt]	“get” feyiliniń ótken máhál túri: jetip
	kel(-dim, -dıń, -di, -dik, -dıńiz)
I got here by metro.	Bul jerge metro menen jetip keldim.
grandad <i>n</i> [ˈgrændæd]	baba
grandfather <i>n</i> [ˈgrændfɑːðə]	baba
grandmother <i>n</i> [ˈgrændmʌðə]	mama, kempir
grandparents <i>n</i> [ˈgrændpeərənts]	ǵarın hám kempir
granny <i>n pl</i> ( <i>-ies</i> ) [ˈgræni]	kempir, mama
grape <i>n</i> [greɪp]	júzim
graph <i>n</i> [græf, grɑ:f]	grafik
grass <i>n</i> [grɑ:s]	otlaq
grasshopper <i>n</i> [ˈgrɑːs,hɒpə]	shegirtke
grassland <i>n</i> [ˈgrɑːslænd]	jaylaw
great <i>adj</i> [greɪt]	1) ullı; 2) Zor! (Jaqsı! Ájayıp!)
It's great!	Zor!
Greek <i>adj, n</i> [ɡri:k]	grek; grek tili
green <i>adj</i> [ɡri:n]	jasıl
greet <i>v</i> [ɡri:t]	sálemlesiw
greeting <i>n</i> [ˈɡri:tɪŋ]	sálemlesiw
grey <i>adj</i> [ɡreɪ]	kúlreń
group <i>n</i> [ɡru:p]	topar
ground <i>n</i> [ɡraʊnd]	jer
grow <i>v</i> ( <i>past grew</i> ) [ɡrəʊ]	ósiw, ósiriw
grown-up <i>n</i> [ˈɡrəʊnʌp]	jası úlken
guess <i>v</i> [ɡes]	oylap tabıw, pikirlew
guitar <i>n</i> [ɡɪˈtɑː]	gitara
gym <i>n</i> [dʒɪm]	gımnastika (sport) zalı

habitat *n* [ˈhæbɪtæt]  
 had [hæd, həd]  
 hail *n, v* [heɪl]  
 hailstone *n* [ˈheɪlstəʊn]  
 hailstorm *n* [ˈheɪlstɔːm]  
 hair *n pl (-)* [heə]  
 do hair *v+n*  
 half *adj* [hɑːf]  
 half a kilo [ˈhɑːfəˌkiːləʊ]  
 half-term *adj+n* [ˌhɑːftzːm]  
 hamburger *n* [ˈhæmbɜːgə]  
 hand *n* [hænd]  
 handball *n* [ˈhændbɔːl]  
 handicrafts *n* [ˈhændɪkraːfts]  
 happen *v* [ˈhæpən]  
 happily *adv* [ˈhæpɪli]  
 happy *adj* [ˈhæpi]  
 Happy birthday! *int* [ˈhæpi ˈbɜːθdi]  
 hard *adv* [hɑːd]  
 work hard *v+adv* [wɜːkˈhɑːd]  
 hare *n* [heə]  
 hat *n* [hæt]  
 hate *v* [heɪt]  
 have *v* [həv, hæv]  
 I have [aɪ ˈhæv]  
 have a break *v+n* [həvə ˈbreɪk]  
 have a good time [həvə ˌɡʊd ˈtaɪm]  
 have breakfast *v+n* [həv ˈbrekfəst]  
 have dinner *v+n* [həv ˈdɪnə]  
 have fun *v+n* [həv ˈfʌn]  
 have lessons *v+n*  
 have lunch *v+n* [həv ˈlʌntʃ]  
 he *pron* [hiː]  
 head *n* [hed]  
 headache *n* [ˈhedɪk]  
 healthy *n* [ˈhelθi]  
 hear *v (past heard)* [hɪə]  
 hedgehog *n* [ˈhedʒhɒɡ]  
 helicopter *n* [ˈhelɪkɒptə]  
 Hello. [həˈləʊ]  
 helmet *n* [ˈhelmt]  
 help *v* [help]  
 Help yourself. [ˈ - jəˈself]  
 hen *n* [hen]  
 her *adj, pron* [hə, hɜː]  
 Her name is ...  
 here *adv* [hɪə]  
 Here you are.  
 hero *n* [ˈhɪərəʊ]  
 Hi! [haɪ]  
 hide *v* [haɪd]  
 hide and seek [ˈhaɪdənˌsiːk]  
 high *adj* [haɪ]  
 high-jump *n+n* [ˈhaɪdʒʌmp]  
 do the high-jump *v+n* [ˈduː ðə ˈhaɪdʒʌmp]

watan, mákán, jasaw ornı  
 “have” feyiliniń ótken máhál túri  
 1) sel; 2) sel jaww  
 sel  
 selli boran  
 shash  
 shash taraw  
 yarım  
 yarım kilo  
 yarım sherek  
 gamburger  
 1) qol; 2) tárep  
 qol tobrı  
 miynet sabaǵı  
 júz beriw  
 quwanış benen  
 quwanışlı, baxıtlı  
 Tuwılǵan kúnińiz benen!  
 qattı; tırsqaqlıq penen  
 qattı islew  
 qoyan  
 qalpaq  
 jaman kóriw  
 1) iyelik etiw, bar bolıw; 2) jew, ishiw  
 mende bar, men iyemen  
 tánepiske shıǵıw  
 waqıttı jaqsı ótkiziw  
 azanǵı awqatlanıw  
 keshki awqatlanıw  
 shadı-qurramlıq  
 oqıw  
 túsleniw  
 ol (*er adamlar ushin*)  
 bas, gelle  
 bas awırw  
 salamat, paydalı  
 esitiw  
 kirpitiken  
 vertolyot  
 Sálem!  
 shlem, kaska  
 járdemlesiw  
 Alıp otırw.  
 tawıq  
 (*hayallar ushin*) 1) onıń; 2) onı, oǵan  
 Onıń atı ...  
 bul jerde  
 Mine, márhámat.  
 qaharman  
 Sálem!  
 bekitiw, jasırw  
 jasırınbaq oyını  
 biyik, joqarı  
 biyiklikke sekiriw  
 bálentlikke sekiriw

## H

high temperature *adj+n* [ˈhaɪ ˈtempərətʃə]  
 hiking *n* [ˈhaɪkɪŋ]  
 him *pron* [hɪm]  
 hippo *n* [ˈhɪpəʊ]  
 his *adj, pron* [hɪz]  
 His name is ...  
 historical place *adj+n* [hɪˈstɔːrɪkl ˌpleɪs]  
 history *n* [ˈhɪst(ə)ri]  
 hobby *n pl (-ies)* [ˈhɒbi]  
 hockey *n* [ˈhɒki]  
 play hockey *v+n*  
 holiday *n* [ˈhɒlɪdeɪ]  
 home *n* [həʊm]  
 homework *n* [ˈhəʊmwɜːk]  
 do homework *v+n*  
 honk *v* [hɒŋk]  
 hop *v* [hɒp]  
 hope *v* [həʊp]  
 hopscotch *n* [ˈhɒpskɒtʃ]  
 horror film *n+n* [ˈhɒrəˈfɪlm]  
 horse *n* [hɔːs]  
 horse riding *n* [ˈhɔːs ˈraɪdɪŋ]  
 hospital *n* [ˈhɒspɪtl]  
 at the hospital [ət ðə ˈhɒspɪtl]  
 hot *adj* [hɒt]  
 hot dog *adj+n* [ˈhɒtdɒg]  
 hotel *n* [həʊˈtel]  
 house *n* [haʊs]  
 housewife *n* [ˈhaʊswaɪf]  
 how *adv* [haʊ]  
 How are you?  
 How do you go home?  
 How did you get here today?  
 How much is it/are they?  
 How long ...?  
 How many ...?  
 How old are you?  
 human *n* [ˈhjuːmən]  
 humming bird *n* [ˈhʌmɪŋbɜːd]  
 hundred [ˈhʌndrəd]  
 hungry *adj* [ˈhʌŋɡri]  
 husband *n* [ˈhʌzbənd]  
 hyena *n* [ˈhaɪiːnə]  
 hygiene *n* [ˈhaɪdʒiːn]  
  
 I *pron* [aɪ]  
 ice [aɪs]  
 ice cream *n+n* [ˈaɪskriːm]  
 icy *adj* [ˈaɪsi]  
 I'd like...  
 I'm full.  
 important *adj* [ɪmˈpɔːtənt]  
 in *prep* [ɪn]  
  
 in front of *prep* [ɪn ˈfrʌntəv]

joqari temperatura  
 jayaw ekskurciya piyada seyil etiw  
 onı, oğan (*er adamlar ushin*)  
 begemod  
 (*er adamlar ushin*) onır  
 Onır atı ...  
 tariyxiy orın  
 tariyx  
 xobbi, jaqsı kóretuǵın shınıǵıw  
 xokkey  
 xokkey oynaw  
 1) bayram; 2) demalis (kanikul)  
 úy (jasaw ornı)  
 úy tapsırması  
 úy tapsırmasın orınlaw  
 ǵańqıldaw (*ǵaz haqqında*)  
 sekiriw  
 úmit etiw  
 shertek  
 qorqınıshlı film  
 at  
 at miniw  
 emlewxana  
 emlewxanada  
 ıssı  
 xot-dog  
 miymanxana  
 úy  
 úy biykesi  
 1) qanday; 2) qáytiw  
 Qalaysız?  
 Úyge qalay baramız?  
 Búgin búyerge qalay jetip keldińiz?  
 Onır/olardıń bahası qansha?  
 Qansha (waqıt) ...?  
 Neshe? Qansha?  
 Jasıńız neshede?  
 adam; insan  
 kolibri  
 júz  
 ash, ash bolǵan, qarnı ash  
 er  
 sırtlan, alamısh bóri  
 gigiena  
  
 men  
 muz  
 muzqaymaq  
 muzlı  
 ...tileymen, ...qáleymen  
 Toydım.  
 áhmiyetli  
 1) ishinde (*jayǵa baylanıslı*);  
 2) ...da (*waqıtqa baylanıslı*)  
 ...nır alında

in the morning *adv*  
 Independence Day *n+n* [ˌɪndɪˈpendəns ˈdeɪ]  
 indigo *adj* [ˈɪndɪɡəʊ]  
 information *n pl (-)* [ˌɪnfəˈmeɪʃ(ə)n]  
 insect *n* [ˈɪnsɛkt]  
 interest *v* [ˈɪntɪrɪst]  
 interesting *adj* [ˈɪntɪrɪstɪŋ]  
 interpreter *n* [ɪnˈtɜːprɪtə]  
 interview *n, v* [ˈɪntəvjuː]  
 invitation *n* [ˌɪnvɪˈteɪʃ(ə)n]  
 invitation card *adj+n* [ˌɪnvɪˈteɪʃn ˈkɑːd]  
 invite *v* [ɪnˈvaɪt]  
 Irish *adj, n* [ˈaɪrɪʃ]  
 iron *n* [ˈaɪrən]  
 do the ironing *v+n* [ˈduː ðə ˈaɪrənɪŋ]  
 is *v* [ɪz]  
 island *n* [ˈaɪlənd]  
 it *pron* [ɪt]  
 It's time to ...  
 It's two o'clock. [ɪts ˈtuː əˈklɒk]  
 It's 2.05. [ɪts ˈtuː əʊ ˈfaɪv]  
 It's two thirty. [ɪts ˈtuː ˈθɜːti]  
 It's two thirty-five. [ɪts ˈtuː ˈθɜːti ˈfaɪv]  
 its *det, adj* [ɪts]

jacket *n* [ˈdʒækɪt]  
 jaguar *n* [ˈdʒæɡjuə]  
 jam *n* [dʒæm]  
 January *n* [ˈdʒænjuəri]  
 jar *n* [dʒɑː]  
 a jar of  
 jazz *n* [dʒæz]  
 jeans *n* [dʒiːnz]  
 job *n* [jɒb]  
 joey *n* [ˈdʒəʊɪ]  
 joke *n* [dʒəʊk]  
 July *n* [dʒʊˈlaɪ]  
 jump *v* [dʒʌmp]  
 jump a rope *v+n* [ˈdʒʌmp əˈrəʊp]  
 jumper *n* [ˈdʒʌmpə]  
 jumping *n* [ˈdʒʌmpɪŋ]  
 June *n* [dʒuːn]  
 jungle *n* [ˈdʒʌŋɡl]

kangaroo *n* [ˌkæŋɡəˈruː]  
 keep *v* [kiːp]  
 keep clean [ˈkiːp ˌkliːn]  
 keeper *n* [ˈkiːpə]  
 kettle *n* [ketl]  
 kid *n* [kɪd]  
 kill *v* [kɪl]  
 kilo *n* [ˈkiːləʊ]  
 a kilo of  
 a kilo of tomatoes [ə ˈkiːləʊ əv təˈmɑːtəʊz]  
 kilometre *n* [kɪˈlɒmɪtə]

azanda, azanğı waqıtta  
 Gárezsizlik kúni  
 toyǵın kók  
 maǵlıwmat, xabar  
 jánlik  
 qızıqtırw  
 qızıqlı, qızıq  
 awdarmashı  
 1) intervyu; 2) intervyu alıw  
 mirátnama  
 mirátnama  
 mirát etiw  
 irlandsha; irland; irland tili  
 utyuk  
 kiyim-kenshekti utyuklew  
 bolıw (3-bet birlik ushın)  
 ataw  
 (3-bet birlik ushın) 1) ol; 2) onı, oǵan  
 (bir náirse islew) waqtı boldı.  
 Saat eki boldı.  
 Saat ekiden bes minut ótti.  
 Saat eki yarım boldı.  
 Saat ekiden otız bes minut ótti.  
 onıń

kurtka, kelte kamzol  
 zool. yaguar  
 varenye  
 yanvar  
 gúze, banka  
 bir banka ...  
 jaz (muzıka)  
 jinsi  
 is, jumıs  
 kengurudıń balası  
 házil  
 iyul  
 sekiriw  
 arqan sekiriw  
 sekiriwshi  
 sekiriw  
 iyun  
 tikenlik, sheńgelzar, qalıń toǵay

kenguru  
 saqlaw, asıraw  
 taza tutıw  
 qarawlı  
 quman, sháwgim  
 1) ılaq; 2) bala, kishkentay  
 óltiriw  
 kilo  
 bir kilo ...  
 bir kilo pomidor  
 kilometr (= 1000 metr)

kind *n, adj* [kaɪnd]  
 a kind of  
 all kinds of  
 kindergarten *n* ['kɪndəɡɑ:tɪn]  
 king *n* [kɪŋ]  
 kiss *n, v* [kɪs]  
 kitchen *n* ['kɪtʃɪn]  
 kite *n* [kaɪt]  
 kitten *n* ['kɪtɪn]  
 kiwi *n* ['ki:wi:]  
 knee *n* [ni:]  
 knife *n pl (knives)* [naɪf]  
 know *v* [nəʊ]  
 koala *n* [kəʊɑ:lə]

ladybird *n* ['leɪdɪbɜ:d]  
 lake *n* [leɪk]  
 lamb *n* [læm]  
 language *n* ['læŋɡwɪdʒ]  
 last *adj* [lɑ:st]  
 late *adv* [leɪt]  
 be late  
 laugh *v* [lɑ:f]  
 lay the table *v+n* ['leɪ ðə 'teɪbl]  
 lazy *adj* ['leɪzi]  
 leaf *n pl (leaves)* [li:f]  
 learn *v* [lɜ:n]  
 learn by heart [lɜ:n baɪ 'hɑ:t]  
 leave home/school [li:v 'həʊm / 'sku:l]  
 left *adv* [left]  
 on the left *prep* [ɒn ðə 'left]  
 leg *n* [leg]  
 lemon *n* ['lemən]  
 lemonade *n* ['leməneɪd]  
 leopard *n* ['lepəd]  
 lesson *n* ['les(ə)n]  
 Let's ... [lets]  
 Let's go. [lets'gəʊ]  
 letter *n* ['letə]  
 lettuce *n* ['letɪs]  
 librarian *n* [laɪbrəriən]  
 library *n pl (-ies)* ['laɪbrəri]  
 light *adj* [laɪt]  
 like *v* [laɪk]  
 I'd like ... [aɪd 'laɪk ...]  
 I like doing ...  
 life *n* [laɪf]  
 line *n* [laɪn]  
 lion *n* ['laɪən]  
 list *n* [lɪst]  
 listen *v* ['lɪsn]  
 literature *n* ['lɪt(ə)rətʃə]  
 litre *n* ['li:tə]  
 little *adj* ['lɪtl]  
 a little

1) túr; 2) miyirimli, rehimshil  
 ...nıń bir túri  
 hár qıylı ... / túrli ...  
 balalar baqshası  
 korol  
 1) posa, súyiw; 2) súyiw  
 asxana (*úydegi bólme*)  
 pátpelek  
 bala pıshıq  
 kivi (*miywe*)  
 dize  
 pıshaq  
 biliw  
*zool.* koala  
 xan qızı  
 kól  
 qozi  
 til  
 ótken  
 kesh, keshikken  
 keshigiw, kesh qalıw  
 kúliw  
 dasturqan jayw  
 jalqaw, erinshek, is jaqpas  
 japıraq  
 úyreniw  
 yadlaw  
 úyden/mektepten shıǵıw  
 shep tárep, shep  
 shep tárepte  
 ayaq  
 limon  
 limonad  
 qaplan  
 sabaq  
 Kelińler...  
 Júr(iń), kettik.  
 1) hárip; 2) xat  
 salat  
 kitapxanashı  
 kitapxana  
 1) jaqtı; 2) jeńil  
 unatıw, jaqsı kóriw  
 ... qáleymen  
 Men ... islewdi unataman.  
 ómir  
 1) sıziq; 2) jónelis, jol (*metro jolı haqqında*)  
 arıslan  
 dizim  
 tıńlaw, esitiw  
 ádebiyat  
 litr  
 kishkene  
 biz az ...

live *v* [lɪv]  
 living room *n+n* ['lɪvɪŋrʊm]  
 lizard *n* ['lɪzəd]  
 long *adj* [lɒŋ]  
 long-jump *n+n* ['lɒŋdʒʌmp]  
 do the long-jump ['du: ðə 'lɒŋdʒʌmp]  
 look *v* [lʊk]  
 The beans look good. [ðə 'bi:nz 'lʊk ,ɡʊd]  
 look after [lʊk 'ɑ:ftə]  
 look at [lʊkət]  
 look like [lʊklaɪk]  
 a lot of [ə'lɒtəv]  
 loud *adj* [laʊd]  
 loudly *adv* ['laʊdli]  
 love *n, v* [lʌv]  
 lovely *adj* ['lʌvli]  
 low *adj* [ləʊ]  
 lucky *adj* ['lʌki]  
 lunch *n* [lʌntʃ]  
 have lunch *v+n*  
 lunchbox *n* ['lʌntʃbɒks]

magazine *n* [ˌmæɡə'zi:n]  
 main *adj* [meɪn]  
 make *v* [meɪk]  
 make bed *v+n*  
 make a video *v+n* ['-ə'vɪdiəʊ]  
 make palov *v+n* ['-pʌ'ləʊ]  
 man *n pl (men)* [mæn, men]  
 mandrill *n* ['mændrɪl]  
 manner *n* ['mænə]  
 many *det* ['meni]  
 map *n* [mæp]  
 Maori *n, adj* ['maʊri]  
 March *n* [mɑ:tʃ]  
 mark *n, v* [mɑ:k]  
 marker *n* ['mɑ:kə]  
 market *n* ['mɑ:kɪt]  
 match *n v* [mætʃ]

mathematics *n* [ˌmæθrɪ'mætɪks]  
 maths *n* [mæθs]  
 maths teacher *n+n* ['mæθs 'ti:tʃə]  
 mausoleum *n* [ˌmɔ:sə'li:əm]  
 May *n* [meɪ]  
 May Day *n+n* ['meɪ 'deɪ]  
 May king *n+n* ['meɪ 'kɪŋ]  
 May queen *n+n* ['meɪ 'kwi:n]  
 maybe *adv* ['meɪbi]  
 maypole *n* ['meɪpəʊl]  
 me *pron* [mi, mi:]  
 meal *n* [mi:l]  
 mean *v (past meant)* [mi:n]  
 meaning *n* ['mi:nɪŋ]  
 meat *n* [mi:t]

jasaw  
 miymanxana (*úydegi bólme*)  
 kesirtke  
 uzaq, uzın  
 uzınlıqqa sekiriw  
 uzınlıqqa sekiriw  
 1) qaraw; 2) ...kórinedi  
 Lobıyanıń kórinisi jaqsı.  
 ǵamxorlıq etiw  
 bir nársege qaraw  
 uqsaw, kóriniw  
 kóp  
 bálent dawıslı  
 bálent dawıs penen  
 1) súyiw; 2) súyiw, jaqsı kóriw  
 súyikli  
 1) pás; 2) kem, az  
 baxıtlı, áwmetli  
 túslik  
 túsleniw  
 (*oqıwshı, jumısshı ushın*) awqat qutısı

jurnal  
 tiykarǵı  
 soǵıw, dúziw, qurw  
 orın (jay) salıw  
 videoǵa túsiriw  
 palaw pisiriw  
 (er adam) adam  
 mandril (*maymıldıń túri*)  
 ádep, ádeplilik  
 kóp  
 karta  
 maori (*millet*)  
 mart  
 1) baha; 2) bahalaw  
 marker (*sızıw ushın úlken plamaster*)  
 bazar  
 1) shırpı;  
 2) sáykes keltiriw, say keletuǵının tańlaw  
 matematika  
 matematika  
 matematika muǵallimi  
 maqbara  
 may  
 May Kúni bayramı (*Angliyada*)  
 May koroli  
 May malıkası  
 bálki  
 may bayramı ushın stolb  
 meni, maǵan  
 taǵam, awqat  
 bildiriw  
 máni  
 gósh

L

M

Wordlist

**M**

**Wordlist**

mechanic *n* [mɪ'kæni:k]  
 meet *v* (*past* met) [mi:t]  
 melon *n* ['melən]  
 melt *v* [melt]  
 meow *v* [mi'əʊ]  
 met *v* [met]  
 metre *n* ['mi:tə]  
 metro *n* ['metrəʊ]  
 mice *n* [maɪs] *pl of* mouse  
 midday *n* [mɪd'deɪ]  
 midnight *n* ['mɪdnɑ:t]  
 mile *n* [maɪl]  
 milk *n* [mɪlk]  
 million *num* [mɪljən]  
 mime *v* [maɪm]  
 mineral *n* ['mɪnərəl]  
 minivan *n* ['mɪnɪvæn]  
 minus *n* ['mama:s]  
 minute *n* ['mɪnɪt]  
 mirror *n* ['mɪrə]  
 mix *v* [mɪks]  
 mobile phone *n+n* ['məʊbaɪlfəʊn]  
 model car *n+n* ['mɒdl 'kɑ:]  
 modern *adj* ['mɒdn]  
 Monday *n* ['mʌndɪ]  
 money *n* ['mʌni]  
 monkey *n* ['mʌŋki]  
 monster *n* ['mɒnstə]  
 month *n* [mʌnθ]  
 moo *v* [mu:]  
 mop the floor *v+n* ['mɒp ðə 'flɔ:]  
 more *adv* [mɔ:]  
  
 more beautiful [mɔ: 'bju:tɪfl]  
 more interesting [mɔ: 'ɪntrɪstɪŋ]  
 morning *n* ['mɔ:nɪŋ]  
 Good morning.  
 in the morning *adv*  
 mosque *n* [mɒsk]  
 mosquito *n pl (-es)* [mə'ski:təʊ]  
 most [mɔʊst]  
  
 the most beautiful [ðə 'mɔʊst 'bju:tɪfl]  
 the most interesting [ðə 'mɔʊst 'ɪntrɪstɪŋ]  
 mother *n* ['mʌðə]  
 mother tongue *n+n* [ˌmʌðə 'tʌŋ]  
 motorbike *n* ['mɔʊtəbaɪk]  
 mountain *n* ['maʊntɪn]  
 mouse *n* [maʊs] *pl (mice)* [maɪs]  
 mouth *n* [maʊθ]  
 move *v* [mu:v]  
 Mr *n* ['mɪstə]  
 Mrs *n* ['mɪsɪz]  
 much *det* [mʌtʃ]  
 mulberry *n* ['mʌlbəri]

mexanik  
 ushırasıw ushıratıw  
 qawın  
 eriw  
 miywalaw  
 "meet" feyiliniñ ótken máháldegi forması  
 metr  
 metro  
 tıshqanlar  
 kúndiz, túski payt,  
 tún (yarım tún)  
 milya  
 sút  
 million  
 Ím menen túsindiriw, pantomima islew  
 mineral  
 marshrutlı taksi  
 minus  
 minut  
 ayna  
 aralastırw  
 uyalı telefon  
 mashina modeli  
 zamanagóy  
 dúyshembi  
 pul  
 maymıl  
 maqluq  
 ay  
 móńirew (sıyr haqqında)  
 poldı shvabra menen juww  
 1) ...ıraq (*kóp buwınlı kelbetliktiñ salıstırmalı dárejesin jasawda qollanıladı*); 2) kóbirek shıraylıraq  
 qızıǵıraq  
 azanǵı, tań  
 Qayırılı tań.  
 azanda tańda  
 meshit  
 shıbın  
 eń (*kóp buwınlı kelbetliktiñ arttırıw dárejesin jasawda qollanıladı*)  
 eń sulıw  
 eń qızıqlı  
 ana  
 ana tili  
 moped  
 taw  
 tıshqan  
 ógiz  
 jılistı(r)ıw, kósh(ir)ıw  
 mister  
 xanıw  
 kóp  
 tut

mum *n* [mʌm]  
 museum *n* [mju:ˈziəm]  
 mushroom *n* [ˈmʌʃru:m]  
 music *n* [ˈmju:zɪk]  
 musical parade *adj+n* [ˈmju:zɪk(ə)l pəˈreɪd]  
 must *v* [mʌst, mʌst]  
 my *adj* [maɪ]  
 My name is ...

name *n* [neɪm]  
 napkin *n* [ˈnæpkɪn]  
 nationality *n pl (-ies)* [ˌnæʃəˈnælɪti]  
 nature *n* [ˈneɪtʃə]  
 Navruz *n* [nʌvˈru:z]  
 near *adv* [nɪə]  
 need *v* [ni:d]  
 neigh *v* [neɪ]  
 nephew *n* [ˈnefju:]  
 nest *n* [nest]  
 never *adv* [ˈnevə]  
 new *adj* [nju:]  
 New Year *adj+n* [nju: ˈjɪə]  
 news *n* [nju:z]  
 newspaper *n* [nju:spetpə]  
 next to *prep* [ˈnekst tə]  
 nice *adj* [naɪs]  
 niece *n* [ni:s]  
 night *n* [naɪt]  
 at night *adv*  
 nine *num* [naɪn]  
 nine hundred *num* [naɪn ˈhʌndrəd]  
 nineteen *num* [ˌnaɪnˈti:n]  
 ninety *num* [ˈnaɪnti]  
 ninety-one *num* [ˌnaɪnti ˈwʌn]  
 ninth *num* [naɪnθ]  
 no *adv* [nəʊ]  
 No, I don't.  
 No, sorry.  
 nod *v* [nɒd]  
 noise *n* [nɔɪz]  
 noisily *adv* [ˌnɔɪzɪli]  
 noisy *adj* [ˈnɔɪzi]  
 north *n* [nɔ:θ]  
 north-east [ˌnɔ:θi:st]  
 north-west [ˌnɔ:θwest]  
 nose *n* [nəʊz]  
 notice *n* [ˈnəʊtɪs]  
 November *n* [nəʊvembə]  
 now *adv* [naʊ]  
 number *n* [ˈnʌmbə]  
 nurse *n* [nɜ:s]

ocean *n* [ˈəʊʃən]  
 o'clock *adv* [əˈklɒk]  
 October *n* [ɒkˈtəʊbə]

apa  
 muzey  
 zamarrıq  
 muzıka  
 muzıkalı parad  
 kerek, lazım  
 meniń  
 Meniń atım ...  
 at, isim  
 sұлgi; salfetka  
 millet  
 tábiyat  
 Nawrız bayramı  
 yanında  
 mıtáj (kerek) bolmaw  
 kisnew  
 (bala) jiyen  
 uya, in  
 heshqashan  
 jańa  
 Jańa jil  
 jańalıq  
 gazeta  
 ...nıń yanında  
 1) jaqsı; 2) sulıw, jaǵımlı  
 (qız) jiyen  
 tún  
 keshqırın, túnde  
 toǵız  
 toǵız júz  
 on toǵız  
 toqsan  
 toqsan bir  
 toǵızınshı  
 joq  
 Joq.  
 Keshirersiz, yaq.  
 bas silkitiw  
 shawqım  
 shawqım salıp  
 shawqımlı  
 arqa  
 arqa-shıǵıs  
 arqa-batis  
 murın  
 esletpe, belgi  
 noyabr  
 házir, endi  
 nomer  
 hámshiyra  
 okean, teńiz  
 saat (waqıt haqqında)  
 oktyabr

M

N

O

Wordlist

of *prep* [əv, ðv]  
of course [əv 'kɔ:s]  
office *n* ['ɒfɪs]  
often *adv* ['ɒft(ə)n, 'ɒft(ə)n]  
oh [əʊ]  
oil *n pl (-)* [ɔɪl]  
oink [ɔɪŋk]  
old *adj* [əʊld]  
omelette *n* ['ɒmlɪt]  
on *prep* [ɒn]  
  
on foot *adv* [ɒn 'fʊt]  
one *num* [wʌn]  
onion *n* ['ʌnjən]  
only *adv* ['əʊnli]  
open *v* [əʊpən]  
opposite *prep* ['ɒpəzɪt]  
or *conj* [ɔ:]  
orange *n, adj* ['ɒrɪndʒ]  
orange juice *n+n* ['ɒrɪndʒ 'dʒu:s]  
order *n* ['ɔ:də]  
ostrich *n* ['ɒstrɪtʃ]  
other *det* ['ʌðə]  
our *adj* [aʊə]  
ox *n* [ɒks]  
oxygen *pl (-)* ['ɒksɪdʒən]

packet *n* ['pækɪt]  
a packet of  
page *n* [peɪdʒ]  
pageboy *n* ['peɪdʒbɔɪ]  
pair *n* [peə]  
palace *n* ['pælɪs]  
pancake *n* ['pæŋkeɪk]  
pancake race *n+n*  
paper *n* ['peɪpə]  
parade *n* [pə'reɪd]  
parents *n* ['peərənts]  
park *n* [pɑ:k]  
parrot *n* ['pærət]  
partner *n* ['pɑ:tnə]  
party *n pl (-ies)* ['pɑ:ti]  
past *prep* [pɑ:st]  
half past [hɑ:f 'pɑ:st]  
It's half past nine.  
quarter past ['kwɔ:tə 'pɑ:st]  
pasta *n* ['pæstə]  
pay *v* [peɪ]  
pay *v* [peɪ]  
PE *n* ['pi: 'i:]  
pea *n* [pi:]  
peach *n* [pi:tʃ]  
peach juice *n+n* ['pi:tʃ 'dʒu:s]  
peacock *n* ['pi:kɒk]  
pear *n* [peə]

...niń  
álbette  
basqarma  
tez-tez  
nol  
may  
pırqıldaw (*shoshqa haqqında*)  
1) eski; 2) jası úlken, ğarrı  
quymaq  
1) ústinde (*orınğa qarata*);  
2) ...da (*waqıtqa qarata*)  
piyada, jayaw  
bir  
piyaz  
tek ğana, bar-jođı  
ashıw  
qarama-qarsısında, tuwrısında  
yaki  
1) apelsin; 2) toyđın sarı  
apelsin sherbeti  
tártib  
túyequs  
basqa  
biziń  
buđa, ógiz  
kislorod  
  
paket, qađaz qalta  
bir paket ...  
bet  
kelinniń dostısı (*ul bala*)  
jup  
saray  
blin, quymaq  
quymaq jarısı  
1) qođaz; 2) hújjet  
parad,  
ata-ana  
demalıw bađı  
totıqus  
sherik,  
bázm, keshe  
ótken  
...den yarım saat ótken  
Saat tođız yarım boldı.  
...den sherek (15) minut ótken  
makaron ónimleri  
tólew  
tólew  
dene tárbiya (*sabaq*)  
gorox  
shabdál  
shabdallı sherbeti  
tawıs  
almurt

pear juice *n+n* [ˈpeə ˈdʒuːs]  
 pen *n* [pen]  
 pencil *n* [ˈpensl]  
 pencil case *n+n* [ˈpenskeɪs]  
 penguin *n* [ˈpeŋɡwɪn]  
 people *n* [ˈpiːpl]  
 pepper *n* [ˈpepə]  
 perfume *n* [ˈpɜːfjuːm]  
 period of time [ˈpɪəriədəv ˈtaɪm]  
 person *n* [ˈpɜːsn]  
 pet *n* [pet]  
 phew *int* [fjuː]  
 phone *v* [fəʊn]  
 photo *n* [ˈfəʊtəʊ]  
 photographer *n* [fəˈtɒgrəfə]  
 piano *n* [piˈænəʊ]  
 pick *v* [pɪk]  
 picnic *n* [ˈpɪknɪk]  
 picture *n* [ˈpɪktʃə]  
 pie *n* [paɪ]  
 piece *n* [piːs]  
 a piece of  
 pig *n* [pɪɡ]  
 piglet *n* [ˈpɪɡlɪt]  
 pillow *n* [ˈpɪləʊ]  
 pilot *n* [ˈpaɪlət]  
 pinch punch *v* [ˌpɪntʃˈpʌntʃ]  
 pink *adj* [pɪŋk]  
 pizza *n* [ˈpiːtsə]  
 place *n* [pleɪs]  
 plane *n* [pleɪn]  
 plant *n, v* [plɑːnt]  
 plastic *adj* [ˈplæstɪk]  
 plate *n* [pleɪt]  
 platypus *n* [ˈplætɪpəs]  
 play *v, n* [pleɪ]  
 play badminton *v+n* [ˈpleɪ ˈbædmɪntən]  
 play hopscotch/games *v+n* [ˈpleɪ ˈhɒpskɒtʃ/ˈgeɪmz]  
 play tag *v+n* [ˈpleɪ ˈtæg]  
 play the guitar *v+n* [ˈpleɪ ðə ɡɪˈtɑː]  
 play the piano *v+n* [ˈpleɪ ðə piˈænəʊ]  
 player *n* [ˈpleɪə]  
 playground *n* [ˈpleɪɡraʊnd]  
 please *int* [pliːz]  
 plump *n* [plʌmp]  
 plump *adj* [plʌmp]  
 plural *adj* [ˈplʊərəl]  
 plus *prep* [plʌs]  
 p.m. [piːˈem]

pocket *n* [ˈpɒkɪt]  
 poem *n* [ˈpəʊɪm]  
 point *v* [pɔɪnt]  
 poisonous *adj* [ˈpɔɪz(ə)nəs]  
 polar *adj* [ˈpəʊlə]

almurt sherbeti  
 ruchka  
 qálem  
 qálem qutı  
 pingvin  
 adamlar  
 burish, ashshı burish  
 duxi, átir  
 waqıt birligi  
 shaxs  
 úy haywanı (*súykimli haywan*)  
 úwh  
 telefon qılıw, qońıraw etiw  
 fotosúwret  
 fotograf, súwretshi  
 pianino  
 teriw  
 seyil  
 súwret  
 pirog  
 bólek, bólekshe  
 bir bólek ...  
 shoshqa  
 shoshqanıń balası toray  
 kópshik  
 ushiwshı

ashıq qızıl reń  
 pıca  
 orın  
 samolyot  
 1) ósimlik; 2) egıw  
 plastmassa  
 tarelka  
*zool.* úyrek murın  
 1) oynaw; 2) oyın  
 badminton oynaw  
 begtash/oyının oynaw  
 quwıspaq oynaw  
 gitara shertiw  
 pianino shertiw  
 oyınshı  
 oyın maydanı  
 ótinish  
 qáreli  
 semiz, tolıqtan kelgen  
 kóplik  
 qosıw plyus  
*kúndizgi saat 12 den túngi  
 12 ge shekem bolǵan waqıt*  
 kise  
 arıslan  
 kórsetiw  
 záhárli  
 polyusqa baylanıslı, polyus

P

Wordlist

police officer *n+n* [pə'li:s ,ɒfɪsə]  
 police station *n+n* [pə'li:s ,steɪʃn]  
 policeman *n pl (-men)* [pə'li:smən]  
 polite *adj* [pə'laɪt]  
 pomegranate *n* [pɒmɪgrænɪt]  
 pop *n* [pɒp]  
 popular *adj* [pɒpjʊlə]  
 population *n pl (-)* [pɒpjʊ'leɪʃən]  
 porridge *n* [pɒrɪdʒ]  
 portfolio *n pl (-s)* [pɔ:tfəʊliəʊ]  
 postcard *n* [pəʊstka:d]  
 poster *n* [pəʊstə]  
 pouch *n* [paʊtʃ]  
 poult *n* [pəʊlt]  
 pour *v* [pɔ:]  
 present *n* [prez(ə)nt]  
 problem *n* [prɒbləm]  
 profession *n* [prə'feʃən]  
 programme *n* [prəʊgræm]  
 P.S. (post scriptum) [pi:'es]  
 pumpkin *n* [pʌmpkɪn]  
 Pumpkin Museum *n+n* [pʌmpkɪn mju:ziəm]  
 pupil *n* [pju:p(ə)l]  
 puppy *n pl (-ies)* [pʌpi]  
 purple *adj* [pɜ:pəl]  
 put *v* [pʊt]  
 put in  
 put on  
 puzzle *n* [pʌzl]  
 do puzzles *v+n* [du: 'pʌz(ə)l]

**P**  
**Q**  
**R**

quack *v* [kwæk]  
 quail *n* [kweɪl]  
 quarter *adj* ['kwɔ:tə]  
 It is a quarter past nine.  
 quarter to ... ['kwɔ:tə tə]  
 queen *n* [kwi:n]  
 question *n* ['kwestʃ(ə)n]  
 queue *v* ['kju:]  
 quiet *adj* ['kwaɪət]  
 quietly *adv* ['kwaɪətli]  
 quince *n* [kwɪns]  
 quiz *n* [kwɪz]

rabbit *n* [ræbɪt]  
 race *n* [reɪs]  
 racing bicycle *n+n* [reɪsɪŋ 'baɪsɪkl]  
 radio *n pl (-s)* [reɪdɪəʊ]  
 radish *n* [rædɪʃ]  
 rain *n, v* [reɪn]  
 rainbow *n* [reɪnbəʊ]  
 rainfall *n* [reɪnfɔ:l]  
 rain forest *n+n* [reɪnfɔ:ɪst]  
 rainy *adj* [reɪni]  
 raisin *n* [reɪzn]

policiyashı  
 policiya mákemesi  
 policiya xızmetkeri policiyashı  
 ádepli, álpayım  
 anar  
 pop (*muzıka*)  
 ataqlı  
 xalıq  
 kasha  
 áhmiyetli hújjetler toplamı (papkası)  
 ashıq xat, otkritka  
 poster, plakat  
 qalta (*kenguru haqqında*)  
 túyetawıq shójesi  
 quyıw, jawıw (*jawın haqqında*)  
 sawǵa  
 mashqala  
 kásıp  
 baǵdarlama  
 xattan keyin jazılatuǵın qosımsha jazıw  
 asqabaq  
 Qabaqlar muzeyi  
 oqıwshı  
 kúshik  
 toǵın qızıl, qırmızı  
 quyıw, qoyıw  
 (...nır) quyıw  
 kiyıw  
 jumbaq, basqatırma  
 basqatırmanı sheshıw

ǵańqıldaw (*úyrek haqqında*)  
 bódene  
 sherek  
 Saat toǵızdan on bes minut ótti.  
 ...den sherek minut ótti  
 malika  
 soraw  
 gezekte turıw  
 tınısh  
 áste ǵana  
 ayva  
 tapqırılıq, viktorina

úy qoyanı  
 jans  
 velosiped jansı  
 radio  
 rediska  
 1) jawın; 2) jawın jawıw  
 ayqulaq  
 jawın-shashın  
 ıǵallı tropikalıq toǵay  
 jawınlı  
 kishmish

rat *n* [ræt]  
 raw *adj* [rɔ:]  
 read *v* [ri:d]  
 reading *n* [ˈri:dn̩]  
 record *v* [ˈrekɔ:d]  
 recycle *v* [ˈri:saɪkl̩]  
 red *adj* [red]  
 reduce *v* [rɪˈdju:s]  
 region *n* [ˈri:dʒ(ə)n]  
 relative *n* [ˈrelətɪv]  
 remember *v* [rɪˈmembə]  
 repeat *v* [rɪˈpi:t]  
 report *n, v* [rɪˈpɔ:t]  
 reporter *n* [rɪˈpɔ:tə]  
 rest *n* [rest]  
 have a rest *v+n*  
 restaurant *n* [ˈrestɒrnt]  
 return *v* [rɪˈtɜ:n]  
 no returns  
 reuse *v* [ˈri:ju:z]  
 revision *n* [rɪˈvɪʒən]  
 ribbon *n* [ˈrɪbən]  
 rice *n* [raɪs]  
 rich *adj* [rɪtʃ]  
 ride *v* [raɪd]  
 ride a bike *v+n* [ˈraɪd ə ˈbaɪk]  
 ride a horse *v+n* [ˈraɪd ə ˈhɔ:s]  
 ride a skateboard *v+n* [ˈraɪd ə ˈskeɪtbɔ:d]  
 rider *n* [ˈraɪdə]  
 right *adj* [raɪt]  
 on the right *prep* [ɒnðəˈraɪt]  
 rise *v* [raɪz]  
 river *n* [ˈrɪvə]  
 road *n* [rəʊd]  
 robot *n* [ˈrəʊbɒt]  
 rock *n* [rɒk]  
 roller-skate *v* [ˈrəʊləskeɪt]  
 room *n* [ru:m]  
 rooster *n* [ˈru:stə]  
 rose *n* [rəʊz]  
 round *adj, adv* [raʊnd]  
 rubob *n* [rʊˈbɒb]  
 rucksack *n* [ˈrʌksæk]  
 rug *n* [rʌg]  
 rule *n* [ru:l]  
 ruler *n* [ˈru:lə]  
 run *v (past ran)* [rʌn]  
 run away *v+adv* [ˈrʌnəˈweɪ]  
 runner *n* [ˈrʌnə]  
 runny nose *adj+n* [ˈrʌni ˌnəʊz]  
 Russian *adj, n* [ˈrʌʃn]

sad *adj* [sæd]  
 said [sed]

tishqan  
 qam, pispegen  
 oqiw  
 oqiw  
 jazıp alıw  
 qayta islew  
 qızıl  
 qısqartıw, kemeytiw  
 wálayat  
 tuwısqan  
 yadda tutıw, eslew  
 qaytalaw, tákírarlaw  
 1) esabat; 2) xabar (esap) beriw  
 jurnalíst  
 dem alıw  
 dem alıw  
 restoran  
 restoran  
 qaytıw  
 qaytarılmaydı  
 qayta islew  
 tákírarlaw, qaytalaw  
 lenta, tesma  
 gúrish  
 bay  
 miniw  
 velosiped miniw  
 at miniw  
 skeytbordda ushiw  
 shabandoz, aydawshı  
 1) tuwrı; 2) oń  
 oń tárepke  
 kóteriliw, kóteriw  
 dárya  
 jol  
 robot  
 rok (*muzıka*)  
 rolikte ushiw  
 bólmə  
 qoraz  
 roza gúl  
 1) domalaw; 2) átirapında  
 rubab (*saz áspabı*)  
 ryukzak, sayaxat qaltası  
 gilem(she)  
 qağıyda  
 sızgısh  
 1) ağıw (suw); 2) juwrıw  
 qashıp ketiw  
 juwrıwshı  
 tumaw  
 1) russha; rus; 2) rus tili

muńlı, qapa  
 “say” feyiliniń ótken máháldegi túri:  
 de(-dim, -dıń, -dı, -dıq, -dı)

R

S

Wordlist

sailor *n* [ˈseɪlə]  
 safari *n* [səˈfɑːri]  
 salad *n* [ˈsæləd]  
 sales assistant *n+n* [ˈseɪlz əˈsɪstənt]  
 salt (*mass n*) [sɔːlt]  
 salty *adj* [ˈsɔːlti]  
 (the) same *adj* [seɪm]  
 sandwich *n* [ˈsænwɪdʒ]  
 sat *v* [sæt]  
 Saturday *n* [ˈsætədi]  
 sausage *n* [ˈsɔːsɪdʒ]  
 save *v* [seɪv]  
 saxophone *n* [ˈsæksəfəʊn]  
 saw [sɔː]  
  
 say *v* [seɪ]  
 say goodbye *v+n* [ˌseɪ ˈɡʊdbaɪ]  
 scared *adj* [ˈskeəd]  
 school *n* [skuːl]  
 at the school [ət ðə ˈskuːl]  
 schoolbag *n* [ˈskuːlbæg]  
 schoolboy *n* [ˈskuːlbɔɪ]  
 schoolchildren *n* [ˈskuːltʃɪldrən]  
 school things *n+n* [ˈskuːl ˈθɪŋz]  
 score *n* [skɔː]  
 Scottish *adj* [ˈskɒtɪʃ]  
 sea *n* [siː]  
 sea eagle *n+n* [ˈsiː ˈiːɡl]  
 season *n* [ˈsiːz(ə)n]  
 second *n, num* [ˈsekənd]  
 secretary *n pl (-ies)* [ˈsekritəri]  
 section *n* [ˈseksjən]  
 see *v* [siː]  
 seed *n* [siːd]  
 see-saw *n* [ˈsiːsɔː]  
 play see-saw *n+n*  
 send *v (past sent)* [send]  
 sentence *n* [ˈsent(ə)ns]  
 September *n* [sepˈtembə]  
 seven *num* [ˈsevn]  
 seven hundred *num* [ˌsevn ˈhʌndrəd]  
 seventeen *num* [ˌsevnˈtiːn]  
 seventh *num* [ˈsevnθ]  
 seventy *num* [ˈsevnti]  
 seventy-one *num* [ˌsevnti ˈwʌn]  
 several *adj* [ˈsevrəl]  
 sew *v* [səʊ]  
 shake *v* [ʃeɪk]  
 shampoo *n* [ˈʃæmpuː]  
 shark *n* [ʃɑːk]  
 sharpener *n* [ˈʃɑːpnə]  
 she *pron* [ʃi, ʃiː]  
 sheep *n pl (-)* [ʃiːp]  
 shelf *n pl (shelves)* [ʃelf]  
 shine *v* [ʃaɪn]

teñizshi  
 “safari” haywanat bağı (*qápeslersiz*)  
 salat  
 satıwshı  
 duz  
 duzi, shor  
 birdey, tap ózi  
 buterbrod  
 “sit” feyiliniń ótken máháldegi túri  
 shembi  
 sosiska/kolbasa  
 1) saqlaw, asıraw; 2) qutqarıw  
 saksafon  
 “see” feyiliniń ótken máháldegi túri:  
 kór(-dim, -diń, -di -dik, -di)  
 aytıw, dew  
 qoshlasıw  
 qattı qorıqqan, shorshınǵan  
 mektep  
 mektepte  
 sumka  
 mektep oqıwshısı (*ul bala*)  
 oqıwshılar  
 oqıw quralları  
 ochko  
 shotlandiyalı(lar)...; Shotlandiya...  
 teñiz  
 zool. suwbúrkit  
 máwsim  
 1) sekund; 2) ekinshi  
 xatker, xatker qız  
 bólim  
 kóriw, kórisiw  
 tuqım, tuqımlıq dán  
 átkónshek  
 átkónshekte ushıw  
 jónetiliw, jiberiw, jollaw  
 gáp  
 sentyabr  
 jeti  
 jeti júz  
 on jeti  
 jetinshi  
 jetpis  
 jetpis bir  
 birqansha, bir qatar, bir talay  
 tigiw  
 silkitiw  
 shampun  
 akula  
 qálemniń ushın shıǵarǵısh  
 ol (*hayallar ushın*)  
 qoy  
 tekshe (*aǵashtan soǵılǵan*  
 jarqıraw (*quyash haqqında*)

shirt *n* [ʃɜ:t]  
 shop *n* [ʃɒp]  
 do the shopping *v+n* [ˈdu: ðə ˈʃɒpɪŋ]  
 at the shop  
 shop assistant *n* [ˈʃɒp əsɪstənt]  
 short *adj* [ʃɔ:t]  
 shorts *n* [ʃɔ:ts]  
 should *modal verb* [ʃəd, ʃəd]  
 shoulder *n* [ˈʃəʊldə]  
 show *v* [ʃəʊ]  
 shower *n* [ˈʃaʊə]  
 have/take a shower *v+n*  
 sick *n* [sɪk]  
 side *n* [saɪd]  
 sign *n* [saɪn]  
 sing *v* [sɪŋ]  
 singer *n* [ˈsɪŋə]  
 sister *n* [ˈsɪstə]  
 sit *v* [sɪt]  
 Sit down. [ˈsɪtdaʊn]  
 sit-up *n* [ˈsɪtʌp]  
 six *num* [sɪks]  
 six hundred *num* [ˌsɪks ˈhʌndrəd]  
 sixteen *num* [ˌsɪksˈti:n]  
 sixth *num* [sɪksθ]  
 sixty *num* [ˈsɪksˌti]  
 sixty-one *num* [ˌsɪksˌti ˈwʌn]  
 skate *n, v* [skeɪt]  
 skateboard *n* [ˈskeɪtbɔ:d]

ski *n, v* [ski:]  
 skip *v* [skɪp]  
 skirt *n* [skɜ:t]  
 sky *n* [skaɪ]  
 sledge *n, v* [sledʒ]  
 sleep *v* [sli:p]  
 slept *v* [slept]  
 slow *adj* [sləʊ]  
 slowly *adv* [ˈsləʊli]  
 small *adj* [smɔ:l]  
 smile *n, v* [smɑɪl]  
 snake *n* [sneɪk]  
 snow *n* [snəʊ]  
 snowball *n* [ˈsnəʊbɔ:l]  
 snowboarding *n* [ˈsnəʊbɔ:dɪŋ]  
 snowman *n* [ˈsnəʊmæn]  
 snowstorm *n* [ˈsnəʊstɔ:m]  
 snowy *adj* [ˈsnəʊi]  
 so *conj, adv* [səʊ]  
 soap *n* [səʊp]  
 sofa *n* [ˈsəʊfə]  
 soft *adj* [sɒft]  
 softly *adv* [ˈsɒftli]  
 soldier *n* [ˈsəʊldʒə]  
 some *det, adj* [sʌm]

kóylek  
 dúkán  
 satıp alıw  
 dúkánda  
 satıwshı  
 kelte, qısqa  
 shortik, kelte shalbar  
 kerek, lazım, zárúr  
 iyin  
 kórsetiw  
 dush  
 dushqa túsiw, dush qabil etiw  
 kesel  
 tárep  
 bildiriw, daǵaza  
 qosıq aytıw  
 qosıqshı  
 ájapa, sińli  
 otırıw  
 otırıń  
 otırıp-turıw shınıǵıwı  
 altı  
 altı júz  
 on altı  
 altınshı  
 alpis  
 alpis bir  
 1) konki; 2) konkide ushıw  
 skeytbord (*asfaltta ushıwǵa arnalǵan rolikli taxtay*)  
 1) lija; 2) shanǵı ushıw  
 sekiriw  
 yubka  
 aspan  
 1) shana; 2) shanada ushıw  
 uyqılaw  
 “sleep” feyiliniń ótken máháldegi túri:  
 áste  
 áste  
 kishi, kishkene  
 1) kúlki; 2) kúliw  
 jılan  
 qar  
 qar to bı  
 snoubording (*sport túri*)  
 qar adam  
 qarlı boran, ızǵırıq  
 qarlı  
 1) solay etip, sonıń ushın; 2) sonshelli  
 sabın  
 divan  
 jumsaq  
 jińishke dawıs penen  
 ásker  
 bazı, ayırım

sometimes <i>pron</i> ['sʌmtaɪmz]	bazi da
something <i>pron</i> ['sʌmθɪŋ]	bir zat
son <i>n</i> [sʌn]	ul bala
song <i>n</i> [sɒŋ]	qosiq
soon <i>adv</i> [su:n]	tez
sore eye <i>adj+n</i> [ˌsɔːr 'aɪ]	kóz awırwı
sore hand <i>adj+n</i> [ˌsɔː 'hænd]	qol awırwı
sore leg <i>adj+n</i> [ˌsɔː 'leg]	ayaq awırwı
sore throat <i>adj+n</i> [ˌsɔː 'θrəʊt]	tamaq awırwı
sorry <i>v</i> ['sɒri]	keshiriń, keshirersiz
Sorry, you have the wrong number.	Keshirersiz natuwrı nomerdi terdińiz.
sound <i>n</i> [saʊnd]	ses
soup <i>n</i> [su:p]	sorpa
south <i>n</i> [saʊθ]	túslik
south-east [ˌsaʊθiːst]	túslik-shıǵıs
south-west [ˌsaʊθwest]	túslik-batis
sparrow <i>n</i> ['spærəʊ]	shımshıq
space <i>n pl (-)</i> [speɪs]	keńsilik
speak <i>v</i> [spi:k]	sóylew
speak to <i>v+prep</i> ['spi:k tə]	... menen sóylesiw
special <i>adj</i> ['speʃl]	arnawlı
spell <i>v</i> [spel]	háriplep aytıw yaki jazıw
spend <i>v</i> [spend]	ótkiziw
spider <i>n</i> ['spaɪdə]	órmekshi
spider monkey <i>n+n</i> ['spaɪdə 'maŋki]	órmekshi tárizli maymıl
spoon <i>n</i> [spu:n]	qosiq
spot <i>n</i> [spɒt]	daq, qal, qasqa
sport <i>n</i> [spɔ:t]	sport
sportsman <i>n pl (-men)</i> ['spɔ:tsmən]	sportshı
sports centre <i>n+n</i> ['spɔ:ts 'sentə]	sport orayı
sports uniform <i>n+n</i> ['spɔ:ts 'ju:nɪfɔ:m]	sport forması
spring <i>n</i> [sprɪŋ]	báhár
spy <i>n, v</i> [spai]	1) shpion; 2) izlew
square <i>adj, n</i> [skweə]	tórtmúyeshlik, kvadrat
square kilometre (sq.km) <i>n</i> [- 'kɪləmi:tə]	kvadrat kilometr
staff room <i>n+n</i> [stɑ:fru:m]	xızmetkerler (muǵallimler) bółmesi
stand <i>v</i> [stænd]	turıw
Stand up. ['stændʌp]	Ornińızdan turıń.
start <i>n, v</i> [stɑ:t]	1) baslanǵısh; start; 2) baslaw
station <i>n</i> ['steɪʃn]	bándirgi; vokzal
station <i>n</i> ['steɪʃn]	bándirgi; vokzal
stay (at) <i>v</i> [steɪ]	qalıw, (waqtınsha) turıw, jasaw
stay at school ['steɪ ət 'sku:l]	mektepte qalıw
stay with <i>v+prep</i> ['steɪ wɪð]	1) ...den qalıw; 2) ...menen jasaw
stone <i>n</i> ['stəʊn]	tas
stop <i>v</i> [stɒp]	toqtaw
stork <i>n</i> [stɔ:k]	láylek
story <i>n pl (-ies)</i> ['stɔ:ri]	gúrriń
straight <i>adj</i> [streɪt]	1) túwrı; 2) tegis ( <i>shash haqqında</i> )
strawberry <i>n</i> ['strɔ:bəri]	qulpınay
street <i>n</i> [stri:t]	kóshe
stripe <i>n</i> [straɪp]	jol-jol sızıq, taram-taram jol
strong <i>adj</i> [strɒŋ]	kúshli
student <i>n</i> ['stju:d(ə)nt]	student
study <i>v</i> ['stʌdi]	oqıw, úyreniw

subject *n* [ˈsʌbdʒɪkt]  
 suddenly *adv* [ˈsʌdnli]  
 sugar *n pl (-)* [ˈʃʊɡə]  
 sum *n* [sʌm]  
 do sums *v+n*  
 summer *n* [ˈsʌmə]  
 sun *n* [sʌn]  
 sunbathe *v* [ˈsʌnbeɪð]  
 Sunday *n* [ˈsʌndi]  
 sunflower *n* [ˈsʌnflaʊə]  
 sunglasses *n* [ˈsʌŋɡlɑːsɪs]  
 sunny *adj* [ˈsʌni]  
 supermarket *n* [ˈsuːpəˌmɑːkɪt]  
 sure *adj* [ʃʊə, ʃɔː]  
 Are you sure?  
 surname *n* [ˈsɜːneɪm]  
 surprise *n* [səˈpraɪz]  
 swallow *n* [ˈswɒləʊ]  
 sweep *v* [swiːp]  
 sweep the floor *v+n* [ˈswiːp ðə ˈfloː]  
 sweet *adj, n* [swiːt]  
 swept *v* [swept]  
 swim *v* [swɪm]  
 swimming *n* [ˈswɪmɪŋ]

table *n* [ˈteɪbl]  
 taekwondo *n* [ˈtækwɒndəʊ]  
 tail *n* [teɪl]  
 take *v (past took)* [teɪk]  
 take for a walk *v+n*  
 take a photo *v+n* [ˈteɪk ə ˈfəʊtəʊ]  
 take the rubbish out [ˈteɪk ðə ˈrʌbɪʃ ˈaʊt]  
 talk *v, n* [tɔːk]  
 talk on the phone *v+n*  
 tall *adj* [tɔːl]  
 tasty *adj* [ˈteɪsti]  
 taxi *n* [ˈtæksi]  
 taxi-driver *n* [ˈtæksi ˈdraɪvə]  
 tea *n* [tiː]  
 teach *v* [tiːtʃ]  
 teacher *n* [ˈtiːtʃə]  
 Teachers' Day *n+n* [ˈtiːtʃəz ˈdeɪ]  
 team *n* [tiːm]  
 teddy bear *n* [ˈtedi ˈbeə]  
 teeth *n* [tiːθ]  
 telephone *n* [ˈtelɪfəʊn]  
 tell *v (past told)* [tel]  
 temperature *n* [ˈtemp(ə)rətʃə]  
 ten *num* [ten]  
 tennis *n* [ˈtenɪs]  
 tenth *num* [tenθ]  
 text *n* [tekst]  
 Thank you. [ˈθæŋkjuː]  
 that *adj* [ðət, ðæt]  
 the [ðə, ðɪ]

oqıw pání  
 tosattan, qápelimde  
 qumsheker, qant  
 jıyındı  
 másele sheshiw  
 jaz  
 quyash  
 quyashta taplanıw  
 ekshembi  
 aygabaǵar  
 quyashqa qarsı kózáynek, qara kózáynek  
 quyashlı  
 supermarket  
 isenimli  
 isenimiń anıqpa?  
 familiya  
 kúilmegen sawǵa, syurpriz  
 qarlıǵash  
 sıpırw  
 pol juww  
 1) mazalı; 2) mazalı zat  
 “sweep” feyiliniń ótken máháldegi túri  
 shomılıw, júziw  
 shomılıw, júziw

1) stol; 2) keste  
 taekwondo (*sport túri*)  
 quyrıq  
 alıw  
 seyilge alıp shıǵıw  
 fotosúwretke alıw  
 shıǵındını taslap keliw  
 1) sáwbetlesiw; 2) sáwbet  
 telefonda sóylesiw  
 boyı uzın, bálent  
 mazalı, lázzetli  
 taksi  
 taksi aydawshı  
 shay  
 oqıtıw  
 muǵallım  
 Muǵallımler kúni  
 komanda, jámáát  
 oynshıq ayıw  
 tıslar  
 telefon  
 aytıw  
 temperatura  
 on  
 tennis  
 onınshı  
 tekst  
 Raxmet.  
 1) áne ol; 2) sol  
 anıq artikl

S

T

theatre *n* [ˈθiətə]  
 their *adj* [ðə, ðeə]  
 them *pron* [ðəm, ðem]  
 then *conj* [ðen]  
 there *adv* [ðeə, ðə]  
 there is/are [ðerɪz / ðerɑː]  
 thermometer *n* [θəˈmɒmɪtə]  
 these *pron* [ðiːz]  
 they *pron* [ðeɪ]  
 thin *adj* [θɪn]  
 thing *n* [θɪŋ]  
 think *v* [θɪŋk]  
 third *num* [θɜːd]  
 thirteen *num* [θɜːˈtiːn]  
 thirty *num* [θɜːti]  
 thirty-one *num* [θɜːti ˈwʌn]  
 this *pron adj* [ðɪs]  
 those *pron* [ðəʊz]  
 thousand *num* [ˈθaʊzənd]  
 three *num* [θriː]  
 three hundred *num* [θriː ˈhʌndrəd]  
 throw *v* (*past* threw) [θrəʊ]  
 throw in the air [-ɪn ðə eə]  
 thunderstorm *n* [ˈθʌndəstɔːm]  
 Thursday *n* [ˈθɜːzdi]  
 tick *v* [tɪk]  
 ticket *n* [ˈtɪkɪt]  
 tidy up *v* [ˈtaɪdiʌp]  
 tiger *n* [ˈtaɪgə]  
 tights *n* [ˈtaɪts]  
 time *n* [taɪm]  
 on time  
 timeline *n* [ˈtaɪmlaɪn]  
  
 timetable *n* [ˈtaɪm,teɪbl]  
 tired *adj* [taɪəd]  
 title *n* [ˈtaɪtl]  
 to *prep* [tu, tə, tuː]  
  
 go to school  
 ten minutes to eleven  
 toaster *n* [ˈtəʊstə]  
 today *adv* [təˈdeɪ]  
 toe *n* [təʊ]  
 toilet *n* [ˈtɔɪlət]  
 tomato *n* [təˈmɑːtəʊ]  
 tomato salad *n+n* [təˈmɑːtəʊ ˈsæləd]  
 tomorrow *adv* [təˈmɒrəʊ]  
 tongue twister *n+n* [ˌtʌŋˈtwɪstə]  
 too *adv* [tuː]  
 took *v* [tʊk]  
 tooth *n pl* (*teeth*) [tuːθ]  
 toothache *n* [ˈtuːθeɪk]  
 toothbrush *n* [ˈtuːθbrʌʃ]  
 toothpaste *n* [ˈtuːθpeɪst]

teatr  
 olardıń  
 olardı, olarǵa  
 keyin, soń  
 ol jerde  
 (*bir jerde*) ... bar  
 termometr  
 bular (*qasındaǵı zatlarǵa qarata*)  
 olar  
 arıq, jıńıshke  
 zat, buyım  
 oylaw  
 úshinshi  
 on úsh  
 otız  
 otız bir  
 bul, usı  
 analar (*uzaqtaǵı zatlarǵa qarata*)  
 mıń  
 úsh  
 úsh júz  
 taslaw, ılaqtırw, ılaqtırıp jiberiw  
 joqarıǵa/aspanǵa ılaqtırw, zırǵıtıw  
 gúldirmama  
 piyshembi  
 belgi menen belgilew  
 билет  
 tártipke salıw, jıynastırw  
 jolbars  
 kolgotka  
 1) waqıt; 2) ret  
 óz waqtında  
 waqıt shkalası, xronologiya (*waqıyalar tariyxı, waqtı izbe-iz jazılǵan dizim*)  
 sabaq kestesi  
 sharshaǵan  
 tema, baslama  
 1) ...ǵa (*barıs predlogı*);  
 2) ...kem (*waqt predlogı*)  
 mektepke barw  
 on birge on minut bar  
 toster  
 búgin  
 ayaqtırn barmaǵı  
 1) hájetxana; 2) unitaz  
 pomidor  
 pomidor salat  
 erteń  
 tez aytw  
 hám  
 “take” feyiliniń ótken máháldegi túri  
 tis  
 tis awırwı  
 tis shyotkası  
 tis pastası

tortoise *n* [ˈtɔ:təs]  
 total *n* [ˈtəʊtl]  
 touch *v* [tʌtʃ]  
 tourist *n* [ˈtʊərɪst]  
 town *n* [taʊn]  
 toy *n* [tɔɪ]  
 toy shop *n+n* [ˈtɔɪʃɒp]  
 tractor *n* [ˈtræktə]  
 tradition *n* [trəˈdɪʃ(ə)n]  
 traditional *adj* [trəˈdɪʃnəl]  
 traffic *n* [ˈtræfɪk]  
 train *v, n* [treɪn]  
 trainers *n* [ˈtreɪnəz]  
 translate *v* [trænsˈleɪt]  
 transport *n* [ˈtrænspɔ:t]  
 travel *v* [ˈtrævəl]  
 tree *n* [tri:]  
 T. Rex *n* [ˈti:ˈreks]  
 triangle *n* [ˈtraɪæŋɡəl]  
 trousers *n* [ˈtraʊzəz]  
 true *adj* [tru:]  
 try *v* [traɪ]  
 T-shirt *n* [ˈti:ˈʃɜ:t]  
 tube *n* [tju:b]  
 Tuesday *n* [ˈtju:zdi]  
 tugai *n* [tʊˈɡaɪ]  
 tulip *n* [ˈtju:lɪp]  
 tummy ache *n+n* [ˌtʌmiˈeɪk]  
 tundra *n* [ˈtʌndrə]  
 turkey *n pl (-s)* [ˈtɜ:ki]  
 turn *n, v* [tɜ:n]  
 turn left *v+n* [ˈtɜ:nˈleft]  
 turn off *v* [ˈtɜ:nɒf]  
  
 turn right *v+n* [ˈtɜ:nˈraɪt]  
 turnip *n* [ˈtɜ:nɪp]  
 turtle *n* [ˈtɜ:tl]  
 TV star *n* [ˈti:viˈstɑ:]  
 twelfth *num* [twelfθ]  
 twelve *num* [twelv]  
 twenty *num* [ˈtwenti]  
 twenty-one *num* [ˈtwentiˈwʌn]  
 twin *n* [twɪn]  
 two *num* [tu:]  
 two hundred *num* [tu:ˈhʌndrəd]  
 two-storey house [ˌtu:ˈstɔ:ri haʊs]  
  
 ugly *adj* [ˈʌɡli]  
 umbrella *n* [ˌʌmˈbrelə]  
 uncle *n* [ˈʌŋkl]  
 under *prep* [ˈʌndə]  
 underground *n* [ˈʌndəgraʊnd]  
 understand *v* [ˌʌndəˈstænd]  
 unhealthy *n* [ˌʌnˈhelθi]  
 uniform *n* [ˈju:nɪfɔ:m]

tasbaqa  
 jámi  
 tiyiw, túrtiw  
 shayaxatshı, turist  
 (kishi) qala  
 oynshıq  
 oynshıq dúkánı  
 traktor  
 dástúr  
 dástúrlık  
 jol háreketi  
 1) shuǵıllan(dır)ıw; 2) poyezd  
 krossovka  
 awdarmalaw  
 transport  
 sayaxatqa shıǵıw  
 terek  
 tiranozavr (*jırtqısh dinozavr*)  
 úshmúyeshlik  
 shalbar  
 durıs, haqıyqat  
 háreket etıp kóriw  
 futbolka  
 metropoliten  
 siyshembi  
 toǵay  
 lala  
 qarın awırwı  
 tundra  
 túyetawıq  
 1) gezek; 2) burılıw  
 shepke burılıw  
 (*krandı*) óshiriw; (*svet, radio hám t.b.dı*) óshiriw  
 óńǵa burılıw  
 shalǵam  
 teńiz tasbaqası  
 telejuldız  
 on ekinshi  
 on eki  
 jigirma  
 jigirma bir  
 egizek  
 eki  
 eki júz  
 eki qabatlı úy  
  
 sıqılsız  
 zontik  
 dayı ájaǵa, ámeki  
 túbinde, astında  
 metropoliten  
 túsiniw  
 zıyanlı, awırwlı  
 forma

T

U

Wordlist

## U

## V

## W

unit *n* [ju:nɪt]  
 university *n pl (-ies)* [ju:nɪ'vɜ:sɪti]  
 untidy *adj* [ʌn'taɪdi]  
 unusual *adj* [ʌn'ju:ʒʊəl]  
 up *adv* [ʌp]  
 upstairs *adv* [ʌp'steəz]  
 us *pron* [əs, əs]  
 use *v* [ju:z]  
 usually *adv* [ju:ʒʊəli]  
 Uzbek *adj, n* ['ʊzbək]

vacuum cleaner *n+n* ['vækjuəm 'kli:nə]  
 vampire bat *n+n* ['væmpaɪə'bæt]  
 varan *n* [vɑ:'rɑ:n]  
 vase *n* [vɑ:z]  
 vegetable *n* ['vedʒtəbl]  
 very *adv* ['veri]  
 video *adj* ['vɪdɪəʊ]  
 village *n* ['vɪlɪdʒ]  
 violet *adj* ['vaɪələɪt]  
 visit *v* ['vɪzɪt]  
 vitamin *n* ['vɪtəmi:n]  
 volleyball *n* ['vɒlibɔ:l]

wait (for) *v* ['weɪtfo:]  
 wake up *v* ['weɪkʌp]  
 walk *v* [wɔ:k]  
 wall *n* [wɔ:l]  
 want *v* [wɒnt]  
 warm *adj* [wɔ:m]  
 was [wəz, wɒz]

was born [wəz 'bɔ:n]  
 wash *v* [wɒʃ]  
 do the washing *v+n* ['du: ðə 'wɒʃɪŋ]  
 wash the dishes *v+n* ['wɒʃ ðə 'dɪʃɪz]  
 washing machine *n+n* ['wɒʃɪŋməʃi:n]  
 washing-up *n* [ˌwɒʃɪŋ'ʌp]  
 waste *n pl (-), v* [weɪst]  
 watch *v* [wɒtʃ]  
 watch TV *v+n* ['wɒtʃ ,ti:'vi:]  
 water *n pl (-)* ['wɔ:tə]  
 watermelon *n* ['wɔ:təmelən]  
 water skiing *n+n* ['wɔ:təski:ɪŋ]  
 we *pron* [wi, wi:]  
 wear *v* [weə]  
 weather *n* ['weðə]  
 Wednesday *n* ['wenzdi]  
 wedding *n* ['wedɪŋ]  
 week *n* [wi:k]  
 weekend *n* [ˌwi:k'end]  
 well *adv* [wel]  
 Welsh *adj, n* [welʃ]  
 went [went]  
 were [wɜ:]

bólim  
 universitet, joqarı oqıw ornı  
 taza emes, azada emes  
 ádettegidey emes  
 joqarı tárepke  
 joqarı qabatta  
 bizlerdi, bizlerde  
 paydalanıw, qollanıw  
 ádette  
 1) ózbek, ózbekshe; 2) ózbek tili

shań jutqısh  
 qanqor jarǵanat  
 eshkimer  
 vaza, túbek  
 palız ónimleri  
 júdá  
 video  
 awıl  
 sıya túr, qızǵısh kók  
 keliw  
 vitamin  
 voleybol

kútiw  
 oyanıw  
 seyil etiw, piyada júriw  
 diywal  
 qálew  
 jilli  
 edim, edi, boldım, bolǵan (*ótken máhálde birlik bet ushın qollanıladı*)  
 tuwılǵan  
 juww  
 kir juww  
 qazan-tabaq juww  
 kir juww mashinası  
 qazan-tabaq juww  
 1) shıǵındı; 2) biykarǵa sarplaw  
 1) kóriw; 2) baqlaw  
 televizor kóriw  
 suw  
 Ğarbız  
 suw ıjası sportı  
 biz  
 kiyiw  
 hawa-rayı  
 shárshembi  
 baxıt toyı  
 hápte  
 hápte aqır  
 jaqsı  
 uelsshe; uelslik; uels tili  
 "go" feyiliniń ótken máháldegi túri:  
 ediń, edik, ediń edi (*ótken máhálde kóplik bet ushın qollanıladı*)

west *n* [west]  
 western *adj* [ˈwestən]  
 wet *adj* [wet]  
 whale *n* [weɪl]  
 what *pron, adv* [wɒt]  
 What about you?  
 wheel *n* [wi:l]  
 when *adv* [wen]  
 When's he/she at home?  
 where *adv* [weə]  
 Where are you going? [ˈweərə: ju: ˈgəʊɪŋ]  
 Where can I buy ...? [ˈweə kən aɪ ˈbaɪ]  
 which *pron* [wɪtʃ]  
 white *adj* [waɪt]  
 whiteboard *n* [ˈwaɪtbɔ:d]  
 who *pron* [hu:]  
 whose *pron* [hu:z]  
 why *pron* [waɪ]  
 wife *n pl (wives)* [waɪf]  
 wild *adj* [waɪld]  
 wildlife *n* [ˈwaɪldlaɪf]  
 willow *n* [ˈwɪləʊ]  
 wind *n* [wɪnd]  
 window *n* [ˈwɪndəʊ]  
 windstorm *n* [ˈwɪndstɔ:m]  
 windy *adj* [ˈwɪndi]  
 winter *n* [ˈwɪntə]  
 wise *adj* [waɪz]  
 wish *n, v* [wɪʃ]  
 with *prep* [wɪð, wɪθ]  
 wolf *n pl (wolves)* [wɒlf] [ˈwʊlvz]  
 woman *n pl (women)* [ˈwʊmən] [ˈwɪmɪn]  
 wonderful *adj* [ˈwʌndəf(ə)l]  
 word *n* [wɜ:d]  
 wordlist *n* [ˈwɜ:dɪlɪst]  
 work *n, v pl (-)* [wɜ:k]  
 workbook *n* [ˈwɜ:kbu:k]  
 world *n* [wɜ:ld]  
 Would you like... ? [wədʒə ˈlaɪk]  
 write *v* [raɪt]  
 wrong *adj* [rɒŋ]

yard *n* [jɑ:d]  
 year *n* [jɜ:]  
 years old [jɪəz ˈəʊld]  
 yellow *adj* [ˈjeləʊ]  
 yes *adv* [jes]  
 yesterday *adv* [ˈjestədi]  
 you *pron* [jə, ju:, ju:]  
 young *adj* [jʌŋ]  
 your *adj* [jə, jɔ:]  
 yucky *adj* [ˈjʌki]  
 yummy *adj* [ˈjʌmi]

zebra *n* [ˈzi:brə]  
 zoo *n* [zu:]

batis  
 batis  
 izğar, hól  
 kit  
 1) ne; 2) qanday  
 Siz(de)she?  
 dóńgelek  
 qashan  
 Ol qashan úyde boladı?  
 qayerde, qayerge  
 Qayerge baratırsań/baratırsız?  
 ...tı qayerden satıp alsam boladı?  
 qaysı  
 aq  
 klass taxtası (*aq reńli*)  
 kim  
 kimniń  
 ne ushın  
 hayal  
 jabayı  
 jabayı tábiyat; jabayı haywanlar  
 tal  
 samal  
 tereze  
 kúshli samal, boran  
 samallı  
 qıs  
 dana, aqıl  
 1) tilek; 2) tilemek  
 menen  
 qasqır  
 hayal  
 ájayıp  
 sóz  
 sózlik  
 1) jumıs; 2) islemek  
 shınıǵıw dápteri  
 dúnya, jáhán  
 ...qáleysızbe?  
 jazıw  
 naduris

aywan  
 jil  
 ... jasta  
 sarı  
 awa  
 tún  
 1) sen, siz; 2) sizdi, sizge  
 jas  
 seniń, siziń  
 jaǵımsız, mazasız  
 ishteydi ashatuǵın, jew

zebra  
 haywanat baǵı

W

Y

Z

Wordlist

## Geographical names

Afghanistan <i>n</i> [æfɡæniːstɑːn]	Awғанstan
Africa <i>n</i> [ˈæfrɪkə]	Afrika
Amazon <i>n</i> [ˈæməzən]	Amazonka
America <i>n</i> [əˈmerɪkə]	Amerika
Amu Darya <i>n</i> [ɑːˈmuː dɑːˈrjɑː]	Ámiwdárya
Antarctic Circle <i>n</i> [ænˈtɑːktɪk ˈsɜːkəl]	Antarktida polyuslı sheńberi
Antarctica <i>n</i> [ænˈtɑːktɪkə]	Antarktida
Aral Sea <i>n</i> [ˈærəl ˈsiː]	Aral teńizi
Arctic <i>n</i> [ˈɑːktɪk]	Arktika
Arctic Circle <i>n</i> [ˈɑːktɪk ˈsɜːkəl]	Arqa polyuslı sheńberi
Arctic Ocean <i>n</i> [ˈɑːktɪk ˈəʊʃən]	Arqa muz okeanı
Asia <i>n</i> [ˈeɪʃə]	Aziya
Atlantic Ocean <i>n</i> [ətˈlæntɪk ˈəʊʃən]	Atlantika okeanı
Auckland <i>n</i> [ˈɔːklənd]	Oklend
Australia <i>n</i> [ɒˈstreɪliə]	Avstraliya
Australian Alps <i>n</i> [ɒˈstreɪliən ˈælpz]	Avstraliya Alpları
Belfast <i>n</i> [ˌbelfɑːst]	Belfast
Ben Nevis <i>n</i> [ˈben ˈneɪvɪs]	Ben-Nevis
Berlin <i>n</i> [bɜːˈlɪn]	Berlin
Black Sea <i>n</i> [ˈblæk ˈsiː]	Qara deńiz
Brazil <i>n</i> [brəˈzɪl]	Braziliya
Brisbane <i>n</i> [ˈbrɪzbeɪn]	Brisben
Cairo <i>n</i> [ˈkaɪ(ə)rəʊ]	Qohira
California <i>n</i> [ˌkælɪˈfɔːniə]	Kaliforniya
Canada <i>n</i> [ˈkænədə]	Kanada
Canberra <i>n</i> [ˈkænbərə]	Kanberra
Cardiff <i>n</i> [ˈkɑːdɪf]	Kardiff
Central Africa <i>n</i> [ˌsentrəl ˈæfrɪkə]	Oraylıq Afrika
Central America <i>n</i> [ˌsentrəl əˈmerɪkə]	Oraylıq Amerika
Central Asia <i>n</i> [ˌsentrəl ˈeɪʃə]	Oraylıq Aziya
Chimgan <i>n</i> [tʃɪmˈɡɑːn]	Chimyon
China <i>n</i> [tʃaɪnə]	Qıtay
Colorado <i>n</i> [ˌkɒləˈrɑːdəʊ]	Kolorado
Edinburgh <i>n</i> [ˈedɪnbərə]	Edinburg
Egypt <i>n</i> [ˈiːdʒɪpt]	Mısır
The Eiffel Tower [ðiːˈaɪfəl ˈtaʊə]	Eyfel minarası
England <i>n</i> [ˈeŋɡlənd]	Angliya
Equator <i>n</i> [ˈɪkweɪtə]	Ekvator
Europe <i>n</i> [ˈjʊərəp]	Evropa
Fergana Valley <i>n</i> [ferˈɡɑːnɑː ˈvæli]	Fergana oypatı
Florida <i>n</i> [ˈflɒrɪdə]	Florida
France <i>n</i> [ˈfrɑːns]	Franciya
Germany <i>n</i> [ˈdʒɜːməni]	Germaniya
Gissar <i>n</i> [ɡɪˈsɑː]	Gucar
Great Britain <i>n</i> [ˈɡreɪt ˈbrɪtn]	Ullı Britaniya
Great Lakes <i>n</i> [ˈɡreɪt ˈleɪks]	Ullı kóller
Hazret Sultan <i>n</i> [hɑːzret sulˈtɑːn]	Házireti Sultan

India <i>n</i> [ˈɪndiə]	Hindstan
Indian Ocean <i>n</i> [ˈɪndiən ˈəʊʃən]	Hind okeanı
Indonesia <i>n</i> [ˈɪndəˈniːziə]	Indoneziya
Irish Republic <i>n</i> [ˌaɪrɪʃ ˈrɪˌpʌblɪk]	Irlandiya Respublikası
Italy <i>n</i> [ˈɪtəli]	Italiya
Japan <i>n</i> [dʒəˈpæn]	Yaponiya
Karakum Desert <i>n</i> [kəˈrɑːkuːm ˈdezət]	Qaraqum shóli
Kazakhstan <i>n</i> [kæzækˈstɑːn]	Qazaqstan
Kitab <i>n</i> [kiˈtɑːb]	Kitap
Kyzylkum Desert <i>n</i> [kɪˈzɪlˈkuːm ˈdezət]	Qızılqum shóli
Korea <i>n</i> [kəˈriə]	Koreya
Kyrgyzstan <i>n</i> [kɜːgɪzˈstɑːn]	Qırğızstan
Lake Taupo <i>n</i> [ˈleɪk ˈtəʊpəʊ]	Topo kóli
Lake Windermere <i>n</i> [ˈleɪk ˈwɪndəˌmɪə]	Vindermer kóli
Loch Ness <i>n</i> [ˈlɒk ˈnes]	Lox Nes
London <i>n</i> [ˈlʌndən]	London
Lough Neagh <i>n</i> [ˈlɒk ˈneɪ]	Lox Ney
Mackenzie <i>n</i> [mækənzi]	Makenzi
Malaysia <i>n</i> [məˈleɪziə]	Malayziya
Manas <i>n</i> [mɪˈnɑːs]	Manas
Melbourne <i>n</i> [ˈmelbən]	Melburn
Mexico <i>n</i> [ˈmeksɪkəʊ]	Meksika
Mississippi <i>n</i> [ˌmɪsɪˈsɪpi]	Missisipi
Montreal <i>n</i> [ˌmɒntrɪˈɔːl]	Monreal
Moscow <i>n</i> [ˈmɒskəʊ]	Moskva
Mount Cook <i>n</i> [ˈmaʊnt ˈkʊk]	Kuk tawı
Mount Everest <i>n</i> [ˈmaʊnt ˈevərest]	Everest shoqqısı
Mount Ruapehu <i>n</i> [ˈmaʊnt ˌruːəˈpeɪhuː]	Ruapehu tawı
Mount Taranaki <i>n</i> [ˈmaʊnt ˌtɑːrəˈnɑːki]	Taranaki tawı
Murray <i>n</i> [ˈmʌrɪ]	Murrey dáriyası
New Zealand <i>n</i> [ˌnjuː ˈziːlənd]	Jaña Zelandiya
Nile <i>n</i> [ˈnaɪl]	Nil
North America <i>n</i> [ˌnɔːθ əˈmerɪkə]	Arqa Amerika
North Island <i>n</i> [ˌnɔːθ ˈaɪlənd]	Arqa Islandiya
North Sea <i>n</i> [ˌnɔːθ ˈsiː]	Arqa teñiz
Northern Ireland <i>n</i> [ˌnɔːðən ˈaɪlənd]	Arqa Irlandiya
Nurata <i>n</i> [ˌnʊrɑˈtɑː]	Nurata
Ottawa <i>n</i> [ˈɒtəwə]	Ottava
Oxford <i>n</i> [ˈɒksfəd]	Oksford
Pacific Ocean <i>n</i> [pəˈsɪfɪk ˈəʊʃən]	Tınısh okean
Pakistan <i>n</i> [ˌpɑːkɪˈstɑːn]	Pakistan
Pamir Mountains <i>n</i> [pəˈmɪə ˈmaʊntɪnz]	Pamir tawları
Paris <i>n</i> [ˈpærɪs]	Parij
Perth <i>n</i> [pɜːθ]	Pert
Picton <i>n</i> [ˈpɪktən]	Pikton
Poland <i>n</i> [ˈpɒlənd]	Polsha
Rocky Mountains <i>n</i> [ˈrɒki ˈmaʊntɪnz]	Jar taslı tawlar
Rome <i>n</i> [ˈrəʊm]	Rim
Rotorua <i>n</i> [ˈrɒtʊrʊə]	Rotorua

Russia *n* [ˈrʌʃə]  
 Saint Lawrence *n* [sənt ˈlɔːrəns]  
 Scotland *n* [ˈskɒtlənd]  
 Severn *n* [ˈsevən]  
 Snowdon *n* [ˈsnəʊdən]  
 South Africa *n* [ˌsauθ ˈæfrɪkə]  
 Southern Alps *n* [ˌsʌðən ˈælpz]  
 South America *n* [ˌsauθ əˈmerɪkə]  
 Sydney *n* [ˈsɪdni]  
 Syr Darya *n* [ˌsɪdəːˈrjɑː]  
 Tajikistan *n* [tɑːdʒiːkɪˈstɑːn]  
 Tasman Sea *n* [ˈtæzmən ˈsiː]  
 Thames *n* [temz]  
 Tianshan Mountains *n* [trɪˈenʃɑːn ˈmaʊntɪnz]  
 Tokyo *n* [ˈtəʊkiəʊ]  
 Toronto *n* [təˈrɒntəʊ]  
 Tower of London *n* [ˈtəʊər əv ˈlʌndən]  
 Trafalgar Square *n* [trəˈfælgə ˈskweə]  
 Turkey *n* [ˈtɜːki]  
 Turkmenistan *n* [ˌtɜːkmenɪˈstɑːn]  
 Ugam Chatkal *n* [ʊɡɑm tʃʌtˈkɑːl]  
 Ullswater *n* [ˌʌlzwɔːtə]  
 United Kingdom (the UK) *n* [juːˌnaɪtɪd ˈkɪŋdəm]  
 Urgench *n* [ʊrˈɡentʃ]  
 USA *n* [ˈjuːˈesɪɪ]  
 Ust Urt *n* [ʊst ˈjʊrt]  
 Uzbekistan *n* [ʊzˌbekɪˈstɑːn]  
 Vancouver *n* [vænˈkuːvə]  
 Wales *n* [ˈweɪlz]  
 Warsaw *n* [ˈwɔːsɔː]  
 Washington *n* [ˈwɒʃɪŋtən]  
 Wellington *n* [ˈwelɪŋtən]  
 Zarafshan *n* [zɑrɑːfʃɑːn]  
 Zaamin *n* [ˈzɑːmɪn]

Rossiya  
 Áwliye Lavrentiy dáryası  
 Shotlandiya  
 Severn  
 Snovdon  
 Qubla Afrika  
 Qubla Alp tawları  
 Qubla Amerika  
 Sidney  
 Sırdárya  
 Tájikstan  
 Tasmaniya teńizi  
 Temza  
 Tyanshan tawları  
 Tokio  
 Toronto  
 London minarası  
 Trafalgar maydanı  
 Túrkiya  
 Túrkménstan  
 Ugom-Chatqol  
 Alsuoter kóli  
 Birlesken patshalıq  
 Úrgensh  
 AQSH  
 Ústirt  
 Ózbekstan  
 Vankuver  
 Uels  
 Varshava  
 Vashington  
 Vellington  
 Zarafshan  
 Zamin

**T 29** **Teens' English 6.** Uliwma orta bilim beriw mektepleriniń  
6-klass ushin sabaqlıq / S. Xan, L. Kamalova, L. Jo'rayev. –  
Tashkent: «O'zbekiston» NMIU, 2018. – 160 b.

ISBN 978-9943-25-578-4

**UO'K 811.111(075.3)**  
**KBK 81.2Ingl-922**

O'quv nashri

**Svetlana Xan, Ludmila Kamalova, Lutfullo Jo'rayev**

## **TEENS' ENGLISH 6**

Ta'lim qoraqalpoq tilida olib boriladigan maktablarning  
6-sinfi uchun darslik

*«O'zbekiston» nashriyot-matbaa ijodiy uyi*  
*Toshkent – 2018*

Awdarmashi: *M. Nizanov*

Redaktor: *S. Aytmuratova*

Xudojnikler: *Y. Gabzalilov, A. Chaplenko, N. Nurmatova*

Texnik redaktorlar: *T. Xaritonova, B. Turimbetov*

Kompyuterde tayarlağanlar: *N. Ahmedova, K. Hamidullayeva, A. Atagullaeva*

Nashriyot litsenziyasi AI № 158, 14.08.2009.

Original-maketten basiwga ruqsat etilgen waqti 21.06. 2018-j. Qağaz formatı 60x90<sup>1</sup>/<sub>8</sub>. Ofset  
qağazi. «Pragmatika» garniturası. Kegli 12, 11. Shártli baspatabağı 20,0.

Baspatabağı 22,67. Nusqası 12 382. Buyurtma№ 189.

Ózbekstan Baspasóz hám xabar agentliginiń  
«O'zbekiston» baspa-poligrafıyalıq dóretiwshilik úyi.  
100011, Tashkent, Nawayı kóshesi, 30.

«Sharq» baspa-poligrafıyalıq akciyonerlik kompaniyası baspaxanası  
100000, Tashkent qalası, «Buyuk Turan» kóshesi, 41.

### Sabaqlıqtıń jaǵdayın kórsetiwshi keste

№	Oqıwshı atı, familiyası	Oqıw jılı	Sabaqlıqtıń alıńandaǵı awhalı	Klass basshısınıń qolı	Sabaqlıqtıń tapsırılǵan daǵı awhalı	Klass basshısınıń qolı
1.						
2.						
3.						
4.						
5.						
6.						

**Sabaqlıq ijaraga berilip, oqıw jılı juwmaǵında qaytarıp alıńanda joqarıdaǵı keste klass basshı tárepinen tómendegi bahalaw ólshemlerine tiykarlanıp toltırıladı:**

Jańa	Sabaqlıqtıń birinshi mártebe paydalanıwǵa berilgendegi awhalı.
Jaqsı	Qabı pútin, sabaqlıqtıń tiykarǵı bóleginen ajralmaǵan. Barlıq betleri bar, jırtılmaǵan, túspegen, betlerinde jazıw hám sıziqlar joq.
Qanaatlandırarlı	Qabına jazılǵan, biraz sızilıp shetleri jelingen, sabaqlıqtıń tiykarǵı bóleginen ajiralıw halı bar, paydalanıwshı tárepinen qanaatlandırarlı ońlanǵan. Túsken betleri qayta ońlanǵan, ayırım betlerine jazılǵan.
Qanaatlandırarlı	Qabına sızilǵan, jırtılǵan, tiykarǵı bóleginen ajiralǵan yaki joq, qanaatlandırarsız ońlanǵan. Betleri jırtılǵan, betleri jetispeydi, sızip, boyap taslanǵan. Sabaqlıqtı tiklep bolmaydı.