

Teens'

ENGLISH

Uliwma orta bilim beriw mektepleriniń 6-klass ushın sabaqlıq

*Ózbekstan Respublikası Xalıq bilimlendiriw
ministrliği tárepinen tastıyqlanğan*

6



Pupil's book
Workbook

“O‘ZBEKISTON” BASPA-POLIGRAFIYA DÓRETIWSHILIK ÚYI
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– tirlap 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 qorı 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 úyreniwirńizge 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 úyreniwirńizge járdem beretuǵın qosımsha shınıǵıw hám tapsırmalardı óz ishine aladı.

Qadaǵalaw jumısları bólimlerin úyreniw waqtında alǵan bilimlerirńizdi sinap kóriwirńiz múmkin.

Tıńlap túsiniw kónlikpelerin rawajlandırıw ushın **multimedia qosımshası** da bolıp, onnan siz oqıtıwshırńız járdeminde yaki úyde óz betirńizshe paydalanıwirńiz múmkin.

Inglis tilin úyreniwdirń 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 bilimlerirńiz joqarı shıńlarǵa jetkeredi degen úmittemiz.

Sizge áwmet tileymiz!

Avtorlar.


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LESSON 1 Jobs at school

1  Listen and repeat.

2b  Listen and check.

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



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

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

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

B: Do you answer the telephone?

A: No.

C: Do you clean the school?

A: Yes.


C: You are the cleaner.

4a  Listen and complete the sentence.

4b  Write T for True and F for False.

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

5b Work in pairs.

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

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

B: His name's David Beckham.


Pupil B: Look at page 11.



Munajat 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



I want to be an architect.
What do you want to be?

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.

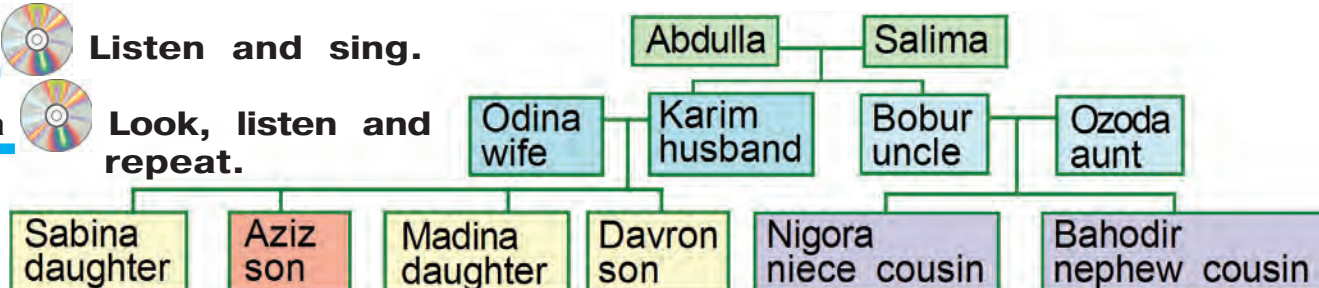
Remember:

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.

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




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

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

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


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

4  Draw your family tree and write about one relative.

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

LESSON 5 Uzbek and English weddings

1  Listen and sing.

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

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


pageboy, bride, bridesmaid,
bridegroom, throw, confetti

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

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



5  Listen and repeat.

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

B: You are from Uzbekistan.
e.g. Do girls in Great Britain have a white wedding dress?

4c Report.

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



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.

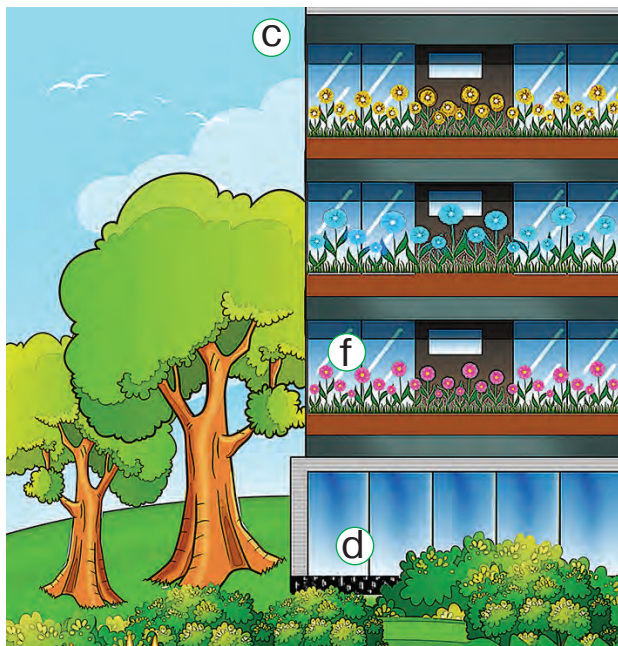
Unit 1 • Lesson 1

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

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

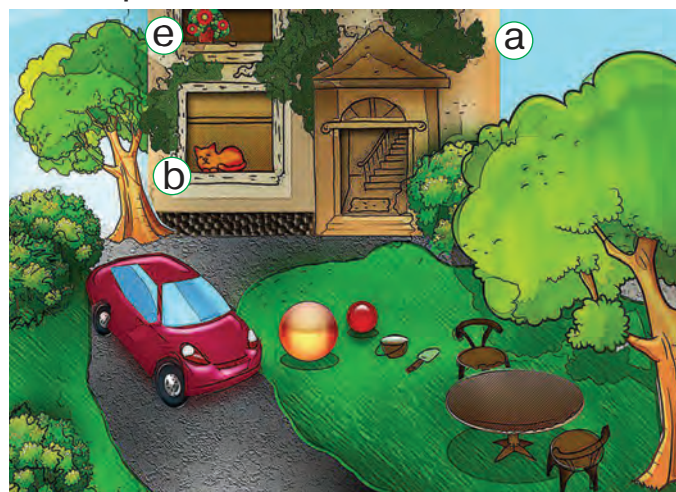
3c **Work in pairs. Ask and guess the room.**

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



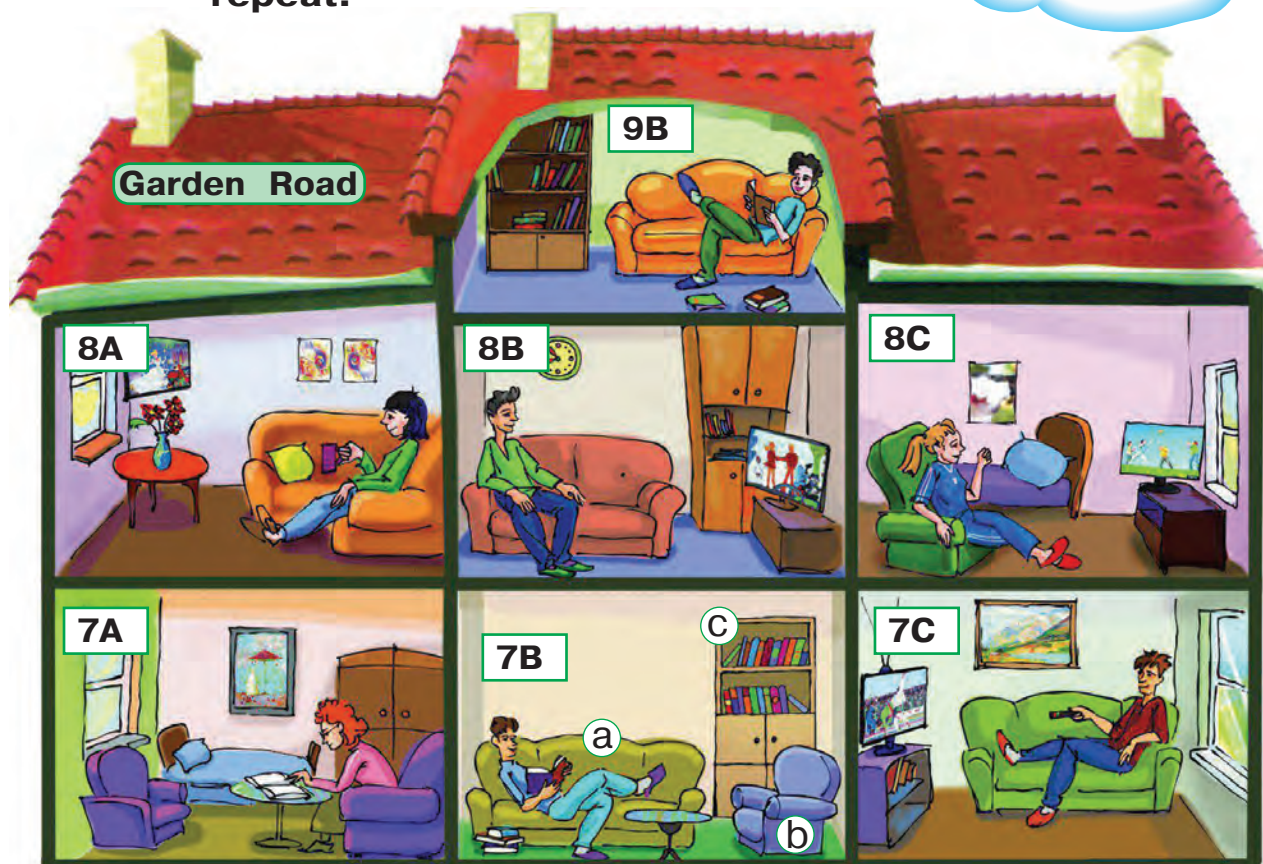
Upstairs, floor (2),
Downstairs, two-storey

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.

Happy Harry helps at home on the holiday!


3  Look, read and write instructions.


e.g. Put the books in the bookcase.

Farruh,

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



4a  Choose and write three sentences.
 e.g. I mopped the floor.

4b  Play a guessing game.
 e.g. Did you mop the floor?

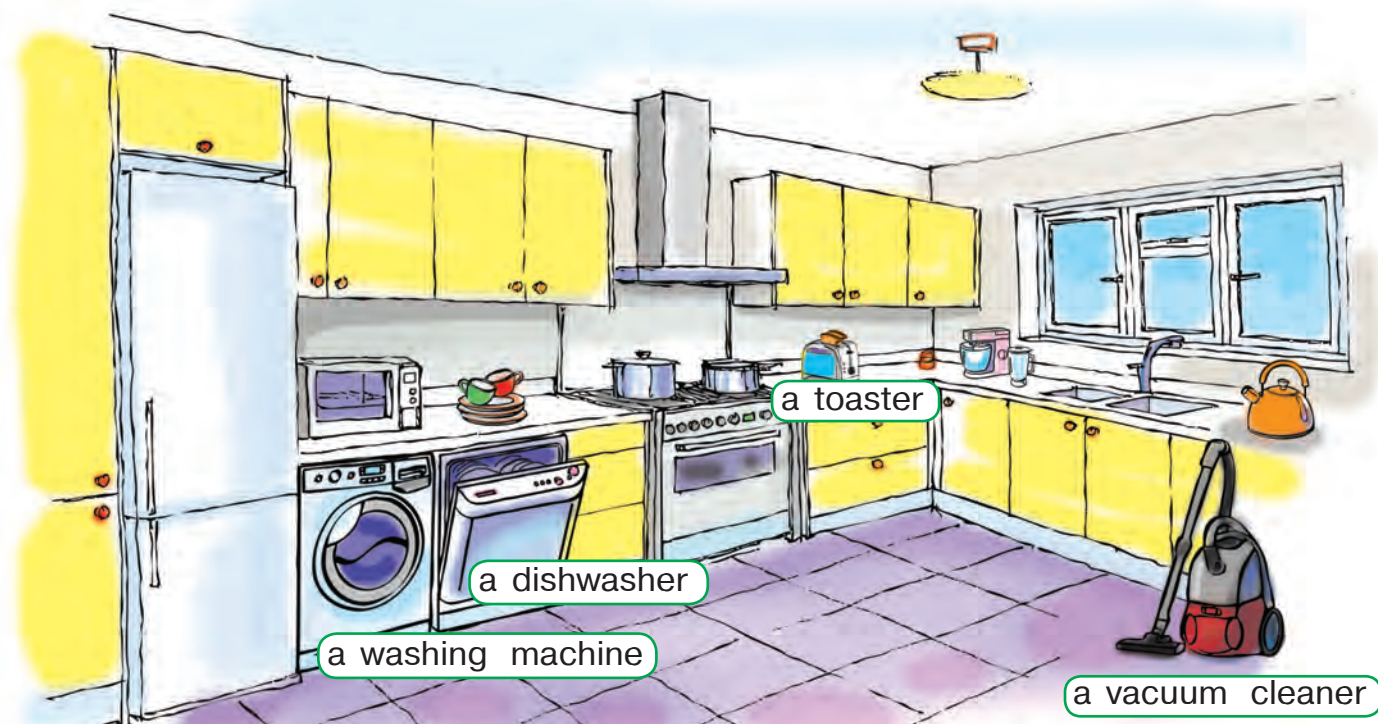
Info for Pupil B

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

LESSON 4 Homes, sweet homes ...

1  Listen and sing.

2  Look, listen and repeat.



3  Play "Kim's Game".

4  Work in groups of 3.
Ask and answer.

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 adamlardıń qayjerde jasaytuǵının ayta alaman.

I can describe a house/flat.

Men úydi súwretley alaman.

I can draw a plan of the house/flat.

Men úydiń rejegin sıza alaman.

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

Úyde paydalanatuǵın ánjamlar haqqında aytp, jaza alaman.

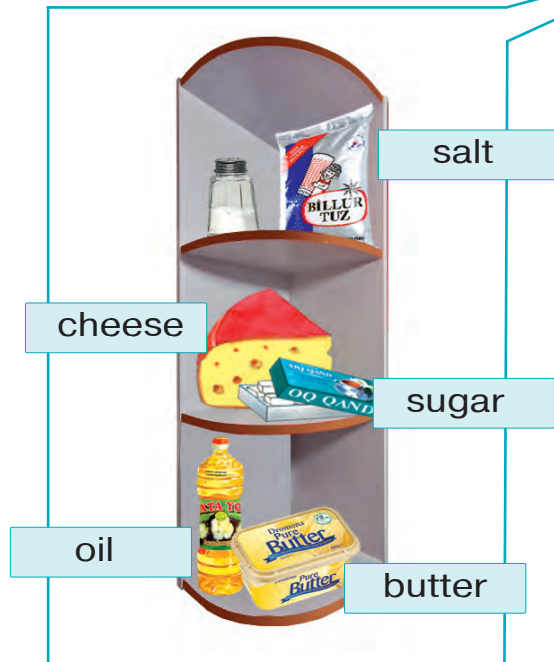
I can draw and describe my ideal home.


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.

egg butter
banana cheese oil
apple sweet sugar
orange salt

Remember:

There is an ice cream.
There is some sugar.



There's a sausage.

There's some m-m-milk.

4b Work in pairs. Say True or False.

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

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

5  Listen and draw.

LESSON 2 Is there any fruit?

1  Listen and sing.

2a   Look and match.
Listen and repeat.

- 1) flour
2) lemonade
3) chips



2b Work in pairs. Point and say.

A: (points)

B: Flour.

3 Work in pairs. Read and answer the questions.

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



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

Mum: Sausages, chips and tomatoes.

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

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

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

Mum: Yes ... bananas and apricots.

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

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



4  Work in pairs. Find five differences.

Pupil A: Look at this picture.

Pupil B: Look at the picture on page 23.

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

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

5  Work in pairs. Ask and answer.

A: Is there any milk?

B: Yes. / No.

Remember:

Is there any rice?
Yes. / No.

LESSON 3 There are a lot of vegetables.

1  Listen and sing.

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

- ① On this table there is a lot of bread and honey. There are a lot of bananas, apples and tomatoes.
- ② On this table there is a lot of rice and sugar. There are a lot of bananas, apples and tomatoes.



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

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

3a Read and answer the question.



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

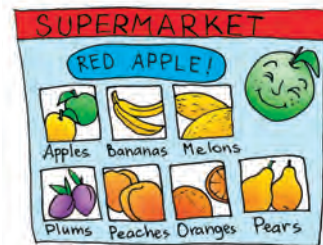
1  Listen and sing.

2b  Play "Let's Go Shopping".

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

I want the best apples.

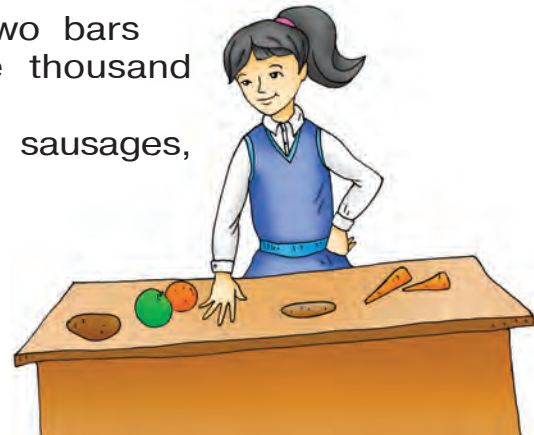
Come here. Look at my apples. They are the best apples in Uzbekistan!



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.

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?

5500s

a pomegranate

3500s


a fig

5000s

a quince




4b  Listen and repeat.

5  Work in pairs. Write your dialogue.

LESSON 2 How much does it cost?

1  Listen and sing.

2  Look, listen and repeat.

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

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

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*.

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.

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.

mushroom



C

turnip



radish



A

potato



B

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

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

S: They cost 1200 soums a kilo.

C: Two kilos, please.

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

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

Remember:

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

LESSON 3 Do you want to be healthy?



1 Listen and sing.

2 Read and answer the questions.

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

My lunchbox

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

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



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

Does "should" mean:

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

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



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

e.g. We should eat good food.

3c Work in pairs. Ask and answer.

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

B: You should eat eggs and fish.



LESSON 4 Are your animals healthy?

1 Play "Fruit and Vegetables".

2a Answer the question.

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

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

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



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

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

2c Listen and check.

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

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

You should ...

You shouldn't ... because ...



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

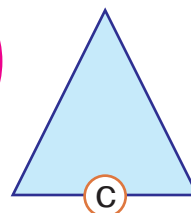
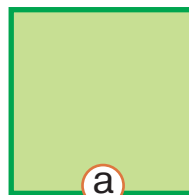
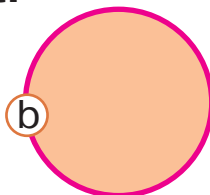
3b Make a presentation of your programme.

LESSON 5 Whose sandwich is this?

1  Listen and sing.

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

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



2b Work in pairs. Point and say.

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

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

A

Madina

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



B

Aziz

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

3b Draw your sandwich.
Write five sentences.



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



3c Work in pairs.
Picture dictation.

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

LESSON 6 Project

1  Listen and sing.

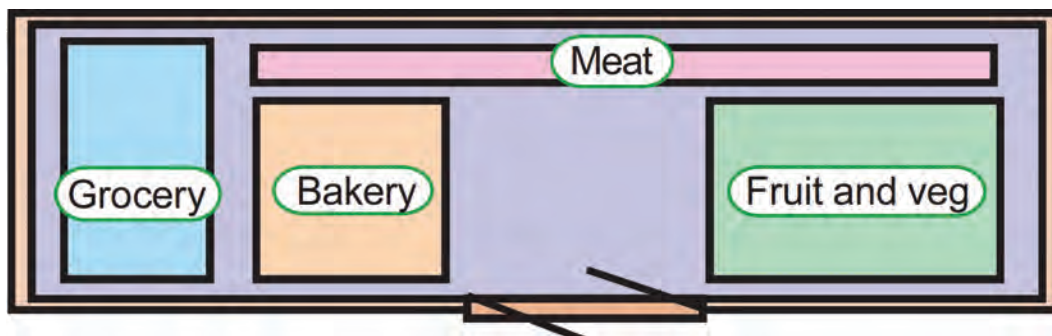
2a  Work in groups. Prepare a presentation of a supermarket.

Bakery:

e.g. There is some bread.

There are some chocolate and fruit cakes.

There are a lot of biscuits.



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

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

I can

1) I can say about vegetables.

Men 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

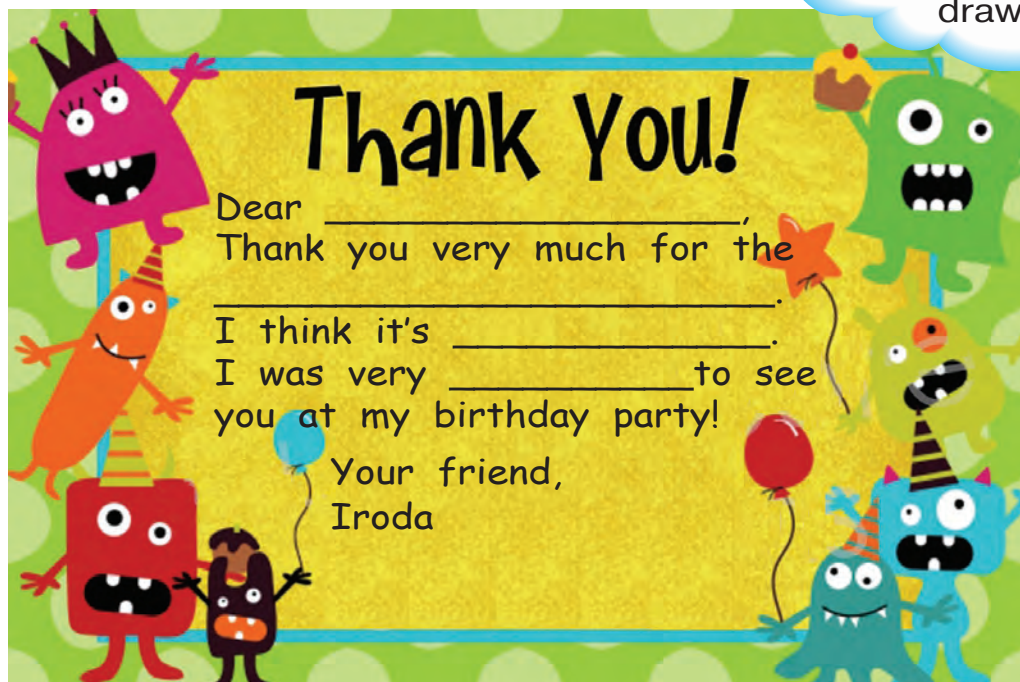
2b  Listen and check.

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



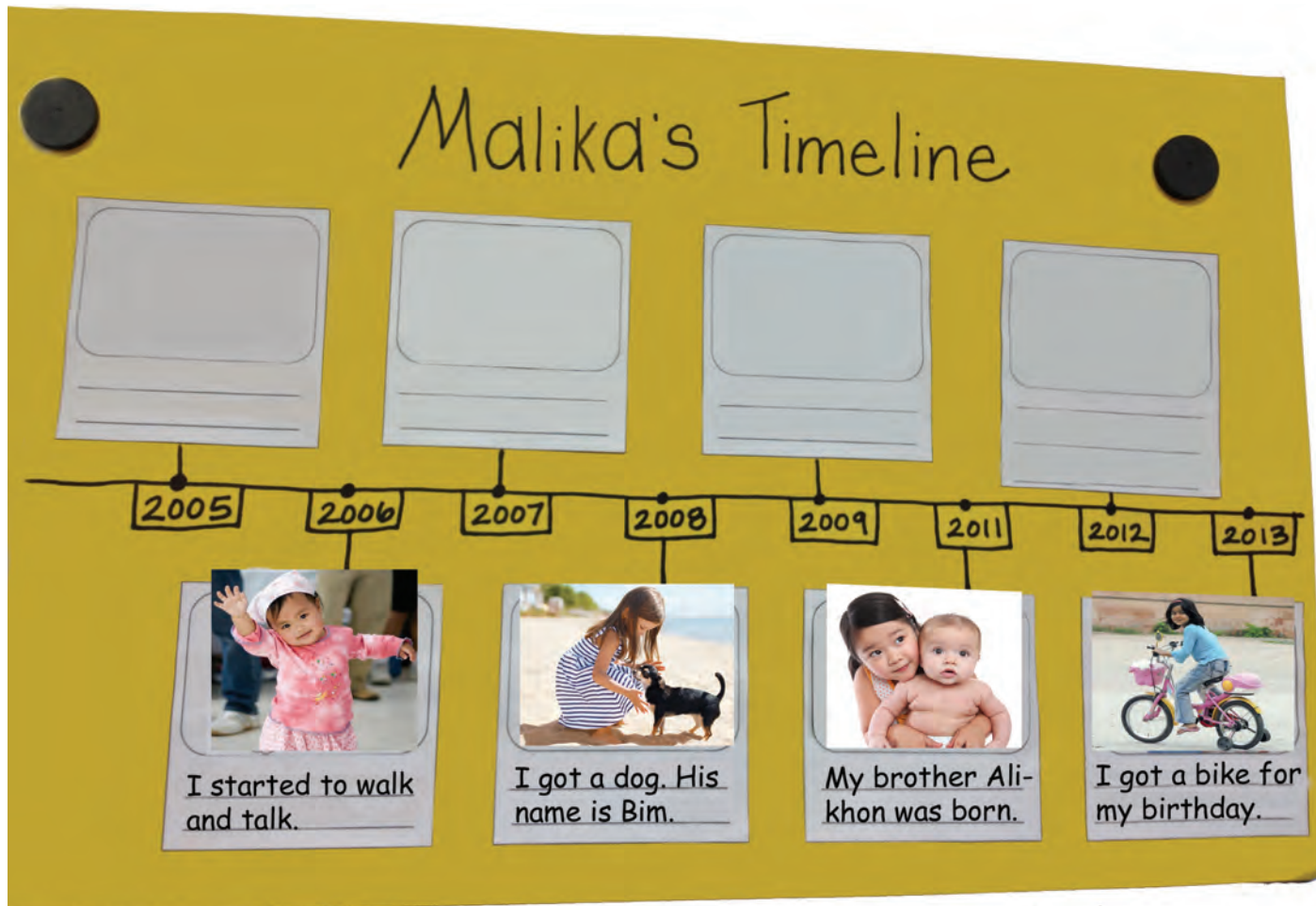
LESSON 5 My Timeline

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.



A hand-drawn timeline titled "Malika's Timeline" on a yellow background. The timeline is a horizontal line with years from 2005 to 2013 marked below it. Above the line are four empty rectangular boxes for photos. Below the line are four photo boxes with captions:

- 2005:** A photo of a baby in a pink outfit. Caption: "I started to walk and talk."
- 2006:** A photo of a girl in a striped shirt with a black dog. Caption: "I got a dog. His name is Bim."
- 2009:** A photo of a girl and a baby. Caption: "My brother Ali-khon was born."
- 2012:** A photo of a girl on a pink bicycle. Caption: "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. Shuhtrat'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.

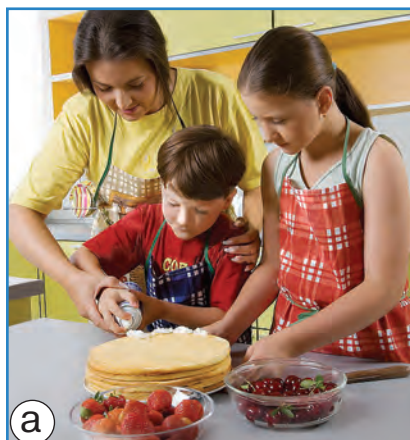
C: Did you play computer games?

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

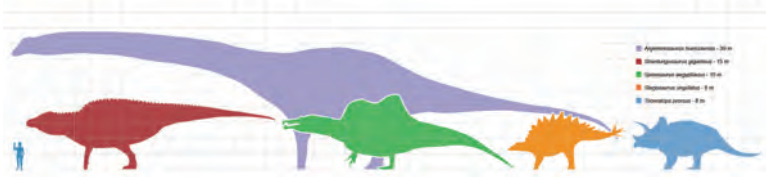
1  Listen and sing.

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.

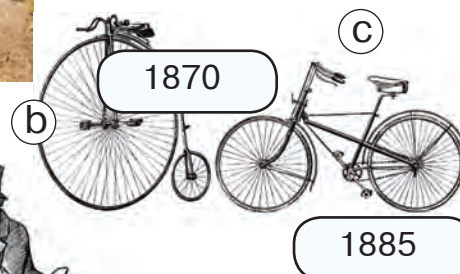
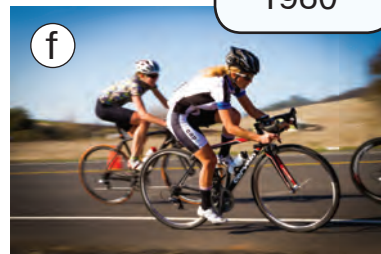
LESSON 4 How old are bicycles?

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

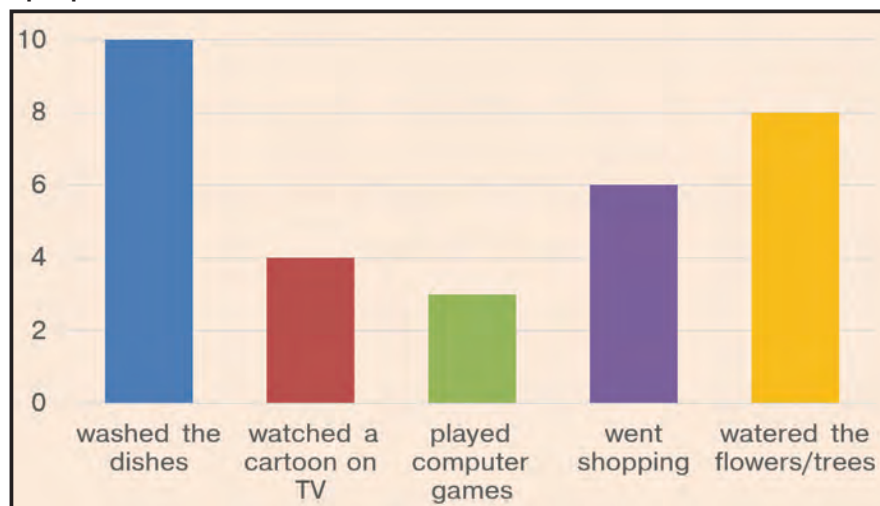
4b Report. Say about the most favourite toys and games in your group.
e.g. The most favourite toy in our group was ...
We liked playing

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 kúnim sánesi hám 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 kún 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 hám minnetdarlıq xatın jaza alaman.

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

Keshegi kún haqqında soray alaman hám 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.

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

2c  Play "Ball".

A: (throws a ball) pasta
B: China

Remember:

burger = hamburger/
cheeseburger

2d Chain drill.

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

3a



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

3b Report.

LESSON 2 How to make pancakes

1  Listen and sing.

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.

- Who are the people in the pictures?
- 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.



Aisha George Diego Chrystal David

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

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

e.g. A: How often do you eat fast food?

B: I often eat fast food because it's delicious.

I don't often eat fast food because it's unhealthy.

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

- 5b Report.

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

LESSON 6 Project

1  Listen and sing.

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

Eat only a little

e.g. A: How much ... should we eat?

B: We should eat ... a little/not much/a lot.

Eat not much

3a  Complete the food pyramid for you.

Eat a lot

3b  Write five sentences about your pyramid.

e.g. I eat cereal a little.

3c Work in pairs. Say about your pyramids.

e.g. A: I eat cereal a little.

B: You should eat cereal a lot.

Unit 6•Lesson 3

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

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

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

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

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

Pupil B:

Here is your information.

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



LESSON 1 What did you have for breakfast?

1  Listen and repeat.

2  Play "Do You Like ...?"

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

Did you know?


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

2000 years ago people in Europe did not have breakfast.
Only farmers, children and sick people had breakfast.

People started to have breakfast in the 16th century. They drank coffee or tea.

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

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

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



4b Work in pairs. Answer the questions.

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

e.g. Serena had

5a  Write two sentences about your breakfast.

e.g. I ate I drank

5b Work in pairs. Ask and answer.

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

B: I ate I drank

LESSON 2 Would you like ...?

1  Listen and sing.

2  Listen and do.

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

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



1

A: Would you like some pancakes?

B: Yes, please. Mm. They are delicious. Pass me some jam, please.

A: Here you are. Help yourself to some fruit.

B: Thank you. I'm full.

2

C: Would you like a cup of tea?

D: Yes, please. It's nice. Pass me a piece of cheese, please.

C: Here you are. Help yourself to some cereal.

D: Thank you. I'm full.



3b  Listen and repeat.

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

e.g. **A:** Would you like some ... ?

B: Yes, please./No, thank you.

A: Help yourself.

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.

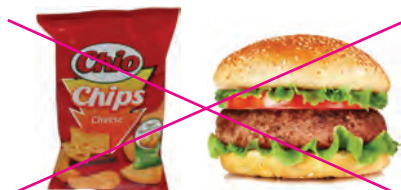
- 4a** Work in pairs. Read the letter the Estover pupils wrote to their school director. Answer the questions.

- 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



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



2b  Listen and check.

3  Listen and choose the correct picture.

4 Work in pairs. Point and say.

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

B: You should put a plate in the centre.

5  Play "The Table Race".

LESSON 6 Project



1 Listen and sing.



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

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

must	mustn't
e.g. <i>write nicely, ...</i>	<i>don't be late, ...</i>



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.

Ózbekistan 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?

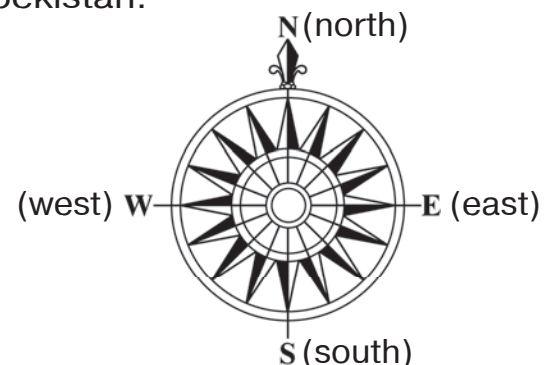
Antarctica has the coldest climate on the Earth. It is the fifth largest continent and the coldest, windiest, driest place in the world. Antarctica's lowest air temperature record was on 21 July 1983, with -89.2°C at Vostok Station. Antarctica has 90% of the world's ice and more than 70% of its fresh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

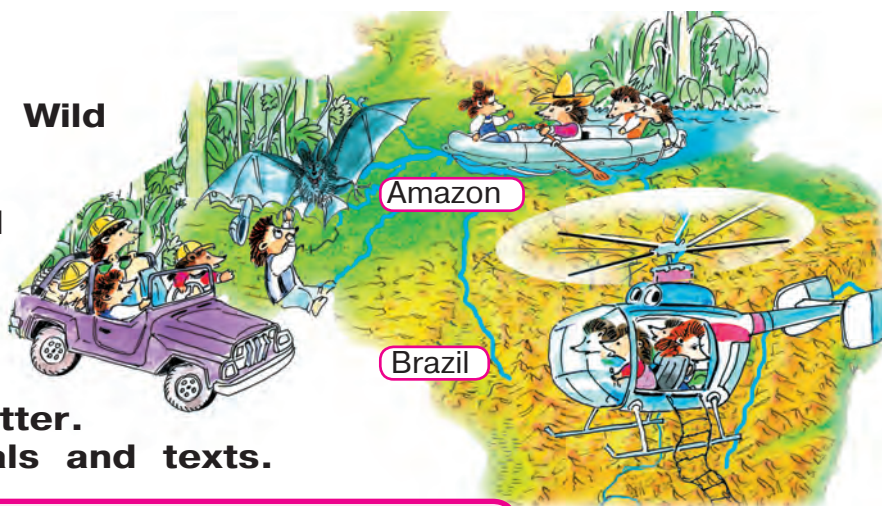
1  Listen and sing.

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



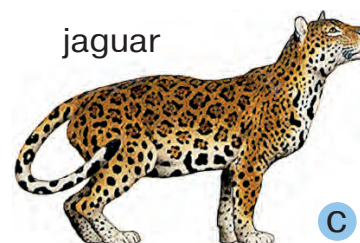
armadillo

a



vampire bat

b



jaguar

c



alligator

d


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

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

B: Armadillo!

LESSON 5 Kiwis, koalas and kangaroos

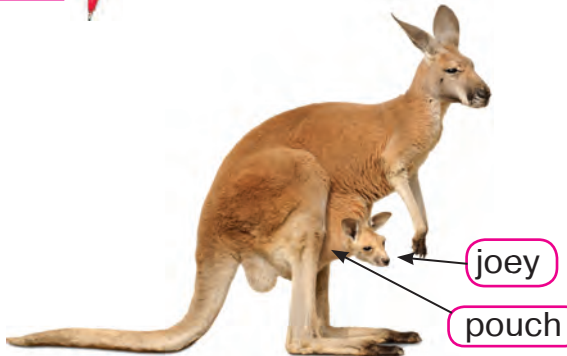
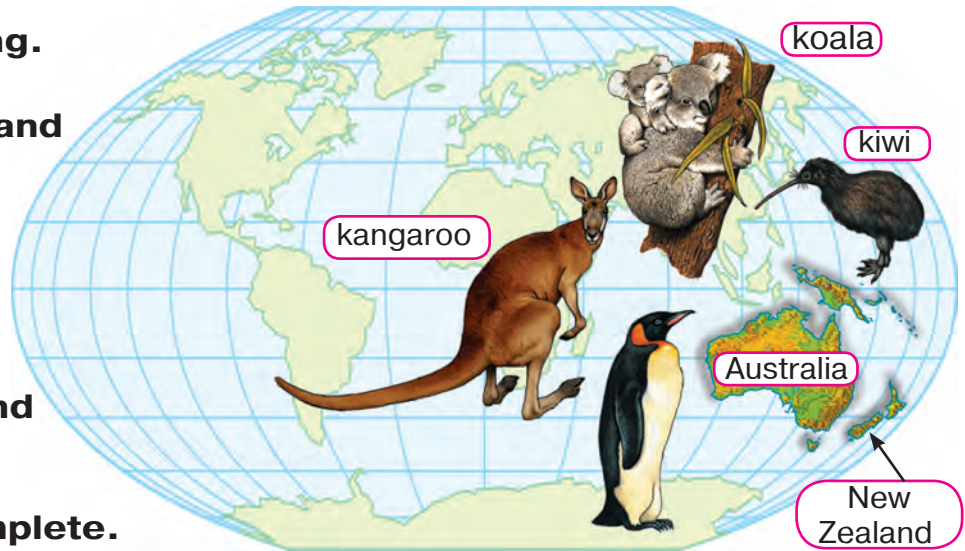
1  Listen and sing.

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

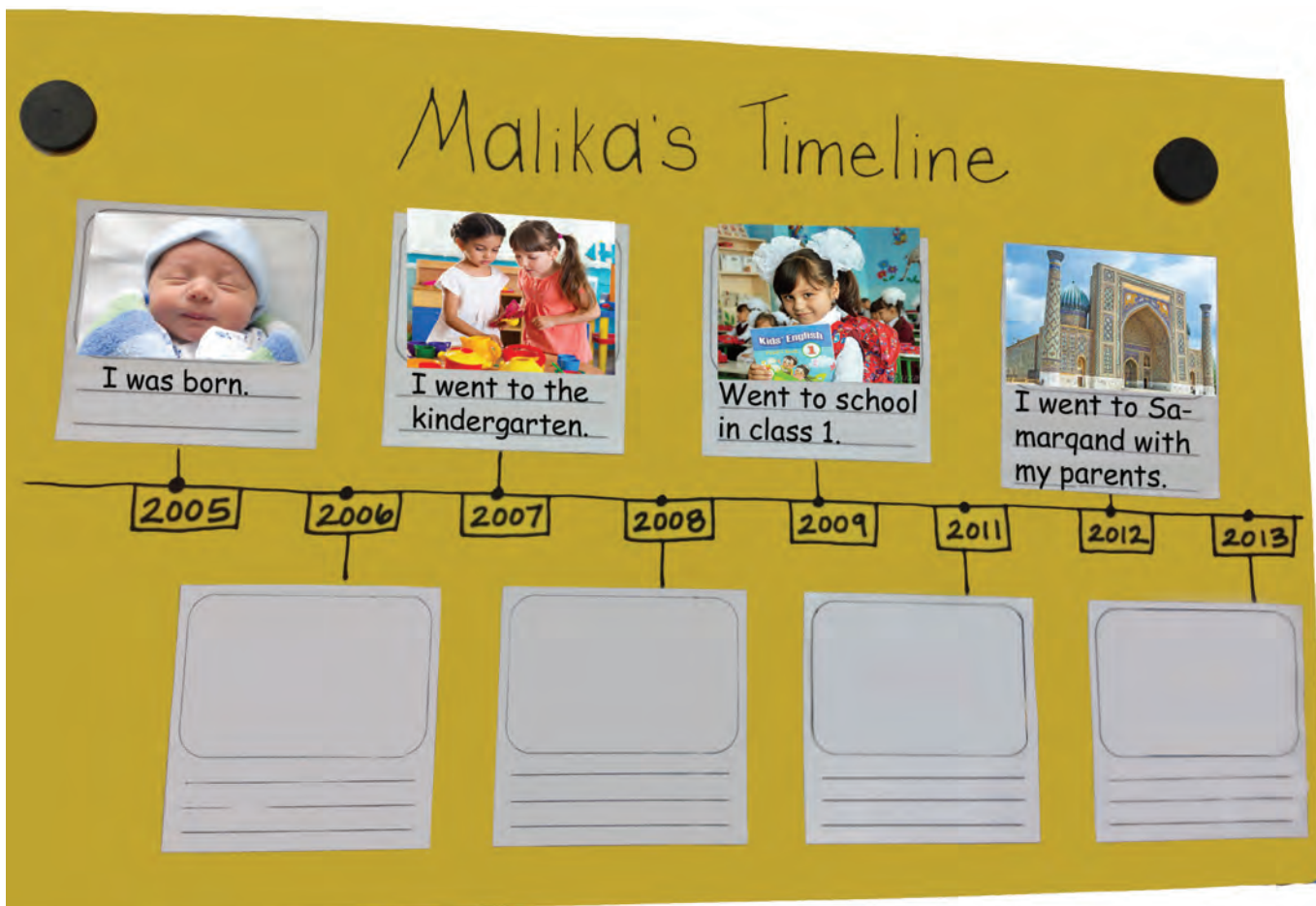
Activity 2a Work in pairs. Ask and answer.

Complete Malika's timeline.

Pupil B: Look at this page.

e.g. Pupil A: What happened in 2005?

Pupil B: Malika was born.



LESSON 1 Do you know Uzbekistan?

1 Listen and repeat.

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

2a Look, listen and match.



2b Work in pairs. Ask and answer.

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

B: It's in the west of Uzbekistan.

3 Listen and repeat.

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

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

population,
area, climbing, hiking,
snowboarding

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

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

Remember:

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

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

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

LESSON 2 What is the UK?

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

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

- 3a**  Listen and repeat.

- 3b**   Listen and complete the sentences.

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

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

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



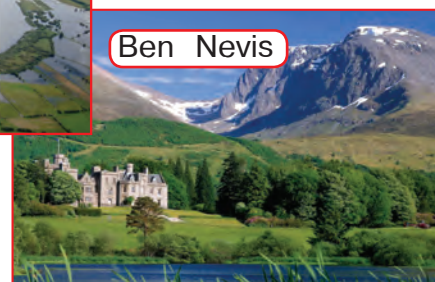
Loch Ness



Lough Neagh



Snowdon



Ben Nevis


- 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 ... ?

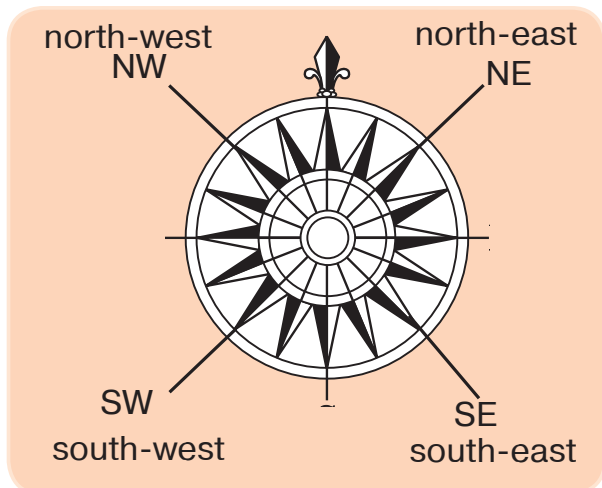
LESSON 4 Australia

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.**

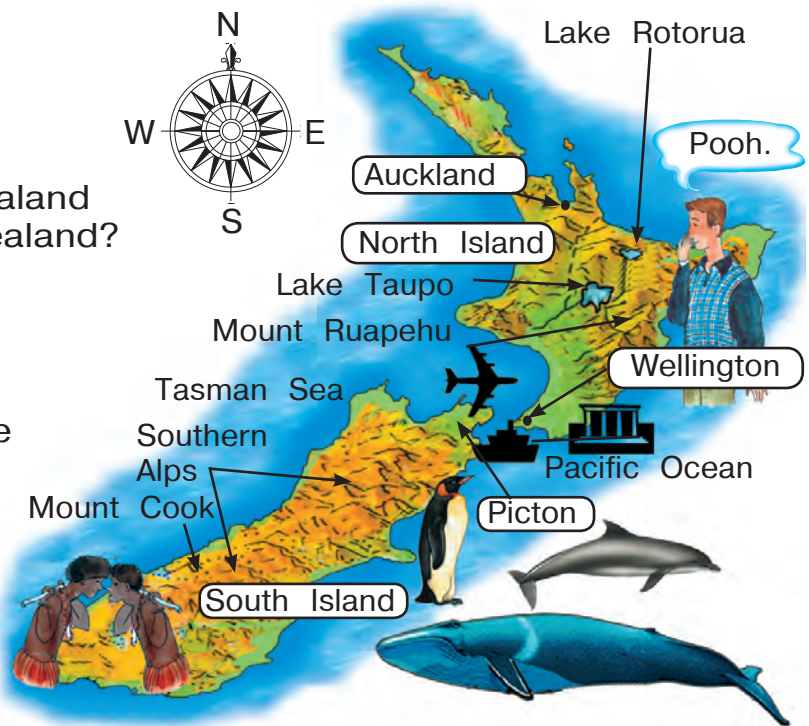
What animals live in New Zealand and in the sea near New Zealand?

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 geografiyası, 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. Barw 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.

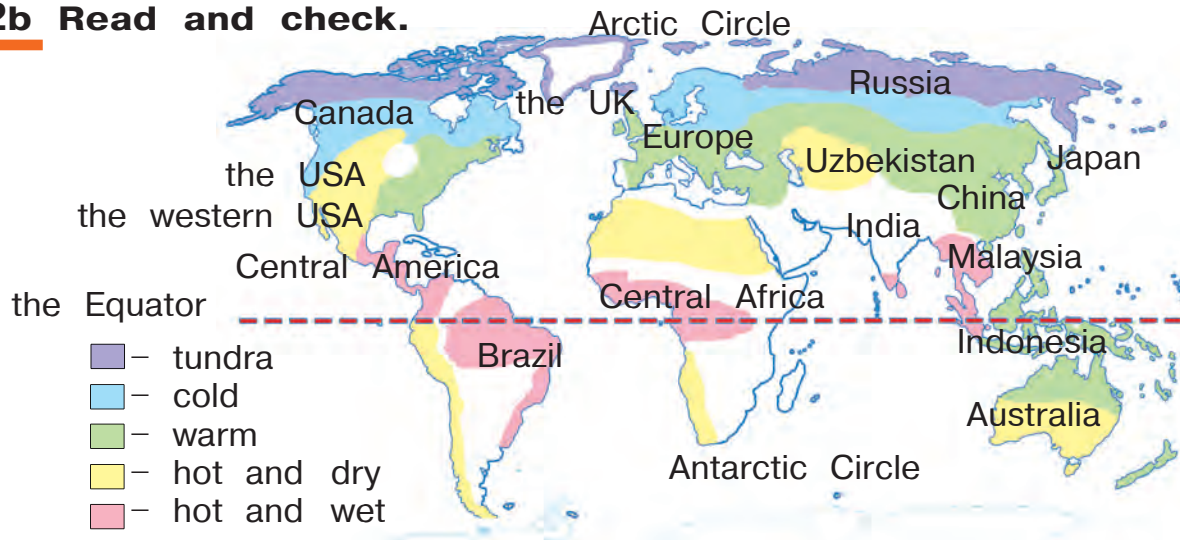
LESSON 1 Climate of the world

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.**

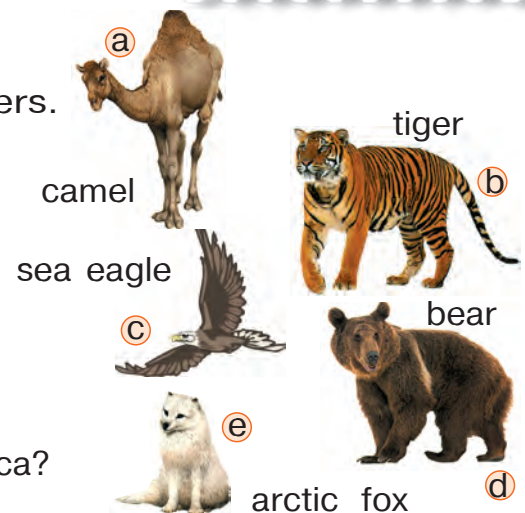
What climate do the places near the Equator/the Arctic Circle have?

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.

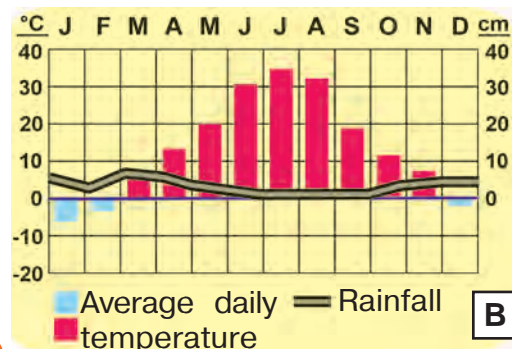
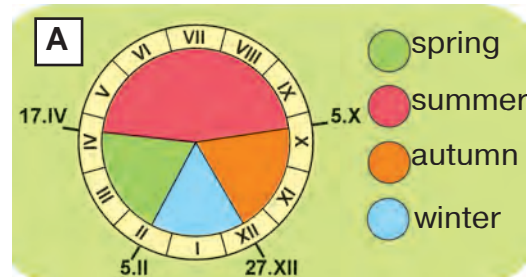
Rainfall (*n*) Rain, snow or hail that the area has in a period of time.

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.

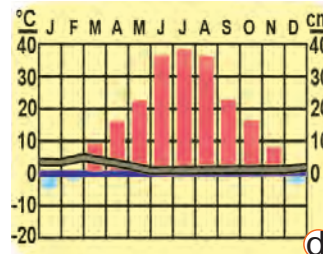
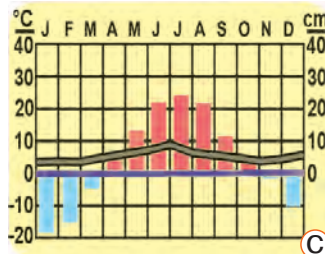
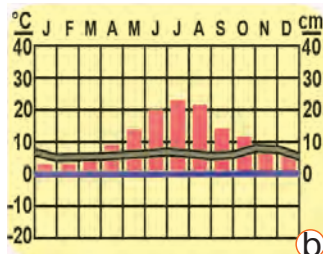
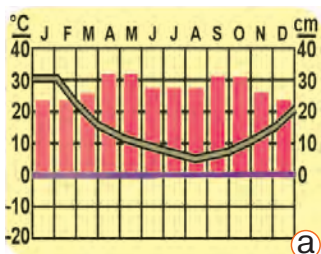
The climate of Uzbekistan



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?

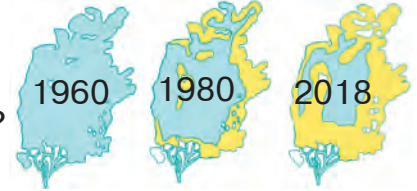
LESSON 3 Save water!

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?

The Aral Sea



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

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

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

3 Read and complete the table.

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

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

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

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

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

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		
Total		

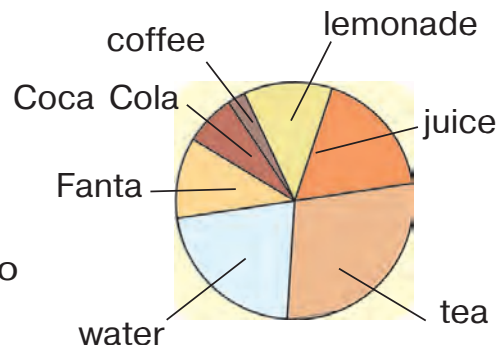
LESSON 4 Save energy!


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?

5b Read and answer.

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

gas,
electricity,
million

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

5c Look, read and match.

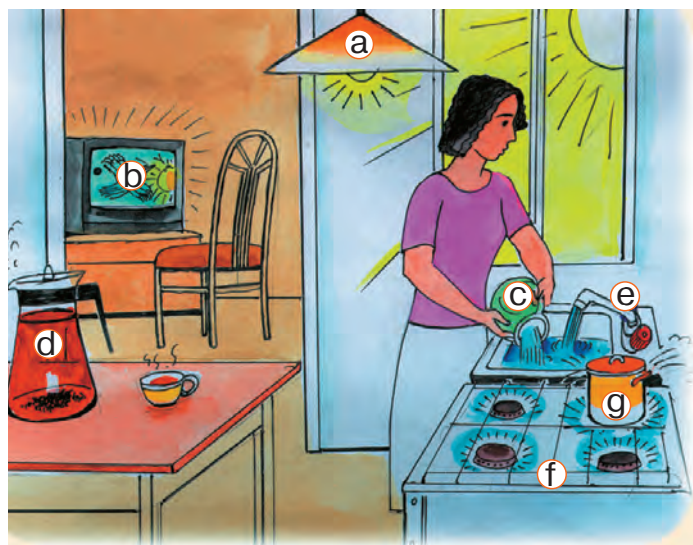


- 1) Save water!
- 2) Use all the water!
- 3) Save energy!
- 4) Don't waste water!

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



e.g. Save energy!



6b Report to the class.

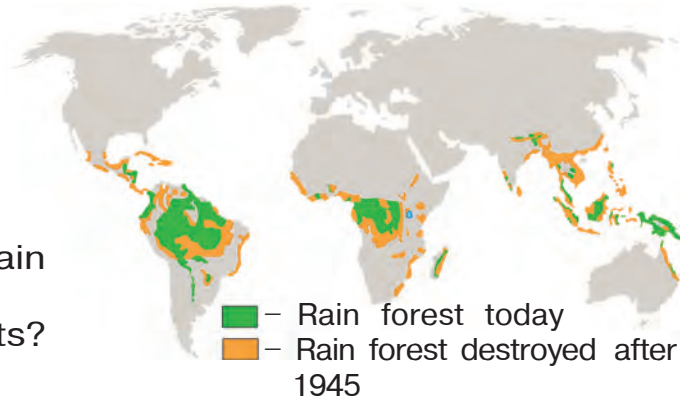
LESSON 5 Save our rain forests!

1  **Listen and sing.**

2 **Look, read and answer.**

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

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



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

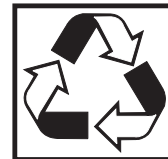
People cut down trees for farms, houses, to make bread, to cook, to keep their houses warm and to make paper. When people cut down trees they destroy forests. Over the past 70 years people cut down almost 50% of the rain forests. Paper comes from trees. When we use a lot of paper, we must cut down a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

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

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

4 **Look and answer.**

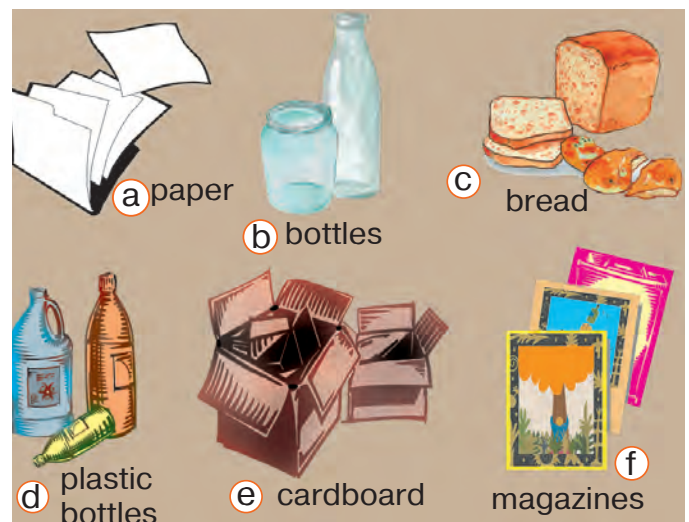
- 1) Which picture means 'to recycle'?
- 2) What can we recycle?



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


Rain forests need your help.

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



LESSON 6 Project

1  **Listen and sing.**

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

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

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

e.g. We can save trees if we recycle paper.

water, electricity,
gas, energy,
trees




2c **Say True or False.**

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

2d **Do the quiz.**

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

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

Unit 13 • Lesson 5

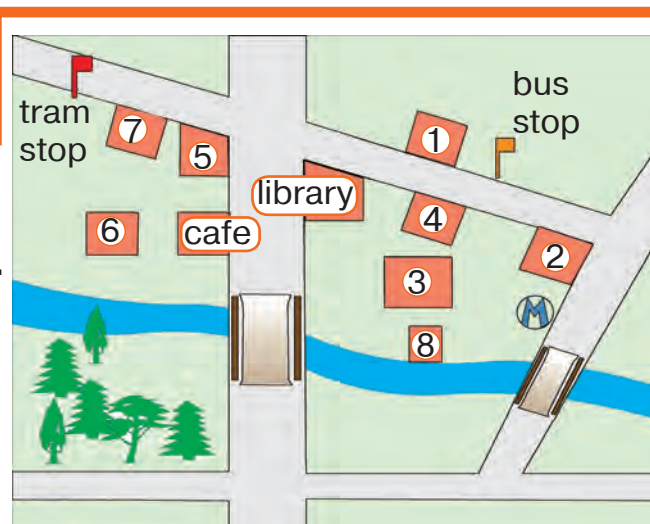
Activity 2a **Work in pairs. Copy and complete the plan.**

Pupil B: Look at this page.

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

Pupil B: The book shop.

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



LESSON 1 What were you doing?

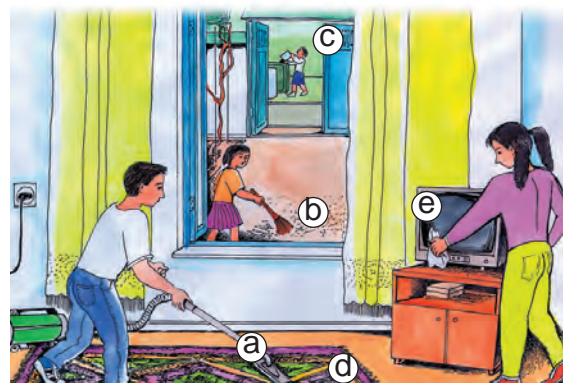
1  Listen and repeat.

2  Work in pairs. Look and match.

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

3  Work in pairs. Write the verbs.

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



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

Why were the children busy at 11am last Sunday?

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

4b  Work in pairs. Complete the sentences.

5 Chain Drill.

A: I was sweeping the floor at 6pm yesterday.

What were you doing at 6pm yesterday?

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

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

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

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

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

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

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



6b Answer the questions.


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

LESSON 2 An accident

1  Listen and sing.

2 Chain drill.

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

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

traffic, get on, get off, accident



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

Where is the red car? Why?

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)
(dawamı 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".



e.g. A: (Who?)

B: (And who?)

A: (What were they doing?)

B: (Where?)

A: (When?)

B: (the end of the story)

My friend

and my dog

were swimming

in the river

at 6am yesterday.

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?

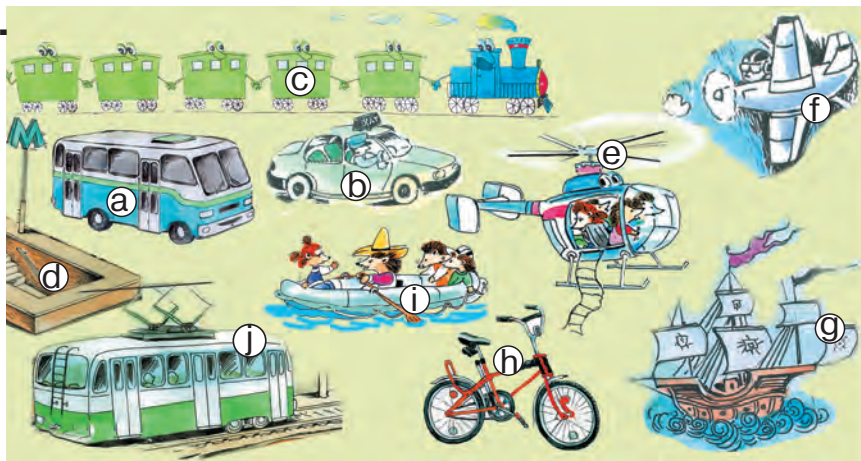
LESSON 4 What's the best transport?

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.

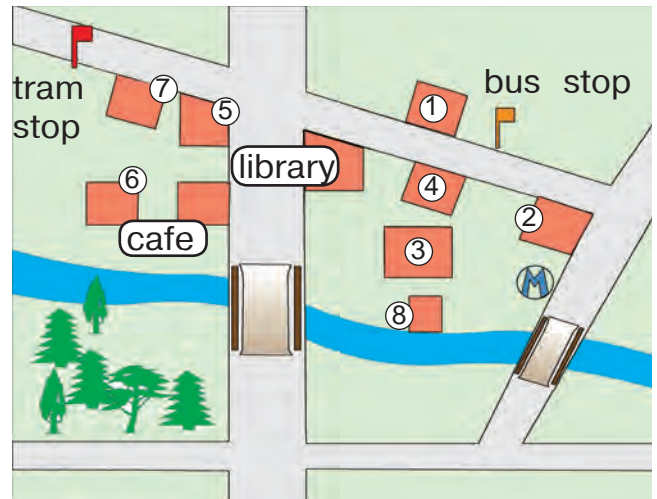
Pupil A: Look at this page.

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 _____

4b Write T for True and F for False.

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

a director
b school doctor
c teacher

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

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

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

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

B: His name's David Beckham.

Name: *David Beckham*

Profession:

Country:

Was born in:

What he does:

What he is famous for:

Pupil B: Ask and write about Munojat Yulchieva.

Answer the questions about David Beckham.

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

A: Her name's Munojat Yulchieva.

Name: *Munojat Yulchieva*

Profession:

Country:

Was born in:

What she does:

What she is famous for:

Homework

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

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. Jumbaqti tabir.

- 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-anańızdıń, tuwısqanlarıńızdıń 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	<i>an</i>	because she likes ...
Sevara		because she likes ...

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

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	<i>doctor</i>	<i>help sick people</i>

Homework

1 Write about the profession you want to choose.

Tańlamaqshı bolǵan kásibińiz haqqında jazıń.

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

2 Read and complete the sentences. Use the words:

Oqır hám tómendegi sózlerden paydalanıp, gáplerdi tolıqtırın:

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.

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

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-shinigiwdağı kestege qarañ. Úsh dos tañlap, olardıñ tuwısqanları haqqında jazıñ.

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.

Sözlerdi tiyisli ornına qoyıñ.

married, palov, dressed, video,
cake, up

get	make
e.g. married	

Lesson 5 Uzbek and English weddings

Classwork

2 Play "Find Someone Who".

e.g. Do you have have three uncles.

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

Classwork and homework

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

A: You are from Great Britain.

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

B: You are from Uzbekistan.

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

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

Homework 1 Write the words in order.

Sózlerdi tártipke salıp, gáppler 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

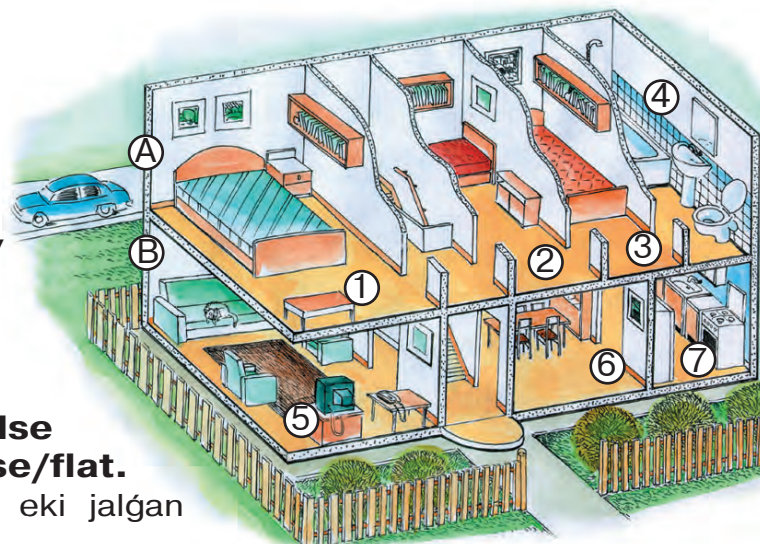
1 Draw a plan of your house/flat. Label the rooms.

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

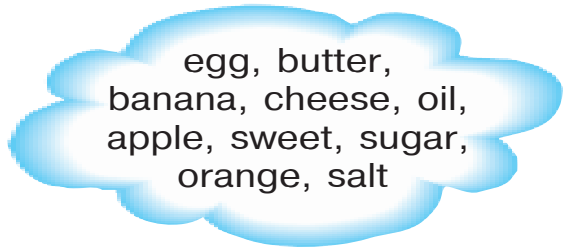
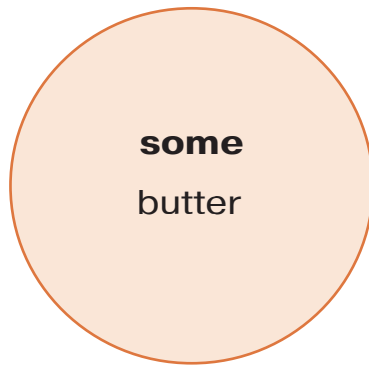
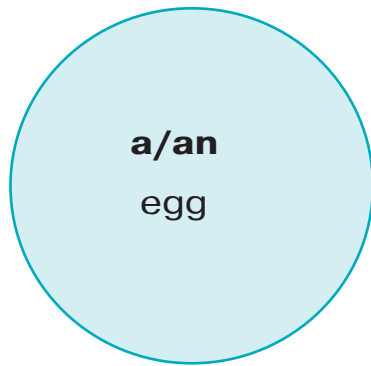
Lesson 1 What’s in the fridge?

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.

Suwtqış 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 suwtqışınız yaki asxana shkafınızǵa 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 oqır hám onda súwretlengen dasturqandı salır. Sorawğa 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. Sorawğa 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?

Shopping, shopping.

Let's go shopping.

We can buy a lot of food:

_____ and _____,

_____ and _____.

It is so good!

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 jazır.

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

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. Gápplerdi 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	e.g. eggs and...
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 jazıñ.

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 qurañ.

- 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. Pishırızǵa beriwiñiz kerek bolǵan hám beriwge bolmaytuǵın awqatlar menen kesteni toltırıñ.

good for cats	bad for cats
e.g. wet or dry food,	grapes and rai-

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 tamamlañ.

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.

Oqır hám sorawlarǵa juwap beriñ.

- 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

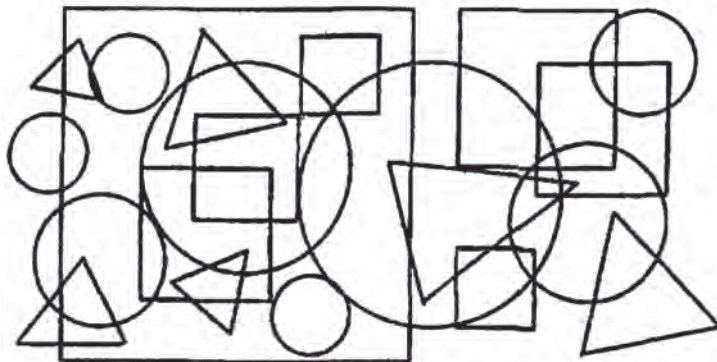
2 How many circles, squares and triangles can you see?

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.

Oqırń hám keyingi gápti tolıqtırń.

1) I was very happy.

2) I wasn't happy.

My name is Mary. On my 12th birthday my parents said to me "Happy birthday!" In the morning my brother John had a basketball class and my other brother Dan had a football class. So my dad and mum took them and I stayed at home. I watched TV and I was very sad. I didn't get a birthday card or a present. But in the evening we went to a restaurant and had a birthday party. My brothers and my parents gave me lovely presents. And I had a wonderful birthday party with two clowns and a lot of balloons. I had a birthday cake. I got a lot of birthday cards from friends. On that day ...

1b Say True or False. "True" (tuwrı) yaki

"False" (natuwrı) dep aytırń.

- 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 "Algısnama"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,

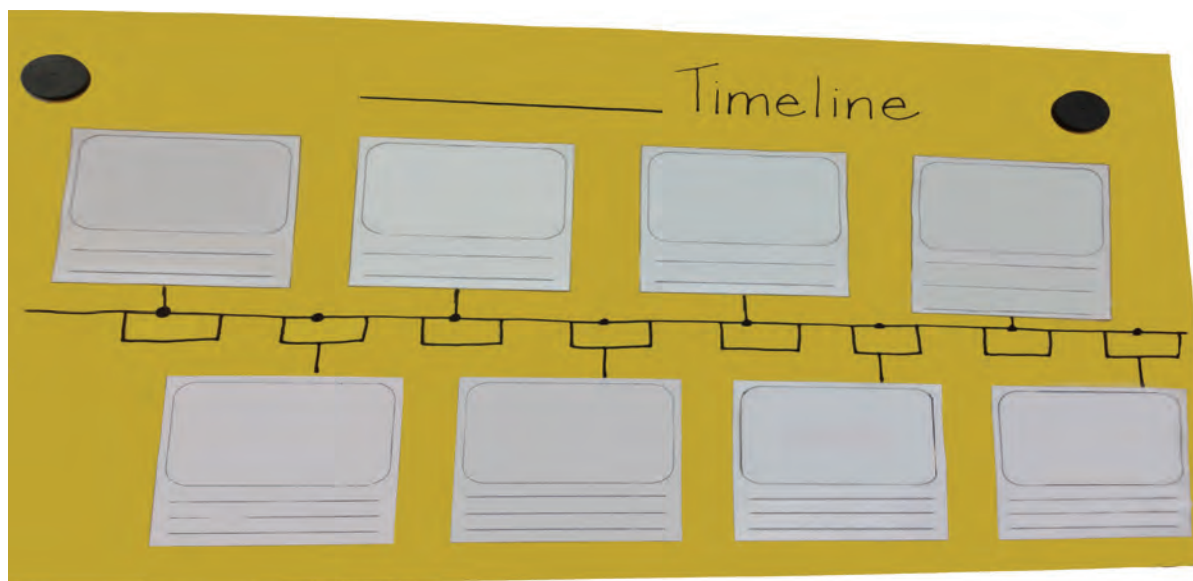


Lesson 5 My Timeline

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

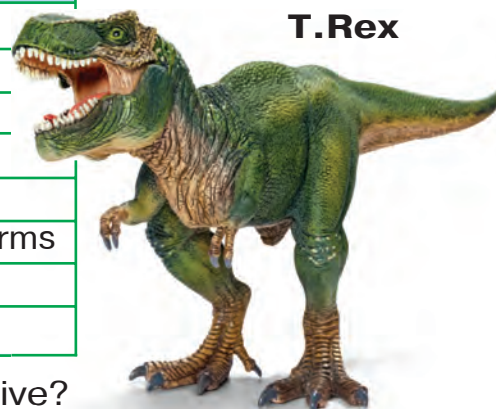
3a Work in pairs. Choose a dinosaur.

Look at the table and complete the sentences.

		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



Dilong



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. Oqıń 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

Lesson 1 Where did pizza come from?

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

	food	came from ...
1	pizza	Italy
2	chocolate	
3	pasta	
4	hot dog	
5	cheeseburger	
6	fish and chips	
7	coffee	

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

A: Do you like ...?

B: Yes.

A: How often do you eat it?

B: ...

A: Do you cook it at home?

B: ...

name	pizza			pasta			hamburger			cheeseburger			hot dog		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

Homework

Complete the sentences. Gáplerdí toliqtırn.

e.g. 1) fruit

350, white,
America, green,
Europe, fruit

Tomatoes are one of the most popular (1) ... in the world. Wild tomatoes came from (2) First tomatoes were very small. They were (3) ... and yellow. They grew in America (4) ... million years ago. They came to (5) ... 500 years ago. Now there are black, (6) ..., purple, pink, orange, yellow, red and green tomatoes.

Lesson 2 How to make pancakes

Classwork

3 Work in pairs. Complete the sentences.

How to make omelette:

1 First ... two eggs.

2 Then ... them with some milk.

3 Then ... some salt and ... it.

4 Finally ... it with oil for two or three minutes.

5 Enjoy your omelette. You can ... it with bread and butter.

fry, eat, add,
mix (2), take

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

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, sand-
wiches, 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

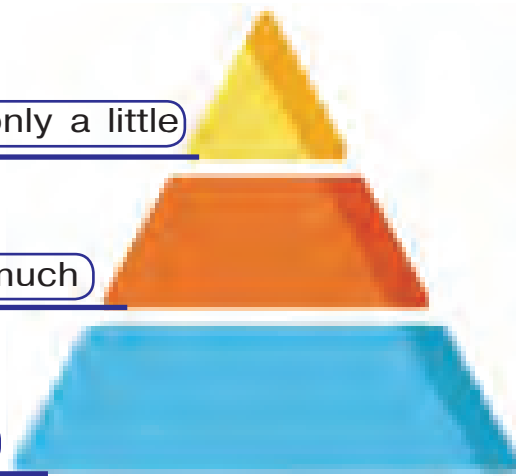
3a Complete the food pyramid for you.

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 berıń.

Is breakfast important? Why?/Why not?

Lesson 2 Would you like ...?

Homework

Complete the dialogue. Dialogtı tolıqtırıń.

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-shınıǵw 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.*

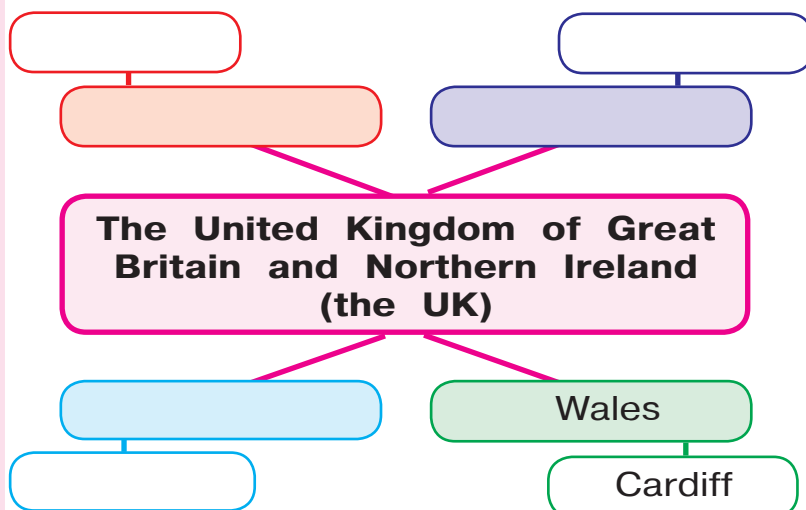
2 Write three questions. Úsh gáp jazıń.

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.

Londonnıń 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 jazıñ.

e.g. *Where is it?*

Lesson 4 The longest, the biggest ...

Homework

Write about three animals. Don't write the names.

Úsh haywan haqqında jazıñ, lekin, olardıñ atın jazbañ.

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 dúziñ.

- What _____
Kangaroos eat grass, plants and leaves.
- Where _____
Koalas live in Australian forests.
- What _____
Koalas have big ears, small eyes, big noses and no tails.
- How much _____
Koalas eat about 400 grams a day.
- What _____
Kiwis can run fast.
- 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.

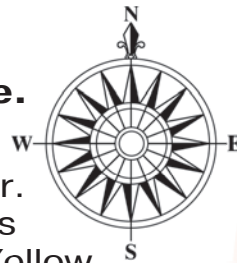
1	The population of Uzbekistan is more than	e.g. 32,500,000 people.
2	The area of Uzbekistan is	... sq km.
3	The population of Tashkent is more than	... people.
4	The Amu Darya River is	... km long.
5	The Syr Darya is	... km long.
6	The Zarafshan River is	... km long.
7	Khazret Sultan Mountain is	... m high.
8	The Chimgan Mountains are	... m high.

Homework

Complete the map and find the treasure.

Kartağa sızıp, gáziyneni tabıń.

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

- 4 Loch Ness is *bigger/smaller* than Lake Lough Neagh.
- 5 The Thames is *longer/shorter* than the Severn.
- 6 The population of the UK is *smaller/bigger* than the population of Uzbekistan.
- 7 The population in Tashkent is *bigger/smaller* than the population in Cardiff.
- 8 The Syr Darya is *longer/shorter* than the River Thames.
- 9 The Zarafshan River in Uzbekistan is *longer/shorter* than the Severn in the UK.

Lesson 3 Welcome to the USA!

Classwork

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

Homework

1 Answer the questions.

Sorawlargá juwap beriń.

- 1 Which river is longer: the Colorado in the USA or the Amu Darya in Uzbekistan?
- 2 Which country is bigger: the USA or the UK?
- 3 Which population is smaller: in the UK or in the USA?
- 4 Which mountains are higher: the Rocky Mountains or the Chimgan Mountains?

2 Write 5 more questions and answers.

Jáne bes soraw hám juwaplar jazıń.



Lesson 4 Australia

Classwork

3a Listen and complete the map.

e.g. 1a

- a) Australian Alps
- b) the Pacific Ocean
- c) the Murray River
- d) Perth
- e) the Indian Ocean
- f) Canberra

Homework

Do the Australian Quiz.

Avstraliya haqqında sorawlargá juwap tabıń.

- 1 How can you travel from Tashkent to Sydney?
a) by bus b) by train c) by plane



Classwork and homework

- 2 When it's summer in Uzbekistan in Australia it's _____.
a) winter b) autumn c) spring
- 3 It takes _____ to travel from Asia to Australia by plane.
a) 10 hours b) 2 hours c) 24 hours
- 4 It's _____ in the south of Australia.
a) hot b) warm c) cold
- 5 Africa is to the _____ of Australia.
a) east b) west c) north

Lesson 5 New Zealand **Classwork**

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

name	country	why
e.g. Ildar	New Zealand	Lake Taupo is a good place for fishing and having a rest.

Homework

Read the letter in activity 3b and complete the table.

3b-shiniğıwdağı xatti oqıp, kesteni toltırıń.

day of the week	place	what to do
Sunday	e.g. Wellington airport	come
Monday and Tuesday		
Wednesday		
Thursday		
Friday		

Lesson 6 Project **Homework**

Read and put the verbs in the Past Simple.

Oqırń hám feyillerdiń ótken máhál túrin jazırń.

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 jayırızdır hawa rayı haqqında jazır. Bulttağı sözlerden paydalanır.

climate,
temperature

Lesson 2 What's the climate like?

Homework

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

Sözlerdi sözlikten tawıp, mánisin jazır.

waste, recycle,
litre(s), wait,
reduce

1b Write questions. Use the words in activity 1a.

Sorawlar jazır. 1-shınıǵıwdağı sözlerden paydalanır.

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 jazır.

brush teeth e.g. 7 litres

Total _____

Lesson 4 Save energy!

Homework

1 Complete the table. Kesteni toltırır.

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 tabır.

e.g. tea cup

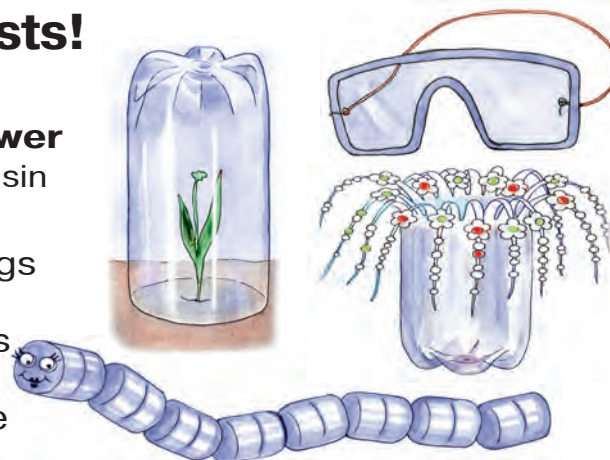
bar coffee black
chocolate green cup
break cake tea

Lesson 5 Save our rain forests!

Homework

Read and guess the new word. Answer the question. Oqır hám jańa sózdiń mánisin shamalań. Sorawǵa juwap berir.

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 the bus driver the car driver two boys the boy in a red cap the girl in the blue skirt	doing?
------	-------------	---	--------

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

Find 8 differences.

people/animals	in the picture	in the text
<u>e.g. a dog</u>	<u>was barking at a cat</u>	<u>was barking at two boys</u>

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. Gáppler 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-shınıǵıwlarıdaǵı 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 black-board.

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 qullanıladı.

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 ayıladı:

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	-s	[z]	<i>pen</i> – <i>pens</i> ; <i>dog</i> – <i>dogs</i>
3.	dawıslılardan keyin	-s	[z]	<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	[iz]	<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.	dawıslı + y 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 kópligi sóz túbiriniń ózgeriwi menen jasaladı: *man* – *men*, *woman* – *women*, *child* – *children*, *goose* – *geese*, *foot* – *feet*.

Jáne sonday atlıqlar bar, olardıń birligi hám kópligi birdey túrge iye: *fish* – *fish*, *sheep* – *sheep*, *deer* – *deer*, *hair* – *hair*.

2) Artikl (Article)

Artikl inglis tiline tań bolıp, ol atlıqlardıń aldınan qullanıladı. Qaraqalpaq tilinde bolsa bunday sóz shaqabı joq.

Artikldiń eki túri bar: 1) anıq emes artikl – *a*, *an*; 2) anıq artikl – *the*.

Dawıslı sesler (máselen, b, c, d, f, g, h) aldınan *a* anıq emes artikl qullanıladı: *a book*, *a coat*, *a house*, *a letter*. Dawıslı sesler (máselen, a, e, i, o, u) aldınan bolsa *an* anıq emes artikl qullanıladı: *an address*, *an egg*, *an idea*, *an old house*.

Este saqlań! *a/an* tek ǵana birliktegi sanalatuǵın atlıqlardıń aldında qullanıladı. Olar kópliktegi hám sanalmaytuǵın atlıqlardıń aldında qullanılmaydı.

Aniq emes artikl		Aniq artikl
a [ə]	an [ən]	the [ðə]
<p>Aniq emes artikl tómendegi jaǵdayda qollaniladı:</p> <ul style="list-style-type: none"> – birliktegi atlıqlar menen: <i>a cat, a zebra, an eye, an orange</i> – bir nársese haqqında birinshi márte aytilǵanda: <i>This is a book.</i> – <i>have (has); there is</i> dan keyin ketuǵın birliktegi sanalatuǵın atlıqlar menen: <i>I have a brother. There is a ball.</i> – bir nárseni/kimseniń qanday nársese/kimse ekenligi aytilǵanda: <i>He is a nice man.</i> – bir kimseniń kásibi haqqında aytqanda: <i>My father is a teacher.</i> 		<p>Aniq artikl tómendegi jaǵdayda qollaniladı:</p> <ul style="list-style-type: none"> – qatar sanlardıń aldında: <i>the first, the second, the third</i> – birinshi márte aytilǵan zat gápke tákirar qollanılǵanda: <i>The book is good.</i> – sóylewshi aytilip atırǵan nársese haqqında tıńlawshı bileđi dep oylaǵanda: <i>Open the window please.</i> – kelbetliktiń arttırıw dárejesi aldında: <i>the fastest train</i> – muzika ásbapları menen: <i>the guitar</i>
Menshikli atlıqlar menen artikldıń qollarıw hám qollarılmaıw jaǵdayları		
Aniq artikl tómendegiler menen qollarıladı:		Artikl tómendegiler menen qollarılmaıdı:
1) okean, teńiz, dárya hám kanal atları menen. e.g. the Atlantic Ocean, the Red Sea, the Amu Darya, the Panama Canal hám t.b.		kóllerdiń atları menen. e.g. Lake Windermere, Lake Ullswater, Lake Michigan hám t.b.
2) taw dizbekleriniń atları menen. e.g. the Hisor Mountains, the Alps hám t.b.		jeke tawlardıń atları menen. e.g. Mount Everest, Kilimanjaro hám t.b.
3) atawlar toparınıń atları menen. e.g. the Canary Islands, the British Isles hám t.b.		jalǵız atawlardıń atları. e.g. Tasmania, Madagascar hám t.b.
4) geografiyalıq zonalar menen. e.g. 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 aytilǵanda.
5) <i>Republic, Kingdom, States</i> den payda bolǵan mámleket atları menen. e.g. the Republic of Uzbekistan, the United States of America (the USA), the United Kingdom (the UK)		materik, mámleket, qala, shtat, aymaq kóshe atları menen. e.g. North America, Uzbekistan, Africa, Tashkent, London, New York, Kashkadarya, Navoi Street hám t.b.
6) shólistanlardıń atları menen. e.g. the Mirzachul, the Sahara hám t.b.		adamlardıń atı menen. e.g. Zafar, Sevara hám t.b.

Este saqlañ! Adamlar, haywanlar hám zatlar haqqında ulıwmalıq pikir bildirgende olar kóplik túrinde bolıp, artiklsız qollarıladı, 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* (*Jonnnıń velosipedi*); *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 bildirip, *qanday?*, *qaysı* degen sorawlarǵa juwap beredi. Olar atlıqlardan keyin emes, al olardan aldın qollarıladı: *a big^{kelbetlik} house^{atlıq}.*

Kelbetlikler atlıqlardıń birlik yaki kópligine qarap ózgermeydi: *a fast car; fast cars.*

Atlıqlardıń aldında kelbetlikler birneshe márte qollarılsa, olardıń arasına *and* dánekeri qollarılmaıdı:

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 qosılmaǵan 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 taǵı basqalar menen salıstırıw ushın kelbetliktiń salıstırıw dárejesi qollanıladı. Bir yaki eki buwınlı kelbetliklerdiń jay dárejesine “-er” qosımtası qosılıp, yaki eki hám onnan zıyat buwınlı kelbetliklerdiń aldına “more” sózin qollanıw arqalı kelbetliktiń salıstırıw dárejesi jasaladı. Salıstırıw dárejesindegi 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:	more 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 w 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 dárejesindegi kelbetlikler jasaladı. Arttırıw dárejesindegi 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:	most quydagılar 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 w eki márte qollanılmaydı: m-n. <i>low – the lowest.</i>	

5) Buyırq gáppler

Inglis tilinde feyildiń “to”siz formasın gápitiń basında qollanıw arqalı buyırq meyil—buyırq mánisindegi gáppler jasaladı. Buyırq gápplerdiń 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(ıń).</i> Touch it. <i>Oǵan tiy(ıń).</i> Go straight. <i>Tuwrıǵa júr(ıń).</i> Turn right. <i>Ońǵa burıl(ıń).</i> Turn left. <i>Shepke burıl(ıń).</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 burılma(ń).</i> Don’t turn left. <i>Shepke burılma(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 sıziqsha “ – ” qollanıladı, m-n.: *twenty-five, thirty-seven, forty-eight, fifty-four, sixty-six, seventy-nine*

1den 100ge deyingi sanaq sanlar

1–10	11–20	21–100
1 one	11 eleven	21 twenty-one
2 two	12 twelve	22 twenty-two va h.k.
3 three	13 thirteen	30 thirty
4 four	14 fourteen	40 forty
5 five	15 fifteen	50 fifty
6 six	16 sixteen	60 sixty
7 seven	17 seventeen	70 seventy
8 eight	18 eighteen	80 eighty
9 nine	19 nineteen	90 ninety
10 ten	20 twenty	100 a / one hundred

100den 1000ǵa deyingi sanaq sanlar

100 den joqarı sanlarda birlik hám de onlıqlar aldına “and”, 120 dan baslap onlıqlar birliklerdiń ortasına sıziqsha “-” 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 beril: 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 beril: 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	Barıs 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> (onıń)	<i>him</i> (onı, oǵan)
		<i>she</i> (ol)	<i>her</i> (onıń)	<i>her</i> (onı, oǵan)
		<i>it</i> (ol)	<i>its</i> (onıń)	<i>it</i> (onı, oǵan)
Kóplik	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 qálemles

8) Jalǵaw (Prepositions)

Inglis tilinde kóplegen jalǵawlar bolıp, olardıń kópshiligi birden zıyat 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 saattı 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, jıl, 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 qollanıp turıladı: *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 tómendegi jaǵdaylarda qollanıladi:

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 tómendegi ráwishler qollanıladi: *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/jıl).*

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 baslawıshtan keyin feyildiń “to”sız túrin qollanıw arqalı jasaladı. Házirgi ápiwayı máhál bolımlı gáptiń III bet birliǵı “to”sız feyilge “-s” yaki “-es” qosımtaların qosıw arqalı jasaladı (tómendegi kestege qarań).

III bet birlikte feyiller qashan “-s” yaki “-es” qosımtaları qosıladi?

- 1) Kópshilik feyillerge “-s” qosımtası qosıladi: *work → works*;
- 2) -s, -sh, -ch, -x penen pitken feyillerge “-es” qosımtası qosıladi: *wash → washes; teach → teaches*;
- 3) Oqılmaytuǵın “-e” menen tamamlanıwshı feyillerge “-s” qosımtası qosıladi: *write → writes*;
- 4) “-o” menen pitetuǵın feyillerge “-es” qosımtası qosıladi: *go → goes; do → does*;
- 5) Qaǵıydaǵa kirmeytuǵın jaǵday: *have → has*;
- 6) “-y” menen tamamlanıwshı III bet birliǵı tómendegishe jasaladı: *dawıslı+ y (-ay, -ey, -oy, -uy)* menen tamamlanıwshı feyillerge “-s” qosımtası qosıladi: *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 qosıladi: *fly → flies*.

Házirgi ápiwayı máhálde soraw gáptiń jasalıwı

Házirgi ápiwayı máhál soraw gápin jasaw ushın “do” yaki “does” kómekshi feyilinen paydalanıladi. 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” yaki “-es” qosımtası qoyılmaydı (tómendegi kestege qarań).

Házirgi ápiwayı máhálde bolımsız gáptiń jasalıwı

Házirgi ápiwayı máhálde bolımsız gápti jasaw ushın “do not (don’t)” yaki “does not (doesn’t)”ten paydalanıladi. Bunda III bet birlikten basqa barlıq betler ushın “do not (don’t)”tı, III bet birlik ushın bolsa “does not (doesn’t)”tı baslawıshtan keynine qoyıw arqalı bolımsız gáp jasaladı. III bet birliktiń bolımsız túrin jasaw ushın “does not (doesn’t)” baslawıshtan keyinge qoyılǵanda, tiykarǵı feyil “-s” yaki “-es” qosımtası qosılmaydı (tómendegi 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 It } likes	Does { he she it } like ... ?	He She It } does not (doesn't) like
Kóplik	I	We You They } like	Do { we you they } like ... ?	We You They } do not (don't) like

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 máhálde **bolımlı gápın** 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 máhálde **soraw gápi** “to be” kómekshi feyiliniń házirgi zaman túrleri (*am, is, ere*)ni baslawıstın aldına shıǵarıp, baslawıstın keyin bolsa feyildiń “-ing” qosımtası qosılǵan túrin qollanıw arqalı jasaladı (*tómendegi kestege qarań*).

Házirgi dawamlı máhálde **bolımsız (biykar) gápın** 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 máhál tómendegi is-háreketlerdi kórsetiw ushın qollanıladı:

a) Sóylewshiniń sóylew dawamında bolıp atırǵan is-háreketler: *I am speaking now (Men házir ayıp 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 máhál ótken máháldegi qandayda bir waqıtta júz bergen háreketi ayıwda qollanıladı, m-n.: *yesterday (keshe), last week (ótken hápte), last year (ótken jıl), in 2016 (2016-jılı)* hám t.b. Ápiwayı ótken máhálde tek ótken máhál haqqında ayıladı: *I didn’t see you yesterday. What time did you come?*

Ótken máháldegi waqıtları

Ótken jıl	Ótken hápte	Keshe	Házir
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2) Sonday-aq, bul máhálde gúrinlerde 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 feyildin ótken máhál túrin qollanıw arqalı jasaladı. Ápiwayı ótken máhál feyili jay házirgi máhál feyilinen parıqlı túrde III bet birlikte isletilip qalmaq, al hámme birlik hám kóplik betler ushın bir qıylı formaǵa iye boladı (*tómendegı 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
Birlik	I You He She It cooked cakes. saw the cow.	Did I You He She It cook cakes. see the cow.	I You He She It did not (didn't) cook cakes. did not (didn't) see the cow.
Kóplik	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) oqılmaıtuǵın **-e** menen tamamlanatuǵın feyillerge **-d** qosıladı: *hope* → *hoped*;
- 3) **-y** menen tamamlanatuǵın feyillerdin 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 seslerdin ekileniwi

- 1) **bir dawıslı + bir dawıssız**dan ibarat bir buwınlı sózlerdin aqırǵı dawıssız **-ed** qosılǵanda ekilenedi: *plan* → *planned*; *stop* → *stopped*;
- 2) **eki dawıslı + bir dawıssız** yaki **bir dawıslı + eki dawıssız**dan ibarat bir buwınlı sózlerdin aqırǵı dawıssız **-ed** qosılǵanda ekilenbeydi: *wait* → *waited*; *want* → *wanted*;
- 3) kóp buwınlı sózlerdin aqırǵı buwını pát qoyılǵan bolsa hám sol buwın **bir dawıslı + bir dawıssız**dan ibarat bolsa, **-ed** qosılǵanda sózdin aqırındaǵı dawıssız ekilenedi: *preFER* → *preferred*; *BIRAQ WONder* → *wondered*.

Ótken máhál tuwrı emes feyilleri qalay jasaladı?

Tuwrı emes feyillerdin ótken máhálın jasaw ushın anıq qaǵıydalar joq. Sol sebepli, bul tuwrı emes feyillerdin ótken máhál 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 gáptin 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 máhaldı ańlatıp turǵan bir waqıtta, jáne ótken máhaldı ańlatıwshı basqa feyilge zárúrlık tuwılmaydı (121-bettegi kestege qarań).

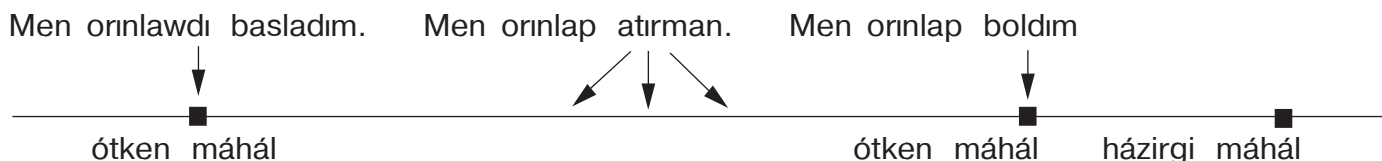
Ápiwayı ótken máhálde soraw gáptiń jasalıwı

Hámme betlerde *did not (didn't)*ni baslawıstın keyinge qoyıw arqalı ápiwayı ótken máhaldıń bolımsız túri jasaladı. Bolımsız túrin jasaw ushın *did not (didn't)* baslawıstın keyinge qoyılǵanda, onnan keyin keletuǵın tiykarǵı feyil “to”siz infinitiv túrde jasaladı. Sebebi *did not (didn't)* ótken máhaldı ańlatıp turǵan bir payıtta, jáne ótken máhaldı ańlatıwshı basqa feyilge zárúrlık tuwılmaydı (121-bettegi kestege qarań).

13) Ótken dawamlı máhál (Past Continuous Tense)

Betler	Bolımlı 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 You } were working. III 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 kóbine 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 zatlarıń bar ekenligin aytıwda qullanılauǵın 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.

Bolımlı 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, mǘmkinshilik, 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) tómendegi 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 jatıwıńız 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 (*tómendegi 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 jıllı sózlik penen aytıw ushın qollanıladı.

Máselen: *I'd like two kilos of tomatoes, please. Would you like some coffee?*

19) Some hám any

a) *Some* (biraz, birneshe) bolımlı gápłerge sanalmaytuǵın hám kópłiktegi sanalatuǵın atlıqlardıń aldında qollanıladı. Máselen: *Give me some apples, please. There is some milk in the bottle.*

Some soraw gápłerge sorawǵa “Yes” juwabı kútilgende, bir nárseni usınıs etilgende yaki zat sorawında da qollanıladı. Máselen: *Would you like some coffee? – Yes.*

Can I have some milk for my tea, please?

b) *Some* “bazi, ayırım” degen mánini de ańlatıp, kópłiktegi atlıqlardıń aldında qollanıladı. Máselen: *Some shops are open every day* – Bazı dúkanlar hár kúni ashıq boladı?

Any (bir, birewlegen bolsa da, hesh) bolımsız hám soraw gápłerde sanalmaytuǵın hám kópłiktegi sanalatuǵın atlıqlardıń aldında qollanıladı. 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* sıyaqlıları mısál etip keltiriw múmkin.

“And” (hám) teń baylanıstırwshı dáneker bolıp tabıladı. 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 qollanıladı 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 qollanıladı, 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 qollanıladı, 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 baylanıstıradı hám tómendegi jaǵdayda qollanıladı:

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 gápłerde qatarlasıp kelgen sózlerdi baylanıstıradı 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 ornınǵanın bildiredi hám tiykarınan feyilden keyin qollanıladı, máselen:

*I **play**^{feyil} tennis **well**^{ráwish}.* (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 qosılmaıdı, máselen: *well (jaqsı), fast (tez), late (kesh), hard (qattı, tırısqaqlıq penen).*

22) Inglis tilinde sóz tártibi

Inglis hám qaraqalpaq tillerinde gápłektegi sóz tártibi bir-birinen parq qıladı. Inglis tilinde gápke aldın baslawısh, keyin bayanlawısh, soń tolıqlawısh hám aqır sońında, pısıqlawısh keledi. Inglis tilindegi gápłerde sózlerdiń ornı awmassa gáptiń mazmunı ózgeredi, yaki gáp mánis-

siz bolıp qaladı. Qaraqalpaq tilinde bolsa kópshilik jaǵdaylarda baslawısh, tolıqlawısh hám pısıqlawıstıń ornı almasıp keliwi múmkin, lekin, bayanlawısh hámme waqta gáptiń aqırında keledi. Egerde baslawıstıan keyin bayanlawısh qoylsa, 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 baslawıstıan 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 – kóplik

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* [æk'tɪvɪti]

address *n* [ə'dres]

adult *n* ['ædʌlt, ə'dʌlt]

after *prep* [ɑ:ftə]

afternoon *n* [ɑ:ftə'nu:n]

Good afternoon.

in the afternoon *adv*

again *adv* [ə'gen, 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 artikl

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 waqtı

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. [e'rem]

an [ən, æn]
 and *conj* [ænd, ænd]
 And you?
 angry *adj* ['æŋɡri]
 animal *n* ['ænɪm(ə)l]
 answer *n, v* ['ɑ:nsə]
 ant *n* [ænt]
 any *adv* ['eni]

any more ['enɪmoː]
 Anything else?
 apple *n* ['æp(ə)l]
 apple juice *n+n* ['æpl 'dʒu:s]
 apricot *n* ['eɪprɪkɒt]
 April *n* ['eɪpr(ə)l]
 April Fool's Day ['eɪprl 'fʊlz deɪ]
 architect *n* ['ɑ:kɪtekt]
 arctic fox *n* [ɑ:ktɪk'fɒks]
 are *v* [ɑ:]
 Are you ...?

A

area *n* ['eəriə]
 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* ['eɪʃ(ə)n, 'eɪʒən]
 ask *v* [ɑ:sk]
 at *prep* [ət, æt]
 at all
 ate *v* [eɪt]

attack *v* [ə'tæk]
 August *n* ['ɔ:gəst]
 aunt *n* [ɑ:nt]
 autumn *n* ['ɔ:təm]
 average *adj* ['ævərɪdʒ]
 awful *adj* ['ɔ: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
túngı saat 12 den kúndızgı 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
 arxitektör
 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 *n* [bæŋk]
 bar *n* [bɑ:]
 a bar of
 bark *v* [bɑ:k]
 basketball *n* ['bɑ:skɪtbɔ:l]
 bat *n* [bæt]
 bath *n* [bɑ:θ]
 bathroom *n* ['bɑ:θrʊm]
 be *v* (am, is, are) *v* [bi:] [əm, ɪz, ə, ɑ:]
 be afraid of *v* [bɪ ə'freɪd əv]
 be careful *v* [bɪ 'keəfəl]
 be kind to *v* [bɪ 'kaɪnd tə]
 bean *n* [bi:n]
 bear *n* [beə]
 beat *v* [bi:t]
 beautiful *adj* ['bjʊ:tɪf(ə)l]
 because *conj* [br'kɒz, br'kəz]
 bed *n* [bed]
 go to bed [gəʊ tə 'bed]
 bedroom *n* ['bedrʊm]
 bee *n* [bi:]
 before *adv* [br'fɔ:]
 begin *v* [br'gɪn]
 behind *prep* [br'hænd]
 berry *n pl (-ies)* ['beri]
 best *adj* [best]
 between *prep* [br'twi:n]
 bicycle *n* ['baɪsɪkl]
 big *adj* [bɪg]
 bike *n* [baɪk]
 biker *n* ['baɪkə]
 biking *n* ['baɪkɪŋ]
 bird *n* [bɜ:d]
 birdhouse *n* ['bɜ:dhaʊs]
 birthday *n* ['bɜ:θdeɪ]
 birthday cake *n+n* ['bɜ:θdi 'keɪk]
 birthday card *n+n* ['bɜ:θdi 'kɑ:d]
 birthday party *n+n* ['bɜ:θdi 'pɑ:ti]
 biscuit *n* ['bɪskɪt]
 bite *v (past bit)* [baɪt]
 black *adj* [blæk]
 black panther *adj+n* ['blæk'pænθə]
 blackboard *n* ['blækbo:d]
 blanket *n* ['blæŋkɪt]
 blazer *n* ['bleɪzə]
 bleat *v* [bli:t]
 blew [blu:]
 block of flats ['blɒkəv 'flæts]
 blond *adj* [blɒnd]
 blood *n* [blʌd]
 blouse *n* [blaʊz]
 blow *v* [bləʊ]
 blue *adj* [blu:]
 boar *n* [bɔ:]
 board *n* [bo:d]

bank
 plitka, taxtaysha, bólek
 bir plitka/bólek ...
 áwpildew, úriw
 basketbol
 zool. jarganat
 vanna
 juwınıw bólmesi (*úydegi bólme*)
 bolıw
 ...dan qorqıw
 abaylı bolıw
 ...ge miyirimlilik kórsetiw
 lobiya
 ayıw
 (*máyekti*) kópshitiw, kópirttiw
 shıraylı
 sebebi
 1) karavot; 2) (*jatıw ushın*) ornın, jay
 uyqıǵa jatıw
 jataqxana (*úydegi bólme*)
 pal hárresi
 ...dan aldın
 baslaw, baslanıw
 ...nıń arqasında
 reza miywe (*qulpınay sıyaqlı*)
 eń jaqsı
 (eki nárse) arasında
 velosiped
 úlken
 velosiped, motocikl
 velosipedshi
 velosiped miniw
 qus
 qus uyası
 tuwılǵan kún
 tuwılǵan kún tortı
 tuwılǵan kún qutlıqlaw xatı
 tuwılǵan kún bázmi
 pisirilgen taǵamlar
 qabıw, tislew, tislep alıw
 qara
 qara qaplan
 klass taqtası (qara)
 jún odeyal (kórpe)
 jeńil kurtka
 mańıraw (*qoy-eshkiler haqqında*)
 “blow” feyiliniń ótken máhál túri
 kóp qabatlı úy
 aq-sarı, sarǵısh
 qan
 bluzka (*jeńil gezlemedegi kofta*)
 esiw (*samal haqqında*)
 kók, aspan kók, hawa reń
 dońız, jabayı shoshqa
 klas taxtası

boat *n* [bəʊt]
 body *n pl (-ies)* ['bɒdi]
 bone *n* [bəʊn]
 book *n* [bʊk]
 book case *n+n* ['bʊkkeɪs]
 book shop *n+n* ['bʊkʃɒp]
 boots *n* [bu:ts]
 boring *adj* ['bɔ:riŋ]
 botany *n* ['bɒtəni]
 both *adj* [bəʊθ]
 bottle *n* [bɒtl]
 a bottle of
 bought *v* [bɔ:t]

 bowl *n* [bəʊl]
 a bowl of ... [ə 'bəʊl əv ...]
 a bowl of salad [ə 'bəʊl əv 'sæləd]
 box *n* [bɒks]
 a box of
 boy *n pl (boys)* [bɔɪ]
 branch *n* [brɑ:ntʃ]
 bray *v* [breɪ]
 bread *n pl (-)* [bred]
 break *n, v* [breɪk]
 breakfast *n* ['brekfəst]
 have breakfast *v+n*
 bride *n* [braɪd]
 bridegroom *n* ['braɪdgru:m]
 bridesmaid *n* ['braɪdzmeɪd]
 bright *adj* [braɪt]
 British *adj* ['brɪtɪʃ]
 brother *n* ['brʌðə]
 brown *adj* [braʊn]
 brush *n, v* [brʌʃ]
 brush teeth *n+v* ['brʌʃ ti:θ]
 Bulgarian *n* [bʌl'ɡeəriən]

 bull *n* [bʊl]
 bus *n* [bʌs]
 go home by bus
 businessman *n pl (-men)* ['biznɪsmən]
 businesswoman *n (-women)* ['biznɪs,wʊmən]
 busy *adj* ['bɪzi]
 but *conj* [bʌt]
 butter *n* ['bʌtə]
 butterfly *n pl (-ies)* ['bʌtəflaɪ]
 buy *v* [baɪ]
 by *prep* [baɪ]
 by metro [baɪ 'metrəʊ]
 bye *int* [baɪ]

 cabbage *n* ['kæbɪdʒ]
 cafe *n* ['kæfeɪ]
 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” *feyliniń ótken máhál túri:*
 satıp al (-dım, -dıń, -di, -dik, -dıńız, -diler)
 kese
 bir kese ...
 bir kese salat
 qutı
 bir qutı ...
 ul bala
 bórtik, putaq, shaqa
 ańqırw (*eshek 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
 jumıs 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
 gúrğir
 CD (kompakt-disk)
 bayramlaw, belgilew
 bayram
 oraylıq
 oray
 ásir, júz jıl waqıt
 1) dánli ónimlerden tayarlanğan taǵam;
 2) masaqlı ǵálle ósimligi
 shıńjır
 stul
 por
 chempion
 ózgertiw
 qarawıldıń almasıwı
 (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* [ˈsɪnəmə]
 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* [ˈkliːn ðə ˈruːm]
 clean water *adj+n* [ˈkliːn ˈwɔːtə]
 cleaner *n* [ˈkliːnə]
 clear *adj, v* [kliə]
 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* [kəˈleɪʃn]
 college *n* [ˈkɒlɪdʒ]
 colour *n* [ˈkʌlə]
 colour pencils
 coloured *adj* [ˈkʌləd]
 comb *n, v* [kəʊm]
 come *v* [kʌm]
 come from
 come home *v+n* [kʌm ˈhəʊm]
 comedy *n pl (-ies)* [ˈkɒmɪdi]
 comfortable *adj* [ˈkʌmftəbl]
 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 jıl
 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, dógerék
 ǵoqaqlaw (*tawıq haqqında*)
 kómir
 palto
 kofe
 teńge
 1) suwıq; 2) samallaw
 Samallap qaldım.
 jıynaw, toplaw
 toplam, kollekciya
 kolledj
 reń, túr
 túr qálemler
 reńli
 1) taraq; 2) taraw
 keliw
 ...dan keliw
 úyge keliw
 komediya
 qolay, ıqsham
 tamamlaw, tawısıw
 kompyuter
 kompyuter oyını
 kompyuter (programmistı)
 mayda reńli qaǵaz

Constitution Day *n* [kɒnstɪ'tʃuːʃn 'deɪ]
 continent *n* ['kɒntɪnənt]
 cook *v, n* [kʊk]
 cooker *n* ['kuːkə]
 cool *adj* [kuːl]
 copy *v* ['kɒpi]
 copybook *n* ['kɒpibʊk]
 corn *n pl* (-) [kɔːn]
 corner *n* ['kɔːnə]
 correct *adj, v* [kə'rekt]
 cost *n, v* (*past cost*) [kɒst]
 count *v* [kaʊnt]
 country *n pl* (-ies) ['kʌntri]
 cousin *n* ['kʌzn]

cow *n* [kaʊ]
 crayon *n* ['kreɪən]
 crocodile *n* ['krɒkədáɪl]
 cross *n, v* [krɒs]
 crossword *n* ['krɒswɜːd]
 do crosswords [duː 'krɒswɜːdz]
 crow *v* [krəʊ]
 crown *n* [kraʊn]
 cucumber *n* ['kjuːkʌmbə]
 cup *n* [kʌp]
 a cup of tea [ə 'kʌp əv 'tiː]
 cupboard *n* ['kʌpbəd]
 curly *adj* ['kɜːli]
 curtain *n* ['kɜːtən]
 customer *n* ['kʌstəmə]
 cut *v* [kʌt]
 cut down *v* ['kʌt 'daʊn]
 cycle *v* ['saɪk(ə)l]

dad *n* [dæd]
 dairy *adj* ['deəri]
 dance *n, v* [dɑːns]
 dancer *n* ['dɑːnsə]
 dangerous *adj* ['deɪndʒərəs]
 dark *adj* [dɑːk]
 date *n* [deɪt]
 daughter *n* ['dɔːtə]
 day *n* [deɪ]
 dear *adj* [dɪə]
 December *n* [dɪ'sembə]
 decoration *n* [ˌdekə'reɪʃn]
 deer *n pl* (-) [dɪə]
 degree *n* [dɪ'ɡriː]
 delicious *adj* [dɪ'lɪʃəs]
 desert *n* ['dezət]
 desk *n* [desk]
 destroy *v* [dɪ'strɔɪ]
 dialogue *n* ['daɪələʊg]
 diary *n pl* (-ies) ['daɪəri]
 dictation *n* [dɪk'teɪʃ(ə)n]

Konstituciya kúni
 materik, poyas
 1) pisiriw, awqat tayarlaw; 2) aspaz
 plita, pechka, oshaq
 salqın
 kóshiriw
 dápter
 dán, gálle
 múyesh
 1) tuwrı; 2) tuwrılaw
 nırqı; turw (*baha haqqında*)
 sanaw
 mámleket
 qız apa, dayı apa,
 aǵayın, 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

aǵa; ata
 súttın islengen, sút ...
 1) ayaq oyın; 2) ayaq oyınǵa túsiw
 ayaq oyınshı, ayaq oyınshı qız, oyınshı
 qáwıpli
 1) qara, qaraltım; 2) qarańǵı
 sáne
 qız
 kún
 qádirli, áziz
 dekabr
 naǵıs
 suwın
 dáreje
 shiyрін, mazalı
 shól, sahra
 jazıw stolı, parta
 buzıw, joq qılıw
 dialog
 kúndelik dápter
 diktant

did [dɪd]
 difference *n* [ˈdɪf(ə)rəns]
 different *adj* [ˈdɪf(ə)rənt]
 difficult *adj* [ˈdɪfɪk(ə)lt]
 Dilon *n* [dɪˈluːn]
 dinner *n* [ˈdɪnə]
 have dinner
 dinosaur *n* [ˈdaɪnəsɔː]
 director *n* [ˈdɪrektə]
 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* [dɔːraː]
 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* [dʌv]
 down *adv* [daʊn]
 downstairs *adv* [ˌdaʊnˈsteəz]
 dragon *n* [ˈdræɡn]
 dragon dance *n+n* [ˈdræɡn ˌdɑːns]
 draughts *n* [ˈdraʊfts]
 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* [ˌdʌstˈstɔːm]
 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 (*jırtqısh 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
 tómende
 tómengi 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) (*mashinanı*) basqarıw, júrgiziw,
 (*attı*) aydaw; 2) (*mashina, 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* ['ɜ:li]
 Earth Day *n+n* ['ɜ:θ 'deɪ]
 earthquake *n* ['ɜ:θkweɪk]
 east *n* [i:st]
 eat (up) *v* (*past* ate) [i:t (ʌp)]
 egg *n* [eg]
 eggplant *n* ['egplɑ:nt]
 eight *num* [eɪt]
 eighteen *num* [ˌeɪtiːn]
 eighth *num* [eɪθ]
 eight hundred *num* [eɪt 'hʌndrəd]
 eighty *num* ['eɪti]
 eighty-one *num* [ˌeɪti 'wʌn]
 elder *adj* ['eldə]
 electricity *n pl* (-) [ˌɪlek'trɪsɪti]
 electronic engineer [ˌɪlek'trɒnɪk ,endʒɪ'nɪə]
 elephant *n* ['elɪfənt]
 eleven *num* [ɪ'lev(ə)n]
 eleventh *num* [ɪ'levənθ]
 emperor *n* ['empərə]
 emu *n* ['i:mju:]
 end *v* [end]
 energy *n pl* (-) ['enədʒi]
 engineer [ˌendʒɪ'nɪə]
 English *adj, n* ['ɪŋɡlɪʃ]
 enjoy *v* [ɪn'dʒɔɪ]

equator *n* [ɪ'kweɪtə]
 eraser *n* [ɪ'reɪzə]
 Eskimo *n* ['eskɪməʊ]
 eucalyptus *n* [ju:kə'lɪptəs]
 evening *n* ['i:vnɪŋ]
 Good evening.
 in the evening *adv*
 every *det* ['evri]
 every day *adv* ['evrɪdeɪ]
 everybody *pron* ['evrɪbɒdi]
 everything *pron* ['evrɪθɪŋ]
 everywhere *pron* ['evrɪweə]
 Excuse me, who's this?
 exciting *adj* [ɪk'saɪtɪŋ]
 expensive *adj* [ɪk'spensɪv]
 eye *n* [aɪ]

face *n* [feɪs]
 fact *n* [fækt]
 fairy tale *adj+n* ['feəri 'teɪl]
 fall *v* [fɔ:l]
 fall asleep *v+adj* [fɔ:l ə'sli:p]
 false *adj* [fɔ:ls]
 family *n pl* (-ies) ['fæməli]
 family tree *n+n* [ˌfæməli 'tri:]
 famous *adj* ['feɪməs]
 fantastic *adj* [fæn'tæstɪk]
 fantasy *n* ['fæntəsi]

azanda, azan menen, waqtınan burın
 Jer kúni
 jer silkiniw
 shıǵıs
 jew; jep qoyıw
 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, tawısıw
 energiya, quwat
 injener

1) inglisshe; inglis; 2) inglis tili
 lázzetleniw, zawıqlanıw,
 ráhátleniw
 ekvator
 óshirgish
 eskimos (*millet*)
 bot. evkalipt
 keshqurın, aqsham
 Qayırılı tún.
 keshqurın, túnde
 hárbir, hár...
 hár kúni
 hámme
 hámme nársé
 hámme 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

far <i>adv</i> [fɑ:]	uzaq
far from <i>adv</i> [ˈfɑːfrəm]	...dan uzaq
farm <i>n</i> [fɑ:m]	ferma
farmer <i>n</i> [ˈfɑːmə]	fermer, diyqan
fast <i>adv</i> [fɑːst]	tez
fast food <i>adj+n</i> [ˈfɑːstfu:d]	tez pisetuğın tağam
father <i>n</i> [ˈfɑːðə]	ata
Father's Day <i>n+n</i> [ˈfɑːðəz ˈdeɪ]	Atalar kúni
favourite <i>adj, n</i> [ˈfeɪv(ə)rɪt]	1) súyikli; 2) jaqsı kórgen zatı
February <i>n</i> [ˈfebruəri]	fevral
feed <i>v</i> [fi:d]	awqatlandırıw, bağıw
feed the animals <i>v+n</i> [ˈfi:d ðɪ ˈæniməlz]	haywanlarğa 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 ˈæŋɡri]	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” feyildiñ ótken máhál túri
Ferris wheel <i>n+n</i> [ˈferɪs,wi: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> [fɪɡ]	bot. ánjir
fight <i>v</i> [faɪt]	urısıw, gúresiw, jánjellesiw
fill <i>v</i> [fɪl]	toltırıw
film star <i>n+n</i> [ˈfɪlmstɑ:]	kino juldızı
finally <i>adv</i> [ˈfainəli]	aqır, ayağı, aqır ayağında, aqıbetinde
find <i>v</i> [faɪnd]	tabıw
fine <i>adj</i> [faɪn]	jaqsı
I'm fine (OK).	Men jaqsıman.
finger <i>n</i> [ˈfɪŋɡə]	barmaq
finish <i>n, v</i> [ˈfɪnɪʃ]	1) tamamlaw, tawısıw; 2) soñı
fir tree <i>n+n</i> [ˈfɜːtri:]	qaraqarağay, shırsha
fire <i>n</i> [faɪə]	jalıw
fireman <i>n</i> [ˈfaɪəməŋ]	ot óshiriwshi
fireworks <i>n</i> [ˈfaɪəwɜːks]	feyerverk
first <i>num</i> [fɜːst]	birinshi
fish <i>n pl (-)</i> [fɪʃ]	balıq
fish and chips [ˈfɪʃəntʃɪps]	balıq hám quwırılğan 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> [flɔː]	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> [fɒɡ]	duman
foggy <i>adj</i> [ˈfɒɡi]	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 pleɪə]
 footprint *n* [ˈfʊtprɪnt]
 for *prep* [fə, fɔ:]
 for example = e.g. [fəˈrɪɡˈzɑ: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* [ˈfɔ: ˈhʌndrəd]
 fourteen *num* [ˈfɔ: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* [ˈfreʃ ˈeə]
 fresh fruit *adj+n* [ˈfreʃ 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 (-)* [ɡæs]
 gave *v* [geɪv]
 gazelle *n* [ɡəˈzel]
 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
 umıtw
 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) zawıqlanarlıq
 qızıq, kúlkili
 mamıq

oyun
 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

Wordlist

G

Wordlist

get up [ˈgetʌp]
 get washed *v+adj* [ˌget ˈwɒʃt]
 get home *v+n* [ˌget ˈhəʊm]
 get to school [ˌget tə ˈsku:l]
 giraffe *n* [dʒɪˈrɑ:f]
 girl *n* [gɜ:l]
 give *v* (*past gave*) [ɡɪv]
 glass *n* [ɡlɑ:s]
 a glass of juice [ə ˈɡlɑ:s əv ˈdʒu:s]
 global warming *adj+n* [ˈɡləʊbəl ˈwɔ:mnɪŋ]
 go *v* [ɡəʊ]
 go away [ɡəʊ əˈweɪ]
 go fishing *v+n* [ˈɡəʊ ˈfɪʃɪŋ]
 go shopping *v+n* [ˈɡəʊ ˈʃɒpɪŋ]
 go straight [ˈɡəʊ ˈstreɪt]
 go to bed [ˌɡəʊtəˈbed]
 go to school
 goat *n* [ɡəʊt]
 gobble *v* [ˈɡɒbl]
 goldfish *n pl* (-) [ˈɡəʊldfɪʃ]
 Goldilocks [ˈɡəʊldɪləks]
 good *adj* [ɡʊd]
 I'm good at ... [aɪm ˈɡʊd ət]
 Goodbye. [ɡʊdˈbaɪ]
 Good morning! [ˈɡʊd ˈmɔ:niŋ]
 goose *n pl* (*geese*) [ɡu:s ɡi:s]
 gosling *n pl* [ˈɡɒslɪŋ]
 got [ɡɒt]

 I got here by metro.
 grandad *n* [ˈɡrændəd]
 grandfather *n* [ˈɡrændfɑ:ðə]
 grandmother *n* [ˈɡrændmʌðə]
 grandparents *n* [ˈɡrændpeərənts]
 granny *n pl* (*-ies*) [ˈɡræni]
 grape *n* [ɡreɪp]
 graph *n* [ɡræf, ɡrɑ:f]
 grass *n* [ɡrɑ:s]
 grasshopper *n* [ˈɡrɑ:s,hɒpə]
 grassland *n* [ˈɡrɑ:slænd]
 great *adj* [ɡreɪt]
 It's great!
 Greek *adj, n* [ɡri:k]
 green *adj* [ɡri:n]
 greet *v* [ɡri:t]
 greeting *n* [ˈɡri:tɪŋ]
 grey *adj* [ɡreɪ]
 group *n* [ɡru:p]
 ground *n* [ɡraʊnd]
 grow *v* (*past grew*) [ɡrəʊ]
 grown-up *n* [ˈɡrəʊnʌp]
 guess *v* [ɡes]
 guitar *n* [ɡɪˈtɑ:]
 gym *n* [dʒɪm]

ornınan turıw
 juwınıw
 uyge jetip keliw
 mektepke jetip barıw
 jıraf
 qız bala
 beriw
 stakan
 bir stakan sherbet
 klimatırn dúnyalıq jılıwı
 júriw, barıw
 ketiw (arman)
 balıq awlaw
 bazarlıq alıw, satıp alıw
 tuwrıǵa júriw
 uyqıǵa jatıw
 mektepke barıw
 eshki
 gúlkildew (*túye tawıq haqqında*)
 altın balıq
 Altınshash qız (*ertekte*)
 jaqsı
 Men ...da jaqsıman.
 Xosh.
 Qayırlı tań!
 ǵaz
 ǵazdıń palapanı, shójesi
 “get” feyiliniń ótken máhál túri: jetip
 kel(-dim, -dıń, -dı, -dik, -dıńız)
 Bul jerge metro menen jetip keldim.
 baba
 baba
 mama, kempir
 ǵarın hám kempir
 kempir, mama
 júzim
 grafik
 otlaq
 shegirtke
 jaylaw
 1) ullı; 2) Zor! (Jaqsı! Ájayıp!)
 Zor!
 grek; grek tili
 jasıl
 sálemlesiw
 sálemlesiw
 kúlreń
 topar
 jer
 ósiw, ósiriw
 jası úlken
 oylap tabıw, pikirlew
 gitara
 gimnastika (sport) zalı

habitat *n* ['hæbɪtæt]
 had [hæd, həd]
 hail *n, v* [heɪl]
 hailstone *n* ['heɪlstəʊn]
 hailstorm *n* ['heɪlstɔ:m]
 hair *n pl* (-) [heə]
 do hair *v+n*
 half *adj* [hɑ:f]
 half a kilo ['hɑ:fəkiːləʊ]
 half-term *adj+n* [hɑ:ftɜ:m]
 hamburger *n* ['hæmbɜ:gə]
 hand *n* [hænd]
 handball *n* ['hændbɔ:l]
 handicrafts *n* ['hændɪkra:fts]
 happen *v* ['hæpən]
 happily *adv* ['hæpɪli]
 happy *adj* ['hæpi]
 Happy birthday! *int* ['hæpi 'bɜ:θdi]
 hard *adv* [hɑ:d]
 work hard *v+adv* [wɜ:k'hɑ:d]
 hare *n* [heə]
 hat *n* [hæt]
 hate *v* [heit]
 have *v* [həv, hæv]
 I have [aɪ 'hæv]
 have a break *v+n* [həvə 'breɪk]
 have a good time [həvə ,ɡʊd 'taɪm]
 have breakfast *v+n* [həv 'brekfəst]
 have dinner *v+n* [həv 'dɪnə]
 have fun *v+n* [həv 'fʌn]
 have lessons *v+n*
 have lunch *v+n* [həv 'lʌntʃ]
 he *pron* [hi:]
 head *n* [hed]
 headache *n* ['hedeɪk]
 healthy *n* ['helθi]
 hear *v (past heard)* [hɪə]
 hedgehog *n* ['hedʒhɒg]
 helicopter *n* ['helɪkɒptə]
 Hello. [hə'ləʊ]
 helmet *n* ['helɪt]
 help *v* [help]
 Help yourself. [' - jə'self]
 hen *n* [hen]
 her *adj, pron* [hə, hɜ:]
 Her name is ...
 here *adv* [hɪə]
 Here you are.
 hero *n* ['hɪərəʊ]
 Hi! [haɪ]
 hide *v* [haɪd]
 hide and seek ['haɪdən,si:k]
 high *adj* [haɪ]
 high-jump *n+n* ['haɪdʒʌmp]
 do the high-jump *v+n* ['du: ðə 'haɪdʒʌmp]

watan, mákán, jasaw ornı
 “have” feyiliniń ótken máhál túrı
 1) sel; 2) sel jaww
 sel
 selli boran
 shash
 shash taraw
 yarım
 yarım kilo
 yarım sherek
 gamburger
 1) qol; 2) tárep
 qol tobrı
 miynet sabağı
 júz beriw
 quwanış benen
 quwanışlı, baxıtlı
 Tuwılğan kúnińiz benen!
 qattı; tırısqaqlıq 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
 jasırnbaq oyını
 biyik, joqarı
 biyiklikke sekiriw
 bálentlikke sekiriw

H

Wordlist

high temperature *adj+n* [ˈhaɪ ˈtemprətʃə]
 hiking *n* [ˈhaɪkɪŋ]
 him *pron* [hɪm]
 hippo *n* [ˈhɪpəʊ]
 his *adj, pron* [hɪz]
 His name is ...
 historical place *adj+n* [hɪˈstɒrɪkl 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* [ˈhəʊmwɜ:k]
 do homework *v+n*
 honk *v* [hɒŋk]
 hop *v* [hɒp]
 hope *v* [həʊp]
 hopscotch *n* [ˈhɒpskɒtʃ]
 horror film *n+n* [ˈhɒrəˈfɪlm]
 horse *n* [hɔ:s]
 horse riding *n* [ˈhɔ:s 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* [ˈhju:mən]
 humming bird *n* [ˈhʌmɪŋbɜ:d]
 hundred [ˈhʌndrəd]
 hungry *adj* [ˈhʌŋɡri]
 husband *n* [ˈhʌzbənd]
 hyena *n* [ˈhaɪ:nə]
 hygiene *n* [ˈhaɪdʒi:n]

I *pron* [aɪ]
 ice [aɪs]
 ice cream *n+n* [ˈaɪskri:m]
 icy *adj* [ˈaɪsi]
 I'd like...
 I'm full.
 important *adj* [ɪmˈpɔ:tənt]
 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
 emlew xana
 emlew xanada
 issı
 xot-dog
 miymanxana
 úy
 úy biykesi
 1) qanday; 2) qáytıp
 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, alamış 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* [ˈɪnsekt]
interest *v* [ˈɪntrɪst]
interesting *adj* [ˈɪntrɪstɪŋ]
interpreter *n* [ɪnˈtɜːprɪtə]
interview *n, v* [ˈɪntəvjuː]
invitation *n* [ˌɪnvɪˈteɪʃ(ə)n]
invitation card *adj+n* [ˌɪnvɪˈteɪʃn ˈkɑːd]
invite *v* [ɪnˈvaɪt]
Irish *adj, n* [ˈaɪərɪʃ]
iron *n* [ˈaɪən]
do the ironing *v+n* [ˈduː ðə ˈaɪənɪŋ]
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 əv 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* [ˈdʒəʊi]
joke *n* [dʒəʊk]
July *n* [dʒʊˈlaɪ]
jump *v* [dʒʌmp]
jump a rope *v+n* [ˈdʒʌmp əˈreɪp]
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 alw
mirátnama
mirátnama
mirát etiw
irlandsha; irland; irland tili
utyuk
kiyim-kenshekıti utyuklew
bolıw (3-bet birlik ushın)
ataw
(3-bet birlik ushın) 1) ol; 2) onı, oǵan
(bir nársese 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
kengurudırń balası
házil
iyul
sekiriw
arqan sekiriw
sekiriwshi
sekiriw
iyun
tikenlik, sheńgelzar, qalıń toǵay

kenguru
saqlaw, asıraw
taza tutıw
qarawıl
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* ['kɪtn]
 kiwi *n* ['ki:wi:]
 knee *n* [ni:]
 knife *n pl (knives)* [naɪf]
 know *v* [nəʊ]
 koala *n* [kəʊ'ɑ: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* ['lemə'neɪd]
 leopard *n* ['lepəd]
 lesson *n* ['les(ə)n]
 Let's ... [lets]
 Let's go. [lets'gəʊ]
 letter *n* ['letə]
 lettuce *n* ['letɪs]
 librarian *n* [laɪ'breəriən]
 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 bólmə)
 pátpelek
 bala pıshıq
 kivi (miywe)
 dize
 pıshaq
 biliw
 zool. koala

xan qızı
 kól
 qozı
 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) hárıp; 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* [ˌmæθr'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
 Lobıyanır kórınısı 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) salw
 videoǵa túsiriw
 palaw pisiriw
 (er adam) adam
 mandril (*maymıldırn 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 muǵallımı
 maqbara
 may
 May Kúni bayramı (*Angliyada*)
 May koroli
 May malıkası
 bálki
 may bayramı ushın stolb
 meni, maǵan
 taǵam, awqat
 bildiriw
 máni
 gósh

M

Wordlist

mechanic *n* [mɪˈkænɪk]
 meet *v* (*past* met) [mi:t]
 melon *n* [ˈmelən]
 melt *v* [melt]
 meow *v* [miˈəʊ]
 met *v* [met]
 metre *n* [ˈmi:tə]
 metro *n* [ˈmetrəʊ]
 mice *n* [maɪs] *pl of* mouse
 midday *n* [ˈmɪdˌdeɪ]
 midnight *n* [ˈmɪdnɑːt]
 mile *n* [maɪl]
 milk *n* [mɪlk]
 million *num* [ˈmɪljən]
 mime *v* [maɪm]
 mineral *n* [ˈmɪnərəl]
 minivan *n* [ˈmɪnɪvæn]
 minus *n* [ˈmamaɪs]
 minute *n* [ˈmɪnɪt]
 mirror *n* [ˈmɪrə]
 mix *v* [mɪks]
 mobile phone *n+n* [ˈməʊbaɪlfəʊn]
 model car *n+n* [ˈmɒdl ˈkɑː]
 modern *adj* [ˈmɒdn]
 Monday *n* [ˈmʌndɪ]
 money *n* [ˈmʌni]
 monkey *n* [ˈmʌŋki]
 monster *n* [ˈmɒnstə]
 month *n* [mʌnθ]
 moo *v* [muː]
 mop the floor *v+n* [ˈmɒp ðə ˈfloː]
 more *adv* [mɔː]

more beautiful [ˈmɔː ˈbjʊːtɪfl]
 more interesting [ˈmɔː ˈɪntrɪstɪŋ]
 morning *n* [ˈmɔːnɪŋ]
 Good morning.
 in the morning *adv*
 mosque *n* [ˈmɒsk]
 mosquito *n pl (-es)* [məˈskiːtəʊ]
 most [məʊst]

the most beautiful [ðə ˈməʊst ˈbjʊːtɪfl]
 the most interesting [ðə ˈməʊst ˈɪntrɪstɪŋ]
 mother *n* [ˈmʌðə]
 mother tongue *n+n* [ˈmʌðə ˈtʌŋ]
 motorbike *n* [ˈməʊtəbaɪk]
 mountain *n* [ˈmaʊntɪn]
 mouse *n* [maʊs] *pl (mice)* [maɪs]
 mouth *n* [maʊθ]
 move *v* [muːv]
 Mr *n* [ˈmɪstə]
 Mrs *n* [ˈmɪsɪz]
 much *det* [mʌtʃ]
 mulberry *n* [ˈmʌlbəri]

mexanik
 ushırasıw ushıratıw
 qawın
 eriw
 miywalaw
 “meet” feyiliniñ ótken máháldegi forması
 metr
 metro
 tışqanlar
 kúndız, túske payt,
 tún (yarım tún)
 milya
 sút
 million
 Ím menen túsindirıw, 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
 tışqan
 ógiz
 jılistı(r)ıw, kósh(ir)ıw
 mister
 xanım
 kóp
 tut

mum *n* [mʌm]
 museum *n* [mjuːˈziəm]
 mushroom *n* [ˈmʌʃruːm]
 music *n* [ˈmjuːzɪk]
 musical parade *adj+n* [ˈmjuːzɪk(ə)l pəˈreɪd]
 must *v* [məst, məst]
 my *adj* [maɪ]
 My name is ...

name *n* [neɪm]
 napkin *n* [ˈnæpkɪn]
 nationality *n pl (-ies)* [ˌnæʃəˈnælɪti]
 nature *n* [ˈneɪtʃə]
 Navruz *n* [nʌvˈruːz]
 near *adv* [nɪə]
 need *v* [niːd]
 neigh *v* [neɪ]
 nephew *n* [ˈnefjuː]
 nest *n* [nest]
 never *adv* [ˈnevə]
 new *adj* [njuː]
 New Year *adj+n* [njuː ˈjiə]
 news *n* [njuːz]
 newspaper *n* [ˈnjuːspetpə]
 next to *prep* [ˈnekst tə]
 nice *adj* [naɪs]
 niece *n* [niːs]
 night *n* [naɪt]
 at night *adv*
 nine *num* [naɪn]
 nine hundred *num* [naɪn ˈhʌndrəd]
 nineteen *num* [ˌnaɪnˈtiːn]
 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* [ˈnɔɪzɪli]
 noisy *adj* [ˈnɔɪzi]
 north *n* [nɔːθ]
 north-east [ˌnɔːθiːst]
 north-west [ˌnɔːθwest]
 nose *n* [nəʊz]
 notice *n* [ˈnəʊtɪs]
 November *n* [nəʊˈvembə]
 now *adj* [naʊ]
 number *n* [ˈnʌmbə]
 nurse *n* [nɜːs]

ocean *n* [ˈəʊʃən]
 o'clock *adv* [əˈklɒk]
 October *n* [ɒkˈtəʊbə]

apa
 muzey
 zamarriq
 muzika
 muzikalı parad
 kerek, lazım
 meniñ
 Meniñ atım ...
 at, isim
 sұлgi; salfetka
 millet
 tábiyat
 Nawrız bayramı
 yanında
 mıtáj (kerek) bolmaw
 kisnew
 (bala) jiyen
 uya, in
 heshqashan
 jaña
 Jaña jıl
 jañalıq
 gazeta
 ...nıñ 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, teñiz
 saat (waqıt haqqında)
 oktyabr

M

N

O

Wordlist

O

of *prep* [əv, ðv]
 of course [əv 'kɔ:s]
 office *n* ['ɒfɪs]
 often *adv* ['ɒf(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]

P

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]

...nıñ
 álbette
 basqarma
 tez-tez
 nol
 may
 pırıldaw (*shoshqa haqqında*)
 1) eski; 2) jası úlken, ğarrı
 quymaq
 1) ústinde (*orınğa qarata*);
 2) ...da (*waqıtqa qarata*)
 piyada, jayaw
 bir
 piyaz
 tek ğana, bar-joğı
 ashıw
 qarama-qarsısında, tuwrısında
 yaki
 1) apelsin; 2) toyğın sarı
 apelsin sherbeti
 tártib
 túyequs
 basqa
 biziñ
 buğa, ógiz
 kislorod

 paket, qağaz qalta
 bir paket ...
 bet
 kelinniñ dostısı (*ul bala*)
 jup
 saray
 blin, quymaq
 quymaq jarısı
 1) qoğaz; 2) hújjet
 parad,
 ata-ana
 demalıw bağı
 totıqus
 sherik,
 bázı, keshe
 ótken
 ...den yarım saat ótken
 Saat toğız yarım boldı.
 ...den sherek (15) minut ótken
 makaron ónimleri
 tólew
 tólew
 dene tárbiya (*sabaq*)
 gorox
 shabdal
 shabdallı sherbeti
 tawıs
 almurt

pear juice *n+n* ['peə 'dʒu:s]
 pen *n* [pen]
 pencil *n* ['pensl]
 pencil case *n+n* ['penslkeɪs]
 penguin *n* ['peŋgwɪn]
 people *n* ['pi:pl]
 pepper *n* ['pepə]
 perfume *n* ['pɜ:fju:m]
 period of time ['pɪəriədəv 'taɪm]
 person *n* ['pɜ:sn]
 pet *n* [pet]
 phew *int* [fju:]
 phone *v* [fəʊn]
 photo *n* ['fəʊtəʊ]
 photographer *n* [fə'tɒgrəfə]
 piano *n* [pi'ænəʊ]
 pick *v* [pɪk]
 picnic *n* ['pɪknɪk]
 picture *n* ['pɪktʃə]
 pie *n* [paɪ]
 piece *n* [pi:s]
 a piece of
 pig *n* [pɪg]
 piglet *n* ['pɪglɪt]
 pillow *n* ['pɪləʊ]
 pilot *n* ['paɪlət]
 pinch punch *v* [pɪntʃ'pʌntʃ]
 pink *adj* [pɪŋk]
 pizza *n* ['pi:tʃə]
 place *n* [pleɪs]
 plane *n* [pleɪn]
 plant *n, v* [plɑ:nt]
 plastic *adj* ['plæstɪk]
 plate *n* [pleɪt]
 platypus *n* ['plætɪpəs]
 play *v, n* [pleɪ]
 play badminton *v+n* ['pleɪ 'bædmɪntən]
 play hopscotch/games *v+n* ['pleɪ 'hɒpskɒtʃ/geɪmz]
 play tag *v+n* ['pleɪ 'tæg]
 play the guitar *v+n* ['pleɪ ðə grɪ'tɑ:]
 play the piano *v+n* ['pleɪ ðə pi'ænəʊ]
 player *n* ['pleɪə]
 playground *n* ['pleɪgraʊnd]
 please *int* [pli:z]
 plum *n* [plʌm]
 plump *adj* [plʌmp]
 plural *adj* ['plʊərəl]
 plus *prep* [plʌs]
 p.m. [pi:'em]

 pocket *n* ['pɒkɪt]
 poem *n* ['pəʊɪm]
 point *v* [pɔɪnt]
 poisonous *adj* ['pɔɪz(ə)nəs]
 polar *adj* ['pəʊlə]

almurt sherbeti
 ruchka
 qálem
 qálem qutı
 pingvin
 adamlar
 burış, ashshı burış
 duxi, átir
 waqıt birliǵı
 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
 ushıwshı

 ashıq qızıl reń
 pıca
 orın
 samolyot
 1) ósimlik; 2) eǵıw
 plastmassa
 tarelka
 zool. úyrek murın
 1) oynaw; 2) oyın
 badminton oynaw
 begtash/oyının oynaw
 quwıspaq oynaw
 gitara shertiw
 pianino shertiw
 oyınshı
 oyın maydanı
 ótinish
 qárelı
 semiz, tolıqtan kelgen
 kóplik
 qosıw plyus
*kúndizǵı saat 12 den túngı
 12 ge shekem bolǵan waqıt*
 kise
 arıslan
 kórsetiw
 záhárli
 polyusqa baylanıslı, polyus

P

Wordlist

P

Q

R

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* [ˈpɒmɪgrænɪt]
 pop *n* [pɒp]
 popular *adj* [ˈpɒpjələ]
 population *n pl (-)* [ˈpɒpjʊleɪʃən]
 porridge *n* [ˈpɒrɪdʒ]
 portfolio *n pl (-s)* [ˈpɔ:tʃəʊliəʊ]
 postcard *n* [ˈpəʊstkɑ:d]
 poster *n* [ˈpəʊstə]
 pouch *n* [paʊtʃ]
 poult *n* [pəʊlt]
 pour *v* [pɔ:]
 present *n* [ˈprez(ə)nt]
 problem *n* [ˈprɒbləm]
 profession *n* [prəˈfeʃən]
 programme *n* [ˈprəʊgræm]
 P.S. (post scriptum) [pi:'es]
 pumpkin *n* [ˈʌmpkɪn]
 Pumpkin Museum *n+n* [ˈʌmpkɪn mju:ziəm]
 pupil *n* [ˈpju:p(ə)l]
 puppy *n pl (-ies)* [ˈpʌpi]
 purple *adj* [ˈpɜ:pəl]
 put *v* [pʊt]

put in
 put on

puzzle *n* [ˈpʌzl]

do puzzles *v+n* [ˈdu: ˈpʌz(ə)l]

quack *v* [kwæk]
 quail *n* [kweɪl]
 quarter *adj* [ˈkwɔ:tə]
 It is a quarter past nine.
 quarter to ... [ˈkwɔ:tə tə]
 queen *n* [kwi:n]
 question *n* [ˈkwestʃ(ə)n]
 queue *v* [ˈkju:]
 quiet *adj* [ˈkwaɪət]
 quietly *adv* [ˈkwaɪətli]
 quince *n* [kwɪns]
 quiz *n* [kwɪz]

rabbit *n* [ˈræbɪt]
 race *n* [reɪs]
 racing bicycle *n+n* [ˈreɪsɪŋ ˈbaɪsɪkl]
 radio *n pl (-s)* [ˈreɪdɪəʊ]
 radish *n* [ˈrædɪʃ]
 rain *n, v* [reɪn]
 rainbow *n* [ˈreɪnbəʊ]
 rainfall *n* [ˈreɪnfɔ:l]
 rain forest *n+n* [ˈreɪnfɒrɪst]
 rainy *adj* [ˈreɪni]
 raisin *n* [ˈreɪzn]

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*)
 sawğa
 mashqala
 kásıp
 baǵdarlama
 xattan keyin jazılatuǵın qosımsha jazıw
 asqabaq
 Qabaqlar muzeyi
 oqıwshı
 kúshik
 toǵın qızıl, qırmızı
 quyıw, qoyıw
 (...nır) quyıw
 kiyıw
 jumbaq, basqatırma
 basqatırmanı sheshiw

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* ['ri:diŋ]
 record *v* ['rekɔ:d]
 recycle *v* [ˌri:'saɪkl]
 red *adj* [red]
 reduce *v* [rɪ'dju:s]
 region *n* ['ri:dʒ(ə)n]
 relative *n* [relə'tɪv]
 remember *v* [rɪ'membə]
 repeat *v* [rɪ'pi:t]
 report *n, v* [rɪ'pɔ:t]
 reporter *n* [rɪ'pɔ:tə]
 rest *n* [rest]
 have a rest *v+n*
 restaurant *n* ['restɒrnt]
 return *v* [rɪ'tʃ:n]
 no returns
 reuse *v* [ri:'ju:z]
 revision *n* [rɪ'vɪʒən]
 ribbon *n* ['rɪbən]
 rice *n* [raɪs]
 rich *adj* [rɪtʃ]
 ride *v* [raɪd]
 ride a bike *v+n* [raɪd ə 'baɪk]
 ride a horse *v+n* [raɪd ə 'hɔ:s]
 ride a skateboard *v+n* [raɪd ə 'skeɪtbɔ:d]
 rider *n* [raɪdə]
 right *adj* [raɪt]
 on the right *prep* [ɒnðə'reɪt]
 rise *v* [raɪz]
 river *n* ['rɪvə]
 road *n* [rəʊd]
 robot *n* ['rəʊbɒt]
 rock *n* [rɒk]
 roller-skate *v* ['rəʊləskeɪt]
 room *n* [ru:m]
 rooster *n* ['ru:stə]
 rose *n* [rəʊz]
 round *adj, adv* [raʊnd]
 rubob *n* [rʊ'bɒb]
 rucksack *n* ['rʌksæk]
 rug *n* [rʌg]
 rule *n* [ru:l]
 ruler *n* ['ru:lə]
 run *v (past ran)* [rʌn]
 run away *v+adv* [ˌrʌnə'weɪ]
 runner *n* [ˌrʌnə]
 runny nose *adj+n* [ˌrʌniˌnəʊz]
 Russian *adj, n* [ˌrʌʃn]

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
 qaytiw
 qaytarılmaydı
 qayta islew
 tákírarlaw, qaytalaw
 lenta, tesma
 gúrish
 bay
 miniw
 velosiped miniw
 at miniw
 skeytbordda ushiw
 shabandoz, aydawshi
 1) tuwrı; 2) oń
 oń tárepke
 kóteriliw, kóteriw
 dárya
 jol
 robot
 rok (*muzıka*)
 rolikte ushiw
 bółme
 qoraz
 roza gúl
 1) domalaw; 2) átirapında
 rubab (*saz áspabı*)
 ryukzak, sayaxat qaltası
 gilem(she)
 qağıyda
 sızgısh
 1) ağıw (suw); 2) juwırıw
 qashıp ketiw
 juwırıwshi
 tumaw
 1) russha; rus; 2) rus tili

muńlı, qapa
 “say” feyiliniń ótken máháldegi túri:
 de(-dim, -dıń, -dı, -dıq, -dı)

sailor *n* ['seɪlə]
 safari *n* [sə'fɑ:ri]
 salad *n* ['sæləd]
 sales assistant *n+n* ['seɪlz ə'sɪstənt]
 salt (*mass n*) [sɔ:lt]
 salty *adj* ['sɔ:lti]
 (the) same *adj* [seɪm]
 sandwich *n* ['sænwɪdʒ]
 sat *v* [sæt]
 Saturday *n* ['sætədi]
 sausage *n* ['sɒsɪdʒ]
 save *v* [seɪv]
 saxophone *n* ['sæksəfəʊn]
 saw [sɔ:]

 say *v* [seɪ]
 say goodbye *v+n* [seɪ 'gʊdbaɪ]
 scared *adj* ['skeəd]
 school *n* [sku:l]
 at the school [ət ðə 'sku:l]
 schoolbag *n* ['sku:l bæɡ]
 schoolboy *n* ['sku:l bɔɪ]
 schoolchildren *n* ['sku:l tʃɪldrən]
 school things *n+n* ['sku:l θɪŋz]
 score *n* [skɔ:]
 Scottish *adj* ['skɒtɪʃ]
 sea *n* [si:]
 sea eagle *n+n* ['si: 'i:ɡl]
 season *n* ['si:z(ə)n]
 second *n, num* ['sekənd]
 secretary *n pl (-ies)* ['sekɹətəri]
 section *n* ['sekʃən]
 see *v* [si:]
 seed *n* [si:d]
 see-saw *n* ['si:sɔ:]
 play see-saw *n+n*
 send *v (past sent)* [send]
 sentence *n* ['sent(ə)ns]
 September *n* [sep'tembə]
 seven *num* ['sevn]
 seven hundred *num* [sevn 'hʌndrəd]
 seventeen *num* [sevn'ti:n]
 seventh *num* ['sevnθ]
 seventy *num* ['sevnti]
 seventy-one *num* [sevn'ti 'wʌn]
 several *adj* ['sevrəl]
 sew *v* [səʊ]
 shake *v* [ʃeɪk]
 shampoo *n* [ʃæm'pu:]
 shark *n* [ʃɑ:k]
 sharpener *n* [ʃɑ:pənə]
 she *pron* [ʃi, ʃi:]
 sheep *n pl (-)* [ʃi:p]
 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 túrı
 shembi
 sosiska/kolbasa
 1) saqlaw, asıraw; 2) qutqarıw
 saksafon
 “see” feyiliniń ótken máháldegi túrı:
 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, ʃʊd]
 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* [ˈsɪksɪti]
 sixty-one *num* [ˌsɪksɪ 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 qabıl etiw
 kesel
 tárep
 bildiriw, daǵaza
 qosıq aytıw
 qosıqshı
 ájapa, sıńlı
 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) lıja; 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 *pron* ['sʌmtaɪmz]
 something *pron* ['sʌmθɪŋ]
 son *n* [sʌn]
 song *n* [sɒŋ]
 soon *adv* [su:n]
 sore eye *adj+n* [sɔ:r 'aɪ]
 sore hand *adj+n* [sɔ: 'hænd]
 sore leg *adj+n* [sɔ: 'leg]
 sore throat *adj+n* [sɔ: 'θrəʊt]
 sorry *v* ['sɒri]
 Sorry, you have the wrong number.
 sound *n* [saʊnd]
 soup *n* [su:p]
 south *n* [saʊθ]
 south-east [səʊθi:st]
 south-west [səʊθwest]
 sparrow *n* ['spærəʊ]
 space *n pl (-)* [speɪs]
 speak *v* [spi:k]
 speak to *v+prep* ['spi:k tə]
 special *adj* ['speʃl]
 spell *v* [spel]
 spend *v* [spend]
 spider *n* ['spaɪdə]
 spider monkey *n+n* ['spaɪdə 'mʌŋki]
 spoon *n* [spu:n]
 spot *n* [spɒt]
 sport *n* [spɔ:t]
 sportsman *n pl (-men)* ['spɔ:tsmən]
 sports centre *n+n* ['spɔ:ts 'sentə]
 sports uniform *n+n* ['spɔ:ts 'ju:nɪfɔ:m]
 spring *n* [sprɪŋ]
 spy *n, v* [spaɪ]
 square *adj, n* [skweə]
 square kilometre (sq.km) *n* [- 'kɪləmi:tə]
 staff room *n+n* [stɑ:fru:m]
 stand *v* [stænd]
 Stand up. ['stændʌp]
 start *n, v* [stɑ:t]
 station *n* ['steɪʃn]
 station *n* ['steɪʃn]
 stay (at) *v* [steɪ]
 stay at school ['steɪ ət 'sku:l]
 stay with *v+prep* ['steɪ wɪð]
 stone *n* ['stəʊn]
 stop *v* [stɒp]
 stork *n* [stɔ:k]
 story *n pl (-ies)* ['stɔ:ri]
 straight *adj* [streɪt]
 strawberry *n* ['strɔ:bəri]
 street *n* [stri:t]
 stripe *n* [straɪp]
 strong *adj* [strɒŋ]
 student *n* ['stju:d(ə)nt]
 study *v* ['stʌdi]

bazı da
 bir zat
 ul bala
 qosıq
 tez
 kóz awırwı
 qol awırwı
 ayaq awırwı
 tamaq awırwı
 keshiriń, keshirersiz
 Keshirersiz natuwı nomerdi terdińiz.
 ses
 sorpa
 túslik
 túslik-shıǵıs
 túslik-batis
 shimshıq
 keńsilik
 sóylew
 ... menen sóylesiw
 arnawlı
 háriplep aytıw yaki jazıw
 ótkiziw
 órmekshi
 órmekshi tárizli maymıl
 qosıq
 daq, qal, qasqa
 sport
 sportshı
 sport orayı
 sport forması
 báhár
 1) shpion; 2) izlew
 tórtmúyeshlik, kvadrat
 kvadrat kilometr
 xızmetkerler (muǵallimler) bólmesi
 turıw
 Ornińızdan turıń.
 1) baslanǵısh; start; 2) baslaw
 bándirgi; vokzal
 bándirgi; vokzal
 qalıw, (waqtınsha) turıw, jasaw
 mektepte qalıw
 1) ...den qalıw; 2) ...menen jasaw
 tas
 toqtaw
 láylek
 gúrriń
 1) túwrı; 2) tegis (*shash haqqında*)
 qulpınay
 kóshe
 jol-jol sızıq, taram-taram jol
 kúshli
 student
 oqıw, úyreniw

subject *n* ['sʌbdʒɪkt]
 suddenly *adv* ['sʌdnli]
 sugar *n pl (-)* ['ʃʊgə]
 sum *n* [sʌm]
 do sums *v+n*
 summer *n* ['sʌmə]
 sun *n* [sʌn]
 sunbathe *v* ['sʌnbæð]
 Sunday *n* ['sʌndi]
 sunflower *n* ['sʌnflaʊə]
 sunglasses *n* ['sʌŋglɑːsɪs]
 sunny *adj* ['sʌni]
 supermarket *n* ['su:pəmə:kɪt]
 sure *adj* [ʃəʊə, ʃɔː]
 Are you sure?
 surname *n* ['sɜːneɪm]
 surprise *n* [səpraɪz]
 swallow *n* ['swɒləʊ]
 sweep *v* [swi:p]
 sweep the floor *v+n* ['swi:p ðə flɔː]
 sweet *adj, n* [swi:t]
 swept *v* [swept]
 swim *v* [swɪm]
 swimming *n* ['swɪmɪŋ]

table *n* ['teɪbl]
 taekwondo *n* ['taɪkwɒndəʊ]
 tail *n* [teɪl]
 take *v (past took)* [teɪk]
 take for a walk *v+n*
 take a photo *v+n* ['teɪk ə 'fəʊtəʊ]
 take the rubbish out ['teɪk ðə 'rʌbɪʃ 'aʊt]
 talk *v, n* [tɔːk]
 talk on the phone *v+n*
 tall *adj* [tɔːl]
 tasty *adj* ['teɪsti]
 taxi *n* ['tæksi]
 taxi-driver *n* ['tæksi 'draɪvə]
 tea *n* [tiː]
 teach *v* [ti:tʃ]
 teacher *n* ['ti:tʃə]
 Teachers' Day *n+n* ['ti:tʃəz 'deɪ]
 team *n* [tiːm]
 teddy bear *n* ['tedi 'beə]
 teeth *n* [tiːθ]
 telephone *n* ['telɪfəʊn]
 tell *v (past told)* [tel]
 temperature *n* ['temp(ə)rətʃə]
 ten *num* [ten]
 tennis *n* ['tenɪs]
 tenth *num* [tenθ]
 text *n* [tekst]
 Thank you. [θæŋkjuː]
 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 túrı
 shomılıw, júziw
 shomılıw, júziw

1) stol; 2) keste
 taekvondo (*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
 Muǵallımlar kúni
 komanda, jámaát
 oynshıq ayıw
 tisler
 telefon
 aytıw
 temperatura
 on
 tennis
 onınshı
 tekst
 Raxmet.
 1) áne ol; 2) sol
 anıq artıkl

theatre *n* [ˈθiətə]
 their *adj* [ðə, ðeə]
 them *pron* [ðəm, ðem]
 then *conj* [ðen]
 there *adv* [ðeə, ðə]
 there is/are [ðerɪz / ðerə:]
 thermometer *n* [θəˈmɒmɪtə]
 these *pron* [ði:z]
 they *pron* [ðei]
 thin *adj* [θɪn]
 thing *n* [θɪŋ]
 think *v* [θɪŋk]
 third *num* [θɜ:d]
 thirteen *num* [θɜ:ˈti:n]
 thirty *num* [θɜ:ti]
 thirty-one *num* [θɜ:ti ˈwʌn]
 this *pron adj* [ðɪs]
 those *pron* [ðəʊz]
 thousand *num* [ˈθaʊzənd]
 three *num* [θri:]
 three hundred *num* [θri: ˈhʌndrəd]
 throw *v* (*past* threw) [θrəʊ]
 throw in the air [-ɪn ðə eə]
 thunderstorm *n* [ˈθʌndəstɔ:m]
 Thursday *n* [ˈθɜ:zdi]
 tick *v* [tɪk]
 ticket *n* [ˈtɪkɪt]
 tidy up *v* [ˈtaɪdiʌp]
 tiger *n* [ˈtɑɪgə]
 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, tu:]

 go to school
 ten minutes to eleven
 toaster *n* [ˈtəʊstə]
 today *adv* [təˈdeɪ]
 toe *n* [təʊ]
 toilet *n* [ˈtɔɪlət]
 tomato *n* [təˈmɑ:təʊ]
 tomato salad *n+n* [təˈmɑ:təʊ ˈsæləd]
 tomorrow *adv* [təˈmɒrəʊ]
 tongue twister *n+n* [ˌtʌŋˈtwɪstə]
 too *adv* [tu:]
 took *v* [tʊk]
 tooth *n pl* (*teeth*) [tu:θ]
 toothache *n* [ˈtu:θeɪk]
 toothbrush *n* [ˈtu:θbrʌʃ]
 toothpaste *n* [ˈtu:θpeɪst]

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
 jolbarıs
 kolgotka
 1) waqıt; 2) ret
 óz waqtında
 waqt 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* ['tɔ:təs]
 total *n* ['təʊtl]
 touch *v* [tʌtʃ]
 tourist *n* ['tʊərɪst]
 town *n* [taʊn]
 toy *n* [tɔɪ]
 toy shop *n+n* ['tɔɪʃɒp]
 tractor *n* ['træktə]
 tradition *n* [trə'dɪʃ(ə)n]
 traditional *adj* [trə'dɪʃnəl]
 traffic *n* ['træfɪk]
 train *v, n* [treɪn]
 trainers *n* ['treɪnəz]
 translate *v* [træns'leɪt]
 transport *n* ['trænsɒ:t]
 travel *v* ['trævəl]
 tree *n* [tri:]
 T. Rex *n* ['ti:'reks]
 triangle *n* ['traɪəŋɡəl]
 trousers *n* ['traʊzəz]
 true *adj* [tru:]
 try *v* [traɪ]
 T-shirt *n* ['ti:'ʃɜ:t]
 tube *n* [tju:b]
 Tuesday *n* ['tju:zdi]
 tugai *n* [tʊ'gai]
 tulip *n* ['tju:lɪp]
 tummy ache *n+n* [tʌmi 'eɪk]
 tundra *n* ['tʌndrə]
 turkey *n pl (-s)* ['tɜ:ki]
 turn *n, v* [tɜ:n]
 turn left *v+n* ['tɜ:n 'left]
 turn off *v* ['tɜ:nɒf]

 turn right *v+n* ['tɜ:n 'raɪt]
 turnip *n* ['tɜ:nɪp]
 turtle *n* ['tɜ:tl]
 TV star *n* [ti:'vi:'stɑ:]
 twelfth *num* [twelfθ]
 twelve *num* [twelv]
 twenty *num* ['twenti]
 twenty-one *num* ['twenti 'wʌn]
 twin *n* [twɪn]
 two *num* [tu:]
 two hundred *num* [tu: 'hʌndrəd]
 two-storey house [tu:'stɔ:ri haʊs]

 ugly *adj* ['ʌɡli]
 umbrella *n* [ʌm'brelə]
 uncle *n* ['ʌŋkl]
 under *prep* [ʌndə]
 underground *n* [ʌndəgraʊnd]
 understand *v* [ʌndə'stænd]
 unhealthy *n* [ʌn'helθi]
 uniform *n* ['ju: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* [ˈjuːnɪt]
 university *n pl (-ies)* [ˌjuːnɪˈvɜːsɪti]
 untidy *adj* [ʌnˈtaɪdi]
 unusual *adj* [ʌnˈjuːʒʊəl]
 up *adv* [ʌp]
 upstairs *adv* [ˌʌpˈsteəz]
 us *pron* [əs, ʌs]
 use *v* [juːz]
 usually *adv* [ˈjuːʒʊəli]
 Uzbek *adj, n* [ˈʊzbek]

vacuum cleaner *n+n* [ˈvækjuəm ˈkliːnə]
 vampire bat *n+n* [ˈvæmpaɪəˈbæt]
 varan *n* [vʌˈrɑːn]
 vase *n* [vɑːz]
 vegetable *n* [ˈvedʒtəbl]
 very *adv* [ˈveri]
 video *adj* [ˈvɪdɪəʊ]
 village *n* [ˈvɪlɪdʒ]
 violet *adj* [ˈvaɪələɪt]
 visit *v* [ˈvɪzɪt]
 vitamin *n* [ˈvɪtəmin]
 volleyball *n* [ˈvɒlibɔːl]

wait (for) *v* [ˈweɪtfoː]
 wake up *v* [ˈweɪkʌp]
 walk *v* [wɔːk]
 wall *n* [wɔːl]
 want *v* [wɒnt]
 warm *adj* [wɔːm]
 was [wəz, wɒz]

was born [wəz ˈbɔːn]
 wash *v* [wɒʃ]
 do the washing *v+n* [ˈduː ðə ˈwɒʃɪŋ]
 wash the dishes *v+n* [ˈwɒʃ ðə ˈdɪʃɪz]
 washing machine *n+n* [ˈwɒʃɪŋməʃiːn]
 washing-up *n* [ˈwɒʃɪŋˈʌp]
 waste *n pl (-), v* [weɪst]
 watch *v* [wɒtʃ]
 watch TV *v+n* [ˈwɒtʃ ˈtiːviː]
 water *n pl (-)* [ˈwɔːtə]
 watermelon *n* [ˈwɔːtəmelən]
 water skiing *n+n* [ˈwɔːtəskiːɪŋ]
 we *pron* [wi, wiː]
 wear *v* [weə]
 weather *n* [ˈweðə]
 Wednesday *n* [ˈwenzdi]
 wedding *n* [ˈwedɪŋ]
 week *n* [wiːk]
 weekend *n* [ˈwiːkɛnd]
 well *adv* [wel]
 Welsh *adj, n* [welʃ]
 went [went]
 were [wɜː]

bólim
 universitet, joqarı oqıw orrı
 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
 juwıw
 kir juwıw
 qazan-tabaq juwıw
 kir juwıw mashinası
 qazan-tabaq juwıw
 1) shıǵındı; 2) biykarǵa sarplaw
 1) kóriw; 2) baqlaw
 televizor kóriw
 suw
 Ğarbız
 suw lıjası 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* ['westən]
 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? ['weərə: ju: 'gəʊɪŋ]
 Where can I buy ...? ['weə kən aɪ 'baɪ]
 which *pron* [wɪtʃ]
 white *adj* [waɪt]
 whiteboard *n* ['waɪtbɔ:d]
 who *pron* [hu:]
 whose *pron* [hu:z]
 why *pron* [waɪ]
 wife *n pl (wives)* [waɪf]
 wild *adj* [waɪld]
 wildlife *n* ['waɪldlaɪf]
 willow *n* ['wɪləʊ]
 wind *n* [waɪnd]
 window *n* ['wɪndəʊ]
 windstorm *n* ['wɪndstɔ:m]
 windy *adj* ['wɪndi]
 winter *n* ['wɪntə]
 wise *adj* [waɪz]
 wish *n, v* [wɪʃ]
 with *prep* [wɪð, wɪθ]
 wolf *n pl (wolves)* [wʊlf] ['wʊlvz]
 woman *n pl (women)* ['wʊmən] ['wɪmɪn]
 wonderful *adj* ['wʌndəf(ə)l]
 word *n* [wɜ:d]
 wordlist *n* ['wɜ:dlɪst]
 work *n, v pl (-)* [wɜ:k]
 workbook *n* ['wɜ:kbu:k]
 world *n* [wɜ:ld]
 Would you like... ? [wədʒə 'laɪk]
 write *v* [raɪt]
 wrong *adj* [rɒŋ]

yard *n* [jɑ:d]
 year *n* [jɜ:]
 years old [jɪəz 'əʊld]
 yellow *adj* ['jeləʊ]
 yes *adv* [jes]
 yesterday *adv* [ˌjestədi]
 you *pron* [jə, ju, ju:]
 young *adj* [jʌŋ]
 your *adj* [jə, jɔ:]
 yucky *adj* ['jʌki]
 yummy *adj* ['jʌmi]

zebra *n* ['zi:brə]
 zoo *n* [zu:]

batis
 batis
 ızgar, 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 renli)
 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
 nadurıs

aywan
 jıl
 ... 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>	[æfɡænistɑ:n]	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>	[vɔˈstreɪlɪə]	Avstraliya
Australian Alps <i>n</i>	[vɔˈstreɪlɪən 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>	[ˈbrɪzben]	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>	[ˈtʃaɪnə]	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>	[ˈɪkwetər]	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 ˈbrɪtən]	Ullı Britaniya
Great Lakes <i>n</i>	[ˈɡreɪt ˈleɪks]	Ullı kóller
Hazret Sultan <i>n</i>	[hɑːzret sultɑːn]	Házireti Sultan

India *n* ['ɪndiə]
 Indian Ocean *n* ['ɪndiən 'əʊʃən]
 Indonesia *n* ['ɪndə'ni:ziə]
 Irish Republic *n* ['aɪərɪʃ rɪ'pʌblɪk]
 Italy *n* ['ɪtəli]
 Japan *n* [dʒə'pæn]
 Karakum Desert *n* [kɑ:'rɑ:'ku:m 'dezət]
 Kazakhstan *n* [kæzæk'stɑ:n]
 Kitab *n* [ki'tɑ:b]
 Kyzylkum Desert *n* [kɪ'zɪl'ku:m 'dezət]
 Korea *n* [kə'riə]
 Kyrgyzstan *n* [kɜ:'gɪz'stɑ:n]
 Lake Taupo *n* ['leɪk 'təʊpʊ]
 Lake Windermere *n* ['leɪk 'wɪndə'mɪə]
 Loch Ness *n* ['lɒk 'nes]
 London *n* ['lʌndən]
 Lough Neagh *n* ['lɒk 'nei]
 Mackenzie *n* [mæk'enzɪ]
 Malaysia *n* [mə'leɪziə]
 Manas *n* [mʌ'nɑ:s]
 Melbourne *n* ['mɛlbən]
 Mexico *n* ['meksɪkəʊ]
 Mississippi *n* [mɪsɪ'sɪpi]
 Montreal *n* [mɒntrɪ'ɔ:l]
 Moscow *n* ['mɒskəʊ]
 Mount Cook *n* ['maʊnt 'kʊk]
 Mount Everest *n* ['maʊnt 'evərest]
 Mount Ruapehu *n* ['maʊnt ˌru:ə'peɪhu:]
 Mount Taranaki *n* ['maʊnt ˌtɑ:rənɑ:kɪ]
 Murray *n* ['mʌrɪ]
 New Zealand *n* [nju: 'zi:lənd]
 Nile *n* ['naɪl]
 North America *n* [nɔ:θ ə'merɪkə]
 North Island *n* [nɔ:θ 'aɪlənd]
 North Sea *n* [nɔ:θ 'si:]
 Northern Ireland *n* [nɔ:ðən 'aɪlənd]
 Nurata *n* [nʊrɑ'tɑ:]
 Ottawa *n* ['ɒtəwə]
 Oxford *n* ['ɒksfəd]
 Pacific Ocean *n* [pə'sɪfɪk 'əʊʃən]
 Pakistan *n* [pɑ:krɪ'stɑ:n]
 Pamir Mountains *n* [pə'mɪə 'maʊntɪnz]
 Paris *n* ['pærɪs]
 Perth *n* [pɜ:θ]
 Picton *n* ['pɪktən]
 Poland *n* ['pəʊlənd]
 Rocky Mountains *n* ['rɒki 'maʊntɪnz]
 Rome *n* ['rəʊm]
 Rotorua *n* ['rɒtɒrʊə]

Hindstan
 Hind okeanı
 Indoneziya
 Irlandiya Respublikası
 Italiya
 Yaponiya
 Qaraqum shóli
 Qazaqstan
 Kitap
 Qızılqum shóli
 Koreya
 Qırğızstan
 Topo kóli
 Vindermer kóli
 Lox Nes
 London
 Lox Ney
 Makenzi
 Malayziya
 Manas
 Melburn
 Meksika
 Missisipi
 Monreal
 Moskva
 Kuk tawı
 Everest shoqqısı
 Ruapehu tawı
 Taranaki tawı
 Murrey dáriyası
 Jańa Zelandiya
 Nil
 Arqa Amerika
 Arqa Islandiya
 Arqa teńiz
 Arqa Irlandiya
 Nurata
 Ottava
 Oksford
 Tınısh okean
 Pakistan
 Pamir tawları
 Parij
 Pert
 Pikton
 Polsha
 Jar taslı tawlar
 Rim
 Rotorua

Russia *n* ['rʌʃə]
 Saint Lawrence *n* [sənt 'lɔ:rəns]
 Scotland *n* ['skɒtlənd]
 Severn *n* ['sevən]
 Snowdon *n* ['snəʊdən]
 South Africa *n* [saʊθ 'æfrɪkə]
 Southern Alps *n* [sʌðən 'ælpz]
 South America *n* [saʊθ ə'merɪkə]
 Sydney *n* ['sɪdnɪ]
 Syr Darya *n* [sɪəda:'rja:]
 Tajikistan *n* [tɑ:dʒi:ki'sta:n]
 Tasman Sea *n* ['tæzmən 'si:]
 Thames *n* [temz]
 Tianshan Mountains *n* [tr'enʃɑ:n 'maʊntɪnz]
 Tokyo *n* ['təʊkiəʊ]
 Toronto *n* [tə'rɒntəʊ]
 Tower of London *n* ['taʊər əv 'lʌndən]
 Trafalgar Square *n* [trə'fælgə 'skweə]
 Turkey *n* ['tʃ:ki]
 Turkmenistan *n* [tʃ:kmenɪ'sta:n]
 Ugam Chatkal *n* [ʊgəm tʃʌt'kɑ:l]
 Ullswater *n* ['ʌlzwɔ:tə]
 United Kingdom (the UK) *n* [ju:,naɪtɪd 'kɪŋdəm]
 Urgench *n* [ʊr'ɡentʃ]
 USA *n* [ju:'es'eɪ]
 Ust Urt *n* [ʊst 'jurt]
 Uzbekistan *n* [ʊz'bekɪ'sta:n]
 Vancouver *n* [væn'ku:və]
 Wales *n* ['weɪlz]
 Warsaw *n* ['wɔ:sɔ:]
 Washington *n* ['wɒʃɪŋtən]
 Wellington *n* ['welɪŋtən]
 Zarafshan *n* [zʌrɑ:fʃɑ:n]
 Zaamin *n* ['zɑ:mɪn]

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

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Svetlana Xan, Ludmila Kamalova, Lutfullo Jo'rayev

TEENS' ENGLISH 6

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Sabaqlıqtıń jaǵdayn 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 ijararaǵa 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 ajıralmaǵan. Barlıq betleri bar, jırtılmaǵan, túspegen, betlerinde jazıw hám sıızqlar joq.
Qanaatlandırarlı	Qabına jazılǵan, biraz sıızılıp shetleri jelingen, sabaqlıqtıń tiykarǵı bóleginen ajıralıw halı bar, paydalanıwshı tárepinen qanaatlandırarlı ońlanǵan. Túsken betleri qayta ońlanǵan, ayırım betlerine jazılǵan.
Qanaatlandırarlı	Qabına sıızılǵan, jırtılǵan, tiykarǵı bóleginen ajıralǵan yaki joq, qanaatlandırarsız ońlanǵan. Betleri jırtılǵan, betleri jetispeydi, sıızıp, boyap taslanǵan. Sabaqlıqtı tiklep bolmaydı.