Umumiy o’rta ta’lim maktablarining 8-sinf uchun darslik

O’zbekiston Respublikasi Xalq ta’limi vazirligi tasdiqlangan

Pupil’s Book

“O’QITUVCHI”
NASHRIYOT-MATBAA IJODIY UYI
TOSHKENT — 2020
ACKNOWLEDGEMENTS

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

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

“Teens’ English 8” has been developed with the assistance of the Republican Scientific-Practical Center of Innovations under the Uzbekistan World Languages University.

- tingleb tushunish yoki video mashqlarni bajarish;
- mashq daftarini o‘chirib, u yerdan tegishli mashqni daftarga ko‘chirib olish va bajarish uchun mo‘ljallangan topshiriqlar

Ekspertlar: D.Isakova – O‘zbekiston davlat jahon tillari universiteti ingliz tili fani katta o‘qituvchisi;
O.Pachchayeva – Uchtepa tumani “Orom” nomli 38-maktab ingliz tili fani o‘qituvchisi;
N.Ibragimova – XTV huzeiradagi RTM Chet tillari bo‘limi metodisti;
X.Ziyaxanov – K.Behzod nomidagi Milliy rassomchilik va dizayn instituti katta o‘qituvchisi
Dear Pupil!

Welcome to Teens’ English 8!

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

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

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

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

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

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

Have fun!

The Authors

Aziz o‘quvchi!

Teens’ English 8 darsligiga xush kelibsziz!

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

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

Nazorat ishlarida bo‘limlarni o‘rganish davomida olgan bilimlarining sinab ko‘rishigiz mumkin.

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

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

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

Sizga omad tilaymiz!

Mualliflar.
Inquiry question:
Why do people try to keep their own traditions?

Inquiry theme:
To understand the role of old and modern traditions in people’s lives

In this unit you will …
- read about different countries’ holidays and traditions
- listen to information about peculiarities and interesting features of traditions in various countries
- discuss the role of old and modern traditions in people’s lives
- create your own holiday and traditions

Academic skills:
- listening for details
- making small talks
- giving reasons
- guessing meaning from context
- expressing opinions
- understanding main ideas of paragraphs
- using Wh-questions

Critical thinking:
- activating prior knowledge
- interpreting a Venn diagram
- considering other options
- personalizing
- evaluating
LESSON 1 Independence Day

1 Work in pairs. Read and answer.
   What kind of holiday is Independence Day? Why is it important to celebrate this day? What can you do on Independence Day?

2a Work in pairs. Match the flags with countries. Complete the table with nationality.

2b Listen and check.

3a Work in pairs. Read and complete the text with phrases.
   1 The Norwegians celebrate their Independence Day since ... . In Norway, children play a special role in the celebration of their Independence Day. Several (1) ... are held during the day, where the children march with flags and school banners. In the capital city of Oslo, the children pass the Palace, where the royal family is on the balcony.
   2 The Mexicans got their independence from Spain on ... . The Mexican president (2) ... the historic liberty bell on the night of September 15. The following day is filled with parades, traditional dances and bullfights. In September, restaurants around the country serve traditional Mexican dishes.
   3 The South Koreans got their independence from Japan on ... . Today, the South Koreans celebrate the national holiday. They hang flags on (3) ... , make public museums free-of-charge to people, and sing the official song.
   4 The Ghanaians are the first African country, which became independent from Britain on ... . To celebrate their independence, people from Ghana (4) ..., firework events and street parties and marches.
   5 On ... India got independence from Britain. Like the United States, India (5) ... and fireworks, but they also celebrate with kite-flying competitions.
   6 The Australians celebrate Australia Day since ..., when the first British people started to live in Australia. The Australians celebrate this holiday with (6) ..., ferry races and a tall ships race. There are beautiful fireworks.
   7 The Polish got their independence on ... . To celebrate this day, people wear their national folk costumes with the colours of their flag: red and white, during (7) ... .

3b Work in pairs. Listen and check. Complete the text with dates.

4a Work in groups of 4/5. Choose one country and complete the diagram.

4b Report.
   e.g. We compared Independence Day celebration in Uzbekistan and ...
LESSON 2 International Youth Day

1a Work in pairs. Think about International Youth Day.

1) What does IYD mean?                 4) Why is IYD important?
2) Who was this holiday organised by?  5) What events can you take part in?
3) How long does this holiday exist?    6) Why is this holiday important?

1b Work in pairs. Read and check your ideas. Look up the new words.

Each August 12, the world celebrates International Youth Day. It is quite a recent world event – the first IYD was on August 12, 2000. It was established by the UN (United Nations Organisation). IYD is a chance for people all around the world to focus on problems of young people.

The theme of IYD 2019 was “Better education”. Good education is very important to achieve development and can stop wars and poverty. It leads to good health, gender equality, work and growth, action on climate or peaceful societies.

IYD helps remind us that we have to think about the better future of young people. It is a chance to ask ourselves: what kind of future world do we want for our youth? What can we do? There are a lot of IYD events in your local area. They are workshops, talks, conferences, concerts, cultural events and meetings. Get involved. Help create a brighter future!


1d Work in pairs. Ask and answer the questions in 1c.

2a Work in groups of 4/5. Read and choose an activity you can do for your community.

1 Volunteer with young people in your community
Join a volunteer organization that can help you become a big brother/sister, help kids practise their school work, deliver food to families in need or improve the lives of young people in your community.

2 Educate the kids in your life
If there are little children in your life, explain to them that life isn’t always easy for kids around the world and that not all children have toys to play with or enough food to eat. Talk to them about how they can help make a difference for kids in need and try to become a positive role model in their lives.

3 Donate
You can donate children’s books to a local hospital or homeless people, give food to poor families with many children. The possibilities are endless!

2b Work in groups of 4/5. Write a short plan for your activity.

2c Report.
  e.g. Our team is planning ...
LESSON 3 Old traditions in modern life

1a Work in pairs. Think about traditions.
What traditions do you know?
Are all traditions old?
Are old traditions important in our lives? Why?/Why not?
Choose a tradition. What do people usually do?

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

1c Work in pairs. Match the headings with the texts.
One heading is extra.

2a Work in pairs. Read and complete the sentences.

2c Work in pairs. Compare the countries’ traditions.

UNIT 1 PUBLIC HOLIDAYS AND TRADITIONS
Customs of giving a name in Uzbekistan go to the past. There are mainly Arabic (Ali, Asad, Farida, Lailo), Persian (Behruz, Rustam, Gulbahor, Yasmina) and some modern names in Uzbekistan. In different regions, there are popular local names. In 2018 the boys were often called Mustafo (7,785 children). Among girls, Soliha was given to 7,030 newborns.

In Arab culture, common girl names were the names of famous women from Quran, for example, Fatima, Aisha, Kamila. Names of the national Uzbek group are Altyngul and Gulchehra. They compare girls with flowers.

Uzbek male names always mean something. Sometimes names correspond to the nature of the baby or its individual features. For example, in Uzbek families, a boy with light hair is rarely born. Then he is called Saribek or Okboy, which means “yellow” and “white”.

Parents often want the boys to have courage and strength that they get from their names. Pulat and Temir mean “steel” and “iron.” Also, the tradition of calling a baby after the heroes of great legends or history is popular. Ulugbek or Farhod are examples of this custom.

At present, many new and unusual names have appeared.

1) Where do Uzbek names come from?
2) Are there any Arabian or Persian names?
3) What are the most popular boys’ and girls’ names in Uzbekistan?

My name’s Buri. It’s an Uzbek name. My grandparents lived in the village in the mountains. My grandad was a woodcutter. Woodcutters usually give their sons such names as Urman (“forest”) and Buri. Buri means “a wolf”. He wanted me to become strong and brave as a wolf.

My name’s Anora. My parents have chosen this name for me because it is not only a beautiful name. Anor means “a pomegranate”. Anor is a national fruit. A lot of dishes are decorated with pictures of this fruit. You can see beautiful embroidery designs with pomegranates on national costumes and suzannes. Many people live in mahallas called Anorzor. It means the place where a lot of pomegranates grow. I like my name very much.
LESSON 5 New Year around the world

1a Work in pairs. Think and answer.
1) Is New Year a popular holiday in the world?
2) Do people always celebrate New Year on 1 January?
3) Do people in different countries have the same New Year traditions?
4) What do people usually wish each other on New Year’s Day?

1b Work in pairs. Listen and check your ideas.

2 Work in pairs. Match the phrasal verbs and words with explanations.

3a Work in pairs. Ask and answer. Complete the texts.
Pupil A: look at this page. Ask your partner about Mexico, Denmark, Belgium and Japan.
Pupil B: look at page 97. Ask your partner about Ecuador, Australia, Philippines and Vietnam.

A: What do people in Mexico carry around the house?
B: ... .
A: What does this mean?
B: ... .

New Year Traditions for Good Luck

In Mexico, one of the favourite ways to celebrate New Year is to carry ... (What) around the house. The tradition means to bring ... (What).

In Denmark, people ... (What/do) in unison at midnight. This symbolizes jumping forward into the new year and leaving ... (What) behind.

In Belgium, ... (Who) get up early on New Year’s Day and wish the cows and other domestic animals ... (What).

In Japan, there is a tradition that takes place at midnight on New Year’s Eve. It is ringing a bell exactly ... (How many) times. It symbolises getting rid of ... (What) of the old year.

In Ecuador, people make large scarecrows and set fire to them at midnight in order to burn away the bad things of last year. Making the scarecrow is a family activity. People do it for fun and laughs.

In Sydney, there is one of the biggest New Year’s Eve celebrations in the world. It is summer in Australia, and thousands of people gather around the Opera House. A family-friendly firework show starts at 9pm, while the main attraction – the Harbour Light Parade – is at midnight.

In the Philippines, at New Year people eat round foods, carry coins in their pockets, and wear polka-dotted clothing. The round shape symbolises money, and makes people believe that they will have more money the next year.

The Vietnamese wear brand new clothes to bring in the New Year with a fresh start. These clothes are not the modern Western styles that most people wear in their daily life. They wear a traditional kind of long dress with trousers.

3b Work in groups of 4/5. Choose three most interesting/unusual traditions. Explain your choice.

3c Report.
LESSON 6  Project

**Version 1**
Work in groups of 5/6. Imagine a holiday. Prepare a poster. Make a presentation. You can use the questions as a plan.

**Version 2**
Work in groups of 5/6. Find a country with interesting traditions. Choose the most interesting. Make a presentation on this tradition. Use the questions as a plan.
The Odyssey by Homer

The ancient Greek hero Odysseus was the king of Ithaca. He had a wife Penelope and son Telemachus. He made a long journey home to Ithaca after the war of Troy. He was known as a sly and clever person. Odysseus was one of the main leaders in the Trojan War. He created a wooden Trojan horse in which there were some Greek soldiers. At night they went out of the horse and opened the gates to let the Greek army in. It helped the Greeks to win the war. After the war, Odysseus went home but he spent ten years of adventures before he reached home. He met the Cyclopes, Circe, the Sirens, the nymph Calypso and he also made a journey to the Underworld. He could not go home immediately because the sea-god Poseidon was angry with him and made him have a lot of problems.

First, Odysseus came to King Alcinous and Queen Arete and told them the amazing story of his victory in the Trojan War. Then they went on their journey. During his travelling Odysseus and his team passed the island of the well-known cyclops Polyphemus, who lived on the island with lots of sheep. Odysseus and his twelve ships were caught by storm and they were held by the giant, one-eyed cyclops Polyphemus, who was Poseidon’s son. The cyclops had eaten many sailors before Odysseus managed to kill him. He gave the giant strong wine and when the cyclops fell asleep, Odysseus blinded him. After that they left the island. But in spite of the help of Aeolus, King of the Winds, they could not come home again though it was almost in sight.

When the sailors lived on an island of the witch-goddess Circe, she turned half of the men into swine. But Odysseus was helped by Hermes, and Circe’s magic did not work on him. Circe was a daughter of Helios, the god of the sun. She was also a sister of two kings of Colchis as well as Pasiphae, mother of the Minotaur. After a year of eating and drinking on Circe’s island, the Greeks again set off. Circe gave them a piece of advice on how to pass the land of the Sirens and to pass between the many-headed monster Scylla and the Charybdis. She also told Odysseus not to hunt cows on the land. But Odysseus did not follow her advice and they killed a cow for food.

They were punished by the sun god Helios because it was his cow. The ships were lost and all the men but Odysseus were drowned. He was washed on Calypso’s island Ogygia. Calypso was one of the daughters of the Titans Oceanus and Tethys. She wanted Odysseus to stay with her on the island and used magic songs and made him stay for seven years. Odysseus soon wanted to go back to his wife Penelope. His protector goddess Athena helped him. Finally, his son Telemachus helped him to come back to his wife and to his old father, Laertes, and live in peace on Ithaca.
**UNIT 2 Mass media**

**Inquiry question:**
Why is mass media so important in modern life?

**Inquiry theme:**
To understand the role of mass media in people’s lives

**In this unit you will ...**
- read about the history of development of mass media
- listen to information about different types of mass media
- discuss the importance of mass media in modern life
- write news paragraph
- create your own newspaper

**Academic skills:**
- using a timeline
- listening for details
- scanning
- understanding main ideas of paragraphs
- understanding quotes
- identifying reasons
- giving reasons
- saying years correctly
- giving sources of information

**Critical thinking:**
- activating prior knowledge
- applying ideas
- evaluating
LESSON 1 What is mass media?

1 Work in pairs. Think about how people sent messages in the past.

2 Find the words in the Wordlist. Listen and repeat.

   a smoke signal, civilization, a messenger, an inventor, social, a chatbot, an interface, an electronic device, communicate (v), communication (n), emoji, publish

3a Work in pairs. Think of when these message technologies appeared and complete the timeline.

3b Listen and check.

3c Work in pairs. Listen one more time. Do the test.

4a Work in pairs. Match the parts.

4b Work in pairs. Read and check your ideas. Answer the questions.

1 Mass media is communication through a collection of different media technologies that is important for a large number of people. Print media gives information in physical objects, such as books, comics, magazines or newspapers.

2 Magazines are published weekly, bi-weekly, monthly, bimonthly or quarterly. They are often printed in colour on coated paper with a soft cover. They are divided into two categories: general interest magazines (The Week, Time, etc.) and special interest magazines (Sports Illustrations, Fortune 500, etc).

3 Newspapers are usually printed on low-cost paper called newsprint. They may be of general or special interest. They are often published daily or weekly. The most important function of newspapers is to inform the public of important events. Local newspapers inform local communities and include advertisements from local businesses and services. However, today most newspapers are also published on websites as online newspapers.

4 Mass media may take the form of broadcast media, as television and radio. Digital media is any type of media that is in electronic or digital format. It includes anything that is in audio (sound) or video (visual) form that can be seen or heard by others. They use electronic devices such as computers, mobile phones, CD players, DVD players and others. There are a lot of digital media products in many industries, including such industries as health, government and education.

Questions
a) What does broadcast media include?  
b) What categories of magazines are there?  
c) What is mass media?  
d) Are newspapers sold to inform local communities?  
e) What kind of paper is used for newspaper printing?

4c Work in groups of 3/4. Answer the questions.

   a) What media is the most popular in Uzbekistan? Why do you think so?  
   b) What media is popular in your family?
LESSON 2 Mass media in our lives

1 Work in pairs. Answer the questions.
1) What magazines did you read when you were younger?
2) What magazines or newspapers do you read now? How often are they published?

2a Work in pairs. Look at the text and try to answer the questions as quickly as you can.
1) Is it a magazine or a newspaper?
2) Where is it published?
3) What kind of information is there?
4) Can you read it on the Internet?

1 Reader’s Digest is an American general-interest family magazine, published ten times a year. The magazine was founded in 1922. For many years, Reader’s Digest was the best-selling magazine in the United States. In 1929 the magazine had 290,000 readers. Now 40 million people in more than 70 countries have the magazine Reader’s Digest in 21 languages. It is also published in digital, audio and print formats.

2 In our reports on the latest news you can read stress-free articles on world events. You will find hundreds of ideas for living a better life.

3 News is all around us and you get news everywhere. Some news is bad. But we have lots of positive stories for you here. We love to introduce the nice news too and celebrate what is good about the world.

4 You will be happy to find true tales of everyday people who help others in difficult situations.

5 Buy a print Reader’s Digest today and you will also get a free digital magazine. You will be able to read online the latest Reader’s Digest anytime, anywhere!

2b Work in pairs. Read and match the headings with the texts. One heading is extra.

3a Listen and tick what each speaker is talking about.

3b Work in pairs. Listen one more time. Choose the correct ending.

4a Work in pairs. You are going to interview pupils in your school about how they learn news and which mass media they use. Write five questions.

4b Read your questions to the class. Discuss and choose the best 10 questions.
LESSON 3 She says that ...

1 Work in pairs. Look up the new words. Listen and repeat.

tabloid, politics, to offer, issue, gossip, quality (newspaper)

2a Work in pairs. Read the text and write questions to the text.

First News is ... (1 What) for young readers. It is published in a full colour tabloid format every ... (2 On what day), and reports about the latest events and politics in a child-friendly format, also news on entertainment, sports and computer games. Children read ... (3 What) and learn about what is happening in the world. There are photographs, news, interesting stories from ... (4 Where). Children understand ... (5 What) but not all news is bad; there are puzzles, competitions, funny but true stories, celebrity interviews, sports articles and more to read. Very popular with schoolchildren, First News also offers ... (6 What) to those who want to get information every day. (7 Who) ... love the bright, colourful format and interesting pictures of the stories. First News was founded by Sarah and Steve Thomson in ... (8 When). See a free First News issue online: https://subscribe.firstnews.co.uk/the-newspaper/

Published: ... (9 How often)

Cost: £ ... (10 How much) per issue. 24 digital issues for £26.99.

2b Work in pairs. Listen and check.

http://eduportal.uz

3a Work in pairs. Read the interview and guess the meaning of the words: quality newspaper, gossip, tabloid.

Good morning, Kaylee.
I know you’re very interested in newspapers, aren’t you?

Good morning, Jahongir.
Yes, that’s right. I read 2 newspapers every day.

What newspapers do you like reading?

One is a quality newspaper, The Guardian. The other is a tabloid, The Sun, a kind of gossip newspaper.

Why do you read two newspapers?

I read The Guardian for information. And I read The Sun for entertainment.

3b Work in pairs. Read and compare this newspaper article with the interview.

Kaylee says that she reads two newspapers every day. She says that one is a quality newspaper, The Guardian, the other is a tabloid, The Sun, a kind of gossip newspaper. She says that she reads The Guardian for information, and she reads The Sun for entertainment.

4 Work in pairs. Think what difference is between Direct and Indirect Speech. Read and write DS for Direct Speech and IS for Indirect speech

5 Chain Drill. Report your partner’s words.

e.g. A: I’m hungry.
B says to the class: A says that s/he’s hungry.
I like watching football on TV.

6 Work in groups of 4. Play Running Dictation.

UNIT 2 MASS MEDIA
LESSON 4 He said that ...

1a Play The Press Conference.

2a Work in pairs. Read the answers and write questions.

Kaylee: e.g. Do people in Uzbekistan have any kinds of newspapers?
Jahongir: We have many kinds of newspapers, for example, Xalq so‘zi, O‘zbekiston ovozi, Darakchi, Erudit, Novosti Uzbekistana, Uzbekistan Today and can read the printed newspapers in Uzbek, Russian and English. Uzbekistan National News Agency publishes news in electronic newspapers in German, French, Chinese and other languages.

K: ...? J: They are all national newspapers.
K: ...? J: Yes, of course. Every region has its local newspapers, too.
K: ...? J: They’re interesting. They tell you all the national and local news.
K: ...? J: My favourite newspaper is Yoshlar Ovozi, of course. It’s very interesting.
K: ...? J: Yes. You can find an electronic newspaper in Telegram, Twitter, Facebook. And you can watch it in You Tube and listen to it on Radio Yoshlar Ovozi FM.
K: ...? J: I like it because it’s real media for young people. It reports on all kinds of the latest events in our country and in the world, cultural and sports events.
K: ...? J: It’s a young newspaper. Its birthday is on 1 September 2018.
K: ...? J: No, it isn’t expensive. And you can read and download the latest news from the site www.yoshlarovozi.uz.

2c Answer the questions.
1) Do you or your family read local newspapers? 2) What regional newspapers are there in your region? 3) What can you read there?

3a Work in pairs. Read the article and say what grammar tenses are used in Direct Speech.

International Handicrafters Festival
My name’s Masudjon Sulaymonov. I’m a reporter of Uzbekistan National News Agency. I interviewed Khokim of the city of Kokand Mr. Usmonov and this is what he said:
“We’re going to have International Handicrafters Festival for the first time on September 10-15 this year in Kokand. There are 300 guests from 75 countries, 600 craftsmen from 70 countries and 120 visitors from International Handicraft Organizations visit the festival. Foreign guests and participants will visit 12 cultural places. They’ll take part in 20 workshops of masters from Kokand. The aim of this festival is to demonstrate how we keep and develop old folk art traditions of Uzbekistan.”

3b Change Direct Speech into Indirect Speech. Look at the examples in the Remember Box.

Direct Speech: Mary: “I am going to Samarkand today.”
Indirect Speech: Mary said (that) she was going to Samarkand that day.

Direct Speech: They said, “We will do exercises.”
Indirect Speech: They said that they would do exercises.
LESSON 5 What’s your favourite mass media?

1a Read and say what “tell a friend” strategy is.

**Lede (Lead)**
The lede (or lead) of a news article is the first sentence, usually written as one paragraph, that tells the most important information of the story. When writing a lede, it is helpful to use the “tell a friend” strategy. Imagine you should tell your friend a story in one sentence. How would you say what happened in one sentence? A story’s lede gives an answer with the “Five Ws” in a specific order: Who? What? When? Where? Why?

*For example:*

Gwinnett County Public Schools were awarded $250,000 early Wednesday as a finalist for what’s considered the Nobel Prize of public education.

WHO: Gwinnett County Public Schools
WHAT: was awarded $250,000
WHEN: Wednesday
WHERE: Gwinnett County
WHY: a finalist for what’s considered the Nobel Prize of public education.

1b Work in pairs. Listen to the news and complete the table.

1c Work in pairs. Choose one and write a lead to it.

*E.g.* Guests from different countries come to Samarkand to visit the International Festival Sharq Taronalari which is held every two years.

2 Read and complete the pyramid.

**Inverted pyramid**

News articles are written in a structure known as the “inverted pyramid.” In the inverted pyramid format, the most important information goes at the beginning of the story and the least important information goes at the end. After your story’s lede, order the information that follows from most important to least important.

3 Read and write information with a quote.

**Integrating quotes**

The first time a source is introduced in an article, you should use that source’s full name and title. After this initial reference, use the last name only. *For example:*

“The swine flu vaccine is an incredible advance in modern medicine,” said Health and Human Services Secretary Kathleen Sebelius.

When introducing a direct quote, always use the verb “said” and never any other verbs such as “explained,” “whispered,” etc. It is also more common to use the format “XXX said” instead of “said XXX.” *For example:*

“The housing crisis is growing out of control,” Bernanke said.

Even when information from a source is not used in a direct quote and is paraphrased instead, it still must be related to that source. *For example:*

Bernanke said the crisis is probably over.

The crisis will most likely begin to go down in six to eight months, Bernanke said.
LESSON 6 Project

1a Work in groups of four. You are going to make a class newspaper. Discuss what sections it should have.

Home News  Letters Page
Local News  Foreign News
Women’s Pages  Births, Marriages, Deaths
Horoscopes  Fashion Page
Crossword  Business News
Comics  Stock Markets
Sports News  Farming Page
Editorial  TV guide
Children’s Corner  Religious Affairs

1b Tell the class your ideas.
1c Choose the best sections for the class newspaper.
1d Find a name for your class newspaper.

2a Work in groups of four. Choose a section from the blackboard. Discuss what to put in your section.

2b Write your section. Ask your teacher for help if necessary. When you finish ask your teacher to help you edit your work.

3 Stick your section on a poster and hang it on the wall.

4 Read the whole newspaper.
Steve Jobs

Steven Paul Jobs, the chief founder of Apple Computer, was born in San Francisco, California (February 24, 1955). His biological parents were Joanne Simpson and Abdulfattah Jandali. Both of them were students at University of Wisconsin and they gave their son to another family – Clara and Paul Jobs. Clara was an accountant by profession. Paul was a United States Coast Guard. The Jobs family lived in Mountain View, California in the area which was later named Silicon Valley. Steve Jobs came to know about his biological parents at the age of twenty seven.

In his childhood, Steve’s father showed him how to take apart electronic devices in the family garage. This is how he was interested in electronics. He was a brilliant student in school. Later, he studied in Homestead High School in Silicon Valley and at this time he was introduced to Steve Wozniak, his future partner. In 1991, he married Laurene Powell, together they had three children and lived in Palo Alto, California. Steve Jobs had cancer and died in 2011.

Steve Jobs was honored as a Disney Legend in 2013 after his death.

He received Grammy Trustees Award in 2012.

Quotes by Steve Jobs

1. “Being the richest man is not a matter for me. Going to bed at night saying we’ve done something wonderful, that’s what important to me.”

2. “My favourite things in life don’t cost any money. It’s really clear that the most expensive resource we all have is time.”

3. “My model for business is The Beatles. They were four guys who kept each other kind of negative tendencies in check. They balanced each other, and the total was greater than the sum of the parts. That’s how I see business: Great things in business are never done by one person, they’re done by a team of people.”

4. “Sometimes when you introduce new ideas, you make mistakes. It is best to agree to take them quickly, and improve your other ideas.”

5. “Your work is going to fill a large part of your life, and the only way to be really happy is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven’t found it yet, keep looking. Don’t stop. As with all matters of the heart, you’ll know when you find it.”

6. “Finding new ideas and methods makes difference between a leader and a person who follows you.”

“I had over $1,000,000 when I was 23, and over $10,000,000 when I was 24, and over $100,000,000 when I was 25, and it wasn’t that important because I never did it for the money.”

– Steve Jobs
**Inquiry question:**
What are pros and cons of digital technology?

**Inquiry theme:**
To understand positive and negative sides of digital technology

**In this unit you will ...**
- listen about the historical facts of importance of mass media
- read about advanced technological apps
- discuss positive and negative sides of digital technology
- create your own group presentation

**Academic skills:**
- listening to understand emotions
- giving examples
- giving sources of information
- expressing opinions
- understanding quotes

**Critical thinking:**
- activating prior knowledge
- thinking about pros and cons
Those who have information have the world. For a long time, these words had the meaning: if you are informed, you can take active actions. One of the authors of the phrase is Francis Bacon, who said, “Knowledge is power”. But these days, in the period of active development of information technologies, these words have a new meaning: we are not passive; we play an active role in the development of the new age. We can see the first steps of the new age in the development of information technologies in all parts of human life.
LESSON 2 After I’d watched TV...

1 Work in pairs. Answer the question.
What channels/programmes do you like watching?

2 Work in pairs. Listen and answer the questions.
1) Who is being interviewed?
2) Does s/he like TV or not?
3) How many hours does s/he watch TV?
4) What kind of programmes does s/he like watching?
5) What does the word “addict” mean?
Is it positive or negative?

3a Read and say what the conversation is about.

What did you do yesterday evening?

Oh, I did a lot yesterday. First I had lunch. *After I had had lunch, I helped my mother with the housework. *After I’d (I had) helped my mother, I watched an interesting feature film on TV. *After I’d watched the feature film, I watched a cartoon.

Didn’t you do your homework?

Of course, I did. *I did it after I’d watched the cartoon. *When I’d done my homework, I played computer games with my brother. Then I went to bed.

3b Look at the sentences with *. Answer the questions.
1) How many actions are there in a sentence?
2) Did the actions happen at the same time?
3) Which action happened first? How do you know?
4) “When” and “after” always go at the beginning of a sentence. True or False?

E.g. 1) Two actions.

4 Work in pairs. Look at the table. Ask and answer. Talk about what you did on Sunday.

<table>
<thead>
<tr>
<th>When</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>I you</td>
<td>had done</td>
</tr>
<tr>
<td>s/he</td>
<td>had read</td>
</tr>
<tr>
<td>the robot</td>
<td>the shopping</td>
</tr>
<tr>
<td>we</td>
<td>the cleaning</td>
</tr>
<tr>
<td>they</td>
<td>the washing up</td>
</tr>
<tr>
<td></td>
<td>my homework</td>
</tr>
<tr>
<td></td>
<td>the newspaper</td>
</tr>
<tr>
<td></td>
<td>a magazine</td>
</tr>
</tbody>
</table>

E.g. A: What did you do on Sunday?
B: I went to the market with my father. When we had done the shopping, we had a rest. What ...?
LESSON 3 She said that she had watched ...

1a Read what Ann Brown said what her family did in the morning.

1) I watched a lot of TV programmes including Sports News.
2) My mother made pancakes with honey for breakfast.
3) My father read morning newspapers.
4) My brother played computer games.
5) My cat ate my breakfast!

1b This is what the interviewer wrote in his report.

Say what changes he has made.
Ann said that she had watched a lot of programmes including Sports News.

1c Finish the story about Ann.

2a Work in pairs. Interview your partner. Ask what her/his family members did last Sunday. Listen and make notes.

e.g. A: What did you do last Sunday? B: I did my homework.

2b Look at the notes about your partner. Write a story about him/her.

e.g. She said that her mother had made a cake.

2c Make new pairs. Tell your new partner about your first partner.

3a Work in pairs. Read what people write to their newspaper.

Ask and answer to complete the sentences.
Pupil A: look at this page. Ask about Lewis and Freya.
Pupil B: look at page 27. Ask about Abby and Mr Smith.

e.g. Where/In what country do supermarkets have a plastic bottle system?

I’m Freya. Some of my friends and I learn to swim. But for our lesson we fly across the North Sea from a Scottish Island! It takes 25 minutes to get to Shetland with our teacher and we travel ... (4 How long) miles!

I’m Mr Smith. Two very special Socorro dove chicks appeared at Chester Zoo. The chicks haven’t been found in the wild for 47 years. There are fewer than 200 of them in the world and all are living in human care. People in Socorro Island, near Mexico, try to make a comfortable place for the doves.

3b Work in pairs. Whose story do you like most? Why?

Remember:
Alisa: I did my homework in the evening.
Alisa said that she had done her homework in the evening.
LESSON 4 Future technologies

1a Listen and repeat the new words.
- solar, virtual reality headset, download,
- web browser, app, amazing, humanoid-like

1b Work in pairs. Do the quiz.

2a Work in pairs. Listen and choose a title to each text.
- a) Social Networks  b) Robotics  c) GPS
- d) Laser Eye Surgery  e) Self-Driving Cars

2b Work in pairs. Read and choose a robot you would like to have. Explain why.

Probably, you can’t wait for the day you can go to the store and easily (and cheaply) buy a robot to clean your house, wait on you and do whatever you want. We know that day is a long way off, but some high-tech companies have already developed some pretty robots that make us feel like the future is here already.

Sofia is a humanoid-like robot that can hold a conversation. This robot has appeared in several TV programmes. Sofia officially lives in Saudi Arabia and she was given a title “Innovation Champion” by the United Nations. Sofia can answer many kinds of questions and she is learning too. Is she an image of the future?

Starship technologies have developed this local robot designed to quickly take parcels to a place which is farther than 3 km. This wheeled self-driving bot is used instead of flying objects. Will the postal packets be only carried by flying and wheeled robots?

Don’t worry about carrying your own bags. Gita Bot will help you! This small robot is designed to follow you around while you’re out and about in town or on the way to work. The bot can carry a big rucksack or two shopping bags, so it’s an ideal companion for a quick trip down to the shops.

Romeo is a robot which is as big as a human. It was designed and built to assist the elderly people because it is difficult for old people to take care of themselves. This robot is able to open doors, climb stairs and hold objects while doing its care duties. In the future, this clever bot may help elderly people to stay in their own homes longer before moving into care homes for old people.

3a Look at the Remember box. Listen and complete the conversation with the language phrases you hear.

3b Work in pairs. Compare your answers with a partner. Together, decide which emotion the listener is trying to express.

Remember:
It is important to show a speaker that you are listening. This can help encourage the speaker to say more so you get more information. Use different expressions for different emotions.

Interest
- That’s so interesting!
- How cool! Amazing!

Happiness
- Wonderful!
- I am happy to hear that!

Surprise
- Really?
- Are you serious?

Sadness
- That’s so terrible.
- I’m sorry to hear that.
LESSON 5 Is social media dangerous?

1 Work in pairs. Think if social media could be dangerous. Why?/Why not?

2a Work in pairs. Match the words and explanations.

1) click a) to keep someone or something from dangerous things
2) protect b) a small thing that you press to work on a computer
3) cyber- c) to press a button
4) button d) protection of someone or something
5) online e) using computers, especially the Internet
6) security f) the right or opportunity to use or look at something
7) access g) bought, used, etc. using the Internet

2b Work in groups of 4. Answer the questions.

1) Is it easy to use electronic devices in mass media?
2) Is the Internet dangerous?
3) What dangerous things are there on the Internet?
4) How can we protect ourselves from dangers on the Internet?

2c Put the sentences in order. Read and check your ideas.

a) But they need to know about the dangers on the Internet and know how to protect themselves from different online dangers.
b) We live in the digital age when information is used by everybody.
c) First of all, children can be taken by bad people when they give personal information. One wrong click on a button could cause a big problem.
d) Even young children these days have access to the Internet with their smartphones and tablets.

3 Work in pairs. Read and complete the text.

4a Work in pairs. Read the tips and put them in order of importance.

Tips for children

1 Protect your personal information. Never share personal information such as address, phone number, name, personal email address, relatives’ details, parents’ work etc.
2 Never agree to meet online friends in the street or at home. Your online friends may not be who they really are. It is dangerous to meet online friends as they could be bad people.
3 Never click on a button if you do not know what it is or if you want to get dangerous information. Clicking on an app button could bring the dangerous viruses into your device. People could also gather your personal information. Never click on unknown emails, ads and e-newsletters.
4 Use good software. Make sure it will protect your device from viruses and dangerous programmes.
5 You should always go out of the Internet before you turn the computer off.

4b Work in groups of 4/6. Discuss and agree on the list from the most important to the least important.
LESSON 6 Project

Presenting a new tech device

1 Work in pairs and create a new technology. Discuss the categories in the chart and start to plan your technology.

| Tell the type of technology (machine, digital, computer, robot) |
| Explain what your technology is for (education, entertainment, health, business, home life, school life) |
| Describe what your technology can do |
| Give your technology a name |

2 Share your idea with the class. Use the following as a model:
   Our new technology is ... . It is for ... . This technology can ... . We named it ... . Our technology is necessary because ... .

3 Vote for the best technology. Write the names of the technology you vote for in each category. Then take a class vote to choose the best tech device.
   1) Most creative  2) Most useful  3) Most interesting/fun  4) I want one right now!

Unit 3 • Lesson 3

3a Work in pairs. Read what people write to their newspaper. Ask and answer to complete the sentences.

Pupil B: look at this page. Ask about Abby and Mr Smith.

   e.g. When did Abby hope to become the youngest person to sail round the world alone?

My name’s Lewis. In Iceland, supermarkets have a plastic bottle system. The shoppers get 10p for every plastic bottle they recycle at a special machine. The supermarket has sold 311,500 bottles since the system began last year. That means that people had more than £30,000 for their actions to help nature.

I’m Freya. Some of my friends and I learn to swim. But for our lesson we fly across the North Sea from a Scottish Island! It takes 25 minutes to get Shetland with our teacher and we travel 55 miles!

My name’s Abby. In ... (1 When) I hoped to become the youngest person to sail round the world alone. But I didn’t do it because the sea was too dangerous. In the sea people took me to the other ship. 8 years later some people saw ... (2 What) near the coast of Australia.

I’m Mr Smith. Two very special Socorro dove chicks appeared at Chester Zoo. The chicks haven’t been found in the wild for ... (3 How long) years. There are fewer than 200 of them in the world and all are living in human care. People in Socorro Island, near Mexico, try to make a ... (4 What kind of) place for the doves.
A Carrot, an Egg and the Coffee Beans
(a moral story)

A young woman went to her mother and told her about her life and how things were so hard for her. She did not know what to do. She was tired of fighting. It seemed that, as one problem was done, a new one appeared.

Her mother took her to the kitchen. She filled three pots with water and placed each on a high fire. Soon the pots came to a boil.

Then she took some eggs, carrots and ground coffee beans.

Her mother then asked her to take an egg and break it. After pulling off the shell, she looked at the hard-boiled egg. Finally, she asked her to taste the coffee. The daughter smiled as she tasted its rich aroma.

The daughter then asked, “What does it mean, mother?”

Her mother explained that each of these objects had faced the same thing — boiling water — but each reacted differently. The raw carrot was strong and hard. However, after being in the boiling water, it became soft and weak.

The egg had been easily broken. Its thin shell protected its liquid inside. But, after sitting through the boiling water, its inside became hard! The ground coffee beans were different, however. After they were in the boiling water, they had changed the water.

“Which are you?” the mother asked her daughter. “When problems knock on your door, how do you answer? Are you a carrot, an egg, or a coffee bean? Think of this.”

The mother continued, “Think: Which am I? Am I the carrot that seems strong but, with pain and difficult situation, become soft and lose strength? Am I the egg that starts with a soft inside but change after the heat? Was I first weak and then I had a strong heart? Or am I like the coffee bean? The bean actually changes the hot water, the very situation that brings the pain. If you are like the bean, when things are worst, you get better and change the situation around you. Are you a carrot, an egg or a coffee bean?”

In the first, she placed carrots, in the second, she placed eggs and in the last, she placed ground coffee beans. She let them boil without saying a word.

In about twenty minutes, she turned off the fire. She took the carrots out and placed them in a bowl. Then she pulled the eggs out and placed them in a bowl. And she placed the coffee in a bowl too.

Turning to her daughter, she asked, “Tell me, what do you see?”

“Carrots, eggs, and coffee,” the young woman replied.

The mother brought her closer and asked her to touch the carrots. The young woman did it and noted that they were soft.
# UNIT 4 Literature and life

**Inquiry question:** What is the role of literature in our life?

**Inquiry theme:** To understand what the future of books is

**In this unit you will ...**
- listen to a radio interview
- read and write biographies
- discuss what the future of books is
- create book reviews

**Academic skills:**
- listening for details
- giving reasons
- expressing opinions
- guessing meaning from context

**Critical thinking:**
- activating prior knowledge
- personalizing

---

[Image of a girl reading a book, a dog sitting on a book, and a girl with a red umbrella standing on a grass path made of books]
LESSON 1 How important is literature?

1 Work in pairs. Read and think about these sentences about reading.

2a Work in pairs. Ask and answer the questions.
1) Do you like reading?
2) When do you usually read books?
3) What is your favourite genre/book?
4) Who was it written by?
5) Who are the main characters?
6) What is the plot of the book?

2b Report. Use Reported speech.

   e.g. Diana said she likes reading.

3 Work in pairs. Complete the texts with the sentences. One sentence is extra.

4a Work in pairs. Ask and answer.

   1) What do you know about Rudyard Kipling?
   2) What is the difference between a biography and Quick Facts?

4b Listen and complete the biography of Rudyard Kipling.

5 Work in pairs. Ask and answer about famous writers.

   e.g. Who was born in ...? Who was “The Hobbit” written by?

Remember:
Diana said she likes reading.

---

Joanne Kathleen Rowling
QUICK FACTS
BORN
July 31, 1965
Yate, England

FAMOUS WORKS
Harry Potter and the Philosopher’s Stone
The Casual Vacancy
Harry Potter and the Deathly Hallows
Career of Evil
Harry Potter and the Half-Blood Prince
Lethal White
Harry Potter and the Prisoner of Azkaban
Fantastic Beasts & Where to Find Them
Harry Potter and the Cursed Child

AWARDS AND HONORS
Costa Book Awards (1999)

---

Sir James Matthew Barrie
QUICK FACTS
BORN
May 9, 1860
Kirriemuir, Scotland

DIED
June 19, 1937 (aged 77)
London, England

FAMOUS WORKS
Peter Pan
The Little Minister
What Every Woman Knows

AWARDS AND HONORS
The Order of Merit in 1922

---

John Ronald Reuel Tolkien
QUICK FACTS
BORN
January 3, 1892
Bloemfontein, South Africa

DIED
September 2, 1973 (aged 81)
Bournemouth, England

FAMOUS WORKS
The Fellowship of the Ring
The Hobbit
The Lord of the Rings
The Return of the King
The Two Towers
The Legend of Sigurd and Gudrun
The Silmarillion

SUBJECTS OF STUDY
Old English language

Alan Alexander Milne
QUICK FACTS
BORN
January 18, 1882
London, England

DIED
January 31, 1956 (aged 74)
Sussex, England

FAMOUS WORKS
Winnie-the-Pooh
The House at Pooh Corner

IMPORTANT FAMILY MEMBERS
Son: Christopher Robin Milne

RELATED FACTS AND DATA
Christopher Robin film by Forster-Facts

AWARDS AND HONORS
1958, Winnie the Pooh won the Lewis Carroll Shelf Award

---

Joanne Kathleen Rowling
QUICK FACTS
BORN
July 31, 1965
Yate, England

FAMOUS WORKS
Harry Potter and the Philosopher’s Stone
The Casual Vacancy
Harry Potter and the Deathly Hallows
Career of Evil
Harry Potter and the Half-Blood Prince
Lethal White
Harry Potter and the Prisoner of Azkaban
Fantastic Beasts & Where to Find Them
Harry Potter and the Cursed Child

AWARDS AND HONORS
Costa Book Awards (1999)
LESSON 2 First in literature

1a Work in pairs. Answer the questions. Match the answers and pictures.
1) Who was the first writer who started using old Uzbek language instead of Persian in poetry and prose in the 15th century in Central Asia?
2) Who developed old English and started using it in poetry instead of French and Latin in the 14th century in England?
3) What was the first novel written in the Uzbek language? Who was it written by?
4) Who created more than a thousand English words and made them more popular since the 16th century?

1b Work in pairs. Find the words in the text. Guess the meaning. Check in the Wordlist if necessary.

prose, create, astronomer, realism, rhyming, masterpiece

1) Alisher Navoi was born in 1441. His real name is Nizomiddin Mir Alisher. Alisher Navoi was a great poet, statesman and the founder of Uzbek literature. Alisher Navoi got a very good education for those days. He was the first who wrote in old Uzbek language under the penname of Navoi. He used Persian very little. His penname was Foni in his poems which were written in the Persian language. His last book, “Mahbub-al-qulub”, which was written in prose, is still very popular with the Uzbek people. His works have become famous in the world literature and a lot of them were translated into many languages.

2) Geoffrey Chaucer was born around 1340 to 1344, in London. He was an English poet during the Middle Ages. He is the Father of English poetry and the first to be placed at Poets’ Corner in Westminster Abbey. Chaucer was also famous as an author, philosopher and astronomer. He was the first who introduced royal rhyming in the poem about the Trojan War. He wrote and developed Old English at the time when French and Latin were used in literature in England. Today he is best known for his story masterpiece “The Canterbury Tales”.

3) Abdulla Kodiri, an Uzbek playwright, poet, writer and literary translator, was born in 1894. Kodiri was one of the most important Uzbek writers of the 20th century who introduced realism into Uzbek literature through his historical novels. He spoke Uzbek, Arabic, Persian and Russian. Kodiri’s most famous works are the historical novels “O’tkan kunlar” (Days Gone By) (1922) and “Mehrobdan chayon” (Scorpion in the Pulpit) (1929). “O’tkan kunlar” is the first full-length novel by an Uzbek author.

4) William Shakespeare (1564-1616) was an English author who wrote 37 plays, many poems and sonnets in his lifetime. His plays are still performed today. His plays are of different genres. There are histories, tragedies and comedies. These plays are among the best masterpieces known in English literature, and are studied in schools around the world. Shakespeare created over 1,700 English words and phrases that entered the English language and made some words more popular.

1c Work in pairs. Read and find who …
1) was the founder of Uzbek national literature
2) was a poet and a statesman
3) wrote histories, tragedies and comedies
4) used various pennames
5) spoke Arabic, Persian and Russian
6) created over 1,700 new words and phrases
7) introduced a new kind of rhyming in poems

2a Complete the sentences in the chart. Use the Present or Past Simple passive forms of the verbs in brackets.

2b Complete the sentences.
LESSON 3 Why do we read?

1a Work in pairs. Divide into fiction and non-fiction.

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Non-fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>textbook</td>
<td>biography</td>
</tr>
<tr>
<td>short story</td>
<td>encyclopedia</td>
</tr>
<tr>
<td>novel</td>
<td>dictionary</td>
</tr>
<tr>
<td>play</td>
<td>manual</td>
</tr>
<tr>
<td>cookbook</td>
<td>atlas</td>
</tr>
<tr>
<td>autobiography</td>
<td>newspaper</td>
</tr>
<tr>
<td>magazine</td>
<td>encyclopaedia</td>
</tr>
<tr>
<td>guidebook</td>
<td>comics</td>
</tr>
</tbody>
</table>

1b Work in pairs. Complete the table and make sentences.

2 Listen and write what each speaker is reading.

3a Play Find Someone Who ... .

<table>
<thead>
<tr>
<th>Find a pupil who has read a novel in any language for enjoyment during the past six months.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>2 Find a pupil who doesn’t have time to read for pleasure.</td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>3 Find a pupil who has read a book in English which s/he liked very much.</td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>4 Find a pupil who likes reading non-fiction.</td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>5 Find a pupil who likes reading poetry.</td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>6 Find a pupil who likes reading fiction.</td>
</tr>
<tr>
<td>Name:</td>
</tr>
</tbody>
</table>

3b Report.

Remember:
encyclopedia (American) – encyclopaedia (British)
LESSON 4 At the library

1 Work in pairs. Ask and answer questions about a library. Check the meaning of the bold words in the Wordlist if necessary.
   e.g. How often do you go to the library? Do you have a library card? Do you use an electronic library system or a catalogue to find a book? What is available for disabled people? Are there rooms for the blind in the library? Which library is the largest in Uzbekistan?

2a Work in pairs. Read the dialogue and put the sentences in the correct place.
   a) That’s right. But you can look for some other books today if you want. Do you have a library card?
   b) I have, in fact. The book should be in this section but I didn’t find it on the shelves.
   c) I see. Thanks a lot. I’ll look for a book in the catalogue.
   d) May I help you?
   e) OK. How long can I keep the books?
   f) Don’t you have another copy of it?

At the library

A: (1) ... e.g. May I help you?
B: I need “The Fault in Our Stars” by John Green. Unfortunately, I couldn’t find it.
A: I see. Have you already used the computer on this floor?
B: (2) ... .
A: Just a moment, please. Let me check... Well, yes. The book was taken by somebody recently.
B: (3) ... .
A: No. Sorry. We have only one copy. They will give it back in 5 days.
B: So, I can come here on Tuesday, right?
A: (4) ... .
B: No, I don’t. What do I need for that?
A: You should have a photo. When you find the book, bring it to the front desk and I’ll explain you what to do.
B: (5) ... .
A: You can have our books for 10 days.
B: (6) ... .

2b Listen and check.

2c Work in pairs. Make up a dialogue.

3a Work in pairs. Read the first three tips on how to read English books better and choose the appropriate phrases.

3c In pairs read three more tips and match the texts and titles. One title is extra.

1 If you are bored while reading, you are more likely to put the book down and do something else. Find books and magazines about your hobbies, career goals, or an interesting topic.
2 Find a quiet and fun reading area to read. Turn off TV or the radio and make sure it is somewhere with good lighting where you can relax.
3 Libraries are wonderful places to find a lot of books free. There is unlimited access to a lot of collections of reading materials and other types of media and technology. Getting a library card is easy and usually just requires a photo ID.
LESSON 5 Books or e-books?

1a Work in pairs. Interview your partner and discuss how many of the following you agree with.

1b Work in groups of 4. Compare your answers.

2 Read the text and discuss the advantages and disadvantages of e-book readers. Use the words in the box to help you.

- easy to use, light/heavy, bookshelf, paper, screen, space, carry, lend/borrow

For hundreds of years printed books are bought and sold. They have not changed very much until now. The idea of an electronic book reader with a screen instead of pages has become reality. Lots of E-book Reader programs were produced and millions of e-books were downloaded from web resources. Nowadays, there are about 725,000 e-books on Amazon and thousands more are added every year. So what is the future of books? Will printed books be completely replaced by e-books? They are not replaced yet. But, maybe, very soon there will be no printed books in shops at all. Perhaps they will only be in museums!

3a Look and answer the questions.
1) What’s this?
2) Do you have this in your school?
3) If so, do you use it? Why/why not?
4) If no, would you like to have it?

3b Listen to a radio interview with a school graduate, who created e-library for his school. Listen and write T for True and F for False. Correct false statements.
1) Maxim enjoys reading.
2) There weren’t enough bookshops in his district.
3) Maxim’s e-library contains more than 100 books.
4) It takes several minutes to download a book from the e-library.
5) Only adults can download books from it.
6) Books are easily downloaded with the help of QR code.
7) It is very difficult to download books from the e-library.

4 Read and discuss. Use the following phrases to express your opinion about given statements.

- e.g. I think in the future people will only read e-books.

“I like books, and I think books will continue to be important in our society. A certain kind of person has said for years: “Books are dead, society is going downhill,” and then something comes along like Harry Potter: 754 pages long, and it sells five million copies in twelve hours. The age of book is not over, no way... But maybe the age of some books is over.”

Stephen King

Expressing agreement
- I quite agree ...
- Yes, indeed ...
- I could not agree more ...
- You are quite right about ...
- You have just read my mind ...
- Yes, that’s obvious ...
- I couldn’t agree with you more.
- No doubt about it.
- Yes, I think it’s important to ...
- I don’t see any reason why not ...

Expressing disagreement
- I don’t think so.
- Not necessarily.
- That’s not always true.
- I don’t quite agree that ...
- Well, that’s one way to look at that, but ...
- Strong: No way.
- I’m afraid I disagree.
- I totally disagree.
LESSON 6 Project

1. Work in pairs. Read the reviews and say which book you would like to read and why.

   e.g. My favourite book is “Bitter Fruit” by Brian Keeney. This is the story of Rebecca and her family. She often disagrees with her parents. The book tells how Rebecca lives on after her father’s death. I would recommend the book to all teenagers.

   In Great Britain many books for young readers are published every year. Teenagers often write about the books they have read. They write about the theme of books, explain why they like them and recommend other teenagers to read them. This kind of writing is called a “Book review”. The following book reviews are written by three English teenagers.

   “Stormbreaker” by Anthony Horowitz is a thrilling book about Alex Rider and his teenage spy adventures. His uncle was killed and Alex wants to know who killed him. Later he was trained by MI 6* as a spy and sent on his first mission. Soon he discovers a dangerous situation and decides what to do.

   “Stormbreaker” is an excellent book which kept me on the edge of my seat.

   *MI 6 – the section of the British Secret Service

   “Coram Boy” (the writer is Jamila Gavin) is a book about the life of people in the 18th century. A man called Otis and his son collect unwanted babies from mothers and promise to send them to a good orphanage, the Coram Hospital. However, Otis is a dishonest man and quite often these babies die. The book also tells us about two boys who don’t have parents: Toby and Aaron, and what they decide to do.

   It is a book full of love, unfriendly people and it is very exciting. The chapters are about the right size, and to anyone who finds it slow at the beginning, I say just keep on reading, you won’t be disappointed.

   “Bitter Fruit” (the author is Brian Keeney) is about Rebecca and her family. Rebecca is a teenager girl. She often disagrees with her parents. Once on a very bad day she tells her father that she hates him. These are the last words she says before he dies. This is the story of how she lives on after her father’s death. The beginning of the book is slightly too long, and I didn’t want to read on. However, it gets better and by the end I liked it very much.

2. Work in groups of four. Choose a book and write a review. Use the following plan.

   Step 1
   Choose the book you want to review. Answer the questions.

   Step 2
   Decide what information you want to use in the introduction, main part and conclusion.

3. Stick your reviews on the wall. Read the reviews and choose the best book to read. Explain why you would like to read it.
Henry Cooper was on his second visit to the moon, and sending back daily reports to the United Nations Space Administration. Cooper had already visited and written about the famous place where the first men had landed on the moon. But that now belonged to the past, like Columbus's voyage to America. What interested Cooper now was the future.

When he had come, everyone had been very glad to see him; he could go anywhere he liked and ask any questions he wanted. UNSA had always been friendly towards him because the reports he sent back to earth were accurate.

But now he had a kind of strange feeling that something was wrong somewhere, and he was going to find out what it was. He reached for the phone and said, “Please get me to the Police Office. I want to speak to the Chief Inspector.”

He met Chief Inspector Chandra Coomaraswamy next day. Cooper had known him for many years and for some time they talked about old friends and old times.

Then Cooper said, “You know everything that’s happening on the moon, Chandra. And you know that I’m here to write a number of reports for UNSA. So why are people trying to hide things from me?”

It was impossible to hurry Chandra. He went on smoking his pipe until he was ready to answer. “What people?” he asked at last. “Well, I’ve noticed that the Medical Research Group is avoiding me. Last time I was here everybody was very friendly, and gave me some fine stories. But now I can’t even meet the research boss. It really worries me. Is there some kind of new, killer disease?”

There was a long silence. Then Chandra said, “I’ll start asking some questions. I don’t like it either.”

The call came two weeks later. “Henry? Chandra here. Can you meet me in half an hour at Airlock Five? Good. I’ll see you there.”

Cooper knew Airlock Five meant that they were going outside the city. Chandra had found something.

As the moon car drove along the rough road from the city, Cooper could see the earth. It threw a bright blue-green light over the hard, ugly land of the moon. Cooper thought that it was difficult to see how the moon could ever be a nice place. But if humans want to know nature’s secrets, they must live and work in places like these.

The car turned off to another road and soon they came to a shining glass building. There was another moon car, with a red cross on its side, parked by the entrance.

Soon Cooper was following Chandra down a long hall, past laboratories and computer rooms, all empty on this Sunday morning. At last they came into a large room, which had all kinds of plants and small animals from earth. A short, grey-haired man was waiting there. He was looking very worried and very unhappy.

“Dr Hastings,” said Coomaraswamy, “Meet Mr Cooper.” He turned to Henry and added, “I’ve asked the doctor to tell you everything.”

The scientist was not interested in shaking hands or making polite conversation. He walked over to one of the containers, took out a small brown animal, and held it out towards Cooper. “Do you know what this is?” he asked unsmiling.

“Of course,” said Cooper. “A hamster – scientists use them in laboratories everywhere.”

“Yes,” said Hastings. “A perfectly normal hamster. But this one is five years old.”

“Well? What’s strange about that?”

“Oh, nothing, nothing at all ... but usually hamsters live for only two years. And we have some here that are nearly ten years old.”

For a moment no one spoke. Then Cooper whispered, “My God – you’ve found the way to make life longer!”
UNIT 5 Cinema

**Inquiry question:**
What is the role of cinema in our life?

**Inquiry theme:**
To understand what makes films popular

**In this unit you will ...**
- listen to the dialogues
- read about the history and development of cinema
- discuss what makes films popular
- write a film review
- create film awards

**Academic skills:**
- listening for logos
- listening for details
- giving reasons
- expressing opinions
- guessing meaning from context

**Critical thinking:**
- activating prior knowledge
- personalizing
LESSON 1 History of the cinema

1 Work in pairs. Think when the cinema began and how it is made.

2a Work in pairs. Match the words to explanations.

2b Work in pairs. Read and put the texts in order.

With this machine it was possible to take many photographic images on a film one after the other and display them very quickly producing a moving image. Then inventors around the world began to develop cameras that could record multiple frames in 1 second and the cinema was born!

In order to do this, Muybridge set up 12 cameras along the racetrack. Then he took the 12 images from the racetrack. These images could be viewed in succession on a machine Zoopraxiscope that he had invented. That made it seem like the images themselves were moving. It was the first step to motion pictures as we know it.

b) The very next year Thomas Edison, founder of the Edison Laboratory and inventor of the light bulb, wanted to use this machine. He immediately asked his company’s photographer William Dickinson to create a machine that would allow seeing more than just 12 images in succession. William Dickinson’s idea was revolutionary – the kinetoscope.

c) The story of the movies began in the 1870s with Edward Muybridge. He was one of the pioneers of photography, and he is called the father of the moving image. He met a man named Leland Stanford, who asked if it was possible to see the moment when all four feet of a horse were in the air during a gallop?

2c Read and say True, False or Not Given.

1) Edward Muybridge is the father of photography.
2) Leland Stanford liked horse riding.
3) Muybridge put 12 cameras to have 12 images from the racetrack.
4) The kinetoscope was invented by Thomas Edison.
5) Dickinson created a machine that could show 24 images in succession.
6) When you are watching a movie, it is actually many photographs one after the other.

3a Work in pairs. Listen and say whether this text is a review, biography or autobiography.

3b Listen one more time and choose the correct answer.

4a Work in pairs. Look at these words. Do they describe positive or negative reactions? Write (+) for positive, (-) for negative.

exciting, terrible, silly, frightening, uninteresting, boring, stupid, strange, interesting, funny, romantic, entertaining, fantastic, emotional

4b Complete the sentences with the adjectives in 4a.

4c Work in groups of three. Use some of the adjectives above to describe films you know.

e.g. A: I saw The Lord of the Rings yesterday. I liked it because it’s fantastic.
B: I agree. I think it’s exciting!
C: Oh, I don’t agree/disagree. I think it’s boring.
LESSON 2 What kind of films do you like?

1 Play Find Someone Who.
   e.g. Have you ever seen a horror film?

2a Work in pairs. Read and match the texts with genres. Decide what genres these films are.
   a) drama  b) action film  c) comedy
d) adventure  e) horror  f) fantasy
g) science fiction

This type of movie is designed to make people laugh – a lot! They can be animated and they are often for the whole family. In this genre the plot is usually light, with the focus on the actors and funny situations.

These films are for adults and children. The themes are imaginative and plots are about helpful and friendly living things, castles, kingdoms and dragons. They are interesting because they have scenes with dangerous situations, adventure and real friendship.

These films are set in the future and might be about other planets, or just about the future of our planet Earth. These films often have many elements of adventure films. They show what might be possible in the future.

This genre includes a very serious plot and it is about real or sometimes fictional people. The stories are usually about difficult situations, illnesses or disagreement between people.

These movies include the scenes that make people talk after the film has finished. Some typical elements of these movies include fights, car crashes and natural bad events. Like some other genres, the plot of this type of film is usually about a battle between good and bad.

This genre is based on story-telling. Often combined with at least one other genre, such as action or science fiction, these films have a plot based on a journey or adventure. Common themes in these movies include time travel, historical time periods and sailing around the world and space.

These movies are made to frighten and make you scream and be afraid, very afraid! You will find many themes in these movies including monsters, such as Frankenstein, the paranormal, serial killers and others.

Have you ever ...
1) (see) a horror film?
2) (eat) popcorn in the cinema?
3) (leave) the theatre before the end of a play?
4) (meet) a film star?
5) (ask) for an autograph?

2b Work in pairs. Talk about the films you have seen and liked. What genres are they?

3a Work in pairs. Match the words to their definitions. One definition is extra.
   a) ceremony  b) origin  c) winners
d) speech  e) prize

1) A formal public talk
2) A formal public event
3) Something the thing came from

4) Something that winners get in the competition
5) Something you wear at the competition
6 Someone who is the first in the competition

3b Listen and check.

3c Listen to the texts one more time and identify the true sentence. Explain why you think so.

1) The name ‘Oscar’ is given by one of the director’s uncle of the Academy.
2) During the first ten years nobody knew the results of the award before the ceremony.
3) The Oscar ceremony is one of the most famous ceremonies in America since 1929.
LESSON 3 At the cinema

1. Work in pairs. Answer the questions.
   1) What is a film company logo?
   2) What film company logos do you know?
   3) Why do film companies use logos?

2a. Work in pairs. Match the films with the logos of companies where the films were shot.
   1) Spider-Man  2) Kung Fu Panda  3) Avatar
   4) Jurassic Park  5) Harry Potter

2b. Listen and check.

2c. Work in pairs. Listen one more time and say True or False.
   1) The current Warner Bros production company logo represents a white colour shield with ‘WB’ written inside it.
   2) Warner Bros film company was founded by three brothers who were from Poland.
   3) In the very first logo of the Columbia Pictures company there was a woman soldier with a shield and wheat in her arms.
   4) In 1912, Carl Laemmle signed a contract with other studios and founded Universal Pictures.
   5) Emil Kosa first created the 20th Century Pictures logo and then replaced the word ‘Pictures’ with ‘Fox’.
   6) A young boy sitting on a moon with a fishing rod is the Dream Works company’s logo.
   7) Steven Spielberg and other famous people created the Twentieth Century Fox company.

3a. Look at the Film Guide. Guess the new words. Check in the dictionary.

3b. Listen to the dialogue between Jenny and the ticket seller. Fill in the blanks.

3c. Work in pairs. Make your dialogue.
LESSON 4 How to choose a film to watch

1a Work in pairs and answer the questions.
1) How do you choose films to watch?
2) Do you read film reviews? Are they helpful to you?

1b Work in pairs or in groups of four. Read about the films and answer the questions.
1) Have you seen the films?
2) If so, why did you decide to see it/them?
3) If no, which film would you like to watch? Why?

Harry Potter is a boy who was brought up by his unkind Muggle (non-magical) aunt and uncle. At the age of eleven, half-giant Rubeus Hagrid told him that he was a wizard and that his parents were killed by a cruel wizard named Lord Voldemort. Voldemort also wanted to kill one-year-old Harry but his killing magic words did not work on Harry. It was strange and Harry became very famous in the Wizarding World as a result.

The Avengers is a film based on the superhero team. In the film a lot of heroes from old films take part: Iron Man, the Incredible Hulk, Thor, and Captain America. The heroes fight against Thor’s brother Loki, who wants to be the leader of the world with the help of the space humanoid army. The film was successful and collected $1 billion in the world at one weekend. The film got the Academy Award for Best Visual Effects.

Home Alone is a 1990 American comedy film about an eight-year-old boy, who must take care of his home from two bad men when his family mistakenly leaves him at home alone on their Christmas vacation. The film received several prizes. Though some people did not like the film, Home Alone has become a holiday classic among children and adults.

2a Read the tips for writing a film review. Identify them in the film review.
1) First, start by giving basic information about the film. For example, the name of the film, where you saw it, actors, genre, etc.
2) Second, give an overview of the main plot of the film. (What the story is about.)
3) Third, give some interesting facts about the film. (Characters, special effects, music, dialogues)
4) Finally, give your opinion of the film.

Last week my friends and I went to the cinema to see Harry Potter and the Deathly Hallows Part 2.
This film is final in the Harry Potter series. The film finishes the story of Harry and his wizard friends, Ron and Hermione. In the film, Harry and his friends won the battle against their enemy Lord Voldemort.
Harry and his friends are grown-ups in this film, and we can see how brave they are. Although it is a film for teenagers, the special effects are fantastic and sometimes frightening! The film shows good lessons of bravery and loyalty. I saw all the films in the Harry Potter series and did not like all, but I enjoyed this film a lot.

2b Write a film review. Follow the tips for writing a film review.

2c Read your reviews to the class.
LESSON 5 What’s the film like?

1a Look up the meaning of the words: biographical, dubbed, subtitled, legendary

1b Work in pairs. Listen and choose the correct answer to the questions.

Dialogue 2
1) When do they go to the cinema? Saturday or Sunday?
2) What film are they going to see? Science fiction or action movie?

Dialogue 1
1) When does the film start? 3pm, 6pm or 9pm?
2) At what time do they meet? 6pm or 5.30?

Dialogue 3
1) What sort of film is it? Adventure/Biographical/Horror?
2) Is the film subtitled or dubbed?

2a Work in pairs. Match the characters from “Harry Potter” film with pictures.

A: Describe one of the people in 2a. Use the table.
B: Guess who it is.
e.g. He is a boy with big brown eyes. His nose is small. His ears are big. He is smiling. He has no hair. He is wearing a red suit.

2b Work in pairs. Describe, listen and guess.

A: Describe one of the people in 2a. Use the table.
B: Guess who it is.
e.g. He is a boy with big brown eyes. His nose is small. His ears are big. He is smiling. He has no hair. He is wearing a red suit.

2c Work in pairs. Write the name for each film character. Find out the meaning of the new words.
1) ... – brave and lucky 5) ... – quiet and strange
2) ... – clever and hardworking 6) ... – strong and successful
3) ... – shy and honest 7) ... – helpful and open
4) ... – unfriendly and proud

2d Work in pairs. Write four sentences with ‘as ... as’.
e.g. He is as honest as Harry. He is not as brave as Harry.

3 Work in groups of four. Describe people in your class and guess who they are.
LESSON 6 Project

Work in groups. You are members of a movie club. You are going to create your own award.

1. Design the award you will give and give it a name.
   e.g. Our award is called UzMTAs – Uzbekistan Movie Theatre Awards and it looks like this (show a picture of your award).

2a. Choose a film to give an award. Write a review of it.
   Write about:
   1) title
   2) director
   3) date made
   4) country made in
   5) main characters
   6) the plot
   7) your opinion about story/photography, characters, star rating

2b. At the end of the review write which awards you are giving to the film.
   e.g. The Best Actors award is given to ... for his/her role in ...

3. Present your review.

Awards

- Best Actor
- Best Actress
- Best Cameraman
- Best Director
- Best Soundtrack
- Best Visual Effects
Jane Eyre (originally published as Jane Eyre: An Autobiography) is a novel by English writer Charlotte Brontë, published under the penname “Currer Bell” on 16 October 1847. Jane Eyre follows the experiences of its eponymous heroine, including her growth to adulthood and her love for Mr Rochester. The novel revolutionized prose fiction by being the first to focus on its protagonist’s moral and spiritual development through an intimate first-person narrative, where actions and events are coloured by a psychological intensity. Charlotte Brontë has been called the “first historian of the private consciousness”, and the literary ancestor of writers like Proust and Joyce.

Jane, a 10-year-old girl, lives with her uncle’s family because her parents are dead. Her uncle is always kind to her but his wife, Sarah Reed is not. Sarah’s son John and Sarah’s two daughters also hate Jane. They often try to hurt her. She is later sent to the Lowood Institution, a charity school, where she and the other poor girls have bad conditions of life. But in spite of that, she finds friends there and becomes strong.

After several years as a student, she becomes a teacher at Lowood, but she dreams about how to leave this place. She finds work at Thornfield Hall, where she meets the master of the house, rich and proud Edward Rochester.

At Thornfield, Jane looks after young Adèle, the daughter of a French dancer who was living there. She meets a very kind woman, the housekeeper Mrs Alice Fairfax. Jane loves Rochester. Rochester loves Jane too and wants to marry her. However, on their wedding day, Jane learns that Rochester cannot legally marry her, because he already has a wife, Bertha Mason, who has gone mad and is locked away on the third floor because of her illness. Jane now understands the strange noises that she heard in the house. Rochester was not honest with Jane but he loves her. He suggests joining him and going to France together, where they could live as husband and wife. But Jane does not want to live against the law. She has her rules of life and she leaves Thornfield.

Jane is taken in by people she later discovers are her cousins. One of them is St. John, a religious man. He gives her a job and soon wants to marry her and take her to India. At first Jane agrees to leave with him but not as his wife.

Just then, she always hears a strange voice of Rochester in her mind. Jane returns to Thornfield and finds the house burned, set on fire by Rochester’s wife, who then jumped to her death. Rochester tried to save her, but was blinded. Jane and Rochester are happy to be together and they get married. Rochester later has the ability to see again, and the couple have a son.

Jane Eyre was used in various films, TV and stage plays, including a 1943 movie that starred Orson Welles as Rochester and Joan Fontaine as Jane.
# UNIT 6 World of music

**Inquiry questions:**
What is the role of music? What is the relationship between music preferences and personality?

**Inquiry theme:**
To understand what the role and future of music is

**In this unit you will ...**
- listen and identify different styles of music
- read about the history of music players
- use signal words for steps in a process (First ... then ... after that ...)
- discuss the influence of music on development of personality
- discuss the role and importance of national music
- create a pie graph

**Academic skills:**
- listening to understand emotion
- giving examples
- giving sources of information
- expressing opinions
- understanding quotes
- completing a T-chart

**Critical thinking:**
- activating prior knowledge
- thinking about pros and cons
LESSON 1 How does music make you feel?

1a Work in pairs. Say how many genres of music you know.

1b Work in pairs. Listen and match.

2 Work in pairs. Answer the questions.
   a) When did music first appear?
   b) How does music affect people?
   c) Why is music especially important for kids?
   d) Can we communicate with music?
   e) How to better understand the language of music?

Did you know that music is part of what makes humans human? Every culture makes music. Musical instruments are amongst the oldest man-made objects ever found. For example, there are flutes around 37,000 years old and perhaps even older!

Scientists have recently discovered that music affects many parts of our brain very deeply. Try to sing ‘Happy Birthday’ or any song you like and you will understand. Music gets under your skin. It creates strong feelings and memories. How does it make you feel?

The more we learn about music, the more we will be able to say what we want to say in music. In other words, the more we learn about music, the more we will be able to say things that we cannot say in words.

Children’s brains are developing. That means children are much more ready to hear new things than adults. Many adults think that certain types of music (for example, classical music) are not for children. In fact, the opposite is often true. If an adult has not heard a particular type of music in childhood, then they will not normally like that music as an adult.

The more types of music children hear, the more types of music they will like as adults and the more they will listen to. And the more types of music they will listen to, the more they will understand about the essential language of music itself!

3a Work in pairs. Listen to the text. Match the headings (a–c) and paragraphs (1–3).
   a) Get a better score and remember more
   b) The right music to study better
   c) Music against stress and pain

3b Listen one more time. Write true (T), false (F) or not given (NG).

4a Work in pairs. Complete a T-chart.

4b Work in groups. Ask and answer.
   e.g. A: What music do/don’t you like? How does … (pop) music make you feel?
   B: I like pop music because it makes me happy. / I don’t like rock music because it makes me want to shut my ears. And what about you?

| Want to shut my ears, want to dance, remember good things, want to sing, think about nature |
| Remember:                          |
| This music makes me|you|him|her|us|them happy. |
| This music makes me|you|him|her|us|them want to dance. |
LESSON 2 Uzbek national music

1 Work in pairs. Match the words and explanations. Repeat the new words.

1) vocal (adj)   a) someone who stands in front of musicians and controls their performance
2) cycle (n)    b) involving voice, especially in singing
3) to stage (v) c) a series of events repeated again and again, always in the same order
4) a conductor (n) d) to organize a performance of music or a play

2a Work in pairs. Answer the questions.

1) Since when is Uzbek professional music known? 4) Who was Mukhtor Ashrafi?
2) Was Alisher Navoi a poet or a musician? 5) Are the traditions of Uzbek national music supported?
3) What is “makom”/“shashmakom”?

2b Work in pairs. Read and check your answers.
Put the verbs in the passive voice.

Uzbek professional music (1) ... (know) in the 15th century by its famous musicians Usto Kul-Muhammad, Shaikhi-Na’i and the poet Abdurakhman Jami. The great poet Alisher Navoi was not only a musician but also a composer of some pieces of music.

The genre makom stands at the top of Uzbek professional music of oral folk tradition. National instruments “doira” and “tanbur” (2) ... (play) in this genre. Makoms are instrumental and vocal musical pieces performed together as a cycle.

The Shashmakom consists of six makoms and it is the highest step of the musical culture of Uzbek people.

The tanbur-player Pakhlavon Niyoz-Mirzaboshi from Khorezm invented writing for Uzbek national musical instruments. Later it (3) ... (bring) into practice. Early in the 20th century, the first national opera “Layli and Majmun” by U.Gajibekov (4) ... (stage) in Tashkent.

Great Uzbek musicians Tukhtasin Jалиlov, Muhitdin Kori-Yokubov and Yunus Rajabi developed the new forms of Uzbek national music and applied them to the traditional makoms. They (5) ... (use) in music for national musical instruments and philharmonic orchestras.

The development of modern Uzbek national music (6) ... (make) by the famous composer and conductor Mukhtor Ashrafi. Many of his compositions (7) ... (base) on Uzbek and Tajik folk songs.

Ulugbek Musaev is the author of the ballet “Tumaris”, which (8) ... (base) on the ancient legend about the fight of the Massagetian queen against the Persian army. Among the most famous philharmonic composers is Uzbek composer Rustam Abdullaev.

Today the traditions of Uzbek national music, folk melodies and songs (9) ... (teach) at musical colleges and at Tashkent State Conservatoire.

3a Work in pairs or in groups of four. Answer the questions.

1) What do you think about Uzbek national music? 4) Have you been to any concert lately?
2) Where can you listen to Uzbek national music? 5) Who are the most famous Uzbek singers/bands?
3) What kind of music is popular in the place where you live?

3b Make a report.
LESSON 3 Classical music? It’s great!

1 Work in pairs. Give the equivalents for these proverbs in your mother tongue.

2 Work in pairs. Listen and take notes.

3a Work in pairs. Answer the questions.
   1 What is classical music?
   2 How is classical music different from other genres of music?
   3 Why do people love classical music?

3b Read and check your answers.

Classical music has been composed by musicians who were taught how to write it and they wrote it down so that other musicians can play it.

Classical music differs from pop music because it is not made just in order to be popular for a short time. It is different from folk music which is generally made up by ordinary members of the society and learned by future generations by listening, dancing and copying.

It is a genre that beautifully expresses every imaginable emotion and tells so many brilliant stories throughout history. Playing classical music to young children has been proven to help with their cognitive development, to develop their imagination, and also to produce a calming effect.

4a Write down the new words. Listen and repeat.

4b Work in pairs. Listen to what great young musicians say about classical music and match the people with sentences.

<table>
<thead>
<tr>
<th>People</th>
<th>Classical music …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Lauren Zhang, pianist</td>
<td>a) ... makes people be creative.</td>
</tr>
<tr>
<td>2) Sheku Kanneh-Mason, cellist</td>
<td>b) ... is social and helps find real friends.</td>
</tr>
<tr>
<td>3) Jess Gillam, saxophonist</td>
<td>c) ... helps express ourselves and it's an electric feeling.</td>
</tr>
<tr>
<td>4) Laura van der Heijden, cellist</td>
<td>d) ... makes us curious and open-minded. It's challenging.</td>
</tr>
<tr>
<td>5) Jennifer Pike, violinist</td>
<td>e) ... is international and helps be patient with yourself.</td>
</tr>
<tr>
<td>6) Nicola Benedetti, violinist</td>
<td>f) ... is emotional and it's a way of expressing things. It always gives something to everyone.</td>
</tr>
</tbody>
</table>

5 Work in pairs or in groups of four. Answer the questions.
   e.g. I don’t mind listening to classical music from time to time.

1) What do you think about classical music?
2) Have you ever been to opera/ballet/concert?
3) How did you feel?

hate—don’t like—don’t mind—
like—really like—love
LESSON 4 What about going to the concert?

1 Work in pairs. Read and match.

2b Work in pairs. Read and find an appropriate concert for each person.

   e.g. Sevara should go to ... because she likes ...

1) Sevara goes to a dance club. She wants to be a professional dancer. She likes modern choreography.
2) Alisher likes classical music. He plays the piano, and Beethoven is his favourite composer.
3) Natasha likes pop music but her mother is teaching her to listen to classical music. She has promised to take Natasha to the opera to listen to Italian opera.
4) Sohib is studying dancing. Next year he is going to study at the Moscow Ballet School for one year. He is very proud because it is a very good dance school.

Spartacus
This famous ballet by the Russian choreographer Yuri Grigorovich with music by Aram Khachaturian is one of the best classical ballets of the 20th century. The battle for freedom and love between good and evil in ancient Greece is presented by famous dancers. You will enjoy the new costumes and stage sets.

Navoi Opera and Ballet Theatre
Opening Night: March 1st 7 p.m.

Ailey II
One of today's most dynamic dance companies, the legendary American Dance Theatre is known for its dramatic choreography and energetic movement. Great modern music too. Don’t miss this great opportunity to see modern American dance!

Turkiston Concert Hall
March 15th 8 p.m.

New Season in a new home
The National Philharmonic Orchestra begins its new season with the amazing sounds of classical masterworks and popular favourites. The music director will begin the season with a programme of Bach, Beethoven and Chopin.

Music Conservatoire
March 1st 7 p.m.

Madame Butterfly
Puccini’s Madame Butterfly, one of the world’s best-loved operas, returns to the Navoi Theatre. Puccini created one of the greatest roles in opera for his favourite heroine, Butterfly (Cio Cio San), and her love story. Superb singing, wonderful orchestra, beautiful sets, excellent costumes.

Navoi Opera and Ballet Theatre
March 15th 6 p.m.

2c Work in pairs. Choose a genre of music and write a dialogue.

   e.g. A: What music do you like?
B: I like pop music because it makes me want to dance. I like modern dancing.
A: How about going to Turkiston Concert Hall to see American Dance Theatre?
B: Good idea.

3a Work in pairs. Listen and say where you would like to go and why.

3b Work in pairs. Write a dialogue.

How about/What about going to ..., why don’t you go to ..., If I were you, I would go to ... Good idea./I’d love to./Yes, why not?/Let’s go.
LESSON 5 What is the future of music?

1a Work in pairs. Read and explain the bold words.

How do musicians become famous?
Not all musicians become famous but some do. First, they form a band and practise a lot. Then they think of some good lyrics and music for a song. After writing the song, they go to a recording studio to record the song. Then they release a single. If the song is a hit, it could go to number one and then they become famous. After that, the band should release an album and go on a tour so that they can play live for their fans.

1b Work in pairs. Read and say where the text is taken from.

Yalla (Cyrillic: Ялла; pronounced [jʌˈləː] in Uzbek) is a folk rock band from Uzbekistan. Formed in the early 1970s, Yalla went on concert tours in Europe, Africa, Asia and Latin America, including performing at the “Voice of Asia” festival. The most famous song of Yalla was “Uchkuduk”, and it was the most popular hit in the 1980s. The leader of the band is Farrukh Zokirov. Their music mixes traditional folk tunes and poetry of Uzbekistan and other Central Asian and Middle Eastern cultures, along with modern pop and dance music, into a unique international blend. They perform songs in more than 10 languages, including Arabic, Persian, Hindi, Nepalese, French, as well as Uzbek and Russian. Yalla is still very popular in Uzbekistan. Some new hits came out, such as “Uzbekistan” and some more.

1c Work in pairs. Write about Yalla. Use the words ‘First, then, after, after that’.

2a Work in pairs. Look at the dates of music player history and match the dates to events.

1) 1877 a) a gramophone became a common name in the UK
2) 1887 b) the phonograph was called a gramophone
3) 1890s c) a tape recorder was called a record player
4) 1910 d) the first phonograph was invented
5) 1930 e) a tape recorder which records and plays sounds using magnetic tape appeared
6) 1940 f) the phonograph cylinders were changed to flat discs

2b Work in pairs. Listen and check your answers.

3 Work in pairs. Answer the question.

What do you think the future of music is?
LESSON 6 Project

Project 1

1a Work individually. Complete your column in the table.

Test your music style

<table>
<thead>
<tr>
<th>style of music</th>
<th>your score</th>
<th>group score</th>
</tr>
</thead>
<tbody>
<tr>
<td>classical music</td>
<td>e.g. 15%</td>
<td></td>
</tr>
<tr>
<td>jazz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>heavy metal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>country/ folk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>national Uzbek</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dancing music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hip hop</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1b Work in groups. Complete the table with the group score.

Make a pie graph.

1c Write the description of the pie graph.

e.g. There are ... pupils in our group. We have made a research work about the styles of music we like listening to. The graph shows that the most popular style is ... . Most pupils think it makes them ... . We also like ... .

Project 2

Write a short text about your musical hero.

Writing about a musical hero

Step 1 Plan
Make notes about the person you are going to write about.

Step 2 Write
Write a first version using your notes. Write four paragraphs.
- name, when/where born, job(s)
- when he/she became famous, main achievements
- other achievements/interests
- why you admire him/her

Step 3 Check
Check your writing for errors. Check you have used time expressions.

Step 4 Write
Write the final draft.
Music for the Clouds

There was once a very small country that had problems of long periods without rain. It had gone so long without rain that the people there were starting to go hungry because of the bad harvests.

It just so happened that a group of musicians were travelling the country, trying to make a living from their concerts. But with so many problems in the land, no one felt like listening to music.

"Music can help solve any problem," said the musicians. But no one paid them the smallest attention.

So the musicians tried to find out the reason it wouldn’t rain. It was very strange, because the sky was cloudy. But nobody could answer this question.

"It’s been cloudy like this for many months, but not a single drop of rain has fallen," people would tell them.

"Don’t worry," said the musicians, "we’ll bring rain to the country."

They began rehearsing for a concert at the top of the highest mountain. Everyone who heard the music was interested and went up the mountain to see what was happening there. The conductor of this strange orchestra gave the order, and the musicians began to play.

From their instruments came small, playful musical notes, that rose and rose into the clouds. The music was so joyful, happy and fun, and the notes started playing with the clouds’ soft, white bellies, running here and there, up and down, and the whole sky turned into one big playground. Soon after that, the giant clouds were thundering with laughter.

The musicians continued playing joyfully and a few minutes later the clouds started crying with laughter, and soon it was pouring with rain. The clouds above the little country cried with their beautiful tears, bringing happiness to all.

And since that time that musical rain stayed in the memory of everyone. Each person in the land learned how to play an instrument and, taking turns, would go up the mountain every day to bring joy to the clouds with their beautiful songs.

Drums in Space

Brenda Bongos was a happy, artistic girl, a girl with one big ambition – to play the drums in a band. To be good enough to play in a band Brenda had to practise a lot, but she lived next-door to a lot of old people – many of them sick. She knew that the sound of beating drums would really get on their nerves.

Brenda was a very good and kind girl. She always tried to find a way of practicing her drums without bothering other people. So, she had tried playing in strange places like a kitchen, an attic, and even in a shower. She spent most of her time playing on books and boxes.

One day, while watching a science documentary on TV, she heard that sound cannot travel in space, because there is no air. At that moment, Brenda Bongos decided to become a sort of musical astronaut. Brenda built a space bubble. Inside there was a drum kit and a chair. Brenda got into the space suit she had made, entered the bubble, turned on the machine, and...

She played those drums like a wild child!

It was not long before Brenda Bongos – ‘The Musical Astronaut’ – had become very famous. Finally, Brenda was a real musical astronaut, and had gone far beyond her first ambition of playing drums in a band.

Years later, when they asked her how she had achieved all this, she said, “If those old people next-door didn’t mean so much to me, it wouldn’t happen.”
UNIT 7 Science and technology

Inquiry questions:
How science changed people’s lives?
What are some machines that make life easier?

Inquiry theme:
To understand how science and technology improve the quality of our life

In this unit you will …
✓ listen and identify different facts
✓ read about the history of science and famous scientists
✓ discuss how science and technology make our life easier
✓ make a presentation about the most important/useful invention

Academic skills:
✓ listening for details
✓ using timeline
✓ understanding main ideas of paragraphs
✓ expressing opinions
✓ understanding quotes
✓ using modal verbs: must, may, might, could to express uncertainty, certainty and possibility

Critical thinking:
✓ activating prior knowledge
✓ thinking about pros and cons
**LESSON 1 Everyday inventions**

1a Work in pairs. Put in order.

1. The vacuum cleaner was patented by a) Hubert Booth  b) Lewis Strauss
2. The air conditioner was invented by a) Willis Carrier  b) Simon West
3. A tractor was invented by a) Frank Abbot  b) Benjamin Hot
4. The first piloted helicopter was invented by a) Paul Cornu  b) Andrew Rolin
5. The pop-up toaster was invented by a) James Bowels  b) Charles Strite
6. The first quartz clock was developed by a) Warren Morrison  b) Matt Jewel
7. Scotch tape was patented by a) Trevor Carty  b) Richard G. Drew

1b Work in pairs. Read and choose.

1) The vacuum cleaner was patented by
   a) Hubert Booth  b) Lewis Strauss
2) The air conditioner was invented by
   a) Willis Carrier  b) Simon West
3) A tractor was invented by
   a) Frank Abbot  b) Benjamin Hot
4) The first piloted helicopter was invented by
   a) Paul Cornu  b) Andrew Rolin
5) The pop-up toaster was invented by
   a) James Bowels  b) Charles Strite
6) The first quartz clock was developed by
   a) Warren Morrison  b) Matt Jewel
7) Scotch tape was patented by
   a) Trevor Carty  b) Richard G. Drew
8) The ballpoint pen was invented by
   a) Ladislo Biro  b) Ari Hernandez
9) The first electronic computer was built by
   a) John Atanasoff and Clifford Berry  b) Tyson Rode and Scott Shelton
10) The microwave oven was invented by
    a) Troy Howling  b) Percy Spenser
11) The first video tape recorder was invented by
    a) Norikazu Sawazaki  b) William Lukas
12) The post-it note was invented by
    a) Arthur Fry  b) Steven Lefal

2a Look and say how often we use these things?

2b Listen and tick True or False.

How much do you know about the history of the umbrella?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>People first used umbrellas in places like India, Egypt and China. True False</td>
</tr>
<tr>
<td>2</td>
<td>At the beginning, only rich and important people used umbrellas. True False</td>
</tr>
<tr>
<td>3</td>
<td>The British were the first to use umbrellas in the rainy weather. True False</td>
</tr>
<tr>
<td>4</td>
<td>The British people started using umbrellas 400 years ago. True False</td>
</tr>
<tr>
<td>5</td>
<td>Women in Europe did not like umbrellas. Only men used them. True False</td>
</tr>
<tr>
<td>6</td>
<td>The British traveller Jonas Hanway invented an umbrella. True False</td>
</tr>
<tr>
<td>7</td>
<td>The first umbrella shop opened in London. True False</td>
</tr>
</tbody>
</table>

3 Work in pairs. Write five sentences.

E.g. The vacuum cleaner is used for cleaning the floor.
LESSON 2 What is science?

1a Work in pairs. Think about what science is. Answer the questions.
1) What language does the word “science” come from? What does it mean?
2) What does science learn about?
3) What is science based on?
4) What are “branches” in science?

2b Work in pairs. Read and match the texts with headings. One heading is extra.
a) Many universes b) What is dark matter? c) Other kinds of life d) End of the universe e) The shape of the universe f) How the universe was born

1) This is really a simple puzzle. Are there other types of life out there in the universe? Frank Drake, an astrophysicist, thinks that if only one in billion planets has living things, then there must/may be over 6 billion planets with living things on them. Enrico Fermi, however, says that if life is that usual, then why we have not had any signs of other kinds of life in the universe.

2) Astrophysics knows a lot about what our universe consists of. But in fact, we can only see about 4% of the universe. The models of the universe show there must/might be a lot of matter which we do not see or “dark matter”. This word means that we have no idea of what it is. It is made of different type of matter and it reacts with light and other matter in a different way.

3) The astrophysicists think there could/must be many universes, which are in the same space and time as our universe. These universes may/must have their own history and laws of physics. This is not a fact for the moment, but some day it may/must be possible to travel to the other universe to your favourite singer’s concert.

4) How did the universe begin? The universe includes everything that we know, including time. But what was there before the beginning of the universe? Different studies talk about the “Big Bang”, which started the universe from a single point. It happened around 13.8 billion years ago. But it did not simply appear from nothing. There was the Big Bang not in space but of space. The Big Bang created the universe.

5) There are several opinions about how the universe will die. There are several ways. According to the first idea, the universe will continue growing and, in the end, it will become a cloud of thin dust. Another way is that the universe will fall back into a single point, which may start another big bang. In general, nothing will happen to the universe for more than 20 billion years from now.

Written by Glen Taylor

2c Work in pairs. Read again and choose the correct modal verb:
must, may and could. In which sentences can we see uncertainty, certainty and possibility?

3a Work in pairs. Ask and answer.
If you were an astrophysicist, what facts of the universe would you study?
e.g. If I were an astrophysicist, I would study ... because it has always been interesting for me to know more about it.

3b Play Chain Drill.
If you were an astrophysicist, what facts of the universe would you study?
e.g. A: If I were an astrophysicist, I would study ... because it has always been interesting for me to know more about it.
B: If I were an astrophysicist, I would study ...
LESSON 3 Looking into space

1a Work in pairs. Read the text and say how many paragraphs it has.

Isaac Azimov, a science fiction writer, once said: “I do not fear computers. I fear the lack of them.” These days, most people cannot work without a computer. However, is it true that the use of computers is always beneficial?

Certainly, there are several advantages of using computers at work. First of all, they help people work faster. For example, typing on a computer is much faster than writing by hand and it can help you write without grammar mistakes. Moreover, people can organize their work better with a computer. They can save their work and organize their files into folders so that they can find what they need easily.

However, using computers at work also has some disadvantages. One disadvantage is that it is not safe to keep all your work on a computer. Documents can get lost if the computer stops working. Also, people are losing their jobs because computers take their place at work.

So, using computers can be both advantageous and disadvantageous. Despite the problems, however, I believe that they are an important tool at work and we should try to make the best of them.

1b Think of two reasons for and two reasons against using computers at work. Compare your answers with the reasons given in the article.


Ask and answer. Complete the texts.

Mirzo Ulugbek was a statesman, scientist, great astronomer and mathematician, and a grandson of the (1) ... (Whose). He was born in 1394.

In (2) ... (When), Ulugbek became the ruler of Samarkand. During this period, the city was one of the world centres (3) ... (What kind) of the Middle Ages. There was a scientific school, great astronomers and mathematicians. There was built a (4) ... (What), which was the beginning of the architectural building of the Registan. Since young ages Ulugbek was interested in (5) ... (What). Later he built a special building for its time, the famous observatory. In (6) ... (When), Ulugbek created the catalogue of the sky, where (7) ... (How many) stars were described. In 1444, after thirty years of astronomical observations, the great astronomer created his scientific work – “Ziji Kuragoniy”.

Nowadays, Ulugbek’s scientific work is studied in (8) ... (Where) around the world. The great scientist made very important predictions in science.

2b Listen and check.

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

3b Work in pairs. Choose one thing and write a similar text for an encyclopedia. Use the words.

(1) A compass, an instrument for finding directions on the earth, a needle (a thin piece of magnetic metal), 2000 years ago, ancient China, Earth’s magnetic field, north, south

3c Read your text to the class.

Remember:
the Sun/the sun
the moon the sky
on earth/the earth/Earth

(2) A chair, a piece of furniture, 5000 years ago, ancient Egypt, a horizontal seat, a vertical back, attached, four legs, used for/in, made of, wood, plastic
LESSON 4 How techie are you?

1 Work in pairs. Answer the question.
Which of these things can you do with the equipment in the picture?

- e.g. We can use a smartphone to take a digital photo.

<table>
<thead>
<tr>
<th>take a digital photo</th>
<th>go online</th>
<th>play a video game</th>
<th>print a document</th>
<th>make a phone call</th>
<th>charge a mobile phone</th>
<th>scan a photo</th>
<th>post a comment</th>
<th>send an email</th>
<th>download/upload a video clip</th>
<th>store data</th>
<th>write a blog</th>
<th>read an e-book</th>
<th>plug in a memory stick</th>
</tr>
</thead>
</table>

2 Complete the sentences with the words.

3 Work in pairs. Read and give some advice.

What electronic devices should these people buy?

- e.g. If I were you, I would buy an e-book reader.

- You don’t need to carry your books with you.

1) I like books, but they take up too much space.

2) I want to listen to music while I’m walking to school.

3) I want to make a film of my granny’s 90th birthday.

4) I love watching films on television. But I want a really clear and high-quality picture.

5) My mum is always getting lost in her car.

6) My laptop is a bit old, and quite heavy.

4a Work in pairs. Read and complete.

Master of the Web

Tim Berners-Lee (1) is/are a world famous scientist and a great inventor. But (2) are you knowing/do you know what he invented?

Tim (3) was/is born in London in 1955. His parents (4) was/were both mathematicians and computer scientists. When he was a boy, his hobby was electronics. He liked (5) play/playing with different gadgets. He went to Emanuel School and then (6) was studying/studied physics at Oxford University from 1973 to 1976.

Tim (7) worked/was working at a large scientific laboratory in Geneva, Switzerland, when he (8) was inventing/invented the World Wide Web. He (9) built/were building the first Web browser and server in 1990. In 1991, he (10) created/create the first website. The first web page address was http://info.cern.ch/hypertext/WWW/TheProject.html, which had information about the WWW project.

The World Wide Web (11) didn’t make/wasn’t making Tim rich. He gave his invention to the world so everyone can use it for free. He now (12) work/works at Massachusetts Institute of Technology in the USA and at the University of Southampton in the UK. He and his family (13) live/are living in America. Tim (14) has/is having many awards and prizes for his work. In 1999, Time magazine included him in its list of the 100 most important people of the 20th century. Queen Elizabeth II (15) was giving/gave him a knighthood in 1994, so he is now Sir Tim Berners-Lee. He (16) is coming/came first in a list of the top living cleverest people in 2007. So next time you look at a website, remember to thank Tim Berners-Lee!

4b Read and complete the box.
LESSON 5 Just like humans

1 Work in pairs. Think about this quotation. Do you agree?

“You just can’t see a difference between a robot and the very best of humans.” Isaac Asimov, “I, Robot”

2a Work in pairs. Answer the questions.
1) What is a robot? What kind of robots do you know?
2) Are the robots dangerous/useful?
3) What is robotics?
4) Why are some robots made to look like humans?

2b Read and check your answers. Complete the sentences with the phrases.

a) to help people  b) or do any other human activity  c) make our lives much safer
d) It helps people e) On the engineering side

Robots are machines that make our lives easier; they also (1) ... . Robotics uses science and engineering together. (2) ..., engineers work with the design, construction, operation and use of robots, especially through computer system. On the scientific side, engineers study how a robot’s design depends on how well it does its job. Robots can be used in many situations and for lots of aims, for example, (3) ... . But today many robots are used in dangerous situations, or where humans cannot live, for example, in space, under water and in high heat. Robots can have any form but some robots are made like humans in appearance. (4) ... be friendly to them. Such robots can walk, lift and carry heavy things, speak, (5) ... .

3a Work in pairs or in groups. Match the robots and pictures.
1) Atlas  2) ASIMO  3) FEDOR  4) Morpheus  5) BINA48  6) BEAR

3b Work in pairs or in groups. Match the robots and what they will do.

e.g. I think we will control the ... robot with our mind. It will be a good companion and help many people.

3c Listen and check.

4 Work in pairs. Read and answer the questions.
1) What is this advertisement about?
2) Who is it organized by?
3) Where does it take place?
4) Who can take part in this competition?
5) How many categories are there in the competition? What are they?
6) Are there any prizes?
LESSON 6 Project

1 Work in pairs. Write the sentences.

**Mirrors**

Make sentences with the verbs ‘be, use, have, invent’.
1) Turkey 8,000 ago/people/stone mirrors
2) There/metal mirrors/China 4,000 years ago
3) 1835/Justus von Liebig, a German chemist/the modern mirror
4) Modern glass mirrors/silver/the back

**Tin-cans**

Make sentences with the verbs ‘be, invent, make, produce’.
1) Peter Durand/England/first metal cans/1796
2) Forty years later/someone/the first can-opener
3) Now/square cans/for easy transportation
4) Every year/twenty billion cans/Britain

**The post-it note**

Make sentences with the verbs ‘be, do, invent, sell, use’.
1) America/the post-it note/1970
2) Usually/an office worker/eleven post-it notes/every day
3) Now/600 different post-it note products
4) In 2000/artist/a drawing on a post-it note/and/for $1000

2 Work in groups of 4/5. Make a presentation ‘The most important/useful invention’.

Unit 7 • Lesson 3

2a Work in pairs. Pupil A: look at this page.

Ask and answer. Complete the texts.

Mirzo Ulugbek was a statesman, scientist, great astronomer and mathematician, and a grandson of the famous ruler Amir Temur. He was born in (1) ... (When).

In 1409, Ulugbek became the ruler of (2) ... (What/Where). During this period, the city was one of the world centres of science of the Middle Ages. There was a (3) ... (What kind) school, great astronomers and mathematicians.

There was built a madrasah, which was the beginning of the architectural building of the (4) ... (What). Since young ages Ulugbek was interested in astronomy. Later he built a special building for its time, the famous (5) ... (What). In 1437, Ulugbek created the (6) ... (What), where 1018 stars were described. In (7) ... (When), after thirty years of astronomical observations, the great astronomer created his scientific work – “Ziji Kuragoniy”.

Nowadays, Ulugbek’s scientific work is studied in universities around the world. The great scientist made very important (8) ... (What) in science.
Amelia Earhart: First Woman to Fly Alone Across the Atlantic

Amelia Earhart was born in 1897 in Kansas. She was not a child of her times. Most American girls were taught to sit quietly and speak softly. They were not permitted to play ball or climb trees. Those activities were considered fun for boys. Amelia and her younger sister Muriel were lucky. Their parents believed all children needed physical activity to grow healthy and strong. Amelia and Muriel were very active girls. Other parents would not let their daughters play with Amelia and Muriel.

When Amelia was preparing to enter a university, World War One began. And Amelia was shocked by the number of wounded soldiers sent home from the fighting in France. She decided she would be more useful as a nurse than as a student. So she joined the Red Cross.

Amelia Earhart first became interested in flying while living in Toronto. She talked with many pilots who were treated at the soldiers’ hospital. She also spent time watching planes at a nearby military airfield. Flying seemed exciting. But the machinery – the plane itself – was exciting, too.

After World War One ended, Amelia entered Columbia University in New York City. She studied medicine. After a year she went to California to visit her parents. During that trip, she took her first ride in an airplane. And when the plane landed, Amelia Earhart had a new goal in life. She would learn to fly.

One of the world’s first female pilots, Neta Snook, taught Amelia to fly. It did not take long for Amelia to make her first flight by herself. She received her official pilot’s license in nineteen twenty. Then she wanted a plane of her own. She earned most of the money to buy it by working for a telephone company. Her first plane had two sets of wings, a bi-plane. On June 17, 1928, the plane left the eastern province of Newfoundland, Canada. The pilot and engine expert were men. The passenger was Amelia Earhart. The plane landed in Wales twenty hours and forty minutes later. For the first time, a woman had crossed the Atlantic Ocean by air.

Amelia did not feel very important, because she had not flown the plane. But the public did not care. People on both sides of the Atlantic were excited to meet the tall brave girl with short hair and grey eyes. They organized parties and parades in her honour. Suddenly, she was famous.

Amelia Earhart became the first lady of the air. She wrote a book about the flight. She made speeches about flying. And she continued to fly by herself across the United States and back.

In the last years of the nineteen twenties, hundreds of record flights were made. A few were made by women. But no woman had flown across the Atlantic Ocean. She had become the first woman to fly across the Atlantic Ocean alone.

Purdue University provided Amelia with a new all-metal, two-engine plane. It had so many instruments that she called it the “Flying Laboratory.” It was the best airplane in the world at that time.

Amelia decided to use this plane to fly around the world. She wanted to go around the equator. It was a distance of forty-three thousand kilometers. No one had attempted to fly that way before.

Amelia and three male crew members were to make the flight. However, a minor accident and weather conditions forced a change in plans.

Three hours after leaving New Guinea, Amelia sent back a radio message. The messages began to warn of trouble. Fuel was getting low. They could not find Howland Island. They could not see any land at all. The radio signals got weaker and weaker. Then there was silence.

American Navy ships and planes found nothing. Amelia Earhart and Fred Noonan were officially declared “lost at sea.”
UNIT 8 Painting and sculptures

Inquiry question:
What do people want to say through paintings and sculptures?

Inquiry theme:
To understand why people from ancient times wanted to express themselves through art

In this unit you will ...
- listen and complete the table
- read about the wonders of the world
- read and identify genres of painting, true or false information
- discuss what people wanted to say through their paintings and sculptures
- write a picture review
- make a presentation about the person they would like to see in Madam Tussaud’s museum

Academic skills:
- listening for details
- listening for specific information
- expressing opinions
- giving reasons
- guessing meaning from context

Critical thinking:
- recalling information
- categorizing information
- inferring
- activating prior knowledge
- identifying speculations
- understanding attitudes towards traditional and modern art
LESSON 1 What do they want to say?

1 Work in pairs. Read and think what these quotations mean.

“If I could say it in words, there would be no reason to paint.” Edward Hopper
“The purpose of art is washing the dust of daily life off our souls.” Pablo Picasso

2 Work in pairs. Read and choose the best answer.

3a Work in pairs. Listen to why people create art. Match the speakers and sentences.

4a Work in groups of 4/5. Read and choose a course for each person. One course is extra.

Tim, Kathy, Paul, Wendy and Mary want to do an art course during their summer holidays. Read descriptions of eight short art courses. Decide which course would be the most suitable for them.

1) Tim has done a course about printing on paper. He would like to learn how to print on other materials. He also wants to produce something to take home and wear.

2) Kathy loves drawing and she wants a course to help her with her drawing skills. She loves fashion and she is interested in the latest styles of clothes, shoes and bags, because she wants to study this later at college.

3) Paul enjoys reading and making comic books. He thinks his drawings are not good and he doesn’t want to display his work. He wants to learn how to draw superheroes and animals, and create adventures about them.

4) Wendy is good at making pictures and objects from different materials. She wants to visit an exhibition to get new ideas and learn how to use her love of sport in her designs at the course.

5) Mary is fond of drawing and also enjoys filming his friends on an old digital camera. She wants to develop this skill by learning to use modern equipment, and prepare for further study.

A Fashion Design This course is about different drawing techniques, including using inks and colour. You will draw models wearing designer fashions and sportswear. If you like fashion design and think your future is in this, then this course is for you!

B Wild World Art This course focuses on teaching drawing and painting. You will learn how to make a wall poster depicting animals to take home. We have a lot of picture books from galleries around the world to give you ideas! At the end of the course there will be an exhibition of everyone’s work, too.

C Create Magic Do you want to know what your comic stories would look like on film? We are giving you a chance to find out! Bring your own comic drawings or prints, and the actions from your page will be transferred onto the screen! At the end there will be a film show of the best cartoons!

D Colours Matter! Come and enjoy making a bag for your school sports clothes! You will get lots of colourful wool and printed cotton. Choose the design and colour: your favourite football or hockey team colours will work. A trip to a gallery will help you get creative ideas in your designs.

E Art! Art! Use the latest technology to develop creative skills, like printing, photography, cartoons and movie-making. If you want to study these subjects at college, this course is for you! Good drawing skills are helpful on this course, and students’ work will be put into a book.

F Colourful World Come and bring a clean white T-shirt for this fun course! You will learn how to transfer a picture onto your T-shirt with printing inks and paints. You will create a special artwork that you can put on for everyone to enjoy and admire!

4b Report.
LESSON 2 What’s this museum famous for?

1a Work in pairs. Think what you can see in a museum.

1b Work in pairs. Match the words and explanations.

Listen and repeat the new words.

1) craftsman a) the art of making beautiful handwriting, often with a special pen or brush
2) fine art b) a very small painting
3) applied art c) the study or collection of coins, tokens, paper money and related objects
4) calligraphy d) art where beautiful paintings and sculptures have no practical use
5) lacquer e) liquid that is painted on wood or other material
6) miniature f) art which is designed to serve a useful purpose
7) porcelain g) cups, plates and other things which are made of special ceramic material
8) numismatics h) someone who uses special skill to make things

2 Work in pairs. Read and put the phrases in the correct place.

a) ... only at the end of the 20th century it appeared again
b) Uzbek miniature paintings ...
c) Today, lacquered items are not only ... 
d) The favourite subjects of the artists ...
e) That is why craftsmen started including ornaments, patterns and calligraphy.

Uzbek craftsmen of fine arts have always been famous for their talent, which is shown in decoration of beautiful palaces, mausoleums and other religious buildings. Islamic traditions of the 9th century did not allow drawing people and animals. (1) ... Later a new direction of fine arts appeared in Uzbekistan. The local school of Uzbek lacquer miniature was formed in the 15th century, at the time of the Temurids. In the 19th century the secret of its traditional artistic technology was lost, and (2) ... It was developed by Ahmad Donish, Abdulkhalik-Mahmud and others. (3) ... are poetic pictures of Alisher Navoi and Omar Khayyam, scenes of hunting and battles based on books “Shahnama” and “Baburnama”, scenes of folk customs and musicians. (4) ... are on small souvenir boxes, chess, pencil cases for pens and pencils, tables, books. (5) ... traditional souvenirs but also art shows in museums in Uzbekistan and other foreign countries.

3a Work in pairs. Look at the museums in the pictures.

Match the museums and their descriptions in the table.

The State Museum of History of Uzbekistan, Tashkent
The State Museum of Arts of the Republic of Karakalpakstan, Nukus
The State Museum of Applied Arts of Uzbekistan, Tashkent
The State Art Museum of Uzbekistan, Tashkent

3b Listen and complete the table with the dates.

4 Work in pairs or in groups of three. Tell about the museum you have been to recently or you would like to visit.
**LESSON 3 What genre is this picture?**

1 Work in pairs. Answer the questions.

2a Work in pairs. Look up the new words. 
Listen and repeat. 
still life (plural: still lifes), religious

2b Work in pairs. Look, read and match. (Find the texts E and F on page 65.)

A

**History painting**

A history painting shows a scene from a well-known story. Traditionally, history paintings show scenes from legends, religious texts or battles that really happened. History paintings are often painted on large canvases and usually show a lot of people.

B

**Portrait**

A portrait is a painting of a person, often of their head and shoulders. Unlike a history painting, the person in a portrait is not participating in a particular story.

C

**Genre painting**

A genre painting shows scenes from everyday life, such as dancing people or a woman sewing by the window, people doing something at home or in the street.

D

**Modern painting**

The Modern movement is a period from the 1860s to the 1970s. Artists from Salvador Dali to Claude Monet, Vincent van Gogh, Pablo Picasso and Frida Kahlo had a way of showing the usual things in new ways with fresh ideas about the nature of materials and functions of art. Art after the 1970s is called postmodernist (or contemporary) art.

3 Work in pairs. Ask and answer about the pictures.

1) Which picture do you like?
2) Who was it painted by?/When was it painted?
3) What genre is this picture?
4) Why do you like it?

4a Work in pairs. Listen to the dialogue and write about favourite art style, artist or picture.

4c Work in pairs. Say who says the sentences. e.g. 1 Abror

1) I like traditional genre painting.
2) I like young and not famous artists too.
3) My favourite is modern art.
4) Traditional genre painting is my favourite.
5) My dream is to look at original ‘Mona Lisa’ by Leonardo da Vinci.

6) When I go to other places, I always visit a museum or an art gallery there.
7) I’d like to visit the Museum of Modern Art or MoMA in New York.
8) I think we’ll be able to visit these museums one day.
LESSON 4 What’s your favourite picture?

1 Work in pairs. Answer the questions.

2a Work in pairs. Look up the new words. Listen and repeat.
   academic (n, adj), the Koran, purity (pure), symbol (symbolize), angel, headscarf (plural: headscarves)

2b Listen to the interview with a famous artist of Uzbekistan. Choose the correct answer to the questions.

3a Work in pairs. Ask and answer questions about the picture.
   e.g. A: Who was this picture painted by?
   B: It was painted by Thomas Gainsborough in 1785. What can you see in the picture?

3b Work in pairs. Write a review of the picture.
   1) the genre (a still life, portrait, etc)
      e.g. To begin with, this painting is a portrait which was painted by ... .
   2) describe what you can see
      In the centre/middle of the painting we can see a ... . /In the background there is/are ... . /On the left/right/stands/sits/lies ...
   3) give some details
      people (young/old, pretty/handsome, eyes, hair), what they are doing (walking, looking at ...), place (garden, park), the clothes (old-fashioned, dress, hat, colours), what they feel (may be they ... /they look happy/tired ...)
   4) give your opinion about the painting
      Maybe ... /I think ... / ... might be a symbol of ... /to my mind, it is romantic/colourful/true to life/boring/picture. The atmosphere is peaceful/depressing ... I (don’t) like the picture because ...

LESSON 3 What genre is this picture?

2b Work in pairs. Read and match the genres of painting with pictures.

E Still life
A still life is a painting of a group of objects, such as fruit or flowers. The objects often are symbols of something. For example, fruit, vegetables and meal in still lifes were often religious symbols.

F Landscape / Seascape / Cityscape
A landscape is a painting that shows a view of the countryside. A landscape might show mountains or hills, a lake or a forest.

A seascape is a painting that shows a view of the sea. Some seascapes show a peaceful view of the ocean, while others show high waves and storm clouds overhead.

A cityscape is a painting that shows a view of a big or small city. A cityscape might show skyscrapers, or city lights on the wet road or sellers shouting to passers-by. In all of these, the focus of the painting is the place itself and not any specific event or person.
LESSON 5 Do modern sculptures have meaning?

1 Work in pairs. Answer the questions.
1) Have you seen any sculptures in museums, in the streets and squares in your city?
2) What are they famous for? Why did sculptors make them?
3) Are there sculptures under the water?

2a Listen and repeat the new words.
unkind be angry (with/at)

2b Work in pairs. Match the statues and their descriptions.

a) The circle of children shows the life cycle and that humans must take care of the nature for the best future of children.
b) The artist’s idea is to send a message that people are looking at mobile phones all the time. Electronic devices give us information, but we stop thinking about the real world.
c) The sentence on the monument says that humans must not be cruel to animals.
d) It was created as a message to show how important nature is. People must think of how to take care of the beauty all around them. We can do things with our hands.
e) It shows a problem of the dirty ocean to people and the fact that plastic may kill a lot of sea animals. We must keep rivers, seas and oceans clean.
f) The message of the sculpture is that people in the modern world have a lot of problems, but they should stay strong.

2c Listen and check.

3 Work in pairs or groups of three. Discuss the questions.
Use these words:

I think ... I’m sure that ... In my opinion ... As for me ... What I want to say is ... I’d like to add ... What is more ... Also, we should ...
That’s true/That’s right ... I agree./I don’t agree. So do I./Neither do I.

1) Which sculpture is the most (least) interesting/unusual? Why?
2) Which sculptures best tell about how to take care of nature?
3) Which sculptures tell us why we should be kind to animals on land and in water?

4a Work in pairs. Read and write T for True, F for False and NG for Not Given.

4b Work in pairs. Say who you would like to see at Madame Tussaud’s and why.

e.g. I’d love to see the Beatles. I love their songs. They are fantastic.
LESSON 6 Project

Version 1

1 Work in groups of three or four. Choose a sculpture or painting. You will present this piece of art to the class. Decide who will:
   • introduce it (title, date made, artist/sculptor)
   • interpret it (what it is about)
   • explain why the group likes it

2 Present your piece of art.

3 Listen to the presentations. Choose the best talks. Say why the talks were good.

Version 2

Work in groups of 4/5. Choose a famous person you would like to put in Madame Tussaud’s museum. Tell your classmates:
1) the full name;
2) what s/he is famous for;
3) why you want to put him/her into Madame Tussaud's museum.

Unit 7 • Lesson 1

1b Work in pairs. Read and choose.

Answers:

1901 The vacuum cleaner was patented by Hubert Booth.
1902 The air conditioner was invented by Willis Carrier.
1904 A tractor was invented by Benjamin Hot.
1907 The first piloted helicopter was invented by Paul Cornu.
1919 The pop-up toaster was invented by Charles Strite.
1927 The first quartz clock was developed by Warren Morrison.
1930 Scotch tape was patented by Richard G. Drew.
1938 The ballpoint pen was invented by Ladislo Biro.
1942 The first electronic computer was built by John Atanasoff and Clifford Berry.
1946 The microwave oven was invented by Percy Spenser.
1953 The first video tape recorder was invented by Norikazu Sawazaki.
1974 The post-it note was invented by Arthur Fry.
In his London studio, artist Basil Hallward is finishing his latest portrait of a young man. Although Lord Henry asks about the young man’s name, Basil keeps it a secret but later says that the subject of the portrait is Dorian Gray.

Lord Henry immediately begins to offer Dorian a lot of money. He wants Dorian to sell his soul. He explains to Dorian that he will stay as young as he looks in the portrait and instead of him his image in the portrait will become older. Dorian agrees because he is afraid to be old. He wishes he could stay young and beautiful. Since that time the portrait begins to live its own life. Lord Henry also tells Basil that if he burns the portrait Dorian will be killed.

Dorian falls in love with a young actress, Sibyl Vane. She plays a different role at each night’s performance. Dorian likes her performance more than the actress herself. They want to get married. Lord Henry and Basil are very surprised. Happy Sibyl discusses her wedding with her family. Her mother does not have much money and she does not want her daughter to marry Dorian because she thinks he is poor. But Dorian is rich.

One day Dorian attends Sibyl’s performance with Lord Henry and Basil, but the performance is terrible. Sibyl tells Dorian that she can no longer act well, because he has shown her a beautiful reality. Dorian is surprised by her poor acting. He tells her that he does not love her anymore, and he returns home.

To his surprise, the face in his portrait becomes very cruel. He thinks that his wish to stay young is coming true, so he wants to be good so that both he and the portrait can remain young. So the next day he wants to apologize to Sibyl and marry her after all.

However, he is too late: Sibyl dies at the theatre that night. Dorian first feels sad, but then he thinks that it is a wonderful entertainment and the last act of her play. Dorian and Lord Henry spend the evening at the opera.

Basil arrives and says that Dorian has a moral problem. But Dorian does not think about Sibyl or her family; he wants to talk only of happy things. The next day, he moves his portrait to the attic, to which Dorian has the only key.

Several years pass, and Dorian lives a life organised by Lord Henry. While the face in the portrait has turned ugly, Dorian stays young and beautiful. People say that Dorian is not a moral person, but he does not pay attention.

Finally, when he is thirty-eight years old, Dorian shows the portrait to Basil, who asks Dorian to try to be good again. Instead, Dorian kills Basil and destroys his body.

Six months later, while looking at the portrait, Dorian decides to damage it with the knife he used to kill Basil. Soon after, Dorian’s servants and a police officer find an old, ugly man lying dead on the floor in front of a portrait of a young and beautiful Dorian.
UNIT 9 The environment

Inquiry question:
What should we do to protect the environment?

Inquiry theme:
To understand what each of us can do to improve our world

In this unit you will ...
✓ listen and complete the table
✓ listen to the texts about modern and old sources of energy
✓ discuss advantages and disadvantages
✓ read and complete the texts with suitable words
✓ do the quiz
✓ write tips

Academic skills:
✓ listening for examples
✓ interpreting results of questionnaires
✓ giving reasons
✓ understanding quotes
✓ understanding main ideas of paragraphs
✓ guessing meaning from context

Critical thinking:
✓ recalling information
✓ reasoning
✓ applying advice
✓ making a list
✓ inferring
✓ activating prior knowledge
**LESSON 1 Mother Nature**

1. **Listen and repeat the new words.**
   - environment, to depend (on), a process, ecosystem, a balance

2. **Work in pairs. Match the words and explanations.**
   - a) nature  b) environment  c) ecosystem
   1) It includes all living and non-living things that are around us: air, water, land, people, animals and plants.
   2) All plants, animals and people depend on each other. It shows how living things act with each other and how they feel in their environment.
   3) It is the physical or material world or universe. It includes all the animals, plants, humans, seas, mountains in the world and all the processes that happen without people, such as the weather, the birth of young animals and plants.

3. **Work in pairs. Read and choose the best answer to the question. Give your own answer.**
   Why do we say “Mother Nature”?
   1) It is nature that has created all of us and is the source of our life.
   2) We say “Mother Nature” because nature is life-giving like a mother who feeds and protects us.
   3) People must think of how they treat animals, plants and resources as it is our Mother Nature. So respect your Mother Nature, because those who kill their mother kill themselves.

4a. **Listen and repeat the new words.**
   - fossil fuel, nuclear power, renewable, run out, biofuel, waste-to-energy (WtE), pollution (n), to pollute (v)

4b. **Work in pairs. Complete the table about the sources of energy.**

<table>
<thead>
<tr>
<th>fossil fuel or not renewable</th>
<th>renewable</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. coal</td>
<td>e.g. wood</td>
</tr>
</tbody>
</table>

5a. **Work in pairs. Read the texts about advantages and disadvantages of fossil fuels. Pupil A chooses texts about advantages and Pupil B about disadvantages of fossil fuels.**

1) Fossil fuels are one of the most important sources of energy in today’s world. Scientists believe that they come from dead plants and animals. The formation of most fossil fuels started 370 million years ago.

2) Fossil fuels pollute water in the process of coal mining or drilling of oil or natural gas. These actions seriously pollute the underground water, lakes and seas. Polluted water is poisonous for water plants and fish and also for people who eat the fish.

3) Fossil fuels are used in the production of some medicines and other things we generally use in our daily lives like plastic, shoes, clothes, dishwashers and electronic things, such as computers and refrigerators.

4) Fossil fuels give almost 80% of the world’s energy needs. Coal is mainly used for getting electricity. From small cars to ships and airplanes, fossil fuels are used to give power to the engine in all the major means of transportation.

5) Fossil fuel burning brings the most dangerous effect to the environment. It is global warming. The burning produces greenhouse gases, which keep heat and do not allow it to go back into space at night. Because of global warming, the sea level is rising because ice melts at the poles. This changes the balance of the natural processes.

6) Fossil fuels are easy to get and their cost is lower as compared to other sources.

7) Fossil fuels produce air pollution when they are burnt. Burning causes smog, which is harmful for the environment and public health.

8) Fossil fuels are not-renewable. It means that one day they will run out.

5b. Discuss which is better: to use or not to use fossil fuels.
LESSON 2 What are alternative sources to fossil fuels?

1a Listen and repeat the new words.
windmill, alternative (adj)

1b Work in pairs. Answer the question.
What are alternative sources of energy to fossil fuels?

2a Work in pairs. Match the sources of energy to pictures.
a) fossil fuels  b) nuclear power  c) water power
d) wind power  e) waste-to-energy  f) solar power

2b Listen to the text and say which sources of energy are modern or old.

2c Listen to the text one more time and complete the table about the sources of energy.

2d Work in groups of four. Discuss the question.
Which of the alternative sources can be used in Uzbekistan? Why?

3a Work in pairs. Read and match the titles to texts about biofuels. One title is extra.
a) Reduce greenhouse gases  b) Cheaper fuel  c) Benefits for ecosystem
d) Benefits from plants  e) Growing economy  f) Environmentally friendly

Advantages of Biofuels

1) Biofuels can be used with all kinds of engines and in most conditions. This keeps the engine use longer and needs less care, which saves money. Moreover, they are becoming cheaper in the future.

2) Biofuels are made from many different sources, such as plants grown for the fuel, and waste from crops. Fossil fuels will end sometime in the near future. Waste from crops and plants are renewable and are not likely to run out soon. These crops can be planted again and again.

3) Fossil fuels produce greenhouse gases in the atmosphere. These greenhouse gases cause the planet to warm. The burning of coal and oil increases the temperature and causes global warming. To reduce greenhouse gases, people around the world are using biofuels. Scientists say that biofuels reduce greenhouse gases up to 65 percent.

4) Not every country has much oil. If a country starts using biofuels, this country will be able to develop its economy. More jobs will be created with a biofuel industry. It will keep economy strong.

5) Since biofuels are made of renewable resources, they are cleaner fuels. It means that they produce less dangerous waste and cause less pollution to the planet.

3b Work in pairs or in groups of four. Discuss the question.
Are there any disadvantages in using biofuels? What are they?
LESSON 3 Our green planet

1a Work in pairs. Read and answer the questions.
1) How long does it take to grow a tree?
2) Where is the oldest tree in the world? How old is it?

1b Read and check your answer.
For a tree to reach full growth, it needs good climate and enough water. In tropical climates with warm weather and a lot of water, a tree can become fully grown in 30 years. A tree in cooler regions may take several hundred years to reach full growth. The oldest tree in the world is a Great Basin pine in California, which is approximately 5,064 years old.

2 Work in pairs. Read and answer the questions.
Put the verbs in the correct form.

What is used to make paper? Is this process environmentally friendly?

a) Trees as “raw material” are (1) ... (use) to make paper. Trees (2) ... (be) cut down and we do not always (3) ... (plant) enough new trees to take their place.
b) We use machines to cut down trees and (4) ... (transport) them to the factory.

c) Trees are (5) ... (chop) into pieces. This process (6) ... (need) energy.
d) In the process a lot of water and chemicals (7) ... (be) used. About half of each tree (8) ... (be) wasted.
e) Poisonous wastes are (9) ... (throw) into the rivers and lakes which causes pollution.
f) Transport (10) ... (be) used to take the paper to faraway places. Transportation (11) ... (take) much energy.

3a Work in pairs. Answer the questions.
1) Do we use less or more energy and materials to recycle paper?
2) Why is it important to recycle paper?
3) Is it more or less dangerous for the nature?

3b Listen and check.

3c Work in small groups. Listen again and answer the question. Add more ideas.

What can children do to help save trees?

e.g. We can reuse paper and write on the other side of it. We can reduce paper use if we read newspapers and magazines online or in the library.

4a Listen and repeat the new words.
bacterium (pl bacteria), rechargeable, battery charger

4b Work in pairs or in groups. Read and say which advice is the most useful. Why?

bacterium which clean the underground water. The chemicals later will come back again into our own drinking water. These chemicals are also found in fish and other wildlife.

1) Keep a large bottle of water at home and use a glass instead of buying individual bottles of water. If you must buy a single-use plastic bottle while out, make sure that the empty bottle goes to the recycle container instead of the garbage can. If you do not like the taste of your tap water, you can use an inexpensive filter.
2) Never put liquid medicine or other chemicals to a toilet. They kill up to 80% of useful bacteria which clean the underground water. The chemicals later will come back again into our own drinking water. These chemicals are also found in fish and other wildlife.
3) Try to use electronic papers and magazines.
4) Buy rechargeable batteries and use a battery charger. One rechargeable battery can be used instead of 100 usual batteries. They will perform better if you keep them in the refrigerator.
5) Most supermarkets have started using reusable bags to plastic bags. You can buy and use them every time.
6) Buy local products. This makes less pollution from transporting goods for long distances.
LESSON 4 Global climate change

1 Listen and repeat the new words.
- flood, tsunami, heat wave, hurricane, oxygen, CO2 (gas), hunger, spray

2b Work in pairs. Read and check your ideas.
Climate plays a very important role in the life of plants, animals and humans, and is different in different parts of the world. Some scientists think that the world is becoming hotter. Winters have become warmer because of the greenhouse gas. During the last 100 years people have produced a lot of CO2 gas. This gas in the air works like glass in a greenhouse. It lets heat get in, but it does not let much heat get out. So the air becomes warmer. Where does the CO2 gas come from? CO2 gas is mostly produced by human activities. We produce CO2 when we burn fossil fuels, use electricity, transport or other activities, for example, when we use spray for body or hair. Trees take this gas from the air and give oxygen. But in the last few years, people have cut down and burnt big areas of rainforest. This means there are fewer trees and, of course, more CO2 gas! These changes are dangerous for our planet because every year we have more floods, tsunami, hurricanes and fires.

3 Look at the Remember box and complete the sentences.
Use very or really.
1) The floods are e.g. really awful events on the earth. 2) After walking through the snow, my feet were ... freezing. 3) We’ve just had some ... bad news. 4) The weather was ... terrible. 5) When it is ... hot, we drink a lot of water. 6) In Europe we don’t usually have ... boiling weather. 7) They had ... miserable conditions of life. 8) The natural disaster was ... awful when it first appeared in the news program.

2a Work in pairs. Answer the questions.
1) What do you know about ‘climate change’? 2) Where does the ‘greenhouse gas’ come from? Is it good or bad?

4a Work in pairs. Look at the pictures. Listen and complete the table with years and natural disasters.

<table>
<thead>
<tr>
<th>Year</th>
<th>Disaster</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Floods</td>
<td>China</td>
</tr>
<tr>
<td>2011</td>
<td>Tsunami</td>
<td>East Africa</td>
</tr>
<tr>
<td>2011</td>
<td>Fires</td>
<td>Europe</td>
</tr>
</tbody>
</table>

4b Work in pairs. Listen one more time and complete the table.

5 Work in pairs. Think what people can do to reduce climate change. Complete the table. Use mustn’t, could, may, should, shouldn’t.

Remember:
- 2011 – two thousand and eleven or twenty eleven
- very bad = really awful
1. Work in pairs. Think what the quotation means.
   “How wonderful it is that nobody needs to wait a single moment before starting to improve the world.”

2a. Work in groups of 4/5. Answer the questions. Make a list.
   1) What will happen when these things end up in the landfill?
   2) Do they disappear immediately?
   3) Which things will disappear faster?

   - banana
   - wool socks
   - plastic bag
   - paper bag
   - plastic jug
   - tin can
   - cotton bag
   - aluminium can

2b. Work in groups of 4/5. Answer the question.
   How long will each item last?
   *(how many weeks, months or years)*
   e.g. banana 3 to 4 weeks

3a. Work in pairs. Do the quiz.

   1) How many scientists think that climate change, which was caused by humans, is happening right now?
      a) 50%  b) 83%  c) 97%

   2) True or False: The terms “global warming” and “climate change” mean the same thing.

   3) What’s the difference between climate and weather?
      a) Weather is what’s happening today; climate is what’s happening long-term.
      b) Climate is what’s happening today; weather is what’s happening long-term.
      c) Weather changes all the time; climate does not change.

3b. Work in pairs. Answer the question.
   What can we do to improve the world?

2c. Listen and check.

4) Back in the 1970s, did most scientists think the world was cooling?
   a) Yes.  b) No.  c) Researchers could not make up their minds.

5) Which of these is the most effective thing an individual person can do?
   a) recycling as much as possible
   b) living without a car
   c) taking one less flight across the Atlantic Ocean

6) How much plastic waste is recycled each year in the world?
   a) 9%  b) 19%  c) 29%

7) Of the 19 hottest recorded years, how many have taken place since 2000?
   a) 11  b) 14  c) 18

8) Is it too late to turn back the problems of climate change?
   a) Yes.  b) No.  c) Not sure.
LESSON 6 Project

**Version 1**

1. Work in groups of four. Make a list of all types of energy which can be used in Uzbekistan.
   - e.g. fossil fuels (coal, oil, natural gas), solar energy, water energy, waste-to-energy (WtE), ...
2. Make a pie graph.
   - e.g. 20% – water energy, 25% – ...
3. Make a presentation. Decide which project is the most realistic.

**Version 2**

1. Work in groups of four. Make a poster “Reduce, Reuse, Recycle”.
2. Make a presentation. Decide which presentation is the most creative, useful and realistic.

Unit 10 • Lesson 2

1b Work in pairs. Ask and answer.
   Pupil B: look at this page.
   - e.g. When was George Bernard Shaw born?

Pupil B

George Bernard Shaw was born in Dublin in (1) ... (When?). At the age of 19 he moved to (2) ... (Where?). Bernard Show wanted to become a novelist. However, his novels were not successful and he gave up (3) ... (What?). Soon his attention turned to the drama. Show wrote more than (4) ... (How many?) plays. His best-known play is “Pygmalion”. The main characters are (5) ... (Who?).

Unit 10 • Lesson 5


Pupil B

**Theatre:** The Youth Theatre of Uzbekistan  
**Place:** Tashkent  
**Opened in:**  
**First performance:** The first performance was “Uncle Tom’s Cabin”. The first decorations and costumes were presented by one of the Moscow theatres.  
**Total number of seats:**  
**Parts of the hall:** There are seats in the stalls and some seats in the box. The theatre is not very big and there is no dress circle and balconies.  
**Number of performances:**  
**Audience:** Young people and adults  
**Popular with the audience:**
Datiz and the Whale Shark

This story is about Datiz, a fisherman’s son and Splash, the talking Whale Shark. The story takes place in Mantanani Island, off the North West coast of Malasia.

Datiz loves the sea, especially swimming with sea creatures. Datiz and his father catch many types of fish to sell at the market and to cook at home. The sea is so important to the people of Mantanani.

Every March the whale sharks swim past Mantanani as they migrate from the Philippines to Australia. Everyone comes to the beach to swim with them. Whale sharks are the ocean’s largest fish, and they can live to be 100 years old. Despite their enormous size, whale sharks are gentle and kind. They spend most of their time near coral reefs eating the tiny sea creatures called plankton. Datiz always waits for March to see his friend Splash, the talking Whale Shark.

One day Datiz’s uncle from the neighboring island of Sapi comes to Mantanani. He teaches Datiz and his father a new technique called blast fishing*. “You will catch just as many fish, but in much less time,” he says. Datiz and his father try this method, and catch many fish. When the other fishermen see this, they all start blast fishing, too.

Soon, March arrives and Datiz dives into the water to find Splash. The two friends swim around the coral reef and talk about the adventures they have had since they last saw each other. Suddenly, they hear a loud BOOM! They see a mess of bubbles, broken coral, and dead fish floating to the surface. They see a fisherman throwing fish bombs into the water. Datiz has never seen blast fishing from underwater. He is horrified to see that it is destroying the coral reefs. Splash says, “I won’t see you next year. I saw this happen on another island, and now we can’t stop there, because there are no more coral reefs and plankton for us to eat.”

Datiz makes a plan. First, he tells all the fishermen on the island about what he has seen. But the fishermen explain, “Blast fishing has given us more fish to sell at the market, and the merchant doesn’t care how the fish are caught.” Datiz realizes this is a bigger problem than he thinks.

Datiz asks Splash to bring him to Sapi, where blast fishing has destroyed the coral reefs. Datiz is shocked when he sees no fish and no colourful coral reefs. He takes pictures to show to the people back home.

Datiz works all night, printing out the pictures from the coral reefs of Sapi, and learning more about the terrible effects of blast fishing. The next day at school, Datiz shows his class the pictures and explains, “When we buy fish, we have to demand that the fish be caught in a sustainable* way. If not, soon we won’t have any fish!” The other students rush home to tell their families.

Next March arrives, and Datiz is excited to see Splash! The friends swim around the reefs, which are still colourful and full of life. Splash says Datiz, “Thank you for teaching the people how to sustainably fish. The reefs are so beautiful because you never gave up!”

blast fishing* or dynamite fishing is the practice of using explosives to stun or kill schools of fish for easy collection.

sustainable* is causing little or no damage to the environment, and therefore able to continue for a long time.
**UNIT 10 All the world’s a stage**

**Inquiry question:**
What is the role of theatre in our life?

**Inquiry theme:**
To understand the role of theatre and its stages of development

**In this unit you will ...**
- listen and complete the table
- listen to the texts about different types of theatre
- read about the history of theatre
- read and complete the texts with suitable words
- write a letter and dialogue
- perform a play

**Academic skills:**
- listening for details
- giving reasons
- understanding main ideas of paragraphs
- guessing meaning from context

**Critical thinking:**
- recalling information
- reasoning
- inferring
- activating prior knowledge
LESSON 1 Ancient theatres

1a Listen and repeat the new words.
- audience, gesture, tragedy, stage set

1b Work in pairs. Answer the questions.
1) What is theatre?
2) When and where did the first theatres appear?
3) What types of plays were performed?
4) Who were the actors?

1c Work in pairs. Read and check your ideas.

The first people who created plays were the ancient Greeks in 700 BC. The ancient Greeks invented two types of plays. Tragedies always had a sad ending, while comedies always had a happy ending. Both kinds of plays are still used today. The chorus sang and danced as part of a play. Only men played in the theatre. They wore masks. The masks were different for each type of play. The best known ancient Greek playwrights were Aeschylus, Sophocles and Euripides. Some of their plays are still performed today. Sophocles wrote 123 plays! These plays were performed outdoors in large open air theatres, so that up to 15,000 people could see them. There were contests among the playwrights and the winner got a prize. The audience was men, women and children.

2 Work in pairs. Read and say how old the ancient Greek theatre is.

Since we all live in AD or CE (Common Era) years now, there is no need to say "AD", it is understood. So, it is 2020 AD, but all that you say is 2020. If you have a date in BC or BCE (Before Common Era) and you want to find out how long ago it was, you just add it to the current year. So, if we want to know how long ago 1000 BC was, it was 3020 years ago (2020 + 1000 = 3020).

3a Work in pairs. Listen and repeat the new words, and show them in the pictures.
- puppeteer, glove puppet, marionette, string

3b Work in pairs. Answer the questions.
1) What countries are these puppeteers from?
2) How many people operate one doll?
3) What clothes are the dolls wearing?
4) Are these puppet shows modern or old?

4a Work in pairs. Listen and complete the table about Uzbekistan.

4b Listen one more time and complete the table about Japan.

4c Work in pairs. Say the differences between the Uzbek puppet show and Japanese Bunraku.

e.g. Uzbek puppet show is older than Japanese Bunraku. But both Uzbek and Japanese dolls wear national costumes.

Remember:
The rich, the poor

UNIT 10 ALL THE WORLD’S A STAGE
LESSON 2 He asked her to say ...

1a Work in pairs. Look at the picture. Say what you know about Bernard Shaw.

1b Work in pairs. Ask and answer. Pupil A: look at this page.
   Pupil B: look at page 75.
   e.g. Where was George Bernard Shaw born?

Pupil A
George Bernard Shaw was a famous Irish playwright and writer. He was born in (1) ... (Where?) in 1856. At the age of (2) ... (How old?) he moved to London. Bernard Shaw wanted to become a (3) ... (What?). However, his novels were not successful and he gave up writing them. Soon his attention turned to the (4) ... (What?). Shaw wrote more than fifty plays. His best-known play is (5) ... (What?). The main characters are Eliza Doolittle, Professor Higgins and Colonel Pickering.

2a Work in pairs. Answer the questions about the characters of the play Pygmalion.
   1) Why did Eliza Doolittle come to Professor Higgins?
   2) Why did Eliza want to talk and act like a lady?
   3) Who gave money for her lessons?
   4) What doesn’t she like about Professor Higgins?

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

Professor Henry Higgins is good at English language. He meets a flower girl Eliza Doolittle. Eliza Doolittle was grown up in a poor part of London and spoke English badly. Nobody could really understand her when she spoke. She asks Higgins to teach her to talk and act like a lady so that she might work in a very good flower shop. Higgins’s friend, Colonel Pickering, offers to give money for her lessons. Eliza makes a success in her study but she does not like Higgins’s bad manners because he does not treat her like a lady.

3a Work in pairs. Listen and answer the questions.
   1) What does Professor Higgins want Eliza to do?
   2) Is it easy for Eliza to be a good learner?

3b Work in pairs. Explain the stage directions.
   1) HIGGINS: [as a teacher] Say your alphabet.
   2) HIGGINS: [thundering]. Say your alphabet!
   3) PICKERING: [softly] Say it, Miss Doolittle.
   4) HIGGINS: [to Eliza.] Say, “a cup of tea”.

3c Work in pairs. Look at the sentences in 3b. Say which verb in Reported Speech is the best. Why?
   1) Higgins ordered/told/asked Eliza to say her alphabet.
   2) Higgins ordered/told/asked Eliza to say her alphabet.
   3) Pickering ordered/told/asked Eliza to say her alphabet.
   4) Higgins ordered/told/asked Eliza to say “a cup of tea”.

4 Listen and write the sentences in Reported Speech.
LESSON 3 Cinema or theatre?

1 Work in pairs. Read and answer the questions.

What is Theatre? Why has it lasted so long? What does it mean to us?
Is there something special to itself that it offers us?

J.B. Priestley

1) Why did the English writer John Boynton Priestley write ‘Theatre’ with a capital letter?
2) What is your answer to the writer’s questions?

2a Work in pairs. Say what you think about the ideas in the texts. Do you agree/not agree?

a) Real life.
b) Theatre is a source of knowledge.
c) Best entertainment for tourists.
d) In the theatre, you decide what to watch.
e) Real conversations.
f) Live performance is better than a picture.

1) The theatre is more powerful than the cinema because the picture cannot be matched with a “live” actor playing. The ballet and opera, comedy and musicals can mix all the feelings. Each theatre is unusual because of its emotions, actors and history.

2) A theatre will always be an important tourist attraction of every city. Its architecture, actors and plays will always be amazing for each visitor. Going to the theatre is the best way to spend a very interesting evening full of emotions. You will enjoy the plays it performs. You will remember this life experience for a long time.

3) Live theatre and film are very different media. In a film, the camera makes a lot of decisions for you: what direction to look, where to focus and what to listen to. In a live performance, your brain changes its attention from one thing to another. Think of the “party event”. When you are among a lot of people, you can focus on one voice in a noisy room. The film makes these decisions for you.

4) In the theater, it is a real live person directly in front of you. It is the reason why people prefer original paintings to copies and that is why they pay more money for the theatre.

5) There is a kind of conversation between performers and audience during a live show that simply cannot be there when you are watching a film. While I love the cinema technology that allows me to have “conversations” like this one, they are not as real as a talk with a human being in the same room. You can watch a film alone on TV but in the theatre with other people, you feel more emotions.

d) In the theatre, you decide what to watch.
e) Real conversations.
f) Live performance is better than a picture.

2b Work in pairs. Say what you think about ideas in the texts.

Do you agree/not agree?

e.g. I agree. You can watch a movie or read a book but going to the theatre is something special. At the theatre the actors can see you and it makes you a part of the play. It gives you different feelings, energy and emotions.

I don’t agree. The theatre is boring. I don’t like to be with a lot of people in one room. I prefer watching TV at home.

3a Listen and write if the speaker likes the theatre or cinema.

3b Listen one more time. Choose the correct answer in the table.

4 Work in pairs or small groups. Say what you like more: a cinema or theatre. Why?

e.g. I like theatre and I’d like to visit a theatre of Ancient Greece. I often go to the theatre at weekends or during holidays. So the theatre for me is a holiday. But I also like watching an interesting film at the cinema or on TV.
LESSON 4 Great playwrights

1a Work in pairs. Answer the questions.
1) Who is the greatest English playwright?
2) What was the name of the theatre where he worked?
3) Who played all the roles in the theatre?

1b Read and check your answers.

Theatre in the 17th century
From ancient times some European countries had theatres where young men and boys played the roles of women. One example was “The Globe”, one of the most famous theatres of England. The greatest English playwright Shakespeare (1594-1616) worked there first as an actor and then as the author of plays. Theatre lovers all over the world think his comedies, tragedies and histories are the best in the world.

2a Work in pairs. Match the pictures and the plays.
1) King Lear 2) Romeo and Juliet 3) The Comedy of Errors

2b Work in pairs. Listen and match the texts with the plays.

2c Work in pairs. Answer the questions.
1) The author of the three plays is one man. Can you guess his name?
2) Which of the three plays is the funniest?
3) Which of the three plays deals with a serious moral issue?
4) Which of the three plays would you like to read or to see in the theatre? Why?

3 Work in pairs. Read and write a short dialogue.
e.g. Abanazaar: Hi Aladdin. I’m your relative. I’m your father’s cousin’s wife’s brother.
Aladdin: Hi. Glad to meet you.

ALADDIN COMEDY SCRIPT
Author: Bradley Coffey
Genre: Comic version of traditional tale
The cruel wizard Abanazaar wanted to have power to rule the world. But the power could be only given to one person. It was Aladdin. When Abanazaar arrived in Peking, he looked for Aladdin and asked him to get a magic lamp from a secret cave. Abanazaar said that he was his long lost relative. He said that he would give Aladdin a lot of money. Aladdin needed money because he wanted to marry the Princess and so he agreed. But things got even better when Aladdin rubbed the lamp himself, and saw the Genie. Abanazaar was angry and he ordered Aladdin to give the lamp to him. Aladdin did not want to give it to him and Abanazaar tried to kill him...
LESSON 5 At the theatre

1 Work in pairs and complete the sentences with the words. 
- cast, curtain, performance, orchestra pit, stage, hall, cafeteria, the stalls, cloak-room, booked

I’ll never forget my first visit to the Navoiy Theatre when I was in Tashkent. My friend (1) ... two tickets for a matinee performance of the ballet “Snow-White and the Seven Dwarfs” by Khachaturian. We arrived at the theatre long before the (2) ... began. We left our coats in the (3) ... and I got a program to see what the (4) ... was. When we came into the (5) ... we saw many people looking for their seats. The musicians in the (6) ... were tuning their instruments. We found our seats, which were in (7) ... , and went to look at the theatre. At twelve o’clock the performance started. The (8) ... went up. I was happy at what I saw on the (9) ... I had never seen anything more wonderful. The setting and the dancing were beautiful. The ballet seemed to me a fairy-tale. During the first interval we went to the (10) ... . At the end of the performance the dancers received large bunches of flowers. The performance was a great success.

2 Work in pairs. Ask and answer. 
Pupil A look at this page. Pupil B: look at page 75.

| Theatre: The Youth Theatre of Uzbekistan |
| Place: | One of the oldest theaters in Central Asia, the Youth Theater of Uzbekistan was opened in Tashkent on the 30th of April, 1928. |
| Opened in: | Now the Youth Theater of Uzbekistan has more than 40 performances. |
| First performance: | The total number of seats in the Youth Theater of Uzbekistan is 359. |
| Total number of seats: | The Youth Theater of Uzbekistan has become one of the leading creative teams of the country, which is loved by the spectators in Uzbekistan and other countries. |
| Parts of the hall: | One of the oldest theaters in Central Asia, the Youth Theater of Uzbekistan was opened in Tashkent on the 30th of April, 1928. |
| Number of performances: | Popular with the audience: The Youth Theater of Uzbekistan has become one of the leading creative teams of the country, which is loved by the spectators in Uzbekistan and other countries. |
| Audience: | Pupil B | Pupil A |

3a Work in pairs. Listen and choose Lena or Botir. 
Choose who...
1) ... doesn’t like matinees? 4) ... has the seats in the box?
2) ... likes evening performances? 5) ... has the seats in the stalls?
3) ... hasn’t been to this theatre before? 6) ... hasn’t seen the play before?

3b Listen to the second dialogue and say True or False. e.g. 1 F

1) The performance is on Saturday. 5) Their seats were in the dress circle.
2) They are doing a new play. 6) They won’t need the opera glasses.
3) They bought the tickets in the box office. 7) They are meeting outside the theatre.
4) It was a matinee.

4a Work in pairs. Make up your dialogue. 4b Act out your dialogue.
LESSON 6 Project

1 Work in groups.
   - Choose a play to perform
   - Decide who will be what character
   - Rehearse your play

2a Perform your play.

2b Discuss the plays performed. Say:
   - what the play teaches us
   - whose acting you liked
   - whose play you liked best of all
   - whose props were the best

How to make a Glove Puppet

Learn how to make a sock puppet... it is so easy to make.
Firstly, find a sock that you want to use and find some material, scissors, buttons, string and some cardboard.
Next cut an oval out of the cardboard and glue pink or black or red material on to it or use markers or paint. Let it dry completely and then fold the oval in half. It is a mouth.
Cut out a red tongue, as in the picture below. Fold over the tongue and then glue it to the inside fold of the oval.
Now place your hand in the sock....and find where the comfortable place for your hand to open and close it. Then glue the oval there for the mouth.
Next sew or glue buttons for eyes. Also glue string to the top of the sock puppet for hair. Add your own details. Wasn’t that fun?!
The Legend of Kirk Kiz

People have always made legends about strong and brave Amazonian female soldiers. There were many women in armies of different countries.

There is a legend of Samarkand Amazons too. According to the legend, a group of girls stayed in the castle of Kirk Kiz Tepe to protect Samarkand. Soldiers from another country wanted to enter the castle. Samarkand girls, led by their leader Gauhar defended the castle. Many days and nights they fought against enemy soldiers and killed them on the battlefield. A lot of girls were killed too. Only Gauhar and some girls stayed alive, but help from the city did not come. The girls were ready to protect the city to the death.

The castle was burning, cries were heard in the fire, and the walls were broken. The girls lost hope. But Gauhar managed to kill some more soldiers with the arrows. When the arrows ended, Gauhar was hurt.

The enemy soldiers surrounded her. They were looking at her but could not come nearer. Gauhar slowly stood up, a bloody helmet fell down from her head and her long hair fell down on her shoulders. She raised her sword and said: “My name’s Gauhar, my girls were killed in the battle, and I call your leader to fight”.

The soldiers were surprised. No one had fought with their powerful army as bravely as the girls did. The leader looked at the girl and quietly said: “I’d like to have such men in my army”. He politely came up to Gauhar and carefully looked into her eyes. He realized that he would not take Samarkand, but would find his death there.

The leader took the girl’s hand and kissed it. Then he turned to his men and shouted: “I saw the pearl of Samarkand and it’s enough for me. Back home!” The army mounted their horses and rode away.

Brave Gauhar followed the last soldier with her eyes. A smile of joy lit up her face when they disappeared over the horizon, leaving the land of Samarkand. At that moment, the riders appeared, hurrying to help the Amazons. Gauhar turned her head and said quietly: “Finally!” and fell flat on her back. She was badly wounded. Closing her eyes she remembered her parents: how her mother had made bread and father had told fairy tales, how her sister and she had run to the market for sweets and her friend had told her about his love.

Gauhar looked at the steppe, gardens and the city of Samarkand. A happy smile appeared on her lips. “The city is saved!” — she said.
UNIT 1 PUBLIC HOLIDAYS AND TRADITIONS

Lesson 1 Independence Day

Classwork

2a Work in pairs. Match the flags with countries. Complete the table with nationality.

<table>
<thead>
<tr>
<th>country</th>
<th>flag</th>
<th>nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 India</td>
<td>e.g. c</td>
<td>e.g. Indian</td>
</tr>
<tr>
<td>2 South Korea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Mexico</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Poland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Ghana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 France</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Australia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Norway</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Homework

1. Write the words with the suffixes -ion/-tion, -er.
   attract – attraction, direct, elect, imagine, invite
   fight – fighter, jump, play, farm, sing, bake

2. Answer the questions. Write your answers.
   1) When do people in Uzbekistan celebrate Independence Day?
   2) How did your family celebrate this holiday last time?
   3) What was the weather like on that day?
   4) What did your friends and relatives do?
   5) What food did you have?
   6) What clothes did you wear?

Lesson 2 International Youth Day

Classwork

2b Work in groups of 4/5. Write a short plan for your activity.
Write about:
1) What are you going to do? Why?
2) When are you going to hold an event?
3) How long will it last?
4) Whose help/assistance would you need?
Lesson 3 Old traditions in modern life

Classwork and homework

Homework

1 Answer the questions.
   1) How much homework did you have for summer holidays?
   2) How much time did you spend to do your home assignments?
   3) Were you happy to come back to school after holidays?
      Why? Why not?

2 Read and choose the correct sentence.

   It is sometimes difficult to come back to school after holidays. A lot of pupils find it difficult to get back into a routine. Some pupils give their simple tips to help you.

   I make sure my school work is ready. It is easy to forget about homework and school projects while we’re having fun during holidays. It’s always a good idea to make a list of the school work and assignments. This will help you remember everything you have to do and will help you get organised.

   a) Jahongir forgot about his school work and assignments. He had fun during holidays.
   b) Jahongir made a list of the school work. This helped him remember everything he had to do and helped him get organised.

   If you have left your pencil case at home on the first day of school, your teacher will be angry with you. You will have to ask someone to lend you stationery. So I get my schoolbag ready the night before so that in the morning I have a spare ten minutes to listen to music or sleep.

   a) Milana gets her schoolbag ready the night before and in the morning she can listen to music.
   b) Milana forgets to take her pencil case because she sleeps in the morning.

   As it’s a new term, I make a list of things I want to achieve. You are not good at maths? Do you want to do more sport or go to a club? Think of one thing you could do to change each of these problems. First, you should make a list of goals. Then, if you make a good timetable, you will be able to do a lot of things and do well at school.

   a) Sevara wants to change her timetable because she has problems with maths.
   b) Sevara wants to make a list of goals and to do a lot of things.

Lesson 3 Old traditions in modern life

Classwork

2a Work in pairs. Read and complete the sentences.

<table>
<thead>
<tr>
<th>Country</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>People _____ at the end of a master class or really good meeting.</td>
</tr>
<tr>
<td>Spain</td>
<td>The Spaniards are well-known for being _____ and ______.</td>
</tr>
</tbody>
</table>
Classwork and homework

<table>
<thead>
<tr>
<th>France</th>
<th>In France people tend to enjoy a plate of tasty cheese ______ meals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russia</td>
<td>The Russians step on your feet to avoid future ______ with this person.</td>
</tr>
<tr>
<td>Japan</td>
<td>In some Asian countries such as China, Korea or Japan, a sign of approval and appreciation of someone’s cooking is to eat the soup ______.</td>
</tr>
</tbody>
</table>

**Homework**

1. Make the sentences. Do you agree with the statements?
   1) join/together/different/Traditions/generations.
   2) We/everyday/keep/up/the family/should/meal/tradition/in our/life.
   3) is/Family/meal/a way/good/to/the family/bring/together.
   5) tea/hospitality/with/the/Sharing/guests/an element/is/of/our.
   6) in/Hospitality/and/or/elders/respect/are/traditions/old/Uzbekistan.
   7) of/people/Uzbek/Ceremonies/were/long/time/formed/ago.

2. Write about traditions in your family.

**Lesson 4 What’s in a name?**

**Classwork**

1. Work in pairs. Match the names with their explanations.
   1) Examples of names taken from fictional characters
      a) Frost, Fox
   2) Examples of names which mean places
      b) Olive, Clementine
   3) Examples of names which mean nature
      c) Bella, Hermione
   4) Examples of names that are jobs
      d) Taylor, Cooper
   5) Examples of food names
      e) Chelsea, Brooklyn

2a. Work in pairs. Match the texts with countries.

1. People in these countries don’t use their traditional names every day.
2. People in this country first give their baby a “milk” name. It means something bad, for example, “mud face”. It is done to make the evil spirits get away from the baby.
3. In this country baby girls’ names mean something good, for example, “clean child” or “good child”. Male names often show the position of child in the family. For example, Ichiro means “first son”.
4. In this country babies get their names according to the time when the baby was born. For example, these names mean “holiday”, “spring”, “rain” or “storm”.
5. In this country the oldest son is named after the father’s father. Some names are given according to baby’s appearance. For example, some names mean “dark”, “black” or “red-haired”.
6. In this country names can show older and younger children. Some people give a name based on the day the child is born, for example, on Monday, Tuesday or Friday.
Lesson 5 New Year around the world

Classwork

2 Work in pairs. Match the phrasal verbs and words with explanations.

1) to jump off a) to make something start burning
2) (in) unison b) used when you are giving or asking for information that is completely correct
3) to symbolize c) together, at the same time, as one
4) exactly d) a model of a person that is put in a field to frighten birds and stop them from eating the plants
5) a scarecrow e) to disappear as a result of burning
6) to set fire (to) f) to move from higher place by one jump
7) to burn away g) to start or introduce something new
8) to bring in h) to represent something

Homework

1 Match the parts of phrasal verbs. Explain their meanings.

2 Answer the question. Write a short paragraph.
What New Year traditions do you have in your family?

UNIT 2 MASS MEDIA

Lesson 1 What is mass media?

Classwork

3a Work in pairs. Think of when these message technologies appeared and complete the timeline.

e.g.
smoke signals

2800 years ago 2500 years ago 1700s 1815 1876 1894 1970s 1973 since 1990 1997 today

a) first radio technology; b) first pigeon messenger; c) chatbots; d) messengers on horse or on foot; e) emoji was introduced; f) the first telegraphs; g) personal computers; h) first mobile phone; i) smoke signals; j) the telephone was invented; k) global Internet
3c Work in pairs. Listen one more time. Do the test.

1 Smoke signals were used ...
   a) in America and other ancient civilizations such as China, Egypt and Greece.
   b) only in America.
   c) only in ancient civilizations such as China, Egypt and Greece.

2 The ancient Greek Phidippides ran from Athens to Marathon city ...
   a) to take part in marathon racing. b) to say about the victory.
   c) to give another message.

3 The first pigeons were used as messengers ...
   a) in Europe. b) in England. c) in ancient Egypt and some Asian countries.

4 First radio which appeared in 1894 was ...
   a) FM radio. b) AM radio. c) both AM and FM radios.

5 The first computers were ...
   a) used in daily life. b) invented before the 1970s. c) very large and expensive.

6 We have World Wide Web with its discussion forums, blogs, social media and online shopping ...
   a) since 1995. b) since 1990. c) before 1990

7 We live in changing times because ...
   a) we have the emoji.
   b) there are You Tube, Twitter, Facebook, WhatsApp and Telegram.
   c) new knowledge and technologies appear every day.

4a Work in pairs. Match the parts.

1) mass media
2) print media
3) magazines
4) newspapers
5) broadcast media
6) digital media

a) coated paper
b) television and radio
c) electronic devices
d) books, newspapers
e) daily/weekly
f) collection of different media technologies

Homework

1 Write about you and your friend. What kind of mass media do you use and why have you chosen them?
   e.g. I read news about Uzbekistan in ... . I learn about world news in ... .
       My favourite magazine is ... . I like it because there are stories about ... .

2 Write the answers to questions in 4b.

Lesson 2 Mass media in our lives

Classwork

3a Listen and tick what each speaker is talking about.

<table>
<thead>
<tr>
<th></th>
<th>Internet</th>
<th>radio</th>
<th>newspaper</th>
<th>TV</th>
<th>mobile phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Classwork and homework

#### 3b Work in pairs. Listen one more time.
Choose the correct ending.

1) When I’m looking at the first page, I can ...
   a) see what the main headlines are.
   b) read sections about opinions and gossip articles which usually make me laugh.
2) I get the news about sports results ...
   a) on TV.
   b) on my mobile phone.
3) People use the Internet ...
   a) more than newspapers.
   b) less than newspapers.
4) Watching the news on the TV is ...
   a) not as interesting as reading newspapers.
   b) more exciting than newspapers.
5) I love the radio because the radio is easier than newspapers or TV because ...
   a) I can do other things at the same time.
   b) I get my first news there.

#### Homework

Interview pupils in your school with the questions you wrote in activity 4b. Take notes. When you finish, count up the answers and write them.

### Lesson 3 She says that ...

#### Homework

1. Change Direct Speech into Indirect Speech.
   e.g. She says that she eats an apple a day.
   1 She says, “My brother will help me.”
   2 They say, “We went for a walk every day.”
   3 You say, “I won’t go to Tashkent tomorrow.”
   4 He says, “My father’s playing football with me.”

2. Read and write a story about Charlie Hain.
   e.g. Charlie says that he’s a light operator.

   **Reporter:** What do you do?
   **Charlie:** I’m a light operator. I shine lights at the actors and actresses on the stage.

   **Reporter:** What do you like about your job?
   **Charlie:** I love the energy that comes from the people every night. I like to entertain so many people.

   **Reporter:** What’s difficult about this job?
   **Charlie:** I work at night and it’s difficult to meet with friends and family.
Classwork and homework

Lesson 4 He said that ...

**Homework**

1. Read Jahongir’s interview with Jason and write an article. Use Indirect Speech.
   
   e.g. Jason said that he was interested in cars.

   **Jahongir:** Good morning, Jason.
   **Jason:** Good morning.
   **Jahongir:** You’re very interested in cars, aren’t you?
   **Jason:** Yes, that’s right. In fact, I’m very excited because I’m going to visit the Lotus sports car factory today.
   
   **Jahongir:** What will you do there?
   **Jason:** I hope they’ll take me for a test-drive in the latest model. I’m going to interview the Managing Director.
   **Jahongir:** What’s the most interesting thing there in the factory?
   **Jason:** They have models of the cars. They’ll give me one as a souvenir. I’m looking forward to my visit a lot.

2. Write three sentences. Use Present Simple, Present Continuous and Future Simple.
   
   e.g. I like playing football. I’m going to watch TV today. I’m sitting at the English lesson now. My father will buy me a mobile phone.

Lesson 5 What’s your favourite mass media?

**Classwork**

1b. Work in pairs. Listen to the news and complete the table.

|------|-------|-------|--------|------|

1c. Work in pairs. Choose one and write a lead to it.

**Samarkand welcomes Sharq Taronalari Music Festival**

Guests from different countries come to Samarkand to visit the International Festival Sharq Taronalari. It is held every two years since 1997. This festival of art has become a major cultural event in Uzbekistan and for people all over the world. It is visited by musicians, dancers and singers of all continents who demonstrate their ancient and national music art on the main stage of the festival – Registan Square. The Uzbek song “Qilipillama” was performed by American musicians who came to the festival.

_G. Khasanov, UzA journalist_
Homework

Write about your favourite mass media and explain why.

latest news  crosswords  horoscope  true stories  jokes
interesting facts/things  anecdotes  sports news
UNIT 3 INFORMATION AGE
Lesson 1 Digital media

**Homework 1a** Read the article of a young journalist and choose the correct form of the verbs.

INTERNET STARS

I (1) ... (to go) to the gymnastics club four times a week. One day our teacher (2) ... (to make) a video in which I (3) ... (to be) with my gym friends and my sister. We (4) ... (to sing) the Baby Shark song. Our teacher (5) ... (to show) the video to our parents. She also (6) ... (to send) it to the Facebook page and friends’ families showed it to other people. By the next day we (7) ... (to be) so happy to find that the number of views was 2,000 in America. The Baby Shark song soon was (8) ... (to sing) all over the world. I kept the site with the video and then it (9) ... (to become) popular in Italy, Thailand, Holland, Mexico, Japan and Peru and some other countries. I (10) ... (to be) surprised by this!

Penelope Thornton

**Homework 1b** Write questions to the text. Use the question words.

*e.g.* Who went to the gymnastics club?

1) Who ... (go/gymnastics club)?
2) Where ... (Penelope/go)?
3) What song ... (teenagers/sing)?
4) Who ... (show/the video)?
5) Why ... (they/be happy)?
6) Why ... (the song/be popular)?

Lesson 2 After I’d watched TV...

**Homework 1** Look at the diagrams. Complete the text.

We interviewed 20 Year 8 pupils at Estover School. We interviewed 10 girls and 10 boys. The boys watch ... TV programmes than girls. The pie diagrams show that boys and girls like ... best. They also like ... programmes. Boys like the ... programmes more than girls. Girls like ... .

**2 Put the verbs in the right form.**

1) After he ... (write) a letter, he ... (send) it to his parents.
2) After she ... (finish) her exams, she ... (go) to Paris.
3) After they ... (do) some housework, they ... (have) a rest.
4) When I ... (open) the windows, the cat ... (jump out).
5) When she ... (have) dinner, she ... (watch) TV.
6) She ... (get dressed) after she ... (have) a shower.
7) After they ... (have) lunch, they ... (go) for a walk.
Lesson 3 She said that she had watched ...

**Homework**  Read the text in 4a. Complete the report.

e.g. 1) Lewis said that in Iceland supermarkets had had a plastic bottle system.
2) He said that the shoppers ... 10p for every plastic bottle.
3) He said that the supermarket ... 311,500 bottles.
4) Freya said that she and some of her friends ... to swim.
5) She said that it ... 25 minutes to get to Shetland with the teacher.
6) Abby said that she ... to become the youngest person to sail round the world alone.
7) She said that 8 years later some people ... her boat near the coast of Australia.
8) Mr. Smith said that two very special Socorro dove chicks ... at Chester Zoo.
9) He said that the chicks ... in the wild for 47 years.

Lesson 4 Future technologies

**Classwork**  1b Work in pairs. Do the quiz.

1 What gives electricity to Solar power station?
   a) the sun  b) gas  c) oil
2 Did the Apple iPhone first appear in ...?
   a) 1995  b) 2000  c) 2007
3 Firefox, Opera, Chrome and Explorer are types of what?
   a) computers  b) web browsers  c) websites
4 With computers, what does ROM stand for?
   a) Reality of Mind  b) Read Only Memory  c) Read Our Mind
5 IBM is a well-known computer and information technology company. What does IBM stand for?
   a) International Business Machines  b) Internet Browser Mechanism  c) International Big Market

**3a** Look at the Remember box. Listen and complete the conversation with the language phrases you hear.

A: Are you using any new apps on your phone?
B: Yes ... I like my new walking app. It’s great. I use it at my gym.
A: (1) ... . Tell me about it.
B: It’s called Virtual Walk. First, you download the app on your phone. Then you choose a place where you want to walk. You can choose a beautiful park to walk though. Or you can walk to all the amazing places in the world. There are lots of places to choose.
A: (2) ... .
B: Next, you get on your running track, put on your virtual reality headset, and turn on your app. Then you walk. The virtual reality makes you feel like you are walking in the real place.
A: (3) ... . Does it feel real?
B: Yeaa ... It’s fantastic ... But you must be careful. You can’t see the real world with your virtual reality headset on, so sometimes you can fall down.
A: (4) ... . Did that happen to you?
B: Yes, and I hurt my leg.
A: (5) ... .
Lesson 5 Is social media dangerous?

Classwork

3 Work in pairs. Read and complete the text.

Technology news

Remember! Your mobile phone can be bad for your (1) ... ! Nowadays, we (2) ... our mobile phones for everything. We use them to check email, send texts, do work, watch movies, listen to music, play games, and even pay for our shopping. We are always online. We are (3) ... to our bosses, our friends, and our families 24 hours a day, 7 days a week. Doctors now say that all this technology can (4) ... us.

If you want to do something about this, give your (5) ... a break! Go outside. Go to the park. Take a walk. The fresh air, the beautiful sky and the trees help give you the (6) ... you need. So, for your next lunch break, go and enjoy the (7) ... of the sunshine. And leave your cell phone at your desk. Don’t (8) ... – the world can wait!

Homework

Read the article and write a report.

e.g. Ian said that people had paid for clothes 50 million dollars last summer. He said that they ...

First News July 2019

Some people paid for clothes 50 million dollars last summer. They bought most of these clothes for holidays. They only used them one time. People put them in the rubbish bin because the price was low. This “fast fashion” took a lot of work to make clothes and it was bad for nature. People should think about our planet and buy secondhand clothes instead.

Other people bought secondhand clothes and they also collected money for poor people or sick children in the hospital.

Ian Eddy
**Classwork and homework**

**Unit 1 • Lesson 5**

3a Work in pairs. Ask and answer. Complete the texts.

Pupil B: look at this page. Ask your partner about Ecuador, Australia, Philippines and Vietnam.

A: What do people in Ecuador make?

B: ...

A: What do they burn away?

B: ...

---

**New Year Traditions for Good Luck**

In Mexico, one of the favourite ways to celebrate New Year is to carry an **empty suitcase** around the house. The tradition means to bring a **year of travelling**.

In Denmark, people **jump off their chairs** in unison at midnight. This symbolizes jumping forward into the new year and leaving **bad things** behind.

In Belgium, **farmers** get up early on New Year’s Day and wish the cows and other domestic animals a **happy New Year**.

In Japan, there is a tradition that takes place at midnight on New Year’s Eve. It is ringing a bell exactly **108** times. It symbolises getting rid of **bad things** of the old year.

In Ecuador, people make large ... (What) and set fire to them at midnight in order to burn away ... (What) of last year. Making the scarecrow is a family activity. People do it for fun and laughs.

In Sydney, there is one of the biggest New Year’s Eve celebrations in the world. It is summer in Australia, and thousands of people gather around ... (Where). A family-friendly firework show starts at ... (When), while the main attraction – the Harbour Light Parade – is at midnight.

In the Philippines, at New Year people eat ... (What), carry coins in their pockets, and wear polka-dotted clothing. The round shape symbolises ... (What), and makes people believe that they will have more money the next year.

The Vietnamese wear ... (What kind) clothes to bring in the New Year ... (What). These clothes are not the modern Western styles that most people wear in their daily life. They wear a traditional kind of long dress with trousers.

---

**UNIT 4 LITERATURE AND LIFE**

**Lesson 1 How important is literature?**

**Classwork**

3 Work in pairs. Complete the texts with the sentences. One sentence is extra.

a) ... make their writing better.

b) When we read, ...

c) People want to learn more ...

d) History teaches us what people feel in ...

e) ... walked on the same ground as us.

f) We become cleverer.

1 Literature opens our eyes and makes us see more than we just see.

It helps us understand the wide world around us. With literature, we begin
Many of us learn what critical thinking is in our lessons. (2) ..., we learn to see information between the lines. It means that we understand more information than it is written. We are taught to give answers to more questions because we can understand more details.

History and literature go with each other. History is not just about wars, names and dates. It is about people and their lives. Today the world is different to what it was in the 15th century. Without literature, we would not know about our past, our families, the people who lived before and (3) ... .

When you open a book, when your eyes read the words, do you ask yourself: “How did this person write this?” Well, many of those authors, poets or playwrights used literature to (4) ... .

All literature: poems, essays, novels or short stories help us understand feelings of other people and difficult situations in their lives. (5) ..., have more friends; they want their dreams to come true, they want to spend more time with their families. We need literature to understand ourselves.

4b Listen and complete the biography of Rudyard Kipling.

| BORN: | December 30, ________ |
| COUNTRY: | Bombay, _________ |
| EARLY LIFE: | When he was ____ years old, he was taken to ____________ to begin his education. |
| ADULTHOOD: | When he was _____ years old, he returned to ____________ and worked as a ____________________ and editor for the Civil and Military Gazette in Lahore. |
| BECAME FAMOUS: | Kipling published his first collection of poems, *Departmental Ditties and Other Verses*, in ______, and his first collection of stories, *Plain Tales from the Hills*, in ______. He wrote _____, like *Kim*, *The Jungle Book* and *Puck of Pook’s Hill*. He also wrote the well-known poems, *If* — and *Gunga Din*, and many ________________ set in India. |
| AWARDS AND HONORS: | He was awarded the 1907 _______________ in Literature. |
| DIED: | Kipling died in ________ on _____ January 1936 and was buried in Westminster Abbey, London. |

Homework
Choose and write a biography of your favourite writer/poet. Look at Activity 4b.

Lesson 2 First in literature

Classwork

2a Complete the sentences in the chart. Use the Present or Past Simple passive forms of the verbs in brackets.
Classwork and homework

### Publishing – past and present

<table>
<thead>
<tr>
<th>50 years ago</th>
<th>Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manuscripts _______ (write) by hand or on a typewriter.</td>
<td>Manuscripts _______ (type) on a computer.</td>
</tr>
<tr>
<td>The finished manuscript _____ (send) to the publisher by post.</td>
<td>The finished manuscript _____ (email) to the publisher.</td>
</tr>
<tr>
<td>Pictures _______ (draw) on paper.</td>
<td>Most pictures _______ (create) on a computer.</td>
</tr>
<tr>
<td>Metal plates _______ (make) by the printers.</td>
<td>Some books _______ (print) directly from a computer.</td>
</tr>
<tr>
<td>Books _______ (sell) only in bookshops.</td>
<td>More books _______ (buy) online than from bookshops.</td>
</tr>
</tbody>
</table>

### 2b Complete the sentences.

1) The passive is formed with the correct form of the verb _______ and the past participle.
2) We use the _______ simple for the present passive and the _______ simple for the past passive.
3) If we want to say who performed the _______, we use by.

### Homework

Read and answer the questions.

1) What is Open Eurasia?
2) Who can take part in this Contest?
3) When did this Contest start?
4) Where do the Contest Festivals take place?
5) Why do the authors want to participate in this Contest?
6) Who was the first winner of the Contest?
7) Who are the other winners from Uzbekistan?

### Open Eurasia 2019 Contest Announced!

Open Eurasia is an international creative competition, which brings together creative people from all over the world. The prizes are presented at the Open Eurasian Book Forum & Literature Festival.

This international contest includes a festival and forum. It invites creative poets, writers, artists and film directors from the Eurasia region and all over the world. Many writers, poets, translators and artists take part in the competition to become a winner.

Contest Open Eurasia has been held since 2012. Contest is organized with “Hertfordshire Press” publishing house.s

The Festival is held in different places. For example, in 2018, the festival was held in Thailand, and before it took place in Bishkek, London, Almaty and Stockholm.

The winners can publish their books in London. Thanks to the prizes, the authors can show their books in the Open Book Forum Eurasian & Literature Festival and in other places in Europe and Asia!

One of the finalists of the Contest in 2019 was a historical novel by an Uzbek author Shahodat Ulug. She has introduced her novel “Jayhun Epkinlari” (“Jayhun Breath”). Galina Dolgaya was the first who won the first prize in the history of the Contest. She lives in Tashkent. She has published a number of novels and poems. Her novel “The Gods of the Middle World” won the first prize at the Contest 2012 Literature Festival and it is her first work in English.
Lesson 3 Why do we read?

**Classwork**

1b Work in pairs. Complete the table and make sentences.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>... prepare for a maths exam</td>
<td>e.g. a textbook</td>
</tr>
<tr>
<td>2</td>
<td>... look up a word you don’t know</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>... read the story of a person’s life, written by that person</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>... read the story of a person’s life, written by someone else</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>... find out which countries are next to France</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>... learn how your new TV works</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>... read something written for the theatre</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>... read a long fiction book</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>... read the latest gossip about pop stars</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>... read about latest news in the world</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>... learn how to cook a nice meal</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>... learn the rules of English grammar</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>... find out where to go on holiday</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>... read a short fictional work</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>... read stories with lots of pictures and not many words</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>... find information about deserts</td>
<td></td>
</tr>
</tbody>
</table>

2 Listen and write what each speaker is reading.

<table>
<thead>
<tr>
<th>name</th>
<th>type of publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rich</td>
<td></td>
</tr>
<tr>
<td>Steve</td>
<td></td>
</tr>
<tr>
<td>Shannon</td>
<td></td>
</tr>
<tr>
<td>Kate</td>
<td></td>
</tr>
</tbody>
</table>

**Homework**

Read the free poem *What is peace?* and create your own.

*e.g.* *What is friendship?*

*It is to me ... .*

**Remember!**

A Free poem does not have any rules. The author wants to show the idea. There is no right or wrong way to create a Free poem.
Lesson 4 At the library

**Classwork**

1. **Start at a comfortable reading level.**
   
   ... look through the first few pages./... enjoy the book./... stop reading it.

   If you start reading a book that is too difficult, you will (1) ... . First you should (2) ... . If you don’t understand what the author is trying to say, you may not (3) ... .

2. **Learn more English words.**
   
   ... review them later and make them a part of your vocabulary./... everyday speech./... guess what it means.

   If you don’t understand a word, first try to (4) ... . Other words in the sentence can help you. Look up words in the dictionary that you do not understand. Write down these words to (5) ... . Use new words you learn in your (6) ... .

3a. **Work in pairs. Read the first three tips on how to read English books better and choose the appropriate phrases.**

3b. **Practise, practise, practise.**
   
   ... short break./... how you read and spell./... morning bus./... enjoyable experience.

   Try to read every day. If you need, you may take a (7) ... and then go on. Reading should be an (8) ... . Take a book with you on a (9) ... or read during lunch break. Reading out loud can improve (10) ... .

**Homework**

1. **Read the question. Complete the answers. Look at the Remember Box.**

   What would you do if you had a lot of money?

   e.g. If I had a lot of money, I would buy a house with a garden for my parents. They like planting flowers and trees.

   1) If I ... a lot of money, I would go to London to see the Buckingham Palace.
   2) If I had a lot of money, I ... buy a car for my elder brother. His work is far away from his home.
   3) If I ... a lot of money, I ... go to Australia to see kangaroos and koalas.
   4) If I ... a lot of money, I ... build a swimming pool in our mahalla. Many children here like swimming.
   5) If I had a lot of money, I ... 

2. **Write the answer to the question. Look at activities 3a and 3c.**

   What advice how to read better would you give to a ten-year-old child if you were a librarian?

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

   1) What can be found in Alisher Navoi National Library?
   2) How can you get a book you need there?
   3) What kind of books are available in the library?
   4) What facilities are available to disabled people?
   5) Why do you think the library is named after Alisher Navoi?

   The National Library of Uzbekistan named after Alisher Navoi is the largest library in the country. It has the largest collection of books written by hand and printed works in Uzbek in the world. Anyone can be a member of the library if you have a library card. It is given for three years. In the hall there is an electronic library catalogue which helps you find any book in 10-15 minutes from any room.

   **Remember:**

   If I were a librarian, I would read a lot of books.
Lesson 5 Books or e-books?

Classwork  1a Work in pairs. Interview your partner and discuss how many of the following you agree with.

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading is one of my favourite pastimes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reading is OK if there is nothing else to do.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I only like reading in English if the language is made simple.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I don’t like reading simplified books because the language in them is not natural.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I like books to have a good story-line.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I prefer short stories because I get bored/tired easily.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I don’t like to give my opinion about what I’ve read.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I like someone to translate the words I don’t understand.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I prefer one long story to several short stories.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I don’t like books to have pictures. It is childish.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Pictures help me to understand. I like them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I read a lot at school. Reading is no fun!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I read a lot for fun/pleasure in my own language, but not in English.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Homework

Write 8-10 sentences about your friend. Look at Activity 1a.

e.g. My friend Diana doesn’t like reading simplified books. She thinks that the language in them is not natural.
UNIT 5 CINEMA Lesson 1 History of the cinema

Classwork

2a Work in pairs. Match the words to explanations.

1) frame a) a wide, circular path with a grass surface, on which horses race
2) gallop b) the fast run or speed of a horse
3) racetrack c) a number of similar events that happen after each other
4) succession d) a glass container that produces light when electricity goes through it
5) light bulb e) one of the pictures on photographic film

4b Complete the sentences with the adjectives in 4a.

1) A ... film makes me feel strong emotions.
2) A horror film has ... events.
3) A ... film makes me laugh.
4) A ... film makes me bored.
5) An ... film has a lot of special effects that look fantastic.
6) If a film is ..., I can’t stop watching it.
7) If a film is ..., I know what is going to happen.

Homework

Ask your family members about the films they like/dislike. Write what they think about them.

e.g. My father likes ... films. They make him .... His favourite film is ... . He thinks it’s .... My mother doesn’t like ... films because .... She thinks they are ... .

Lesson 2 What kind of films do you like?

Homework

Choose a film and complete the sentences.

e.g. I like watching ... (a genre) films. My favourite film is ... . It is a ... (genre). The main characters are ... . The film is about .... The action takes place in .... The music is beautiful/bad. The film ends (does not end) happily. I (do not) want to see this film again. I think my friends will (will not) like it because ...

Lesson 3 At the cinema

Classwork

3b Listen to the dialogue between Jenny and ticket seller. Fill in the blanks.

Jenny: That’s OK. What about ... ?
Seller: Yes. We have tickets for this showing. How many tickets?
Jenny: ... please. Two adults and a ... .
Seller: Sorry, did you say two ... ?
Jenny: No, one thirteen-year-old and two adults.
Seller: OK. Two adults and one child.

Homework

Write the questions and answer them.

1) to/How/cinema/often/you/go/do/the? Who/do/you/go/with?
2) your/favourite/Who’s/actor/actress/or? do/Why/you/them/like?
3) What’s/name/the/of/the/last/you/film/saw? What/it/was/about?
4) ever/What’s/the/movie/best/you’ve/seen? Explain why.
5) Do/prefer/to/you/watch/home/movies/at/or/the/in/cinema? Why?
6) seen/the/worst/movie/What/is/you/have/ever? Why/it/was/so/bad?
7) Would/like/to/you/be/a/film/famous/star? Why or why not?
Lesson 1 How does music make you feel?

**Classwork**

3b Listen one more time. Write true (T), false (F) or not given (NG).

1) Don Campbell loves Mozart’s music.
2) People listen to music to relax before work.
3) Listening to music when you are ill is a good idea.
4) Only Mozart’s music helps you to study.
5) The students should listen to Mozart for about ten minutes before doing tests.
6) It is a good idea for children to learn to play a musical instrument.

**Homework**

1 Write the correct form of the words in brackets. Complete the sentences.

   e.g. Rock music makes me energetic.

1) Rock music makes (I) energetic.
2) Country music makes (he) cheerful.
3) Classical music made (she) creative.
4) Jazz makes (the cat) nervous.
5) Pop music makes (we) relaxed.
6) Heavy metal makes (they) annoyed.
Lesson 2 Uzbek national music

Homework

1 Write the adjectives in the superlative degree.

Sharq Taronalari ("Melodies of the East") is one of (1) ... (large) musical and cultural festivals in Central Asia. It is a competition. The festival is held every two years at Samarkand’s Registan Square on an open-air stage equipped with the latest lighting and sound equipment, surrounded by medieval monuments. The first festival was held in 1997. It has become the center of world culture, with performers representing their home nations and cultures at this international festival. This festival brings together (2) ... (talented) singers, dancers and musicians to celebrate art from around the world. Sharq Taronalari is recognized in the UNESCO International Cultural Events list, and is one of (3) ... (popular) events for those who want to learn more about Uzbekistan and its heritage.

Registan is (4) ... (good) attraction of Amir Timur’s capital, the centre of a city where (5) ... (bright) minds of the time lived. Scientists, artists, architects and poets each contributed to this legendary city, making it one of the main stops on the Silk Road and a centre of learning in Asia.

2 Read Katy’s letter and write an answer to her.

Dear Sevara,
I’ve just been to the Eisteddfod festival in Wales. It is a very old tradition. The first one was held in the sixth century! I was surprised the festival was so popular. There were more than 10,000 people there. The festival is a competition. I enjoyed the music and national costumes of the competitors. Do you have any national festivals in your country? Please write me soon.
Love
Kate

3 Correct the sentences in the passive voice.
1) The bridge were built in 1976.
2) The meals is cooked every day.
3) The rooms are cleaning every day.
4) Uzbekistan have visited by a lot of tourists every year.

Lesson 3 Classical music? It’s great!

Homework

1 Listen to any piece of classical music and write about your feelings.
   e.g. I listened to “Summer” from “Four Seasons” by Antonio Vivaldi.
   It was ... . It made me ... .
You can choose from this list or any other piece of classical music:
Vivaldi – Summer – Third movement. You should listen to it with care; it is extremely energetic but magical at the same time.
Vivaldi – Spring – First movement. Probably it is the most famous work of Antonio Vivaldi. It is full of life and joy.
Mozart – Sonata No.15 – K.545. They say that this composition by Mozart stimulates learning.
Mozart – Piano Sonata in D major K.448 – First movement. If the students listen to this piece or other similar pieces from Mozart or Bach for ten minutes before doing a test, they will get better results.

2 Answer the questions.
1) If you were a musician, music of what genre would you perform?
2) What would you do if you were famous?

Lesson 4 What about going to the concert?

1 Work in pairs. Read and match.
a) pop music  b) opera  c) jazz  d) country music  e) rock  f) hip hop

1) ... is a drama set to music. It is like a play in which everything is sung instead of spoken.
2) ... is popular modern music with a strong beat. It was developed from rock ‘n’ roll in the 1960s and 1970s. It mostly uses electric guitars and driving rhythm.
3) ... is traditional music from a particular area, especially from the countryside. It often has a beautiful melody.
4) ... is a style of singing called rapping.
The singer or group chants or says words with music with a strong beat. The lyrics are often about the life of big cities.
5) ... is music with unusual tunes which was invented in the United States. It was originally played by Afro-Americans. This music combines African-American music with European music.
6) ... is a type of music that many people like to listen to. The term can be used for all kinds of music written to be popular. Styles of this type of music include rock music, electronic dance music and hip hop.

Homework

1 Write the sentences of the dialogue in the correct order.
1 B: It’s my favourite music genre. I don’t like rock.
2 B: I’d love to. Which concert are you talking about?
3 A: Neither do I.
4 B: Let’s go.
5 A: Would you like to come with me to the concert tonight?
6 A: Why? Do you like jazz?
7 A: Have you seen big posters in the city? It’s a concert of many musicians and popular groups.
8 B: I hope there will be something from pop music too.
9 B: I see. I hope they will have some jazz compositions on the list.
10 A: So do I. If we don’t want to be late, we should hurry up.

2 Ask your family or friends about their favourite music and write about it.
e.g. My mum said that she liked ... music most of all. Her favourite singer/music is ... . This singer had been popular before she was born. This music makes her ... .
Lesson 5 What is the future of music?

Homework 1 Read the text. Write five questions about Asadbek.

A young conductor from Tashkent, a 10-year-old Asadbek Ayubjanov

Asadbek is a third-grade student of the Republican Specialized Music Academic Lyceum named after Uspensky. He is the youngest conductor in Uzbekistan and one of the youngest in the world.

The talented boy was noticed in Termez Music School. He was invited to study to Tashkent. Vladimir Neymer, a professor at the State Conservatoire, teaches him the art of conducting.

The young conductor earlier conducted the orchestra of the Ministry of Defence of Russia, which consists of 90 orchestra members, and the Vladimir Spivakov's orchestra “Virtuosos of Moscow”.

Asadbek’s teacher Vladimir Neymer sent a video of Asadbek conducting an orchestra to Vladimir Spivakov. After that, Asadbek was invited to perform in famous concert halls. Asadbek wants to become a famous violinist or conductor. He wants to travel around the world, see different countries and cities, and learn a lot of new things.

UNIT 7 SCIENCE AND TECHNOLOGY

Lesson 1 Everyday inventions

Classwork 1a Work in pairs. Put in order.

Homework Choose three most important inventions from Activity 1a. Write about them.

e.g. The first most important invention was the air conditioner. It was invented by Willis Carrier in 1902. The air conditioners help people in hot summer days.

Lesson 2 What is science?

Classwork 1b Work in pairs. Read and check your ideas.

The word “science” comes from the Latin word scientia, which means “knowledge”. Science is the system we use to learn about the natural world. Science is based on tests. They show whether a scientist's explanations for why things happen are right or wrong. The types of science are known as ‘branches’, e.g. life science (zoology, botany and biology), physical science (chemistry, physics and astronomy), social science (economics, history) and others. This is because they look like branches of a tree.
Lesson 3 Looking into space

Classwork

1d Match the arguments (1-4) and the reasons (a-d).

Which are pros/cons?

1) can learn more
2) can be unhealthy
3) waste their time
4) develop skills which they will use later in life

a) most jobs involve using a computer
b) play games or surf on the Net instead of studying
c) damage children’s eyes, cause headaches
d) use the Net to get information

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

1) Where does this text come from? How do you know?
2) What information comes first in the text? What comes after that?

A telescope is an optical instrument that makes far objects appear larger by using lenses or curved mirrors and lenses. We can study the sky and the stars through a telescope. The first known practical telescopes were telescopes invented in the Netherlands at the beginning of the 17th century; glass lenses were used in them. They are used for looking at things that are too far and studying them carefully. Large telescopes are used by astronomers. Telescopes are the main instruments for the study of the night sky. Home telescopes are used to look at some astronomical events that may take place in the sky. In the 20th century, many new types of telescopes were invented, including radio telescopes. The Hubble Space Telescope is a space telescope which started working in space in 1990.

Homework

Read and complete the sentences.

e.g. NASA has sent people and machines to the moon.
1) ... studies climate on the earth
2) ... reached Mars
3) ... studies the Sun
4) ... consists of many countries
5) ... work in the International Space Station
6) ... studies life on other planets

NASA – National Aeronautics and Space Administration

The National Aeronautics and Space Administration or NASA, the USA, is certainly an important organisation. It was founded in October 1958 and has done a lot of space programmes since then. Project Apollo was the first research mission to the moon. Neil Armstrong and Buzz Aldrin were the first men on the moon. They got there on 21st July 1969.

The spacemen work in the International Space Station. Some satellites are studying Mars. Now NASA has a number of programmes which study climate change, freshwater resources, development of the Sun, and life on other planets.
Classwork and homework

RSA – Russian Space Agency
The space race began on 4th October 1957, when Russia’s first satellite was sent into space. The first moon station was sent in 1959. The first man in space was Yuri Gagarin. He moved around the earth one time on 12th April 1961. The Russian Space Agency (RSA) known as Roscosmos was officially formed on February 25, 1992. It has many different programmes of space flights. RSA is one of the partners of the International Space Station (ISS) programmes. It is one of the leading space agencies.

ESA – European Space Agency
The European Space Agency (ESA) is one of the best in sending spaceships into space orbits. It was established in 1975 by ten member states. Now there are 22 member states. Together the nations develop more space programmes than just a single nation. Their satellite reached Mars.

ISRO – Indian Space Research Organisation
The Indian Space Research Organization (ISRO) became the first Asian Space Agency to reach the orbit of Mars. It is the world’s first agency which did it successfully from the very first time. Formed in 1969, ISRO has sent 75 spaceships to date. It designs, makes satellites and makes space programmes. In 2019, the first machine to the moon was successfully sent.

CNSA – China National Space Administration
The China National Space Administration (CNSA) is developing satellites for telecommunication and Earth watching systems. In 2003, China joined America and Russia to make a manned space flight. Its latest unmanned flight to the moon was successfully made in 2013.

JAXA – Japan Aerospace Exploration Agency
The Japan Aerospace Exploration Agency (JAXA) was established in 2003. Its main work is to promote technological development, research work, and send satellites into orbits, moon research, and many other space research. It also studies the changes of climate.
Lesson 4 How techie are you?

Classwork

2 Complete the sentences with the words.

a) smartphone  b) hard disk recorder  c) HD TV
d) laptop  e) satellite TV  f) e-book reader

1) I love it. I can carry hundreds of books with me on my ... I don’t need a bag!
2) We can record over 100 hours of television pro-
grammes on our ... .
3) We have ... at home. There is a choice of more
than 100 channels.
4) My dad takes his ... with him when he travels so he
can work on it on the train or in the plane.
5) I can do anything on my ... I can play music,
record videos, send emails and make phone calls
of course!
6) The picture on our new ... is amazingly clear.

Homework

1a Read the phrasal verbs. Match the opposites.

1) turn on/switch on  a) put away
2) turn up  b) turn off/ switch off
3) take out  c) take off
4) plug in  d) turn down
5) put on  e) pull out

1b Complete the sentences with the prepositions below.

away  down  off  on  out  up

1) He took ... his mobile phone and turned it on.
2) Sorry, can you pick ... my MP3 player? I dropped it on the floor.
3) Can you turn ... the radio? There’s really good concert on in a minute.
4) When she switched ... the light, she couldn’t see anything.
5) Can you please put ... the DVDs when you’ve watched them?
6) Can you turn ... the TV? It’s too loud, I have a headache.

Lesson 5 Just like humans

Classwork

3b Work in pairs or in groups. Match the robots and what they will do.

<table>
<thead>
<tr>
<th>robot</th>
<th>year</th>
<th>Is used ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) BEAR</td>
<td>2011</td>
<td>A) you could control an android just using your mind; mind-control technologies are used; electrodes are fixed into the operator’s head; will be able to be a good companion and help many people</td>
</tr>
</tbody>
</table>
### Classwork and homework

1. Read and check your ideas to Activity 4.

2. Imagine a robot and draw it. Describe what it will do and where it will be used.

3. Prepare for the project lesson. Find and bring to class information about your favourite invention.

### Homework

1. Read and check your ideas to Activity 4.

### 1st OIC Robotics Challenge

Comtech with the Organization of Islamic Cooperation, Ministry of Innovative Development of the Republic of Uzbekistan and the Islamic Development Bank is organizing the first OIC Robotics Challenge (ORC) in Tashkent, Uzbekistan within the framework of INNOWEEK of the Government of Uzbekistan. The ORC takes place in the UZEXPOCENTRE exhibition centre, Tashkent, from 27 to 31 of October, to participants from OIC Member States with ages between 17 and 23 years.

### Competition Categories

- **ROBO SUMO**
  - A robot should push another robot out of the ring.

- **ROBO FOOTBALL**
  - Two distance-controlled robots play football on the field.
    - A team should consist of no more than three participating members.
    - In addition to the participating members, each team can be accompanied by a senior person as Team Manager/Mentor. In such a case, the Team Manager would need to pay his/her own travel expenses.
    - The age limit is 17 to 23 years.
    - A team can participate in both categories if they wish to do so.
    - There are prizes to the top 3 teams in each category.

<table>
<thead>
<tr>
<th>1st OIC Robotics Challenge</th>
<th>2019</th>
<th>BINA48 2014</th>
<th>B) is controlled by an operator; it can perform some actions itself; was developed to do a lot of things from helping people to driving cars and flying into space; can answer questions and make conversations; tell jokes, although only in Russian; was sent to the International Space Station; do work which is dangerous for humans, such as activities and operations on solar system objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>3) Atlas</td>
<td>2013</td>
<td>C) helper in dangerous situations like at an atomic electric power plant; looks like Terminator; a computer inside; can see its environment; climb a ladder and drive a car</td>
<td></td>
</tr>
<tr>
<td>4) Morpheus</td>
<td>2012</td>
<td>D) the most human-like android; to hold conversations on a number of topics; has the ability to learn; vocabulary and knowledge grows each day</td>
<td></td>
</tr>
<tr>
<td>5) ASIMO</td>
<td>2000</td>
<td>E) can save people in dangerous situations; can lift up to 236 kilograms; can see the environment at night with optical cameras</td>
<td></td>
</tr>
<tr>
<td>6) FEDOR</td>
<td>2019</td>
<td>F) a personal assistant, helps those people who can’t help themselves; uses a battery; it doesn’t have a mind of its own; it can be controlled by a computer, or voice signals; has the ability to recognise different people’s gestures, sounds, and even faces; turns its face to you when you walk in a room and shake your hand; can even memorize up to 10 people</td>
<td></td>
</tr>
</tbody>
</table>

![Link](http://eduportal.uz)
Lesson 1 What do they want to say?

Classwork 2 Work in pairs. Read and choose the best answer.

1. These pictures were done by the first prehistoric people more than ... years ago.
   a) 40000  b) 1 million  c) 4000

2. Homo sapiens were different from animals because ...
   a) they had bigger brain and were faster than animals.
   b) animals walk on four legs and are not able to communicate like humans.
   c) animals simply survive in their environment, humans have developed technology and science to change their environment. People are creative. They want to express themselves through music, painting, dances and other forms of art.

3. Why did prehistoric people start creating pictures?
   a) Children learned to paint.
   b) They had a lot of time and did not know what to do.
   c) They wanted to create a series of paintings of animals, hunting scenes and other graphic illustrations of their everyday life.

3a. Work in pairs. Listen to why people create art. Match the speakers and sentences.

- People are creative by their nature
- Art tells our stories
- Expressing emotions
- To reflect the beauty of nature
- Creating art for fun
- To have an effect on other people
- Means of communication

Homework

Write the answers to the questions.

1) What do you enjoy taking photos of? What photos do you have on your phone?
2) In your opinion, is photography a form of art? Why? Why not?
3) What photos, pictures, paintings or posters do you have on your walls at home?
4) Are you good at drawing? What do you like to draw?
5) What do you think is the most beautiful work of art in the world?

Lesson 2 What is this museum famous for?

Classwork 3a. Work in pairs. Look at the museums in the pictures. Match the museums and their descriptions.

<table>
<thead>
<tr>
<th>museum</th>
<th>was found- ed in ...</th>
<th>famous for ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The State Art Museum of Uzbekistan, Tashkent</td>
<td>e.g. 1876</td>
<td>a) It has the best collection in the Asian region and the world’s second-largest collection of Russian avant-garde.</td>
</tr>
<tr>
<td>2) The State Museum of Applied Arts of Uzbekistan, Tashkent</td>
<td></td>
<td>b) There are mostly paintings and drawings by Russian and Western European artists, sculptures, furniture and porcelain.</td>
</tr>
<tr>
<td>3) The State Museum of Arts of the Republic of Karakalpakstan, Nukus</td>
<td></td>
<td>c) The museum has over 250,000 objects, including archaeological, numismatic and historical things showing Uzbek history from the earliest times of 8000 years ago up to the present days.</td>
</tr>
</tbody>
</table>
Lesson 3 What genre is this picture?

Classwork 4a Work in pairs. Listen to the dialogue and write about favourite art style, artist or picture.

<table>
<thead>
<tr>
<th>art style</th>
<th>favourite artist/picture</th>
<th>what museum/when it was founded</th>
</tr>
</thead>
<tbody>
<tr>
<td>nilufar</td>
<td>e.g. modern art</td>
<td></td>
</tr>
<tr>
<td>abror</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Homework Complete the text. Choose the correct word.

My name is Catalina. I think it is interesting to find art in our life. I really enjoy (1) going/go to the cinema, art galleries or museums, and try to (2) understanding/understand what the artist (3) want/wants to tell us. I am not a very (4) create/creative person. The art I like most is (5) photography/photos. Some years ago I went to a photography course and learned some things about it and about the cameras. But one day my camera (6) brakes/broke down. Of course, my parents did not buy me a new one. I continue taking photos with my mobile phone, but these photos are not very (7) good/well. Many of my friends also love photography, and sometimes we go out to take photos together. One more thing I like is writing. I think that it is very interesting to share your feelings with other people. I usually write when I am sad or happy, when I am full of feelings. I think that art is something that (8) needs/helps us to share our feelings with other people and to (9) create/understand other people’s feelings.
Lesson 4 What’s your favourite picture?

Classwork 2b Listen to the interview with a famous artist of Uzbekistan. Choose the correct answer to the questions.

1) What are you looking for and what are you trying to find in your creative work?
   a) I think that every creative person should waste some time.
   b) I think that every creative person should try to find himself.
2) What are you working at now?
   a) I am working at the picture of a woman with a child.
   b) I am working at the picture of an angel.
3) Your works are full of love, aren’t they?
   a) I am always taking portraits of beautiful women.
   b) I try to have a deeper look into the person’s character to show my feelings.
4) Every artist has his own secret symbols in his works. Please, share the secret of your symbols with us.

Homework

1 Choose a picture and write a review. You can use any other picture.

2 Use the correct word. Make any changes you need.

   1) This is a ... cotton shirt.
   2) You can see the ... of the water here.
   3) A pigeon is a ... of peace.
   4) The Olympic torch ... peace and friendship in the world.
   5) This artist ... a lot of beautiful pictures.
   6) Only talented people make ... things.
Lesson 5 Do modern sculptures have meaning?

Classwork

1) In Madame Tussaud’s, you must not touch the wax figures.
2) A lot of celebrities visit Madame Tussaud’s.
3) Inside Madame Tussaud’s, you can have a conversation with the wax figures.
4) Marie Tussaud learnt how to make wax models in France.

Many people like to see celebrities; but celebrities do not usually like being looked at – at least, not all day every day! There is, however, one place in England where you can look at celebrities every day: this is Madame Tussaud’s, the most popular tourist attraction in London. On most days of the year, queues of visitors can be seen outside Madame Tussaud’s, all wanting to get in and see some of the most famous people in the world – kings and queens, politicians, stars, and even famous criminals.

They are all inside, just waiting to be looked at or talked to. If you like, you can talk to film stars and politicians in Madame Tussaud’s, but they won’t say anything to you, because they can’t! Madame Tussaud’s is a waxworks museum, and the “famous people” in the building are really made out of wax.

Marie Tussaud was born in Strasbourg in 1765. As a child she learned how to make wax models of people, and later went to Paris. Then, in 1802, she moved to England, going round the country with her exhibition of wax figures. In 1835 (aged 70!), she finally settled in London. The most popular figures in the exhibition are royalty and stars. Princess Diana has been the most favourite for several years, and other popular figures include Tony Blair, David Beckham, Brad Pitt and Elvis Presley.

You can even see the Beatles…. as they were in the 1960’s!

At Madame Tussaud’s, it is only the very famous who get a place in the exhibition. That is not surprising really; it takes about six months to create a realistic wax model. A wax figure costs over £40,000 to make – a lot of money!

Homework

1) Complete the sentences with the words: painted, painting (x2), paints, paintings
   1) He always uses bright colours in his ....
   2) We were taught ... and drawing at art college.
   3) We have ... the bedroom blue.
   4) She was ... her fingernails.
   5) He usually ... in watercolours.

2) Write the sentences in Passive or Active voice.

<table>
<thead>
<tr>
<th>Active voice</th>
<th>Passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marie Tussaud made a lot of wax models.</td>
<td>e.g. A lot of wax models were made by Marie Tussaud.</td>
</tr>
<tr>
<td>Thomas Gainsborough painted a lot of pictures.</td>
<td>The Forsyte Saga was written by John Galsworthy.</td>
</tr>
<tr>
<td>V.Petrov painted Mountain settlement Brichmulla</td>
<td>The Great Canyon is visited by many tourists every year.</td>
</tr>
</tbody>
</table>
Classwork and homework

UNIT 9 THE ENVIRONMENT
Lesson 1 Mother Nature

Homework

1. Read and complete the table.

Our environment includes both natural and man-made things. Natural things are divided into two types: living things and non-living things. All man-made things are non-living because they do not have life.

<table>
<thead>
<tr>
<th>natural things</th>
<th>man-made things</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. humans</td>
<td>e.g. clothes</td>
</tr>
</tbody>
</table>

2. Read and complete the sentences with the words.

Human environment is a man-made environment. It was (1) ... by humans for their needs. Before (2) ... appeared, humans lived in the natural environment. They had an environment-friendly life. With time, their (3) ... grew and grew. Humans learnt new ways to change their environment for their needs.

They learnt to grow crops and animals, and build houses. They (4) ... the wheel, money, trade and business. Transportation became faster. It became possible after they had invented new technologies. Communication became easier and fast across the world. They formed a man-made (5) ... . We need a balance between the natural and man-made environment. If we use the natural (6) ... wisely, we can have a healthy balance. We should use our resources wisely and learn to save them. Natural resources like wood, minerals, water and air are important for (7) ... . If we do not use them wisely, we may run out of them one day. We should think about our (8) ... .

Lesson 2 What are the alternative sources to fossil fuels?

Classwork

Read and match the titles and the texts.

a) Chemicals cause water and soil pollution
b) Future rise in prices
c) Less food
d) Bad for farming
e) High cost of production

1) Even though there are lots of advantages in biofuels, they are expensive to produce. Such a disadvantage is a reason why biofuels are not becoming more popular.

2) The crops and plants which are grown year after year on the same fields make the soil poor.

3) Crops for biofuels need chemicals to grow better. But use of chemicals is bad for the environment and may cause water pollution. Chemicals can be washed away from fields to lakes or rivers. Production of biofuels also uses a lot of water which is not good for local water resources.

4) Biofuels are taken from plants and crops that have high levels of sugar. That is why these crops are also used as food by people and animals.

5) Now, the prices of biofuels is higher than fossil fuels. Biofuels take some agricultural space from other crops, which can cause a global rise in food prices. Constantly rising prices may make the use of biofuels difficult for the economy.

Homework

2c Listen to the text one more time and complete the table about the sources of energy.

<table>
<thead>
<tr>
<th>energy sources</th>
<th>modern, old</th>
<th>dangerous, running out, expensive, cheap</th>
</tr>
</thead>
<tbody>
<tr>
<td>wind power</td>
<td>e.g. old</td>
<td></td>
</tr>
<tr>
<td>fossil fuels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nuclear power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>solar power</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Disadvantages of Biofuels

- 1) Even though there are lots of advantages in biofuels, they are expensive to produce. Such a disadvantage is a reason why biofuels are not becoming more popular.
- 2) The crops and plants which are grown year after year on the same fields make the soil poor.
- 3) Crops for biofuels need chemicals to grow better. But use of chemicals is bad for the environment and may cause water pollution. Chemicals can be washed away from fields to lakes or rivers. Production of biofuels also uses a lot of water which is not good for local water resources.
- 4) Biofuels are taken from plants and crops that have high levels of sugar. That is why these crops are also used as food by people and animals.
- 5) Now, the prices of biofuels is higher than fossil fuels. Biofuels take some agricultural space from other crops, which can cause a global rise in food prices. Constantly rising prices may make the use of biofuels difficult for the economy.
Classwork and homework

Lesson 3 Our green planet

**Homework**
1. Read activity 4b and add three more examples.
   e.g. Turn off lights in any room if there is nobody there.
2. Write about what your family does to save energy.
   e.g. When I open the refrigerator door, I try to quickly shut it to keep the cold air in and save energy.

Lesson 4 Global climate change

**Classwork**
4a. Work in pairs. Look at the pictures. Listen and complete the table with years and natural disasters.

<table>
<thead>
<tr>
<th>place</th>
<th>time</th>
<th>natural disaster</th>
<th>damage</th>
<th>reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>e.g. 1931</td>
<td>flood; long dry period</td>
<td>4 million people died</td>
<td>A long dry period without rain; hunger; floods; illnesses</td>
</tr>
<tr>
<td>Europe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Africa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Work in pairs. Think what people can do to reduce climate change. Complete the table. Use *mustn’t, could, may, should, shouldn’t*.

<table>
<thead>
<tr>
<th>problems</th>
<th>actions we can take</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) People burn old leaves. It (1) ... give CO2 gas to the air.</td>
<td>1) We (2) ... burn old leaves.</td>
</tr>
<tr>
<td>2) People burn hay in the fields. It (3) ... start fires.</td>
<td>2) We (4) ... burn hay.</td>
</tr>
<tr>
<td>3) Birds and homeless animals in winter do not have food.</td>
<td>3) We (6) ... feed the birds in winter.</td>
</tr>
<tr>
<td>4) We use a lot of spray for body and hair. It creates greenhouse gas.</td>
<td>4) We (7) ... use it much. We (8) ... use other hygiene things.</td>
</tr>
</tbody>
</table>

**Homework**
1. Complete the sentences. Use *very or really*.

1) We had a ... fantastic time. 2) The food was ... delicious. 3) There was a ... interesting article on climate change in the paper yesterday. 4) There was a ... unpleasant smell coming from the kitchen. 5) Mr. Graham was ... surprised to find 46 ... ancient gold coins inside the pot. 6) They have always been ... friendly to me.

2. Match the adjectives which have similar meaning.

1) freezing a) bad 5) ancient e) sad
2) delicious b) interesting 6) great, fantastic, f) good
3) boiling c) hot 7) exciting g) old
4) awful, terrible d) cold 8) miserable h) tasty

3. Look at the table in activity 5. Write sentences.
   e.g. If people burn old leaves, more harmful CO2 gas will be produced. We mustn’t do it.

Lesson 5 How can we help improve the world?

**Homework**
Write five tips to use less plastic.
   e.g. Buy cardboard boxes instead of plastic bottles.
Lesson 1 Ancient theatres

Classwork

4a Work in pairs. Listen and complete the table about Uzbekistan.

<table>
<thead>
<tr>
<th></th>
<th>When was it formed?</th>
<th>Who speaks and operates a doll?</th>
<th>What are performances about?</th>
<th>What do puppets do?</th>
<th>Popular now?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uzbek puppet show</td>
<td>e.g. 4th century BC</td>
<td>Uzbek</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese Bunraku</td>
<td>e.g. 17th century</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Homework

1 Complete the sentences with the words. Translate the sentences.

- stage directions, scenes, stage set, acts, dialogue

1) A play is divided into several ... .
2) Each act is divided into several ... .
3) What the actors say is the ... .
4) The ... is the furniture and decoration on the stage.
5) The ... tell the actors how to speak, where to move, etc.

2 Write about any puppet show you have ever been to. Use the questions.

1) When did you go?
2) What dolls were there: glove puppets or marionettes?
3) What was the play about? Who were the characters?
4) Did you like the show? Why? / Why not?

Lesson 2 He asked her to say ...

Classwork

4 Listen and write the sentences in Reported Speech.

1) Albina (to her friend): e.g. Albina asked her friend to visit her at hospital.
2) Teacher (to the pupils): ______________
3) Director (to the pupils): ______________
4) Sasha (to his mother): ______________
5) Mother (to her child): ______________
6) Alisher (to his sister): ______________

Homework

1 Write the sentences in Reported Speech.

e.g. She often asked me to stay for lunch.
1) She often said to me, “Could you stay for lunch?”
2) The doctor said to me, “Stop smoking!”
3) I said politely, “Please, make less noise.”
4) She will certainly say to her sister, “Please help me with my homework.”
5) “Get out of the car!” said the policeman.

Lesson 3 Cinema or theatre?

Classwork

3a Listen and write if the speaker likes the theatre or cinema.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Likes theatre or cinema</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>e.g. theatre</td>
<td>a) ... because it makes her want to cry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) ... it makes her happy.</td>
</tr>
</tbody>
</table>
Classwork and homework

<table>
<thead>
<tr>
<th>Classwork and homework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
</tr>
<tr>
<td>a) ... tickets are not cheap but there is always a theatre next to you.</td>
</tr>
<tr>
<td>b) ... there is popcorn and cola; you can wear casual clothes.</td>
</tr>
<tr>
<td><strong>3</strong></td>
</tr>
<tr>
<td>a) ... it connects us to our childhood.</td>
</tr>
<tr>
<td>b) ... it invented a campfire.</td>
</tr>
<tr>
<td><strong>4</strong></td>
</tr>
<tr>
<td>a) ... theatre is not passive. It needs imagination.</td>
</tr>
<tr>
<td>b) ... it does not need work and participation from the audience.</td>
</tr>
<tr>
<td><strong>5</strong></td>
</tr>
<tr>
<td>a) ... uses images and actions to communicate with the audience.</td>
</tr>
<tr>
<td>b) ... uses boring dialogues and makes you fall asleep.</td>
</tr>
<tr>
<td><strong>6</strong></td>
</tr>
<tr>
<td>a) ... makes him happy to watch beautiful stories.</td>
</tr>
<tr>
<td>b) ... can make beautiful stories and tell them to his audience through beautiful images.</td>
</tr>
</tbody>
</table>

---

**Homework**

1a Write down the new words. Look them up.
   - a matinee, the stalls, the balcony

1b Read the letter and rewrite it. Make it negative. Use the words.
   - the balcony, tragedy, cried, expensive, little time, evening performance, awful, unhappy, by taxi, bad seats, theatre glasses, sad scenes, windy and cold

---

Dear Ann,

Thank you for your letter. It was interesting to know that you have visited “The Globe” theatre in London which is so famous in the world. Last Saturday my friend invited me to go to the theatre to watch a new comedy. I agreed because I like theatre and the weather was wonderful. It was cloudy but warm. We went by bus because we had a lot of time. It was a matinee and the tickets were cheap. We bought tickets in the box office, and we had good seats in the stalls. We could see the stage very well. There were a lot of funny scenes in the performance, and we laughed a lot. The comedy made us feel happy.

Write me soon about the play you have seen.

Love

Nigora

---

Lesson 4 Great playwrights

**Homework**

1. Change the sentences from Reported Speech into Direct Speech.  
2. Look at the fact file and write about the actor.

---

1) He asked his son to bring him a glass of water.
2) The old woman ordered David to get out of her garden.
3) The man told them to look around.
4) Adrian asked Susan to listen to him.

---

**Name:** Sir Ian Murray McKellen  
**Age:** born 25 May 1939  
**Job:** an English actor  
**Genres:** from Shakespearean and modern theatre to popular fantasy and science fiction  
**Awards:** six Laurence Olivier Awards, a Tony Award, a Golden Globe Award, a Screen Actors Guild Award, a BIF Award, two Saturn Awards, four Drama Desk Awards, and two Critics’ Choice Awards  
Classwork and homework

Lesson 5 At the theatre

Get ready to perform a play. Choose a live performance or a puppet show. Choose a play. You can use a story about the Hodja, a tale, a legend, or a short scene from a film.

1. Write a dialogue.
2. Design the stage set. Think about what can be put on the stage.
3. Write stage directions. Write how the characters will say their words and how they will move.

Homework

1. Get ready to perform a play. Choose a live performance or a puppet show. Choose a play. You can use a story about the Hodja, a tale, a legend, or a short scene from a film.

Unskilled bird

One day the Hodja wanted to eat peaches and he saw a garden full of peach trees. So he climbed up the tree and began to eat them, one after the other.

But the Hodja was an unlucky man. While he was eating, the keeper of the garden came. The Hodja hid behind the branches, but the man heard something moving and shouted:

"Who is there?"
The Hodja was afraid and sang like a bird. The man shouted:

"You, come down, a bird doesn't sing like that!"
"What didn't you like?" shouted the Hodja. "Can a young and an unskilled bird sing better than this?"

AN EASTERN LEGEND ABOUT TOBACCO

A long time ago when tobacco had just appeared in the Caucasus, there lived at the foot of a high mountain a wise old man. He took a dislike to tobacco and tried to persuade others not to smoke it.

Once a group of foreign merchants came to the village where the old man lived to sell tobacco. They tried hard to make the old man support them, but they could not.

One day the old man saw that a crowd of people had gathered round the merchants who were shouting: “O divine leaf, o divine leaf, which cures all ailments!”

Then the wise man said: “But that is not all! This divine leaf brings people other advantages: no thief will enter the house of a man who smokes, no dog will bite him, and he will never grow old”.

The merchants looked at him with joy. “Explain your words to us, o wise old man,” they asked him.

“No thief will enter the house of a man who smokes,” he replied, “because that man will be coughing all night, and no thief likes to go into the house of one who is awake. After several years of smoking a man will grow weak and will walk with a stick. Will a dog bite a man with a stick? Last, he will never grow old because he will die in his youth.”

On hearing these words, the peasants went off, determined never to smoke.
Grammatik ma’lumotlar
(O’qituvchilar uchun)

1) So’z yasash: -tion, -ion, -er, -or suffikslari
Ingliz tilida fe’llarga -tion, -ion, -er, -or kabi suffikslarni qo’shish orqali ba’zi otlar yasaladi, m-n.:
   collect + ion = collection  suggest + ion = suggestion  instruct + ion = instruction
   teach + er = teacher  direct + or = director va h.k.
Otlar shu tarzda yasalganda so’z oxirida keluvchi o’qilmaydigan ”e” tushib qoladi, m-n.:
   celebrate + ion = celebration  decorate + ion = decoration  educate + ion = education
   congratulate + ion = congratulation  illuminate + ion = illumination  bake + er = baker va h.k.
Ba’zida o’qilmaydigan „e“ ning „a“ yoki „i“ ga o’zgarishi kuzatiladi, m-n.:
   continue + tion = continuation  declare + tion = declaration  imagine + tion = imagination
   invite + ion = invitation  compete + tion = competition va h.k.

2) Iboraviy fe’llar (Phrasal verbs)
Iboraviy fe’llar, asosan, og‘zaki ingliz tili va norasmiy matnlarda ishlatiladi. Suhbat yoki matn qanchalik rasmiy bo’lsa, unda shunchalik kam iboraviy fe’l uchraydi.
Iboraviy fe’l fe’l va yuklama (predlog, ravish)dan tashkil topadi. Yuklama fe’lning ma’nosini butunlay o’zgartirib yuborishi mumkin, m-n.:
   look up – (lug’at, ma’lumotnomadan) izlab topmoq (look a word up in a dictionary)
   look for – izlamoq, qidirmoq (look for her ring)
   look forward – intizorlik bilan (orziqib) kutmoq (look forward to meeting someone)
Iboraviy fe’lni qanday qilib to’g’ri yasash mumkinligi haqida aniq bir qoida mavjud emas. Shu sababli bunday fe’larni yaxshi bir lug’atdan topib, ularning ma’nolarini o’zlashtirib olish mumkin.

3) Daraja-miqdor ravishi:
very, too, quite va h.k.
Ba’zi daraja-miqdor ravishlari ravish va sifatlardan oldidan ishlatiladi, ularning holatini belgilaydi. Ular yoki matn qanchalik rasmiy bo’lsa, unda shunchalik kam iboraviy fe’l uchraydi.
Butunlay o‘zgarishi yordamiga muhim vaqt qayta qayta ishlatiladi, m-n.:
   continue + tion = continuation  declare + tion = declaration  imagine + tion = imagination
   invite + ion = invitation  compete + tion = competition va h.k.

4) Ehtimollikni bildiruvchi ravishlar: certainly, probably
Biror narsa to‘g‘risida qanchalik ishonch bilan gapirishda ehtimollikni bildiruvchi ravishlardan foydalanadi. Ular asosiy fe’l’lardan oldin, yordamchi fe’l va modal fe’l’lardan keyin qo’llaniladi, m-n.:
   You are probably right.  He is probably coming.  They will certainly be there.

5) Qiyoslash: (not) the same as … va different from …
Ikki narsa qaysidir jihatdan o’xshash yoki aynan bir xil bo’lganda ularni taqqoslash uchun ”the same as” qo’llaniladi, m-n.:
   This car runs very fast. It is very helpful.
   This task is quite difficult.
6) Ko’chirma va o’zlashtirma gap
Biror kimsaning so‘zlarini, fikrlarini ifodalashning ikki usuli mavjud:
1) ko‘chirma gap orqali, bunda uning aytgan gapi ma’nosini o‘zgartirilmagan holda ifodalanadi;
   ko‘chirma gap: She says, “I am a little bit nervous.”
2) o‘zlashtirma gap orqali, bunda uning gapi, fikrlari odatda olmoshlar, zamonlar va boshqa ba’zi so‘zlarni o‘zgartirish orqali ifoda etiladi, m-n.:
   o‘zlashtirma gap: She says that she is a little bit nervous.
Birinchi gapda so‘zlovchi qizning gapini aynan uning so‘zlari bilan ("I am a little bit nervous.") keltirgan bo‘lsa, ikkinchi gapda esa so‘zlovchi uning fikrini ma’nosini o’zgartirmagan holda o’z so‘zlari bilan ifodalayapti.

Ko‘chirma gaplarda ishlatilgan kishilik va egalik olmoshlar o‘zlashtirma gaplarda quyidagicha o‘zgartirilishi mumkin:

<table>
<thead>
<tr>
<th>Kishilik olmoshlar</th>
<th>Egalik olmoshlar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ko‘chirma gap</strong></td>
<td><strong>O‘zlashtirma gap</strong></td>
</tr>
<tr>
<td>I/we</td>
<td>s/he</td>
</tr>
<tr>
<td>you</td>
<td>they</td>
</tr>
<tr>
<td>s/he, it, they</td>
<td>s/he, it, they</td>
</tr>
</tbody>
</table>

6.1. Hanuz rost bo‘lgan ma’lumotlarning o‘zlashtirma gaplarda ishlatilishi

Agar so‘zlovchining aytgan gaplari hali ham rost bo‘lsa hamda holat, sharoit o’zgarmagan bo‘lsa, o‘zlashtirma gapda fe’l zamonini o’zgartirishga hoyat yo‘q. Bu fe’l har qanday (hozirgi, o’tgan yoki kelasi) zamonda bo’lishi mumkin, m-n.: ko‘chirma gap: *He says, “I am ill.”* ko‘chirma gap: *She says, “I sang a song.”* o‘zlashtirma gap: *He says that he is ill.* o‘zlashtirma gap: *She says that she sang a song.* ko‘chirma gap: *You say, “I’ll visit London.”* o‘zlashtirma gap: *You say that you will visit London.*

6.2. Oddiy o’tgan zamon (Past Simple)dagi o‘zlashtirma gaplar

Asosiy fe’llar (*said, told, answered,* va h.k.)dan keyin o’tgan zamon fe’lari ham qo’llaniladi, m-n.: ko‘chirma gap: *Akmal, “I’m strong.”* o‘zlashtirma gap: *Akmal said he was strong.*

Bu yerda Akmal aytgancha haqiqat edi, lekin vaqtning o’tishi tufayli ba’zi narsalar o’zgarga bo’lishi va u endi oldingidek kuchli bo’lishagacha mumkin. O‘zlashtirma gapda o’tgan zamon fe’l linini o’lchash va o‘chish biror vaqtda bo'ilganligini ko’rsatadi. Bunda, quyidagicha o’zgarishlar kuzatilishi mumkin:

<table>
<thead>
<tr>
<th>Ko‘chirma gap</th>
<th>O‘zlashtirma gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>oddiy hozirgi zamon fe’lari</td>
<td>oddiy o’tgan zamon fe’lari</td>
</tr>
<tr>
<td>hozirgi zamon davom fe’lari</td>
<td>o’tgan zamon davom fe’lari</td>
</tr>
<tr>
<td>am/is</td>
<td>was</td>
</tr>
<tr>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>will</td>
<td>would</td>
</tr>
<tr>
<td>do/does</td>
<td>did</td>
</tr>
<tr>
<td>today</td>
<td>that day</td>
</tr>
<tr>
<td>tonight</td>
<td>that night</td>
</tr>
<tr>
<td>now</td>
<td>then</td>
</tr>
<tr>
<td>tomorrow</td>
<td>the next day</td>
</tr>
<tr>
<td>here</td>
<td>there</td>
</tr>
<tr>
<td>these</td>
<td>those</td>
</tr>
<tr>
<td>this</td>
<td>that</td>
</tr>
</tbody>
</table>

Agar vaqta o‘qish va hodisalar hozirgi zamonida hanuz haqiqat bo’lsa, unda shunday dayish mumkin: ko‘chirma gap: *Akmal said, “I am strong.”* o‘zlashtirma gap: *Akmal said that he is strong.*

6.3. „that“ bog‘lovchili o‘zlashtirma gap

So‘zlovchining o’y-fikrlari va boshqalarini asosiy fe’l’lari bilan bag‘lash uchun o’zlashtirma gapda asosiy fe’l’lardan keyin „that“ bog‘lovchisi qo’llaniladi. „* Said“ hamda „* told“ kabi odatda ko‘p qo’llaniladigan asosiy fe’l’lardan keyin „that“ bog‘lovchisini qo’llash ham yoki uni tushirib qoldirish ham mumkin, m-n.:

He said (that) he was reading novels.
She told me (that) she didn’t have any money.

Lekin boshqalar asosiy fe’l’lardan keyin „that“ bog‘lovchisini tushirib qoldirib bo’ilmaydi, m-n.:

He replied that he didn’t know about that.
7) Tugallangan o’tgan zamon (Past Perfect) fe’llari
Ba’zïda o’tgan zamonda sodir bo’lgan voqe-hodisalar haqida so’zlanadi, m-n.:
I played tennis yesterday.
Bu hikoyaning boshlanish nuqtasi hisoblanadi. So’ngra, agarda shu vaqt dan oldin sodir bo’lgan voqealar to’g’risida so’zlansa, unda tugallangan o’tgan zamon (Past Perfect) fe’li qo’llaniladi, m-n.:
Before I played tennis, I had done my homework.
O’tgan zamonda birin-ketin sodir bo’lgan ikkita harakat yoki hodisa haqida gapirish uchun “when, after, as soon as” va boshqa payt boshqlaridan foydalaniladi, m-n.:
When I had eaten, I began watching TV.
After I had watched TV, I started reading.
As soon as I had finished reading, I went to bed.
Tugallangan o’tgan zamon quyidagicha tuzilishga ega:
Bo’lishli shakl:
Subject (ega) + had + past participle (o’tgan zamon sifatdoshi) + object (to’ldiruvchi)

<table>
<thead>
<tr>
<th>I/we/you/they</th>
<th>had</th>
<th>finished</th>
</tr>
</thead>
<tbody>
<tr>
<td>he/she/it</td>
<td>had (I’d, we’d, you’d, they’d, he’d, she’d, it’d)</td>
<td>read</td>
</tr>
</tbody>
</table>

Bo’lishsiz shakl:
Subject + had not + past participle + object

<table>
<thead>
<tr>
<th>I/we/you/they</th>
<th>had not</th>
<th>finished</th>
</tr>
</thead>
<tbody>
<tr>
<td>he/she/it</td>
<td>had not (hadn’t)</td>
<td>read</td>
</tr>
</tbody>
</table>

So’roq shakl:
Had + Subject + past participle + object

<table>
<thead>
<tr>
<th>Had</th>
<th>I/we/you/they</th>
<th>finished</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>he/she/it</td>
<td>read</td>
</tr>
</tbody>
</table>

O’tgan zamon sifatdoshining to’g’ri fe’llari oddiy o’tgan zamon to’g’ri fe’llari bilan bir xil shaklga ega. (Oddiy o’tgan zamon to’g’ri fe’llari - finished/opened/talked va boshqalar.) Noto’g’ri fe’larning o’tgan zamon sifatdoshini turlu shakllarga ega (m-n.: lost/been/broken/had va boshqalar).

(Noto’g’ri fe’larning o’tgan zamon sifatdoshini shakllarini 127-betdan qarang.)

8) Tugallangan o’tgan zamon (Past Perfect)li o’zlashtirma gaplar
Agar so’zlovchi o’z nutqida hozirgi tugallangan zamon (Present Perfect) yoki oddiy o’tgan zamon (Past Simple) voqealarini qo’llagan bo’lsa, uning nutqini o’zlashtirma gapga aylantirishda tugallangan o’tgan zamon (Past Perfect)dan foydalaniladi, m-n.:
ko’chirma gap: I enjoyed the film very much.
o’zlashtirma gap: He said he had enjoyed the film very much.
kochirma gap: I have finished my work.
o’zlashtirma gap: He said he had finished his work.

<table>
<thead>
<tr>
<th>Ko’chirma gap</th>
<th>O’zlashtirma gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Simple</td>
<td>Past Perfect</td>
</tr>
<tr>
<td>watched</td>
<td>had watched</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>Past Perfect</td>
</tr>
<tr>
<td>has watched</td>
<td>had watched</td>
</tr>
<tr>
<td>yesterday</td>
<td>that day</td>
</tr>
</tbody>
</table>
9) Hozirgi va o‘tgan zamon majhul nisbatlari (Present Passive and Past Passive)
Fe‘llar ikki nisbatda bo‘ladi: aniq nisbat (active verb) va majhul nisbat (passive verb).
Ega bajargan ish-harakatni aytish uchun fe‘lning aniq nisbati qo‘llaniladi, m-n.: 
Somebody cleans this room every day.
Bu yerda: Somebody aniq nisbatning egasi va u ish-harakatni bajaryapti.
Egaga nisbatan sodir bo‘lgan ish-harakatni ifodalash uchun fe‘lning majhul nisbatiga yasaladi, m-n.: 
This room is cleaned every day.
Bu yerda: This room majhul nisbatning egasi va egaga nisbatan ish-harakat sodir etilyapti.

Hozirgi zamon majhul nisbati quyidagi tartibda yasaladi:
ega + am/is/are + o‘tgan zamon sifatdoshi
O‘tgan zamon majhul nisbati esa quyidagicha yasaladi:
ega + was/were + o‘tgan zamon sifatdoshi

m-n.: The State museum of Fine Arts was founded in 1918. Works of art were added to the collection.

Agar gapda ish-harakatni bajaruvchi yoki uning sodir bo‘lishiga sababchi kishi yoki narsa aytib o‘tilsa, u by predlogi yordamida ifodaladi, m-n.:
When you came, everybody was reading. (vergul ishlatiladi)
Everybody was reading when you came. (vergul ishlatilmaydi)
Because he was ill, he couldn’t go to school. (vergul ishlatiladi)
I didn’t have my breakfast because I got up late. (vergul ishlatilmaydi)

I think/believe/know that ...
Ko‘pgina fe‘llar (m-n.: think, know va b.lar) kishining o‘y-fikrlari va his-tuyg’ularini ifodalaydi.

10) Amerika va Britaniya mamlakatlarida inglizcha so‘zlarni yozilishidagi farqlar

11) Qo‘shma gaplar
Qo‘shma gaplar ikki qismdan iborat bo‘ladi: bosh gap va ergash gap. Ergash gap bosh gapni to‘ldirib keladi. U odatda because, if, that yoki wh li bog’-lovchi so‘zlar orqali bosh gap bilan bog‘lanadi. Ergash gap bosh gapdan oldin ham, keyin ham kelishi mumkin. Agar ergash gap bosh gapdan keyin kelsa, ular orasida vergul ishlatilmaydi. Agarda u bosh gapdan oldin kelsa, vergul ishlatiladi, m-n.:
When you came, everybody was reading. (vergul ishlatiladi)
Everybody was reading when you came. (vergul ishlatilmaydi)
Because he was ill, he couldn’t go to school. (vergul ishlatiladi)
I didn’t have my breakfast because I got up late. (vergul ishlatilmaydi)

I think/believe/know that ...
Ko‘pgina fe‘llar (m-n.: think, know va b.lar) kishining o‘y-fikrlari va his-tuyg’ularini ifodalaydi.
Qo‘shma gaplarida bunday fe‘llardan keyin that li ergash gap keladi, m-n.: I know that the task’s difficult. I think that it’s already time to go. I believe that he’s a good man.
Ba‘zida that tushib qoladi, m-n.: I think it’s already time to go. I believe he’s a good man.

12.1 Umuman olganda rost yoki tez-tez sodir bo‘lib turadigan hodisalar to‘g‘risida so‘zlarga, bosh gap ham, ergash gap ham oddiy hozirgi zamon fe‘li (Present Simple) qo‘llaniladi, m-n.:
If you heat ice, it melts.
If it is holiday, pupils usually don’t go to school.

12.2. Shart ergash gap hozirgi zamonda (Present Simple) bo‘lganda, bosh gapda tez-tez buyruq mayli qo‘llaniladi, m-n.: If you want to join our club, send information about yourself.
If he comes, phone me immediately.

124 GRAMMATIK MA’LUMOTLAR
12.3. Kelajakda sodir bo‘lishi mumkin bo‘lgan voqe-hodisalar haqida gapirilganda, shart ergash
gapda hozirgi zamon (*Present Simple*), bosh gapda esa kelasi zamon (*Future Simple*) fe’llari qo’lla-
niladi, m-n.: If I *come* late, I’ll *let* you know.

*We will go* for a walk, if the weather *is* good tomorrow.

12.4. Noreal yoki tasavvuriy voqe-hodisalar haqida gapirilganda, shart ergash
 gapda oddiy o’tgan
zamon (*Past Simple*), bosh gapda esa ”*would + infinitive*” qo’llaniladi. Bu yerda infinitivning „*to*”
siz shakli qo’llaniladi, m-n.:
*If I* *had* a lot of money, I *would* buy my family a new house.

*We would talk* more, if you *came* earlier.

”*It*” li shart ergash gapda „*was*” ning o‘rning „*were*” qo’llaniladi, m-n.:
*It’s a pity. If I* *were* you, I wouldn’t *miss* the football and would *find* some time in the
evening for the homework.

13) *Feel + sifat*  
 „Feel“ kishilik olmoshları (*I, you* va h.k.) bilan ishlashadi, undan keyin sifatlar keladi, m-n.:
I *feel* bored. She *feels* happy when she meets her friend.

14) *Make + to’ldiruvchi + fe’l/sifat*  
 „Make + to’ldiruvchi“dan keyin fe’lning “*to*” sizi shakli yoki sifat qo’llanilishi mumkin, m-n.:
*It makes me (you, him, her, us, them) feel* sad.  
What kind of music *makes* you happy/relaxed?

Ammo majhul nisbatda, ya’ni ”*be made to do something*” iborasida fe’lning “*to*” li shakli ishlatiladi, m-n.:
*These movies* *are made to frighten* and *make* you scream and *be* afraid, *very* afraid!

15) Egalik qo’shimchasi: *„with“*  
 „Have“ ga o’xshab, egalik qilish ma’nosini berish uchun „*with*” dan ham foydalanish mumkin, m-n.:
*a big man* with long hair (= a big man who has long hair)  
a short girl with green eyes (= a short girl who has green eyes)

16) Taklif: *„Would you like to ...?“*  
 Biror narsani taklif qilish uchun tez-tez ”*Would you like to ....?*“ qurilmasi ishlatilib turiladi, m-n.:
*Would you like to go to the cinema with me?*  
Taklifli savolga ”*I’d love to.*“ yoki ”*Sorry, I can’t.*“ deb javob beriladi.

17) Sodir bo‘lishi mumkinlik ma’nosidagi *„may“* modal fe’li  
 „May“ modal fe’li hozirgi va kelasi zamonda sodir bo‘lishi mumkin bo‘lgan ish-harakatlar haqida
gapirilganda qo’llaniladi. *May“ ning inkor shakli – „*may not*“, m-n.:
I don’t know the answer to this question. Let’s ask Alex, he *may know.*  
It *may rain* tomorrow or *may not.*

18) *Could be/might be/perhaps/may be/must be*  
 „Could be/might be/perhaps/may be“ biror narsa xususida to’la ishonch hosil qilinmagan, lekin
biroz tasavvuruga ega bo‘linganda qo’llaniladi.
„Could be“ va „*might be“ ning ma’nolari o’xshash („bo’lishi mumkin“). Bir xil holot uchun ularning
ikkalasini ham qo’llasa bo‘lishadi, m-n.:
*Somebody is calling me. It might be* Jalil. (or It *could be* Jalil.)  
I have lost Malik. He *could be in groceries section.* (or He *might be in groceries section.*)  
„Perhaps“ va „maybe“ bir xil ma’nolagi ega bo’lib („balki/ehimol“), tez-tez ishlashib turiladi. *May be* ning ma’nosi „perhaps“ ga qaraganda biroz rasmiykor, m-n.:
*May be/perhaps he is ill.* The President *perhaps is arriving* soon.

„Must be“ vaziyatdan kelib chiqib, biror narsaning rostligini qat’iy ishonch bilan „*bo’lishi/bo’lsa kerak*“ deb aytişda ishlashadi, m-n.:
*A: My house is very near the airport.* (Uyim aeroportga juda yaxin joylashgan.)  
*B: It *must be* very noisy.* (U juda shovqinli bo’lsa kerak.)

19) Modal fe’lli majhul nisbat  
 Majhul nisbat qurilmasi „*be + past participle (o’tgan zamon sifatdoshi)*“ modal fe’llardan keyin
celganda turli ma’nolarda qo’llanilishi mumkin.
“May/might + be done”, asosan, majhul nisbatdagi ish-harakatning bajarilishi mumkinligi haqida gapirilayotganda qo’llaniladi, m-n.:
If we go there, we **may/might be given** a lot of tasks.

„Can/could + be done“ ham aynan „may/might + be done“ anglatgan ma’noni beradi, m-n.:
This book can/could be found everywhere.

„Must + be done“ kuchli ma’noga ega. U „**biror narsani bajarish juda ham muhim“ degan ma’noni anglatadi, m-n.:
Your football **must be finished** by 5 o’clock.

„Should + be done“ ning o’rnida ishlatilib, buyruq va ko’rsatmalarni ko’proq xushmuomalilik bilan aytish uchun qo’llaniladi, m-n.:
Your football **should be finished** by 5 o’clock.

20) **The + sifat**

„The + sifat“ odamlar guruhi haqida gapirilganda qo’llaniladi, m-n.:
the blind/the young/the old/the poor/the rich/the sick va h.k.

Ular ma’no jihatdan har doim ko’plik shaklida bo’ladi, m-n.:
the blind = the blind people
the rich = the rich people
The sick are given free hospital treatment.

21) „Both“ va „all“

„Both“ (har ikkala) aytib o’tilgan yoki suhbatdosha ma’lum bo’lgan ikki narsa haqida so’zlanayotganda qo’llaniladi. Misol uchun, yangi televizorlar, ya’ni ikkita televizor haqida gapirilayotganda quyidagicha deyish mumkin:
Both TV sets are of good quality.

Yodda tuting: „Both“ faqat ko’plikdagi otlar bilan qo’llaniladi.

„All“ (hamma, barcha) ko’plikdagi sanaladigan va sanalmaydigan otlar bilan birga kelib, u olamadagi yoki bir guruhdagi har bir narsa yoki shaxs haqida so’zlash uchun qo’llaniladi, m-n.:
All people must live in peace.
All boys and girls of the class are wearing uniforms.

22) O’zlashtirma gap: buyruq

Agar so’zlovchi o’z nutqida buyruq fe’lini ishlatgan bo’lsa, uning gapini o’zlashtirma gapga aylantirishda infinitivlar (fe’lning „to“ lik shakli)dan foydalanadi. Infinitivlar ko’pincha „tell, ask“ va „order“ kabi fe’larning keyin qo’llaniladi, m-n.:
ko’chirma gap: “Do your homework,” he said to them.

o’zlashtirma gap: He **told them to do** their homework.

ko’chirma gap: “Do your homework now!” he ordered to them.

o’zlashtirma gap: He **ordered them to do** their homework immediately.

ko’chirma gap: “I’d like you to do your homework,” he said to them.

o’zlashtirma gap: He **asked them to do** their homework.
### List of irregular verbs

(Ното‘г’ри фе’ллар ро‘ькмати)

<table>
<thead>
<tr>
<th>Present Simple</th>
<th>Past Simple</th>
<th>Past Participle</th>
<th>Present Simple</th>
<th>Past Simple</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
<td>been</td>
<td>let</td>
<td>let</td>
<td>let</td>
</tr>
<tr>
<td>beat</td>
<td>beat</td>
<td>beaten</td>
<td>lie</td>
<td>lay</td>
<td>lain</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
<td>lose</td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
<td>make</td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td>blow</td>
<td>blew</td>
<td>blown</td>
<td>meet</td>
<td>met</td>
<td>met</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
<td>pay</td>
<td>paid</td>
<td>paid</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
<td>put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
<td>built</td>
<td>read</td>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>caught</td>
<td>ring</td>
<td>rang</td>
<td>rung</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>chosen</td>
<td>rise</td>
<td>rose</td>
<td>risen</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>come</td>
<td>run</td>
<td>ran</td>
<td>run</td>
</tr>
<tr>
<td>cost</td>
<td>cost</td>
<td>cost</td>
<td>say</td>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td>cut</td>
<td>cut</td>
<td>cut</td>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>dig</td>
<td>dug</td>
<td>dug</td>
<td>sell</td>
<td>sold</td>
<td>sold</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
<td>send</td>
<td>sent</td>
<td>sent</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
<td>sew</td>
<td>sewed</td>
<td>sewn/sewed</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
<td>shake</td>
<td>shook</td>
<td>shaked</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>driven</td>
<td>shine</td>
<td>shone</td>
<td>shone</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
<td>shoot</td>
<td>shot</td>
<td>shot</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
<td>show</td>
<td>showed</td>
<td>shown/showed</td>
</tr>
<tr>
<td>feed</td>
<td>fed</td>
<td>fed</td>
<td>shut</td>
<td>shut</td>
<td>shut</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td>felt</td>
<td>sing</td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>fight</td>
<td>fought</td>
<td>fought</td>
<td>sit</td>
<td>sat</td>
<td>sat</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>found</td>
<td>sleep</td>
<td>slept</td>
<td>slept</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>forgotten</td>
<td>spend</td>
<td>spent</td>
<td>spent</td>
</tr>
<tr>
<td>freeze</td>
<td>froze</td>
<td>frozen</td>
<td>stand</td>
<td>stood</td>
<td>stood</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>got</td>
<td>sweep</td>
<td>swept</td>
<td>swept</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
<td>swim</td>
<td>swam</td>
<td>swum</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>grown</td>
<td>teach</td>
<td>taught</td>
<td>taught</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>had</td>
<td>tell</td>
<td>told</td>
<td>told</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td>heard</td>
<td>think</td>
<td>thought</td>
<td>thought</td>
</tr>
<tr>
<td>hide</td>
<td>hid</td>
<td>hidden</td>
<td>throw</td>
<td>threw</td>
<td>thrown</td>
</tr>
<tr>
<td>hold</td>
<td>held</td>
<td>held</td>
<td>understand</td>
<td>understood</td>
<td>understood</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
<td>kept</td>
<td>wake</td>
<td>woke</td>
<td>woken</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
<td>wear</td>
<td>wore</td>
<td>worn</td>
</tr>
<tr>
<td>lay</td>
<td>laid</td>
<td>laid</td>
<td>win</td>
<td>won</td>
<td>won</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
<td>left</td>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
<tr>
<td>Wordlist</td>
<td>Meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ability</td>
<td>n pl (−ies)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>able</td>
<td>adj [əbl]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>academic</td>
<td>n, adj [əkˈsədemik]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>academic lyceum</td>
<td>adj+n</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>academy</td>
<td>[əkˈsədami] n pl (−ies)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>access</td>
<td>n [əkˈsɛs]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accident</td>
<td>n [əkˈsədent]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accompany</td>
<td>v [əkˈmənpi]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be accompanied by</td>
<td>n [əkˈmənpi]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>according to</td>
<td>prep [əkˈɡəri]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>achievement</td>
<td>n [əkˈtri:v]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>across</td>
<td>adv [əkˈtrəs]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>act</td>
<td>v, n [əkt]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>action</td>
<td>n [əkˈʃən]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>take actions</td>
<td>v+n</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>action film</td>
<td>n+n</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>active</td>
<td>adj [əkˈtɪv]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>activity</td>
<td>n [əkˈtɪvəti]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>actor</td>
<td>n [əkˈtər]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>actress</td>
<td>n [əkˈtrəs]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>actually</td>
<td>adv [əkˈtʃuəli]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>addict</td>
<td>n [ədˈikt]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>administration</td>
<td>n [ədˌmɪnɪˈstrəʃən]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>admire</td>
<td>v [əˈmaɪr]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>adult</td>
<td>n [ədˈɑlt, ədˈɔlt]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>advance</td>
<td>n [ədˈvɑns]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>advantage</td>
<td>n [ədˈvɑntɪdʒ]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>adventurous</td>
<td>adj [ədˈvɛntərəs]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>advisory board</td>
<td>adj+n [ədˌvaɪsərər bəd]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aerospace</td>
<td>adj [ərˈɛ spəns]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>affair</td>
<td>n [əˈfeər]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>affect</td>
<td>v [əˈfɛkt]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>afraid</td>
<td>adj [əfˈred]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African</td>
<td>n, adj [əˈfrɪkən]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>after</td>
<td>prep [əˈfɜːr]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>again</td>
<td>adv [əˈɡen, əˈgem]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>against</td>
<td>adv [əˈɡɛnst, əˈɡɛnst]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>age</td>
<td>n [eɪdʒ]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>agency</td>
<td>[eɪˈdʒənsi] n pl (−ies)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ago</td>
<td>adv [əˈɡoʊ]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>agreement</td>
<td>n [ərˈɡrɪmənt]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>agricultural</td>
<td>adj [əˈɡrɪˌkɔltərəl]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>agriculture</td>
<td>n [əˈɡrɪˌkɔltər]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ailment</td>
<td>n [əˈlɛm]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aim</td>
<td>n [əm]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>air</td>
<td>n [eər]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>air conditioner</td>
<td>n+n</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
airport [əˈpɔːrt] n 1) ruxsat bermoq, ijozat bermoq; 2) yo‘l qo‘ymoq
deyarlari, qaryab
allow [əˈloʊ] v yolg’iz
almost [əˈməʊst] adv 1) ham; 2) shuningdek
alone [əˈləʊn] adv
along [əˈloʊn] prep
alphabet [ælˈfæbət] n alifba
also [əˈsəʊl] adv 1) ham; 2) shuningdek
alternative [əlˈtərənətiv] adj, n 1. o‘rnini bosadigan, muqobil, alternativ; 2. muqobil variant,
alterativa
although [əˈnɔːθər] conj garchi, hatto
aluminium [æˈləmjən] n aluminiy
amazing [əˈmeɪzɪŋ] adj ajoyib, ajablanarli
ambitious [əmˈbɪtʃəs] adj 1) shu hratparast, izzattalab; 2) (biror narsaga) intiluvchan;
3) meh natsevar; faol, g’ayratli, tashabbuskor
American [əˈmiːrikən] adj, n 1. Amerika …; amerikalik(lar) …; 2. amerikalik erkak/ayol
amongst = among
ancient [əˈnɪʃnt] adv farishta, malak
ancedote [əˈnɛdət] n latif
angel [ænˈdʒel] n farishta, malak
angry (with/at) … dan jahli chiqmoq
anxious [əˈnɪkʃəs] adj amzing
anniversary [əˈnɪvərsi] n yillik (yilga to‘lish); yillikni bayram qilish
announce [əˈnəʊns] v e’lon qilmoq, ma’lum qilmoq
annoyed [əˈnɔɪd] adj achchiqlangan, asabiylashgan
any [əˈnɪ] adj 1) (so‘roq gaplarda) biror-bir, hech;
2) (inkor gaplarda) hech, hech qanday; 3) (bo‘lishli gaplarda) har qanday
anymore [əˈnɪməʊr] adv yana, boshqa, ortiq
anyone [əˈnɪ] pron 1) har kim, har bir kishi, har kimsa; 2) (inkor va so’roq gaplarda) kimdir, birov, biror kishi
anything [əˈnɪ] pron har qanday narsa
anytime [əˈnɪt] adv har qanday paytda
anywhere [əˈnɪ] adv har qanday joyda
app [æp] n ilova
appearing [əˈprɪərіŋ] n maqola
appearance [əˈprɪrəns] n maqola
appear v [əˈpɪər] paydo bo‘lmoq, ko’rinmoq
appearance [əˈprɪrəns] n maqola
appeared [əˈprɪd] v ko’rib kelmoq
approved [əˈprɔvərd] v ma’qul topmoq, quvvatlash
approximately [əˈprɔkstəmətli] adv taxminan, taqriban, qariyb, deyarli
Arab [əˈrɑːb] adj Arabcha, arabiy
Arabian [əˈreɪbɪən] adj Arabiston …
Arabic [əˈreɪbɪk] adj, n 1. Arblariga va arab xalqiga oid; arabcha, arabi, arabi; 2. arab tili
architecture [əˈrɑːktʃər] n arxitektura, me’morchilik
architect [əˈrɑːktə] n arxitektor, me’mor
architectural [əˈrɑːktərəl] adj me’moriy
architectural building [əˈrɑːktərəl] n arxitektura, me’morchilik
architecture [əˈrɑːktə] n arxitektor
area [əˈrɛə] n hudud, maydon, joy
argument [əˈrɛɡmənt] n bahs, munozara
arm [ərm] n qo‘l
arm-wrestling [ərmˈrɛstlɪŋ] n arm-restling
army [ˈɑːmi] n pl (-ies) qo‘shin, armiya
around [əˈraʊnd] prep
art [ɑːrt] n maqola
article [əˈtɪkl] n rassom, musavvir
artist [əˈtɪst] n
artwork [ərˈtɜːrk] n
as [æz; əz] 1) san’at asari; 2) illustratsiya, rasm, surat
9 — Teens’ English 8
as a result of
as for me
as much as possible
Asian adj [əsɪn, əsən]
assignment n [əsəmənt]
assist v [əsɪst]
assistance n [əsɪstəns]
assistant n [əsɪstənt]
associated with [əsəʊsɪətɪd wɪð]
astronaut n [æstrənəʊt]
astronomer n [æstrənəʊmə]
astronomical adj [æstrənəʊmɪkl]
astronomy n [æstrənəʊmɪ]
astrophysicist n [æstrəˈfɪzɪst]
astrophysics n [æstrəˈfɪzɪks]
athletics n [æθlɪtiks]

as much as possible
imkon qar qisma keltirish
dar ko'proq
Asian adj [əsɪn, əsən]
Osiyoga oid, osiyocha
yordam/kom bermoq
yordam, ko'mak
yordamchi, ko'makchi

... bilan bog'liq bo'lgan, aloqador bo'lgan
astronavt, fazogir
astronom, astronomiya olimi
astronomik; astronomiya ...

awake adj [əˈwake]
dasthinch; uyg'ish
award n, v [əˈwɔrd]
yomon, rasvo
awful adj [əˈfʊl]

back n, adv [bæk]
g'ach to
background n [ˈbaɪɡraʊnd]
bacterium [ˈbæktrɪəm] n pl (-ria)
bad adj, n [bæd]
bake v [bæk]
balance n [ˈbæləns]
balcony [ˈbælkənɪ] n pl (-ies)
ballet n [ˈbælət]
ballpoint pen adj+n [ˈbolpoint-pen]
band n [bænd]
banner n [ˈbænər]
base n, v [ˈbeɪs]

become [brəkəm] v (past became; pp become)
thymida, oqibatida
menga kelsak
imkon qar qisma keltirish
Osiyoga oid, osiyocha
vazifa, topshirish
yordam/kom bermoq
yordam, ko'mak
yordamchi, ko'makchi

... bilan bog'liq bo'lgan, aloqador bo'lgan
astronavt, fazogir
astronom, astronomiya olimi
astronomik; astronomiya ...
before "adv [brfə]"
Before Common Era
begin [bɪgین] v (past began; pp begun)
to begin with
beginning n [brɪˈɡɪnɪŋ]
behind prep, adv [brɪˈhænd]
believe v [bɪˈliːv]

beneficial adj [ˈbɛnɪfɪʃəl]
benefit n [ˈbɛnɪfɪt]
besides adv [ˈbrɛsədz]
best-seller n [ˈbɛstˌsɛlə]

best-selling adj [ˌbɛstˈsɛlɪŋ]
better adj, adv [ˈbɛtə]
between prep [bɪˈtwɛn]
Bible n [ˈbɪbl]
the Big Bang adj+n
billion num [ˈbɪljən]
bimonthly adv [ˈbɪmʌnθli]
bin n [bɪn]
biofuel n [ˈbaɪəfljuːl]
biographical adj [ˌbaɪəˈɡrəfɪkl]
biography n [ˈbaɪəɡrəfi]
biochemistry n [ˈbaɪəkəmɪˌsɪɡni]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible

birth n [bɜːθ]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]
bite [bایت] v (past bit; pp bitten)
bitter adj [ˈbɪtər]

Bible
Wordlist

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>broken adj</td>
<td>[braukən]</td>
</tr>
<tr>
<td>browser n</td>
<td>[braʊzər]</td>
</tr>
<tr>
<td>build v</td>
<td>[bild]</td>
</tr>
<tr>
<td>bull n</td>
<td>[bul]</td>
</tr>
<tr>
<td>bunch n</td>
<td>[bʌntʃ]</td>
</tr>
<tr>
<td>burn [bɜːn] v (past, pp burnt)</td>
<td></td>
</tr>
<tr>
<td>cafetria n</td>
<td>[ˈkæfɪtrɪə]</td>
</tr>
<tr>
<td>call v</td>
<td>[kɔːl]</td>
</tr>
<tr>
<td>caligraphy n</td>
<td>[ˌkælɪgrəfi]</td>
</tr>
<tr>
<td>calm adj</td>
<td>[kæm]</td>
</tr>
<tr>
<td>camcorder n</td>
<td>[ˈkæmcɒdə]</td>
</tr>
<tr>
<td>came v</td>
<td>[kəm]</td>
</tr>
<tr>
<td>camera n</td>
<td>[ˈkæmərə]</td>
</tr>
<tr>
<td>cameraman n</td>
<td></td>
</tr>
<tr>
<td>campfire n</td>
<td>[ˈkæmpfaɪər]</td>
</tr>
<tr>
<td>can n</td>
<td>[kæn]</td>
</tr>
<tr>
<td>can’t stop doing</td>
<td></td>
</tr>
<tr>
<td>canoeing n</td>
<td>[ˌkænuːɪŋ]</td>
</tr>
<tr>
<td>canoeist n</td>
<td>[ˌkænjuɪst]</td>
</tr>
<tr>
<td>can-opener n</td>
<td>[ˌkæn ˈɒpənə]</td>
</tr>
<tr>
<td>capital n</td>
<td>[ˈkæpɪtl]</td>
</tr>
<tr>
<td>card n</td>
<td>[kɑːd]</td>
</tr>
<tr>
<td>cardboard n</td>
<td>[ˈkɑːdbɔːd]</td>
</tr>
<tr>
<td>care n</td>
<td>[kɛr]</td>
</tr>
<tr>
<td>care home for old people</td>
<td></td>
</tr>
<tr>
<td>take care of</td>
<td></td>
</tr>
<tr>
<td>career n</td>
<td>[ˈkærɪə]</td>
</tr>
<tr>
<td>carefully adv</td>
<td>[ˈkeɪsəfli]</td>
</tr>
<tr>
<td>carpet n</td>
<td>[ˈkæpt]</td>
</tr>
<tr>
<td>carry v</td>
<td>[kæri]</td>
</tr>
<tr>
<td>carry on</td>
<td></td>
</tr>
<tr>
<td>cartoon n</td>
<td>[ˈkɑːtɔrn]</td>
</tr>
<tr>
<td>cast n</td>
<td>[kɑːst]</td>
</tr>
<tr>
<td>castle n</td>
<td>[ˈkæsəl]</td>
</tr>
<tr>
<td>casual adj</td>
<td>[ˈkæʒuəl]</td>
</tr>
<tr>
<td>catalogue n</td>
<td>[kæˈlɒɡ]</td>
</tr>
<tr>
<td>catch [kætʃ] v (past, pp caught)</td>
<td></td>
</tr>
<tr>
<td>category [kæˈtərəɡi] n pl (-ies)</td>
<td></td>
</tr>
<tr>
<td>cause v</td>
<td>[kɔːz]</td>
</tr>
<tr>
<td>cause v</td>
<td>[kɔːz]</td>
</tr>
<tr>
<td>category [kæˈtərəɡi] n pl (-ies)</td>
<td></td>
</tr>
<tr>
<td>cause v</td>
<td>[kɔːz]</td>
</tr>
</tbody>
</table>

**Exceptions:**

- **Break** [brek] n, v (past broke; pp broken)
- **Break down** phr.v [breik'dʌn]
- **Bridge** n [brɪdʒ]
- **Bright adj** [braɪt]
- **Brilliant adj** [ˈbrɪliənt]
- **Bring** [brɪŋ] v (past, pp brought)
- **Bring up phr.v**
- **British n, adj** [ˈbrɪtiʃ]
- **Broadcast adj** [ˈbrəʊdɜːst]

**Definitions:**

- **Wordlist**: 132
- **132**
- **Vocabulary**: 1. **catch** [kætʃ] v (past, pp caught)
- **Category**: [kæˈtərəɡi] n pl (-ies)
- **Cause**: v [kɔːz]

**Additional Definitions:**

- **Break** [brek] n, v (past broke; pp broken)
- **Break down** phr.v [breik'dʌn]
- **Bridge** n [brɪdʒ]
- **Bright adj** [braɪt]
- **Brilliant adj** [ˈbrɪliənt]
- **Bring** [brɪŋ] v (past, pp brought)
- **Bring up phr.v**
- **British n, adj** [ˈbrɪtiʃ]
- **Broadcast adj** [ˈbrəʊdɜːst]

---

**Additional Notes:**

- **Wordlist**: 132
- **Vocabulary**: 1. **catch** [kætʃ] v (past, pp caught)
- **Category**: [kæˈtərəɡi] n pl (-ies)
- **Cause**: v [kɔːz]

---

**Additional Definitions:**

- **Wordlist**: 132
- **Vocabulary**: 1. **catch** [kætʃ] v (past, pp caught)
- **Category**: [kæˈtərəɡi] n pl (-ies)
- **Cause**: v [kɔːz]
celebrate v [setlbreet] bayram qilmoq, nishonlamoq
celebration n [setlbreeʃ(ə)n] bayram
celebrity [slebrət] mashhub (atoqli, dongdor) odam
cellist n [tɛlɛst] violonchel chaluvchi
cell phone n [selfəʊn] uyali telefon
Central Asian adj [sentəral vəzən] O’rta Osyoga oid; O’rta Osiyo ...
ceremony [sərənəm] asr, yuz yillik vaqt
ceramic adj [sərəmɪk] sopol ..., keramika ..., kulolchilik ...
certain adv [sərten] marosim; udom; tanta
challenge n [tʃæləndʒ] aniq, ma'limum
challenging adj [tʃæləndʒɪŋ] albatta, turgan gap, shubhasiz, so'z siz
change n [tʃeɪndʒ] aniqlik, ma'lumlik, tayinlik
certainity n [tʃærəntɪ] guvohnoma, shahodatnoma, sertifikat
certificate of honor n [sərtifikət] faxriy yorliq
challenge n [tʃæləndʒ] (musobaqa, bellashuvga) chaqirig, da’vat, chorlov
challenging adj [tʃæləndʒɪŋ] 1) qiziqarli, undovchi; 2) kuch/qobiliyat/qat’iyat talab qiladigan
championship n [tʃæməpʃənʃip] champinionat, birinchilik
change n, v [tʃeɪndʒ] 1) imkoniyat, qulay fursat (payt), imkon; 2) tasodif, tasodifiy hol
channel n [tʃeɪnl] ohang (qiroat) bilan gapirmoq, kuylagandek so’zlamoq
character n [kærəktə] bob (kitobda)
chart n [tʃaːt] asar qahramoni
chat show n [ʃaːtʃəʊ] zaryadlamoq, zaryad bermoq, quvatlamoq
cloth n [kləʊθ] diagramma
chatbot n [tʃætbot] chatbot (virtual suhatdosh, hamsuhbat-dastur)
chat show n+n [tʃætʃəʊ] taniqli kishilar bilan suhat, intervyyu
cheaply adv [tʃiːpli] arzongina
charming adj [tʃɑːmɪŋ] xursand, shod, xushchaqchaq
chemistry n [kemɪstrɪ] ximikatlar, kimyoviy mahsulotlar
certainty n [sərten] kimyo
certainty n [sərten] bolalik chog’lari, bolalik davri; bolalik
cheerful adj [tʃɪəfl] bolalarga xos, bolalarcha
chemical adj [kəmɪkəl] bolalarga xos, bolalarcha
chemist n [kemɪst] 1. Xitoy va xitoyliklarga oid; xitoycha;
collection n [kəlɛkʃən] 2. xitoylik erkak/ayol; xitoy tilı
circle n, v [sɜːkəl] 1) tanlash; 2) assortiment, navlar
circular adj [sɜːkələr] chocmoq, to’g’ramoq, maydalamoq
choice n [tʃɔɪs] xoreografiya mutaxassisi
chop v [tʃɒp] xoreografiya
choreographer n [kɔrəˈɡrɛfə] xoreograf, xoreografiya
choreography n [kɔrəˈɡrɛfɪ] xoreografi
chorus n [kɔːras] fuqarolik ...; fuqarolar yoki fuqarolikka oid
Christmas n [krɪsməs] sivilizatsiya, tamaddun
character n [kærəktə] Rozdestvo bayrami
cinema n [sɪnəma] kinoteatr
circle n, v [sɜːkəl] 1. aylana; 2. aylantirib chizmoq
circular adj [sɜːkələr] doira (aylana, halqa) shakildagi; yumaloq, dumaloq
cityscape n [ˈstʌtkɛrp] shahar manzarasi (ko’rinish va rasm)
civil adj [sɪˈvɪl] shahar manzarasi (ko’rinish va rasm)
civilization n [sɪvɪlɪzaʃən] fuqarolik ...; fuqarolar yoki fuqarolikka oid
classic adj [klæsɪk] sivilizatsiya, tamaddun
classical adj [klæsɪkl] klassik/mumtoz asar
classical music n [klæsɪkl mɪdʒɪk] klassik, mumtoz
clean adj, v [kliːn] mumtoz musiqa
cleaning n [ˈkliːnɪŋ] 1. toza; 2. tozalamoq
clever adj [klevə] tozalamash
clear adj, v [klɛər] 1. a) aniq; b) toza; 2. tozalamoq
click n, v [klɪk] aqlli, zukko
climb v [klɪm] 1. shiq-shiq tovush; 2. shiq-shiq qilmoq, chirq-chirq qilmoq
cloakroom n [kloʊˈrʊm] iqlim
climate n [ˈklɪmət] iqlim o’zgarishi
climb v [klɪm] garderob, yechinish xonasi
closet n [kləʊzet] mato
CO2 (gas) = carbon dioxide [ˈkarbɒn daɪəksaɪd]

coal n [ˈkoʊl]
coast n [ˈkəʊst]
coated paper adj+n [ˈkoʊtɪd ˈpeɪpə]
cognitive adj [ˈkɒgnɪtɪv]
collect v [ˈkəlekt]
collection n [ˈkəlɛkʃn]
colour n, v [ˈkələr]
colourful adj [ˈkɒlərfl]
combinatorics n [ˌkɒmbənəˈtrɪks]
combine v [ˈkəmbain]
come [kəm] v (past came; pp come)
come true v+n
comedy [ˈkɒmədi] n pl (-ies)
comfortable adj [ˈkɒmfərəbl]
comic adj [ˈkɒmɪk]
comics n [ˈkɒmɪks]
comment n [ˈkəment]
committee n [ˈkəmɪtɪ]
common adj [ˈkɒmən]

Common Era n [ˈkɒmən ˈɪə]
communicate v [ˌkɒmjuˈneɪteɪt]
communication n [ˌkɒmjuˈneɪkeftʃn]

community [ˌkɒmjuˈneɪtɪ] n pl (-ies)
companion n [ˈkɒmpeɪnən]
company [ˈkɒmpəni] n pl (-ies)
compare v [ˈkɒmpər]
compass n [ˈkɒmpəs]
compete v [ˈkɒmpət]
competition n [ˌkɒmpəˈtɪʃn]
completely adv [ˌkɒmpəˈtɪli]
complex adj [ˈkɒmplɛks]
compose v [ˈkɒmpəuz]
composer n [ˈkɒmpəzər]
composition n [ˈkɒmpəzɪʃn]

concert n [ˈkɒnsərt]
conversation n [ˌkɒnsəˈveɪʃn]
consider v [ˈkənsɪder]
consist (of) v [ˈkənsɪst]
constantly adv [ˈkɒnstəntli]
construction n [ˈkɒnstrʌkʃn]
container n [ˈkɒntərɪn]
contemporary adj [ˈkɒntəpˈmeɪri]
contest n [ˈkɒntest]
continent n [ˈkənˈtɪnənt]
continental adj [ˈkɒntrɪnental]
continue v [ˈkəntɪnjuː]
contract n [ˈkɒŋtrækt]
contribute v [ˈkɒntrɪbjuːt]
control n, v [ˈkəntrəʊl]
cookbook n [ˈkʊkbʊk]
cool adj, v [kəl] 1. salqin; 2. sovimoq, salqinlashmoq
cooperation n [kəʊəp'ɒrətʃən] hamkorlik
copy v, n [kəpi] 1. ko’chirmoq; 2. nusxa
correspond v [kərˈspɒnd] 1. ko’chirmoq, salqinlashmoq
cost [kəst] n, v (past, pp cost) 1. narx; 2. turmoq (narx haqida)
costume n [kəsˈtjuːm] kiyim; ko’ylak, kastum
cough v [kɔf] yo’talmoq
could [kəld; kəd] modal verb “can” fe’lining o’tgan zamoni
country [ˈkʌntri] n pl (-ies) mamlakat
country music n+n folklor musiqa
countryside n [ˈkʌntrəsaɪd] jasur, botir, qo’rqmas, dovyurak
course n [kɔːs] kurs
cover n [ˈkʌvər] mugova
craftsman [ˈkraɪftsmən] n pl (-men) hunarmand, kosib
crash n [krel] avariya, to’qniş, baxtsiz hodisa
creative adj [kriˈtɪərv] ijodiy, ijodkor, yaratuvchan
criminal n [ˈkrɪmɪnl] jinoyatchi, jinoyatkor
crisis n [ˈkrɪsɪs] inqiroz
critical adj [ˈkrɪtɪkl] tanqidiy; tanqidiy yondashadigan
crop n [krop] 1. X belgisi; 2. X (iks) qilib chizmoq
crowd n [kraʊd] bir to’da …
cruel adj [kruːəl] shafqatsiz, berahm, qahrli, zolim
cry v [krai] yig’lamoq, ko’z yoshi to’kmoq
cultural adj [ˈkʌltʃərəl] mada niy
culture n [ˈkʌltʃər] madaniyat
cure n, v [kʊər] 1. davo, shifo; 2. davolamoq, tuzatmoq, sog’aytirmoq
curious adj [ˈkəriəsər] qiziquvchan, har narsani bilishga intiluvchi
current adj [ˈkɜːrənt] ayni paytdagi, joriy, hozirgi, hozirgi kundagi
cursed adj [kɜːrzd] la’natlangan, la’nati
curtain n [ˈkɜːtən] parda
curved adj [ˈkɜːrvɪd] egik, bukik, qayrilma, qiyshiq, qavariq
custom n [ˈkʌstəm]urf-odat, an’ana
cut v [kʌt] kesmoq, qirqmoq
cut down [ˈkʌt daʊn] kesib tashlamoq
cycle n, v [sæk(ɔ)l] 1. velosipedda uchmoq; 2. sikl, davr
daily adj [ˈdeɪli] kunlik, kundalik, har kungi
damage v [ˈdeɪmɪdʒ] shikastlamoq, zarar yetkazmoq
danger n [ˈdendʒər] xavf, xatar, tahlika
data [ˈdeɪtə] n pl of datum ma’lumotlar, dalillar
deal with [dɪˈliːvərɪŋ] mashg’ul bo’lmoq, shug’ullanmoq
dead n [ded] o’lim
deal with [dɪˈliːvərɪŋ] mashg’ul bo’lmoq, shug’ullanmoq
deathly hallows n [ˈdeɪθli hələʊz] ajal tuhfasi
decide v [dɪˈsайд] ahd qilmoq, qaror qilmoq
decision n [dɪˈsɪʒən] qaror, hukm;
decorate v [dɪˈkɔrət] qaror qilmoq, qarorga kelmoq, ahd qilmoq
decoration n [dɪˈkɔrəʃən] bezamqoq, bezatmoq, yasatmoq
depth adj [dɪp] 1) chuqur, teran; 2) (nafas olish haqida) chuqur
depthly adv [ˈdeɪpli] 1) juda, juda ham, nihoyat (ortiq) darajada, qattiq; 2) chuqur qilib

defence n [defens] himoya, mudofaa
define v [dəfain] 1) (so’zga nisbatan) ma’no anglatmoq; 2) belgilamoq, aniqlamoq
definition n [ˈdefɪnɪʃən] ta’rif, tavsif
delicious adj [ˈdɛlɪʃəs] Shirin, mazali
deliver v [dɪˈlɪvər] yetkazmoq
departmental adj [dɪˈpɔrtməntl] boshqarmadagi, idoraviy, mahkama …; vazirlik …
1. tortiq (ha o‘lgan g‘oyib bo‘lmoq eskiz, xomaki (dastlabki) qo‘lyozma; xomaki loyiha (reja va h.k.) burg‘ilamoq, burg‘ilab kovlamoq

<table>
<thead>
<tr>
<th>English</th>
<th>Uzbek</th>
</tr>
</thead>
<tbody>
<tr>
<td>digital</td>
<td>digital</td>
</tr>
<tr>
<td>different</td>
<td>different</td>
</tr>
<tr>
<td>design</td>
<td>design</td>
</tr>
<tr>
<td>dictionary</td>
<td>lug‘at</td>
</tr>
<tr>
<td>did</td>
<td>o‘lgan, halok bo‘lgan, vafot etgan</td>
</tr>
<tr>
<td>died</td>
<td>farq qilmoq, ajralib turmoq</td>
</tr>
<tr>
<td>differ</td>
<td>qarashlardagi (fikrlardagi) tafovut, ixtilof</td>
</tr>
<tr>
<td>difference</td>
<td>fark qilmoq, ajralib turmoq</td>
</tr>
<tr>
<td>disagree</td>
<td>yomon ko‘rmoq, yoqtirmaslik</td>
</tr>
<tr>
<td>disagreement</td>
<td>ko‘rsatmoq, namoyish qilmoq</td>
</tr>
<tr>
<td>disappear</td>
<td>bo‘lakka bo‘lmoq, ajratmoq, bo‘lmoq</td>
</tr>
<tr>
<td>display</td>
<td>ilohiy</td>
</tr>
<tr>
<td>distance-controlled</td>
<td>1) qilmog, bajarmoq; 2) yordamchi fe’l</td>
</tr>
<tr>
<td>dirty</td>
<td>hujjat</td>
</tr>
<tr>
<td>divide</td>
<td>hujjatli film</td>
</tr>
<tr>
<td>divine</td>
<td>1) tortiq (hadya) qilmoq; sovg’a qilib bermoq</td>
</tr>
<tr>
<td>do</td>
<td>2) donor sifatida bermoq</td>
</tr>
<tr>
<td>documentary</td>
<td>atoqlab olmoq</td>
</tr>
<tr>
<td>donate</td>
<td>eskiz, xomaki (dastlabki) qo‘lyozma; xomaki loyiha (reja va h.k.)</td>
</tr>
<tr>
<td>double</td>
<td>chizmoq, rasm qolmoq</td>
</tr>
<tr>
<td>doubt</td>
<td>1) chizish, rasm solish, chizmachilik; 2) rasm, chizma</td>
</tr>
<tr>
<td>down</td>
<td>b olmoq</td>
</tr>
<tr>
<td>downhill</td>
<td>1. tush; b) orzu; 2. orzu qilmoq, istamoq, tilamoq</td>
</tr>
<tr>
<td>download</td>
<td>beleta (teatrda: parterdan yuqoridagi o‘rinlar)</td>
</tr>
<tr>
<td>draft</td>
<td>burg‘ilamoq, burg‘ilab kovlamoq</td>
</tr>
<tr>
<td>drama</td>
<td>1. ichimlik; 2. ichmoq</td>
</tr>
<tr>
<td>draw</td>
<td>o‘limoq, dunyodan o‘tmoq, jon bermoq, vafot qilmoq</td>
</tr>
<tr>
<td>drawing</td>
<td>raqamli media</td>
</tr>
<tr>
<td>dream</td>
<td>raqamli media</td>
</tr>
<tr>
<td>dress-circle</td>
<td>qo‘shimchaslik, rozi bo‘lmaslik</td>
</tr>
<tr>
<td>drill</td>
<td>yomon ko‘rmoq, yoqtirmaslik</td>
</tr>
<tr>
<td>drink</td>
<td>qo‘shimchaslik, rozi bo‘lmaslik</td>
</tr>
<tr>
<td>drive</td>
<td>ko‘rsatmoq, namoyish qilmoq</td>
</tr>
<tr>
<td>drop</td>
<td>bo‘lakka bo‘lmoq, ajratmoq, bo‘lmoq</td>
</tr>
<tr>
<td>dubbed</td>
<td>ilohiy</td>
</tr>
<tr>
<td>doubt</td>
<td>1) kashf qilmoq, topmoq; 2) bilib qilmoq</td>
</tr>
<tr>
<td>document</td>
<td>muhokama, munozara</td>
</tr>
<tr>
<td>documentary</td>
<td>insofsiz, diyonatsiz, noinsof, vijdonsiz</td>
</tr>
<tr>
<td>donate</td>
<td>yomon ko‘rmoq, yoqtirmaslik</td>
</tr>
<tr>
<td>double</td>
<td>ko‘rsatmoq, namoyish qilmoq</td>
</tr>
<tr>
<td>doubt</td>
<td>1) kashf qilmoq, topmoq; 2) bilib qilmoq</td>
</tr>
<tr>
<td>downhill</td>
<td>muhokama, munozara</td>
</tr>
<tr>
<td>download</td>
<td>insofsiz, diyonatsiz, noinsof, vijdonsiz</td>
</tr>
<tr>
<td>draft</td>
<td>yomon ko‘rmoq, yoqtirmaslik</td>
</tr>
</tbody>
</table>

D

**Wordlist**

<table>
<thead>
<tr>
<th>English</th>
<th>Uzbek</th>
</tr>
</thead>
<tbody>
<tr>
<td>depend (on)</td>
<td>depend (on)</td>
</tr>
<tr>
<td>depressing</td>
<td>depressing</td>
</tr>
<tr>
<td>describe</td>
<td>tushirib yubormoq</td>
</tr>
<tr>
<td>description</td>
<td>1. dizayn, bezak; 2. mo‘ljallamoq, loyihalashtirmoq;</td>
</tr>
<tr>
<td>design</td>
<td>b) reja (loyiha) tuzmoq, yasamoq</td>
</tr>
<tr>
<td>die</td>
<td>xohish-istik</td>
</tr>
<tr>
<td>died</td>
<td>...ga qaramasdan (qaramay), bo‘lsa ham</td>
</tr>
<tr>
<td>differ</td>
<td>tafsilot</td>
</tr>
<tr>
<td>difference</td>
<td>aniqlamoq; qaror qilmoq</td>
</tr>
<tr>
<td>digital</td>
<td>1) rivoljan(tir)moq; 2) ishlab chiqmoq, yaratmoq</td>
</tr>
<tr>
<td>direct</td>
<td>rivoljanish</td>
</tr>
</tbody>
</table>
during prep [ˈdjuːrn]  
duty [ˈdjuːtɪ] n pl (-ies)  
dwarf n [dɔːf]  
dynamic adj [dəˈnaɪmɪk]  

earring n [ˈɛərɪŋ]  
easily adv [ˈiːzli]  
easy adj [ˈiːzi]  
eat (up) [iːt (ʌp)] v (past ate; pp eaten)  
e-book n [ˈɪbʊk]  
economy [ˈekənəmi] n pl (-ies)  
ecosystem n [ɪˈkɑːsɪstəm]  
edge n [ɛdʒ]  
edit v [ˈɛdɪt]  
editor n [ˈɛdɪtə]  
editorial adj, n [ɪˌdɪˈtɔːrɪəl]  
educate v [ˈɛdjuːkeɪt]  
education n [ˌɛdʒuˈkeɪʃn]  
effect n [ɪˈfɛkt]  
elderly adj [ˈɛldəli]  
elect v [rɛkt]  
electrical adj [rɛˈlektrɪkl]  
electricity [ˌrɛlekˈtrɪsiti] n pl (-s)  
electric feeling adj+n [rɪˈletrɪk ˈfiːlɪŋ]  
electric power plant [ˌrɪˈletrɪk pɔːr plɑːnt]  
electrode n [rɛˈlektrod]  
electromagnet n [ˌrɪˈletrəmæɡnɪt]  
electronic adj [ɪˈlektroʊnik]  
electronic device adj+n  
element n [ˈɛlmənt]  
ext else adv [els]  
email n, v [ˈɛmil]  
embroidered adj [ɪˈmbrədəd]  
emoji n [ɪˈmjʊdʒi]  

emotion n [ɪˈməʃn]  
emotional adj [ɪˈməʃnəl]  
emotionally adv [ɪˈməʃnəli]  
empty adj [ˈemptɪ]  
courage v [ˈkɔrɪdʒ]  
encyclopedia n [ɛnˈsaɪkləpɪdɪə]  
end v, n [ɛnd]  
at the end of  
in the end  
end up phr.v  
ending n [ˈɛndɪŋ]  
endless adj [ˈendlɪs]  
energetic adj [ɛnəˈdʒɛtɪk]  
energy [ˈɛnədʒi] n pl (-s)  
email newsletter n [ˈɛməl ˈnɛsˌtəl]  
environment [ˈɛnəmərənt]  
enjoy v [ɪnˈdʒɔɪ]  
joyful adj [ˈɪndʒufl]  
joyment n [ˈɪndʒmənt]  
enough adj [ɪnəf]  
entertain v [ɛnˈtərteɪn]  
extertainment adj [ɛnˈtərteɪnənt]  
extertainment n [ɛnˈteɪnmənt]  
environmentally friendly adj  

emodzi (elektron xabar va veb-sahifalarda ishlatiladigan ideogramma va smayliklar tili, shuningdek, piktogramma-larning o‘zi ham)  
his-hayjon, hissiy to‘lqinlanish  
jo‘shqin, hayajonli; hayajonlantiruvchi; to‘lqinlaniruvchi  
thayajonlanib, to‘lqinlanib, hayajon bilan  
bo‘m‘bo‘sh, ichi bo‘sh, bo‘sh  
ilhomlantirmoq, ruhlantirmoq, dalda bermoq  
qomus, ensiklopediya  
1. tuga(lla)moq, tugatmoq; 2. oxir, niyoya, yakun, intiho  
…ning oxirida, yakunida  
oxiri, axiyri, pirovardida, ogibatida  
yakun topmoq, yakunlanmoq  
yakun, niyoya, oxir, poyon, intiho  
bitmas-tugannas; cheki (oxir-pani) yo‘q; cheksiz, bepoyon  
g‘ayratli, serg‘ayrat, serharakat, faol  
energiya, quvvat  
elektron axborot buleneti  
muhandas  
teknika, muhandislik ishlar  
maza (huzur) qilmoq, zarbatlanmoq, rohatlanmoq  
rohat bag‘ishladigan  
xursandchilik; rohat, orom, zavq  
yetarli, yetadigan, kifoya qiladigan  
xursandchilik qilmoq; ko‘ngiikshilik qilmoq  
qiziq, qiziqarli, maroqli, ko‘ngilochar  
kö’ngil ochish, o‘yn-kulga  
atrof-muhit  
atrof-muhitga zarar; ekologik toza  
sirg’a, zirak, boldoq  
osongina, osonlik bilan  
yemqo; yeb qo‘yemoq  
elektron kitob  
1) iqtisodiyot, xo‘jalik; 2) iqtisod, tejamkorlik  
eko‘tizim, ekologik tizim  
chett, qirra  
tahrir qilmoq  
muharrir  
1. tahrirga oid, tahririy; 2. bosh maqola  
ta‘lim bermoq; tarbiya bermoq  
ta‘lim; tarbiya; ta‘lim-tarbiya  
1) oqibat, natija; 2) effekt, ta‘Sir, ta‘Sir etish  
yoshi katta, keksa  
saylamoq, tanlamoq, saylab qo‘yemoq  
elektor tokiga oid, elektr ...  
tok, elektr toki  
hayajonli tujg‘u  
elektr stansiyasi  
elektrod  
elektromagnet  
elektron  
elektron qurilma  
1) element; unsur; 2) tarkibi qism, zarra  
yana, tag‘in  
1. elektron pochta; 2. elektron pochta orqali yubormoq  
gul/kasha tikilgan  

Wordlist
feeling [ˈfɪːlɪŋ]  
feet [fiːt] n (pl of foot)  
fell [fɛl]  
fellowship n [ˈfɛləwʃɪp]  
ferry [ˈfɛri] n pl (-ies)  
festival n [ˈfɛstɪvəl]  
few det [fuː]  
fiction n [ˈfɪkʃən]  
fictional adj [ˈfɪkʃənəl]  
field n [fɪld]  
fight n, v [fɒt]  

figure n [ˈfɜːɡə]  
file n [fɪl]  
film n [fɪlm]  
film star n+n [ˈfɪlmstaː]  
filter n [fɪltə]  
final adj [ˈfænəl]  
finalist n [ˈfænɪlist]  
finally adv [ˈfɪnəli]  
find v [faʊnd]  
find out phr.v [ˌfɪnd ˈaʊt]  
fine art n [ˈfɪnərt]  

flute n [flʌt]  
fly v (past flew; pp flown)  
fooling adj [ˈflʌŋ]  
focus (on) v, n [fəʊkəs]  
folder n [ˈfɔːldə]  
folk adj, n [fɔːk]  
folk music adj+n [fɔːk ˈmjuːzɪk]  
following adj [fəʊləʊɪŋ]  
be fond of [bɪrˈfɒnd əv]  
at the foot of  
foreground n [ˈfɔːɡrəʊnd]  
foreign adj [ˈfɔːrzn]  
forever adv [ˈfɔrəvər]  
forget v (past forgot; pp forgotten)  
form n, v [fɔːm]  

formal adj [ˈfɔːməl]  
format n [fɔːrmat]  
formation n [fɔːrmeɪʃn]  
fortune n [fɔːtʊn]  

forum n [ˈfɔːrəm]  
forward adv [ˈfɔːrwaɪd]  
fossil fuel n [ˈfɔsəlˌfjuːəl]  
found v [faʊnd]  
found v [faʊnd]  
founder n [ˈfɔʊndər]  
frame n [frem]  
framework n [ˈfremwɜːk]  
free adv [friː]  
freedom n [ˈfrɪdəm]  

“fall” feˈlɪnɪŋ oˈtɡən zəˈmɒn ˈʃækli  
o’rtʊlɪk, do’stɪlk, birodralɪk; hamdo’stɪlk  
parom (sɔlsɪmən ˈjæsɪ ˈkɛmə)  
festival, bayram  
kam, oz  
badiy adabiyot  
fantastikaga oǐ, fantastik; to’qimə, to’qib chiqarilgan  
1) dala; 2) maydon  
1. jang, kurash; mushtlashish, yoqalashish;  
2. urishmoq, kurashmoq, janjalashmoq  
figura, gavda  
fayl  
1) kino yoki fotoplyonka; 2) (kino)film  
kino yulduzi  
filtr, suzg’ich  
yakuniy, oξiri, so’nggi, hal qiluvchi  
finalist, g’olib  
nihoyat, oξiri; pirovardida, oqibatida  
topmoq  
bilib olmoq  
asəvrisi san’at  
figure, gavda  

“find” feˈlɪnɪŋ oˈtɡən zəˈmɒn ˌsiətəˈdɒʃi  
asos solmoq, tashkil etmoq  
asoschi, ta’sis etuvchi  
1) fotoplyonkada) kadə; 2) ramka, rom  
doira, had, chegara  
1) bo’sh; 2) erkin; 3) tekin, bepul  
oξodlik, erkinlik, erk, hurriyat  

Wordlist  

http://eduportal.uz
free-of-charge adj [ˈfriːəfətʃər]  
freezing adj [ˈfriːzn]  
French adj, n [frentʃ]  
fresh adj [frɛʃ]  
freshwater adj [ˈfrestwa:tə]  
friendship n [ˈfrɛndʃɪp]  
frighten v [frɪt]  
frightening adj [ˈfrʌtɪnɪŋ]  
from time to time  
fuel n [fjuːl]  
full adj [fʊl]  
function n [ˈfʌŋkʃən]  
funny adj [ˈfʌnɪ]  
further adv [ˈfɜːðər]  
future n, adj [ˈfjuːtʃər]  
gadget n [ˈɡædʒɪt]  
gallery [ˈɡæləri] n pl (-ies)  
games console n+n [ˈɡeɪmz ˈkɔnsəl]  
garbage can n+n [ˈɡɑːbɪdʒeɪn]  
gas n [ɡæs]  
gather v [ɡæt]  
gave v [ɡɛv]  
gender equality n+n [ˈdʒendərkəʊkwəlti]  
general adj [ˈdʒenərəl]  
generally adv [ˈdʒenərəli]  
generation n [ˈdʒenəreɪʃən]  
genre n [ˈɡrɛn]  
generosity painting n+n [ˈɡrɛnərəsəti ˈpeɪntɪŋ]  
geometry n [ˈdʒiːɒmətri]  
German adj, n [ˈɡɜːmən]  
gesture n [ˈdʒestər]  
get lost [ɡɜːtluːst]  
get out phr.v [ɡətəut]  
the Ghanaians n [ɡəˈmeɪnzn]  
giant n [ˈdʒænt]  
gift n [ɡɪft]  
give [ɡɪv] v (past gave; pp given)  
glass n [ɡlɑːs]  
glasses n [ɡlåːsɪz]  
global adj [ˈɡləʊbəl]  
global warming adj+n [ˈɡləʊbəl wɔːmɪŋ]  
glove puppet n [ˈɡlovpʌpət]  
go down phr.v [ɡəˈdaʊn]  
go for a walk  
go on phr.v  
go out v-adv  
goal n [ɡoʊl]  
golden adj [ˈɡɔldən]  
good adj, n [ɡʊd]  
gossip n [ˈɡɔspɪ]  
gossip article n+n [ˈɡɔspɪəˈtɪkl]  
gossip newspaper n+n [ˈɡɔspɪp njuːzˈspærpa]  
government n [ˈɡɑːvənmənt]  
GPS = Global Positioning System  
grant book n+n [ɡræntbʊk]  
gramophone n [ɡræməfəʊn]  
grandson n [ˈɡrændsən]  

be pul, tekin  
muzdek, sovuq  
1. fransuzcha; fransuz; 2. fransuz tili  
1) sof, musaffo; 2) yangi uzilgan, yangi  
toza ichimlik suvi ...  
do’stluk, birodarlik, qardoshlik, ahillik  
quo’rgitmoq, cho’chitmoq, hurkitmoq  
quo’rinchili, daşhatli  
vaqt-vaqti bilan  
yoqilg’i, yo-nilg’i  
to’la, to’liq, liq to’la  
... bilan to’la  
funksiya, vazifa, maqsad  
qiziq, kuliqli  
yanada  
1. kelajak, istiqbol; 2. kelasi, kelgusi, kelgusidagi, kelajakdagi  
uskuna, moslama  
galereya  
sakrab chopish, yo’rg’alash, lo’killash  
o’ynlar konsoli  
axiat qutisi  
gaz  
yig’ilmoq, to’pla(n)moq  
“give” fe’lining o’tgan shakli  
gender tengligi  
umumi, umum  
umuman, umuman olganda  
1) odatda; 2) ko’pchilik, aksariyat hollarda  
avlod, nasl, zot-zurriyot  
janr  
turmush manzaralarini aks ettingan rasmlar  
geometriya  
1. nemischa; nemis; 2. nemis tili  
imo, ishora  
yo’qolib/adashib qolmoq  
tashqariga chiqmoq, chiqmoq  
the Ghanaians  
giant  
golden  
good  
gossip  
gossip article  
gossip newspaper  
government  
GPS = Global Positioning System  
grant book  
gramophone  
grandson
graphic adj [ˈɡræfɪk]
Greco-Roman adj [ˈɡriːkəˌrəʊmən]
Greek adj, n [ɡrɪk]
greenhouse gas n [ɡrɪnhaʊs ɡæs]
ground n [ɡraʊnd]
grow [ɡraʊ] v (past grew; pp grown)
grow old v [ɡraʊ ˈəʊld]
grow up phr.v [ɡraʊəp]
grow weak v [ɡraʊˈwi:k]
growth n [ɡraʊθ]
guest n [ɡest]
guide n [ɡaɪd]
guidebook n [ɡaɪdbʊk]

had v [hæd, had]
hall n [hɔːl]
handicraft n [ˈhændɪkrɑːft]
handicraftner n [ˈhændɪkraftər]
handmade adj [ˈhændmeɪd]
handsome adj [ˈhænsəm]
hang [hæŋ] v (past, pp hung)
happen v [ˈhæpən]
happiness n [ˈhæπənɪs]
hard disk recorder n+n [ˌhɑːrd ˈdɪsk rekəˈdaː]
hardworking adj [ˈhɑːrdwɜːkɪŋ]
have [hæv, hæv] v (past, pp had)
have to v [hævtə]
hay n [heɪ]
HD TV adj+n [ˌɛntˈdiːˌtiːˈviː]
heading n [ˈhɛdɪŋ]
headline n [ˈhedlɪn]
headscarf [ˈhɛdskɑːf] n pl (headscarves)
health n [hɛlθ]
healthy n [ˈhɛlθɪ]
hear [hɪər] v (past, pp heard)
heat n [hɪt]
heat wave n [ˈhɛt wɛv]
heavy metal n [ˈheviˌmetl]
helpful adj [ˈhelpfəl]
heritage n [ˈhɛrɪtɪdʒ]
hide v [haid]
high-quality adj [ˈhɑːrkwɒləti]
high-tech adj [ˈhærtɛk]
hill n [hɪl]
Hindi adj, n [ˈhɪndi]
hip hop n [ˈhɪp hɔp]
historic adj [ˈhɪstrɪk]
hit n [hɪt]
hold [hɔʊld] v (past, pp held)
homeless adj [ˈhəʊmliːs]
homo sapiens n [ˈhəʊmə ˈsæpiəns]
honest adj [ˈɒnɪst]
honey n [ˈhʌni]
honored adj [ˈɔnərd]
horizontal adj [ˈhɔːrtɪsɔntəl]
horoscope n [ˈhɔrəskəʊp]
horror film n+n [ˈhɔrərˈfɪlm]
hospitality n [ˌhɒspɪˈteɪti]
housework n [ˈhɔʊsˌwɜːk]
How cool! [hau kəʊl]
How long does it take to ...?
how much ... ?

“have” feˈlining o’tgan zamoni va o’tgan zamon sifatdoshiy zal

hunary, kasby; qo’l ishi; qo’l hunari
hunarmand, kosib
go’lda yasalgan/qilingan
chiroyl, kelishgan
osmoq, ilmoq
sodir bo’lmoq
baxt, saodat, omad
qattiq diskka yozuvchi qurilma
tirishqoq, q’ayratli; mehnatsevar
1) ega bo’lmoq; bor bo’lmoq; 2) yemoq, ichmoq
qilinish kerak bo’lmoq, qilishga majbur (to’g’ri) kelmoq
somon, pichan, xashak

HD televizor
sarlavha
gazeta sarlavhasi
bosh ro’mol
sog’liq
sog’lom, foydali
eshitmoq
issiq, issiqlik
issiqlik to’lqin
hevi-metal (og’ir metall) – rok-musiga jani
foyda, kerakli, yordami tegadiqan
meros; meros qolgan mulk
bekitmoq, yashirmoq
yuqori sifatli
yuqori texnologiya
tepalik, tepa, do’ngilik, balandlik, baland joy
1. hindi tiliga oid; hindicha 2. hindi tili
xip-xop (musiga turi)
tarixiy ahamiyatga ega bo’lgan, tarixiy
1) urish, zarba; 2) mashhur ashula, shlyager, „xit“
1) ushlab/tutib turmoq; egalab turmoq; 2) o’tkazmoq
uyisiz, joyisiz, boshpanasiz
homo sapiens, aqlli mavjudot sifatida inson, aqlli inson
vijdoni, halol
asal
xizmat ko’rsatgan
gorizonta, yotiq
goroskop, munajim bashorati
dahshati (qo’rqinchli) film
mehmondo’slik
uy yumushlari
Qanday ajoyib!
...uchun qancha vaqt ketadi?
(sanalmaydigan ollar bilan) qancha ...?
however adj [həʊvər]  
human n [ˈhjuːmən]  
humanoid adj [ˌhjʊəˈmɔːnɪd]  
humanoid-like adj [ˌhjʊəˈmɔːnɪdlɪk]  
humble adj [ˈhʌməbl]  
hundreds of [ˈhændrɪzvɔː]  
hunger n [ˈhʌŋɡər]  
hunting n [ˈhʌntɪŋ]  
hurricane n [ˈhɜːrɪkən]  
hurry (up) v [ˈhʌrɪ]  
hurt v [hɜːt]  

idea n [ˈaɪdə]  
ideal adj [ɪˈdɪəl]  
ilness n [ˈɪlnɪs]  
illustration n [ɪˈlʌstrəʃn]  
image n [ˈaɪmɪdʒ]  
imagination n [ɪˌmæɡɪneɪʃn]  
imagination adj [ɪˌmæɡɪneɪʃnəl]  
imagine v [ɪˈmæɡɪn]  
immediately adv [ɪˈmiːdiətli]  
impact n [ɪˈmækt]  
important adj [ɪmˈpɔːrtənt]  
important adj [ɪmpoʊrtant]  
important adj [ɪmpərtənt]  
include v [ɪnˈkluːd]  
including prep [ɪnˈkludɪŋ]  
increase v [ɪnˈkriːs]  
credible adj [ɪnˈkrɛdəbl]  
indeed adv [ɪnˈdiːd]  
independent adj [ɪnˈdɪpɛndənt]  
independent adj [ɪndɪˈpendənt]  
independent adj [ɪndɪˈpendənt]  
individual adj [ɪnˈdɪvɪdʒʊəl]  
indirect speech adj+n [ɪnˈdɪrɪkt ˈspiːʃəl]  
industry [ɪnˈdʌstri] n pl (-ies)  
inexpensive adj [ɪnˈɛksɪpənsɪv]  
inform v [ɪnˈfɔːrm]  
initial adj [ɪnˈʃʊəl]  
initiative n [ɪnˈtɪʃəv]  
ink n [ɪŋk]  
invention n [ɪnˈvɛntʃən]  
invention adj [ɪnˌvɛntʃən]  
inside n [ɪnˈsaɪd]  
instead (of) adv [ɪnˈsted]  
institute n [ɪnˈstɪtʃuːt]  
instrument n [ɪnˈstrəʊmənt]  
integrate v [ɪnˈteɡrət]  

interest v, n [ɪntrəst]  
be interested in [ɪntrəsted ɪn]  
interface n [ɪnˈtərfeɪs]  
international adj [ɪnˈtərɪənl]  
Internet n [ɪnˈtɜːrnet]  
interpret v [ɪnˈtɜːprɪt]  
interval n [ɪnˈtɛvl]  
introduce v [ɪntrəˈdjuːs]  
introduction n [ɪntrəˈdʌkʃn]  
invent v [ɪnˈvent]  
invention n [ɪnˈventʃən]  
inventor n [ɪnˈventər]  
inverted pyramid adj+n [ɪnˈvɜːtɪd ˈpɪrəmɪd]  

amo, b Norfolk, lekin; ... ga qaramasdan, ...sa ham 
adam; inson 
gumanoid, insonga o’xhash 
insonga o’xhash 
1) itoaktor, itoatli; 2) kamtar(in), kamsuqum, sipo 
yuzlab, yuzlarcha 
ochlik, ochiqqanlik 
ouv, ovlash, ov qilish 
dovul, bo'ron 
shosh(ill)moq, oshiqmoq 
lat yedirmoq, shikast yetkazmoq; og’rimoq 
1) g’oya, mafkura; fikr; 2) tasavvur, tushuncha 
har jihatdan yaxshi, a’lo, benuqson, ko’ngildagidek 
kasal, kasallik, xastalik, dard, og’riq 
illustratsiya, tasvir, rasm, surat 
1) tasvir; 2) obraz 
tasavvur qilish mumkin bo’lgan 
tasavvur, faraz, fantaziya 
tasavvuriy, faraziy, xayoliy 
tasavvur qilmoq, ko‘z oldiga kelirmoq, faraz qilmoq 
darhol, tezlik bilan, zudlik bilan 
ta’sir, ta’sir ko’rsatish 
muhim, ahamiyati 
tuzatmoq, yaxshila(n)moq, tuzalmoq; takomillash(tir)moq 
o’z ichiga olmoq, qamrab olmoq, tarkib topmoq 
o’z ichiga olgan holda, shu jumladan 
oshirmoq, kengaytirmoq 
ishonib bo’lmas, aql bo’lmas, haqiqatdan uzoq 
chindan (rostdan) ham, haqiqatan 
mustaqil, qaram bo’lmagan 
hindlarga oid; Hindistonga oid; Hindistot..., hind... 
ol’zhaslirmoq gap 
1) shaxsiy, individual; bitta shaxsga mo’ljallangan; 
2) alohida, aysa 
1) sanoat; 2) sanoat tarmoq'i 
uncha qimmat turmaydigan, arzon 
xabar qilmoq, ma’lum qilmoq, bildirmoq 
avvalgi, dastlabki; boshlang’ich 
tashhabbus 
siyoh 
inovatsiya, yangilik 
novatorlik, ilg’or, yetakchi 
ichkari (ichki) tomon, ich, ichkari 
...ning o’rniga 
institut 
1) asbob, anjom, uskuna, qurol; 2) musiqiy (cholg’u) asbob 
1) yaxlit holga kelirmoq, birlashirmoq; 
2) tarkibiga kirimmoq, qo’shib yubormoq 
1. qiziqtirmoq; 2. qiziqish 
biror narsaga qiziqmoq 
biriktiruv qurilmasi; bog’lovchi bo’g’in, interfeys 
xalqaro, davlatlararo, davlatlar o’rtasidagi 
Internet 
sharhlarmoq, izohlamoq; tushuntirmoq, tushuntirib bermoq 
1) ora, oralii; 2) tanaffus 
tanishtirmoq 
kirish, muqaddima, so’zboshi 
kashf qilmoq, istiro qilmoq 
ixtiro 
ixtirochi, kashfiyotchi 
to’ntarilgan / teskari piramida
involve v [involv] 1) jib qilmoq, aralash(tir)moq; 2) o‘z ichiga olmoq; qamrab olmoq
Get involved.
iron n [iron] 1) dazmol; 2) temir
Islamic adj [islæmik] 1) masala, muammo; 2) (gazeta, jurnal) son, nomer
issue n [ɪˈʃuə; ɪˈʃjuː] (ro‘yxta va sh.k. da) har bir alohida narsa, predmet
item n [ɪˈtæm] o‘zi, o‘zini, o‘ziga, o‘z-o‘ziga, o‘ziga o‘zi
itself pron [ɪtself] 1) jalb qilmoq, aralash(tir)moq; 2) o‘z ichiga olmoq; qamrab olmoq
Japanese n, adj [dʒəˈpɛnəz] 1. yapon erkak/ayol; yapon tili; 2. yaponcha, yap
jazz n [dʒæz] jaz (musiqa turi)
jewellery n [dʒiˈwɛrli] zargarlik buyumlari, qimmatbaho ziynat buyumi, javohirot
join v [dʒɔɪn] qo'sh(il)moq, ulan(n)moq, birlash(tir)moq
journalism n [dʒəˈnɜːrlizəm] jurnalistika
journalist n [dʒəˈnɜːrlist] jurnalist
joy n [dʒɔɪ] ko‘za, kuvacha; banka
go out phr.v [dʒɔʊt] saqla moq, asramoq
just adv [dʒʌst] 1) ayni, aniq, roppa-rospa; 2) faqat, xolos; bor-yo‘g‘i; 3) hozirgina
keep [ki:p] v (past, pp kept) qilishni davom ettirmoq
davom ettirmoq
keep on phr.v [ki:plɔn] davom ettirmoq, to’xtatmaslik
keep up phr.v [ki:ptʌp] 1) ...ning bir turi; 2) qandaydir bir har xil ...
kind n, adj [kɪnd] 1. tur, xil; 2. mehribon, rahmdil
a kind of 1) ...ning bir turi; 2) qandaydir bir
al kinds of ha
kinetoscope n [kɪˈnetəskəʊp] kine
toskop
kingdom n [ˈkɪŋdəm] qirollik, podsholik
knighthood n [ˈknaɪθˌhʊd] ritsarlik
knowledge n [ˈnɒlɪdʒ] bilim, ilm, ma’lumot
the Koran n = Quran, Qur’an
lack n [læk] yetishmaslik, kamchilik, yo‘qlik
lacquer n [læk] lok; politura (pardoz laki)
ladder n [ˈlædər] (tirab qo‘yiladigan) narvon, shoti
lamp n [læmp] lampa, chiroq, fonus, fonar
landfill n [ˈlændfɪl] axlatxona, axlattepa
landscape n [ˈlændskɛp] landshaft, manzara; peyzaj
laptop n [ˈlæptəʊ] qo‘lda ko‘tarib yuradigan kompyuter
large adj [lɑːdʒ] katta, keng, bepoyon, katta ko‘lamdagi
lax n [læks] qolmoq, to‘xtatmoq
laugh v, n [lɑːf] kulmoq; 2. kulgi
1) boshlamaq, yo‘l ko‘rsatmoq; 2) yo‘l-yo‘riq ko‘rsatmoq
lead [liːd] v (past, pp led) rahbar, yetakchi, rahnamo, peshvo, dohiy
leader n [ˈliːdə] 1) o‘tgan; b) oxirgi; 2. davom etmoq
leading adj [ˈliːdɪŋ] keyingi paytlarda
latest adj [ˈlɛtɪst] eng so‘nggi
Latin adj, n [ˈlætn] 1. a) latin..., b) roman...; 2. a) lotin tili; b) lotin yozuvi, lotin alfobisi
laugh v, n [lɑːf] 1. kulmoq; 2. kulgi
lead [liːd] v (past, pp led) 1) boshlamaq, yo‘l ko‘rsatmoq; 2) yo‘l-yo‘riq ko‘rsatmoq
leader n [ˈliːda] rahbar, yetakchi, rahnamo, peshvo, dohiy
leading adj [ˈliːdɪŋ] 1) yetakchi; 2) bosh, birinchi
leaf [liːf] n pl (leaves) barg, yaproq
learn v [lɜːn] o‘rganmoq
learner n [ˈlɜːnə] o‘rganuvchi, o‘quvchi; talaba
least adj [liːst] eng kam (kichik), eng oz, ozgina
at least [ətˈlɪst] a) eng kamida, kami bilan; b) hech bo‘limganda, loaqal, aqalli
leave [liːv] v (past, pp left) axborot beruvchi maqolaning birinchi gap yoki yoki azbasi
lede / lead n [ˈliːd] 1) afsona, rivoyat; 2) afsonaviy shaxs
legend n [ˈleɡənd] asfoniy
legendary adj [ˈleɡəndri] qarzga bermoq, vaqtinga berib turmoq
lend [lend] v (past, pp lent) linza
lens n [lɛnz] kamroq
less adj [les] halokatli, o‘ldiradigan
lethal adj [ˈlɛθəl]
level n [levl] 1) daraja; 2) daraja, saviya; 3) bosqich, etap
liberty n [libətɪ] hayot
lifetime n [lɪf(ə)taɪm] butun umr
lift v [lɪft] ko‘tarmoq
light bulb n [laɪtbaʊbə] (elektr) lampochka
lighting n [laɪtɪŋ] yorug'lik, yorug' nur, chiroq
like prep [laɪk] 1) daraja; 2) daraja, saviya; 3) bosqich, etap
likely adv [laɪkəli] ehtimol, balki, aftidan, ...sa kerak
limit n [lɪmɪt] chegara, norma, me’yor
liquid adj, n [laɪkwɪd] 1. suyuq holdagi, suyuq, oquvchan; 2. suyuqlik, suyuq modda
literary adj [laɪtərəri] adabiy
literature n [laɪtərətʃuəri] adabiyot
little adj [laɪtɪ] 1) kichkina; 2) kam, oz
live adj [laɪv] 1) jonli, tirik, o’lmagan; 2) (eshtihti
rishi yoki ko’rsatuv haqida to’g’ridan-to’g’ri efirga uzatiladigan; jonli efirda
lively adj [laɪvlɪ] jonli, qaynoq, hayot qaynagan; qizg’in, jo’shqin
local adj [laʊkəl] mahalliy, tub
location n [loʊkəʃən] o’rnashgan joy, turgan joy; joylashgan yer
long-term adj [lɑŋtɜːm] 1) uzoq muddatli, uzoq muddatga mo’ljallangan; 2) uzoq vaqt davom et(adi)gan, uzoq(qa) cho’zil(adi)gan
for a long time uzoq vaqt davomida
look v [lʊk] 1) qaramoq; 2) ...ko’rinadi
look for phr.v [lʊk foʊ] izlamoq, qidirmoq, axtarmoq
look forward to prep [lʊk fərwɔːd təʊ] intizorlik bilan (orziqib) kutmoq
look like [lʊk laɪk] o’xshamoq, ko’rinmoq
look through phr.v [lʊk θruː] ko’rib (qarab, ko’z yugurtirib) chiqmoq
look up phr.v [lʊk ʌp] (lug’at, ma’lumotnomadan) izlab topmoq
lord n [lɔːd] 1) Alloh, Xu, Parvardigor; 2) hukmdor
a lot of/lots of ko’p
loud adj [lɑʊd] 1) baland ovozli
low-cost adj [lɑʊ kəst] arzon, tannarxi past
loyal adj [ləʊəl] sodiq, sadoqatli, ishonchli, vafodor, vafoli
loyalty n [ləʊəlti] sodiqlik, vafodorlik, sadoqat, vafo
luck n [lʌk] baxt, oma
dLyrics n [laɪrɪks] qo’shiqning she’ri
machine n [mətʃiːn] mashina
madrasah n [mədrəsə] madrasa
magazine n [mæɡəˈzɪni] jurnal
magic n [mædʒɪk] asosis
magic(al) adj [mædʒɪk(ə)] 1) ko’pincha, ko’proq, aksari
main adj [meɪn] 1) sehref, jodu; sehrefgarlik, afsunlik; 2) fusunlik,
tarovat, fatonat, joziba
mainly adj [ˈmeɪni] 1) sehref; 2) fusunkor, afsunkor, maftunkor
make v (past, pp made) 1) majbur qilmoq; 2) majbur qilmoq
make up one’s mind 1) sehref, jodu, afsun; sehrefgarlik, afsunlik; 2) fusunlik,
tarovat, fatonat, joziba
man-made adj [mænməd] asosis
man n [mæn] 1) ko’proq (katta) qismi, aksariyati; 2) asosis, bosh; yirik, katta, ulkan
man-made adj [mænmeɪd] 1) yasamoq, tuzmoq, qilmoq; 2) majbur qilmoq
manager n [mænɪdʒə] ...bilan faxrlantirmoq, mag’rurlantirmoq
man n [mæn] odob, aqro, o’zini tutish
manual n [mænjuəl] erkaklarga mansub (taalluqli) bo’lgan, erkak...
manuscript n [mænjuːskrɪpt] boshqaruvchi, boshliq
march v [mɑːtʃ] buxor, inson qo’li bilan qilingan
marionette n [mæriˈɒnəti] odob, aqro, o’zini tutish
marriage n [mærɪdʒ] qaror qilmoq; xu losaga (to’xtamga) kelmoq
machine n [mətʃiːn] mashina
madrasa n [mədrəsə] madrasa
jurnal
magic n [mædʒɪk] asosis
magic(al) adj [mædʒɪk(ə)] 1) ko’pincha, ko’proq, aksari
main adj [meɪn] 1) sehref, jodu, afsun; sehrefgarlik, afsunlik; 2) fusunlik,
tarovat, fatonat, joziba
mainly adj [ˈmeɪni] 1) sehref; 2) fusunkor, afsunkor, maftunkor
make v (past, pp made) 1) majbur qilmoq; 2) majbur qilmoq
make up one’s mind 1) sehref, jodu, afsun; sehrefgarlik, afsunlik; 2) fusunlik,
tarovat, fatonat, joziba
man-made adj [mænməd] asosis
man n [mæn] 1) ko’proq (katta) qismi, aksariyati; 2) asosis, bosh; yirik, katta, ulkan
man-made adj [mænmeɪd] 1) yasamoq, tuzmoq, qilmoq; 2) majbur qilmoq
manager n [mænɪdʒə] ...bilan faxrlantirmoq, mag’rurlantirmoq
man n [mæn] odob, aqro, o’zini tutish
manual n [mænjuəl] erkaklarga mansub (taalluqli) bo’lgan, erkak...
manuscript n [mænjuːskrɪpt] boshqaruvchi, boshliq
march v [mɑːtʃ] buxor, inson qo’li bilan qilingan
marionette n [mæriˈɒnəti] odob, aqro, o’zini tutish
Mars n [maːz]  Mars, Mirrih (sayyora)
mask n [mɑːsk]  maska, niqob
mass adj [mæs]  ommaviy
mass media n+n [maɛsmiːdɪə]  ommaviy axborot vositalari
master n [ˈmaːstər]  1) ega, xo‘jayin; 2) usta
master class n+n [ˈmaːstəklɑːs]  mahorat darsi
master tape n+n [ˈmaːstərpleɪ]  magnitofon lentasi yozuvining birinchi asl nusxasi
masterpiece n [ˈmaːstərpiːs]  nodir asar, shoh asar
masterwork n [ˈmaːstərwork]  kunduzgi spektakl yoki konsert
match v [mætʃ]  1) qarshi turmoq/chiqmoq; musobaqalashmoq; 2) taqqoslab (solishtirib) ko‘rmoq, qarshi qo‘ymoq
material adj, n [ˈmaːtɪərɪəl]  1. moddiy; ashyoviy; 2. a) material, resurs; b) material, gazlama, gazmol, mato; d) ma’lumotlar, faktlar, material matematik, matematika mutaxassisi
mechanism n [ˈməkiːnizəm]  kunduzgi spektakl yoki konsert
media n [ˈmiːdiə]  aloqa vositasi
medicine n [ˈmiːsɪn]  1) dori, dori-darmon; 2) tibbiyot
medium adj [ˈmiːdiəl]  1) material, resurs; b) material, gazlama, gazmol, mato; d) ma’lumotlar, faktlar, material matematik, matematika mutaxassisi
mechanization n [ˌmɛkənɪˈzaʃən]  kunduzgi spektakl yoki konsert
meeting n [ˈmiːtɪŋ]  1) yig’ilish, kengash, majlis; 2) uchrashuv
melody n [ˈmiːlədi]  melodiya, ohang, tarona
memorize v [ˈmiːməraɪz]  yodda saqlamoq; yodlab olmoq
memory n [ˈmiːməri]  1) xotira, es; 2) esdalik, yodgorlik, xoti
memory stick n+n [ˈmiːməri skirt]  xotira qurilmasi, fleshka
mentor n [ˈmentər]  ustoz, murabbiy, rahbar, tarbiyachi, mentor
merit n [ˈmerɪt]  1) taqdirga loyiq ish, xizmat; 2) qadr-qimmat, e’tibor
message n [ˈmɛsɪdʒ]  1) xabar, ma'lumot, axborot
messenger n [ˈmɛsɪdʒə]  darakchi, xabarchi, xot tashuvchi
Mexican n, adj [ˈmɛksɪkən]  1. meksikalik kishi/ayol; 2. Meksika ...; meksikaliklar ...
metal adj [ˈmɛtəl]  1. mikroto’lqinli; 2. mikroto’lqinli pech
middle adj [ˈmɪdl]  o’rta, o’rta dagi
middle ages n [ˈmɪdl ˈeɪdʒz]  o’rta asrlar
middle eastern adj [ˈmɪdl ˈɪstən]  o’rta sharqiy
middle ground n [ˈmɪdl ˈɡraʊnd]  o’rta fon
might modal v [maɪt]  o’rta asrlar
might be adv [maɪtbi]  o’rta asrlar
military adj [ˈmɪlətəri]  o’rta asrlar
mind n [ˈmɪnd]  ehtimol, balki, mumkin
mind-control adj [ˈmænd kəntrəl]  ehtimol, balki, mumkin
mine v [maɪn]  harbiy
mineral n [ˈmɪnərəl]  balki, ehtimol, bo’lishi mumkin
minister n [ˈmɪnɪstər]  balki, ehtimol, bo’lishi mumkin
miniature n [ˈmɪnɪstər]  1. meksikalik kishi/ayol; 2. Meksika ...; meksikaliklar ...
miniature n n pl (-ies)  1. meksikalik kishi/ayol; 2. Meksika ...; meksikaliklar ...
minister n [ˈmɪnɪstər]  habibi
ministry n [ˈmɪnɪstəri] n pl (-ies)  1. meksikalik kishi/ayol; 2. Meksika ...; meksikaliklar ...
mis n [ˈmɪz]  1. meksikalik kishi/ayol; 2. Meksika ...; meksikaliklar ...
miss v [mɪs]  1. meksikalik kishi/ayol; 2. Meksika ...; meksikaliklar ...
mistake n [ˈmɪstek]  habibi
mistakenly adv [ˈmɪstekənli]  habibi
model n [ˈmɒdəl]  habibi
moment n [ˈməʊment]  habibi
monthly adv [ˈmænθəl]  habibi

10 — Teens’ English 8
Wordlist

monument n [məˈnjuːmənt]
more adj [mɔːr]
the more... the more ...
moreover adv [mɔːrəˈver]
most adj [mɔʊst]
mostly adv [məʊˈstli]
motion n [ˈmɔtʃn]
motion picture n+n [ˈmɔtʃn ˈpɪktʃə]
moustache n [ˈmʌstaʃ]
mov e v [məv]
movement n [ˈmʌvmənt]
movie n [məˈvi]
MP3 player n+n [məˈpiː]
mud n [mʌd]
multiple adj [məˈplʌl]
musical adj, n [ˈmjʊəsɪkl]
musician n [ˈmjʊəsɪʃən]

N

NASA [næsə] = National Aeronautics and Space Administration
nation n [ˈneɪʃn]
national adj [ˈneɪʃnəl]
nationality [ˈneɪʃnæləti] n pl (-ies)
natural adj [ˈnætʃəl]
natural gas n [ˈnætʃəl ˈɡæs]
nature n [ˈnætʃə]
nature programme n+n [ˈnetʃə ˈprəʊɡræm]
nature-friendly adj [ˈnetʃə ˈfrendli]

near adv [nər]
necessary adj [ˈnesəsəri]
need v, n [nɪd tə]
need to v [niːd tə]
needle n [ˈnɪdl]
negative adj [ˈnɛgətɪv]
Neapolitan adj, n [ˈnɛpəltən]
nervous adj [nɜːvəs]
network n [ˈnetwərk]
newborn n [ˈnjuːbɜrn]
newspaper n [ˈnjuːznɪpər]
newspaper n [ˈnjuːzprɪnt]
next adj [nekst]
next to prep [ˈnekst tə]
Nobel Prize [ˈnobəl ˈprɛɪz]
nobody pron [ˈnəʊbədi]
no doubt [nɔʊ ˈdaʊt]
non-fiction n [ˈnɒnfaɪʃn]
non-standard adj [ˈnɒnstaːndəd]
normally adv [ˈnɔrməli]
the Norwegians n [nərˈwɛʒən]
note n [nəʊt]
notebook n [ˈnəʊtbʊk]
nothing pron [nʌθɪŋ]
otice n, v [ˈnəʊtɪs]
ot-renewable adj [nɔt ˈrɪnuːəbl]
noel n [ˈnɔl]
novelist n [ˈnɒvəlist]
nowadays adv [nəuˈdɛdəz]
nuclear power n [ˈnjuːklər ˈpaʊə]
number n [ˈnʌmbə]
a number of

haykal, yodgorlik
koʻproq (koʻp boʻgʻinli sifatlarning qiyosiy darajasini yasashda ishlataladi)
quanchalik ... boʻlsa, shunchalik ...
uning ustiga, undan tashqari
1. eng (koʻp boʻgʻinli sifatlarning orttirma darajasini yasashda ishlataladi); 2. koʻpchilik
koʻpincha, asosan, koʻproq, aksari
1) harakatlanish, yurish; 2) imo, ishora
kino, kinofilm, kinokartina
moʻylov, murt
silii(t)moq, koʻch(ir)moq
harakat, yurish; silijish
kino, kinofilm
MP3 pleyer
balchiq, loy, loyarchilik, shulta loy
koʻp karrali; koʻp sonli; koʻp miqdordagi
1. musiqaga oid; musiqiy, musiqa ...; 2. musiqali komediya
musiqachi, sozanda, mashshoq

NASA (Milliy Aeronavitika va Fazo Boshqarmasi)

miliyat, xalq
miliyat, davlat...; xalq ..., umumxalq
millat
tablity, tabliat...
tablity gaz
tabliat
tabliat toʻgʻrisidagi koʻrsatuv
tabliatga zararsiz
yasinida
kerakli, muhim, zaruriy
1. muhtoj (kerak) boʻlmoq; 2. muhtojlik, ehtiyoj (biror narsa qilishga) toʻgʻri kelmoq
tarmoq
yangi (endigina) tugʻilgan chaqaloq
gazeta
gazetabop qogʻoz, gazeta qogʻoshi
keyingi, kelsa, kelsusi
...ning yonida
Nobel mukofoti
hech kim, hech kimsa, hech bir inson
shubhisiz
hujatlari, ilmiy adabiyyot
nostandard, standartga mos kelmaydigan
1) normal darajada, norma doirasida; 2) odatda
norvegler, norveg xalqi
1) qayd, xotira, yozma xotira; 2) mus. nota; 3) eslatma, izoh
noutbuk
hech qanday, hech narsa
1. eslatma, belgi; 2. koʻrmoq, koʻrib qolmoq, koʻzi tushmoq
qayta tiklanmaydigan
roman
romanchi, roman yozuvchi
bizning davrimizda; hozirda, hozirgi paytda
yadro (atom) energiyasi
1) nomer, raqam; 2) son, miqdor
bir qator, bir necha
operation n [opəreʃn] 1) harakat qilmoq, ishlamoq; 2) boshqarmoq; 3) organiza
tisha harakat yoki samalab o'tkaziladigan yoki bo'lib o'tadigan
tartibli bo'lmoq
order n [ˈɔrdr] 1) narsa, buyum; 2) maqsad, muddao; 3) gram. to'ldiruvchi
kuzatish, nazorat
kasraksona
ko'rinib turgan, aniq, ravshan, shak-shubhasiz
taklif (havola) qilmoq, tavsia qilmq
rasmiy
rasman
1) yog'; 2) neft
eski, eiskirgan, modadan qolgan, eski modadagi
birloni, kunlardan bir kun; bir marta, bir vaqtlar
birin-ketin
to'g'ridan to'g'ri Internetga ulangan, onlayn
Internetga kirmq
faqatgina, bor-yo'g'i
1. ochiqmoq; 2. a) ochiq; b) sofdl, ko'ngli ochiq, samimiy
ochi qo'qo'ng'il
ochiqlarning, o'zimizning, o'zimiz
tartibli bo'lgan.

N

Oxygen [ˈoksədʒən] n pl (-)
sonlar nazariyasi
numizmatika (cha-tanga va medallar tarixini o'rganuvchi fan)

Wordlist
1) oddiy, sodda; 2) xunuk, ko'rimsiz
1) ijro etmoq; 2) bafoiz

Wordlist

148

1. og'riq; zirqirash; 2. og'ritmoq, og'rimoq
1) bo'ymaqo, bo'yoq (rang) surtmoq; 2) bo'yoq bilan rasm
solmoq, chizmoq
1) bo'yoqchi, sirchi; 2) rassom
1) rassomlik san'ati, rassomlik; 2) rasm, surat
1) paragraf; 2) abzas; xat boshi, satr boshi
paranormal
boshqacha ifodalamoq; aytil (so'zlab, gapirib) bermoq
posilka, o'ralgan narsa
kechirasiz, eshitmadim; itimos, takrorlang!
ishtirokchi, qatnashchi
ishtirok etmoq, qatnashmoq
qatnashish, ishtirok (etish)
sifatdosh
o'ziga xos, alohida, ayrim
1) o'tmoq, o'tib ketmoq; 2) uzatmoq, uzatib yubormoq
o'tkinchi, yo'lovchi, o'tib ketayotgan odam
1. sutchash; sust; 2. majhul nisbat
1. o'tgan; 2. o'tmish
sevimli mashq'ulot, xob; vaqti yoqimli o'tkazish
1. patent; 2. (borbor narsaga) patent bermoq/olmoq
yo' lak; so'qmoq yo'li
sabr-toqatlari, chidamlari, bardscholi
1) namuna; 2) naqsh, bezak, gul, shakl
to'lamoq
e'tibor qaratmoq, ahamiyat bermoq
1) tinch, osoyishhta, osuda, sokin; 2) tinchliksevar
dezhvon
po'chog'ini archmoq, tozalamoq
taxallus, laqab
foiz
1) ijro etmoq; 2) bajarmoq
1) bajariq, amalga oshirish, ijro (ado) etish; 2) spektakl, tomosha
ijrochi, bajaruvcchi, ijro etuvchi; artist
balki, ehtimol
da'vr
vaqt davri
forsiy, fors...
shaxsiy
ko'ndirmoq, ishontirmoq
fila'moniy aoid; filarmonik; filarmoniya ...
faylasuf
fonograf
fotosurat, rasm, fotografik surat
fotograf, suratlash
fotografiyaga oid; fotografik; fotografiya...
fotosurat
ibora
1) fizik, fizikaviy, tabiyi, fizika...; 2) jismoniy; moddiy
fizika
pianinochi, pianino cha'luchchi
1) ko'tarmoq, ko'tarib olmoq; 2) yig'ib (terib) olmoq
kabutar
uchuvchili, uchuvchisi bor
pioner, birinchichi kashfiyotchi, kashshof
1) oddiy, sodda; 2) xunuk, ko'rimiz
1) reja, maqsad, muddao; 2) chertyoj, chizma, sxema
sayyora
1. o'simlik; 2. ekmoq
plastmassa
1. a) o'yanoq; b) chalmoq; d) rol ijro etmoq;
2. a) o'ynin; b) pyesa
playwright n [pleərɔɪt] dramaturg, drama yozuvchi adib
pleasant adj [ˈplezənt] yoqimi, xush keladigan (yoqadigan)
purpose n [ˈpreəs] rohat, orom, maza, zavq
plug in phr.v [plɔɡ ɪn] sujet
poem n [ˈpɔʊəm] energiya manbayiga ulamoq
poet n [ˈpɔʊət] she’r
poetic adj [ˈpɔʊətɪk] shoir
poetry n [ˈpɔʊətri] she’riy, she’riyat… shoirona, go’zal
point v, n [pɔɪnt] 1) poeziya, she’riyat; 2) she’r, nazm, she’riy asar
poisonous adj [ˈpoʊzənəs] 1. ko’rsatmoq; 2. nuqta zaharli
pole n [pɔʊl] 1) qutb; 2) ustun, xoda, uzun tayoq
the Polish [ˈpɔʊlɪʃ] 1) quyb; 2) ustun, xoda, uzun tayoq
politely adv [ˌpɔlɪˈtiːli] xushmuomalalik bilan, iltifot bilan
politician n [ˌpɔlɪˈtiʃɪkən] siyosatchi, siyosatdon; siyosiy arbob
politics n [ˌpɔlɪˈtɪks] siyosat
pollute v [ˈpɔlət] ifloslantirmoq
pollution n [ˈpɔləʃən] ifloslanish, bulganish
pool n [pɔʊl] basseyn, sun’iy hovuz
pop n [pɒp] chinni, farfor; chinni buyumlar
popcorn n [ˈpɒpˌkɔrn] popkorn, bodroq
pop-star n [ˈpɒpˌstɑr] mashhur musiqa yulduzi
popular adj [ˈpɒpjʊlər] mashhur
pop-up toaster n [ˈpɒpʌptəʊstə] toster-avtomat (burda nonning har ikki tomonini isitishi va qizartib chiqarib beradigan elektr asbob)
porcelain n [ˈpɔrʃəlɛn] chinni, farfor; chinni buyumlar
portrait n [ˈpɔrtrət] portret
position n [ˈpəʊzɪʃn] tutga n o’rin, mavqe
positive adj [ˈpəʊzətɪv] ijobiy
possibility n pl (–ies) imkon, mumkinlik, ehtimollik, yuz berishi mumkinlik, iloj, yo’l
possible adj [ˈpəʊsəbl] imkoni bor, bo’lishi mumkin; amalga oshirsa bo’ladigan
post v [ˈpəʊst] 1) pochta orqali jo’natmoq; pochta qutisiga tashlamoq; 2) Internetda joylashtirmoq
postal adj [ˈpəʊstəl] pochta… pochta orqali tashiladigan
post-it note n [ˈpəʊstɪt ˈnəʊt] esla tma uchun ishlatiladigan rangli yopishqoq qog’ozchalar
postmodernist adj [ˈpəʊstmədənɪst] postmodernistik
pot n [pɒt] tuvak; idish
pour v [pɔːr] quymoq, yog’moq (yomg’ir haqida)
poverty n [ˈpəʊvətri] qashshoqlik, kambag’allik, nochorlik
power n [ˈpəʊvər] 1) kuch, qudrat; 2) energiya
power station n+n [ˈpəʊvəstʃən] elektr stansiyasi
powerful adj [ˈpəʊvəfl] kuchli, quvvatli, qudratli
practice n [ˈpræktɪs] amaliyot
practise v [ˈpræktɪs] mashq qilmoq, o’rganmoq, tatbiq qil(in)moq
prediction n [ˈprɪdɪkʃn] bashorat, karomat
prefer v [ˈprɛfə] afzal ko’rmoq, ortiq deb bilmoq, ma’qul ko’rmoq
prehistoric adj [prɪˈhɪstrɪk] tarixdan ilgarigi, tarixgacha
prepare v [ˈprɪpɛə] tayyorla(n)moq, hozirla(n)moq
present n [ˈprezənt], v [ˈprɛzɛnt] 1. a) sovg’a; b) ayni payt, hozir; 2. taqdim qilmoq, tortiq/hadya/sovg’a qilmoq; 3. namoyish qilmoq, taqdimot o’tkazmoq hozirgi (ayni) paytda, hizorda
taqdimot 1) prezident; rais; 2) rektor

in print 1. shrift, bosma harf; 2. a) (printerda) bosmoq, chop qilmoq; b) Nashr qilmoq, matbuotda bosib chiqarmoq

Wordlist

http://eduportal.uz
http://eduportal.uz

P
prisoner n [ˈpraɪznə] 1) mahbus, bandi; 2) asir, tutqun
prize n [ˈpraɪz] mukofot, qo‘shimcha haq, sovrin
probably adv [ˈprɒbəlɪ] ehtimol, balki
process n [ˈprəʊses] jarayon
produce v [ˈprədʒuːs] ishlab chiqarmoq; yetishtirmoq; hosil qilmoq
product n [ˈprədʌkt] mahsulot, mahsul, buyum, mol, fabrika mahsulotlari
production n [ˈprədʌkʃən] 1) ishlab chiqarish; 2) mahsulot; 3) (pyesa yok i film haqida) spektakl, postanovka, sahna asari
professional adj [ˈprəfərəns] professional, kasb bilan bog‘liq, kasbiy
project n [ˈprəʊjekt] loyiha, reja
promise v [ˈprəʊmɪs] va‘da (so‘z) bermoq
pronounce v [ˈpraʊnəns] talaffuz qilmoq, aytmoq
pronunciation n [ˈpraʊnənsiən] mukofot, qo‘shimcha haq, sovrin
pronous n [ˈprəʊnas] va‘da (so‘z) bermoq
prove v [pruːv] isbotlamoq, tasdiqlamoq
prudent adj [ˈprədjuːnt] ehtimol, balki
proof n [pruːf] isbot, tasdiq
proofreading n [pruːfrəʊdʒ] mukofot, qo‘shimcha haq, sovrin
proper adj [ˈprəʊpər] loyiha, reja
properly adv [ˈprəʊprəli] mukofot, qo‘shimcha haq, sovrin
property n [ˈprəʊprəti] mukofot, qo‘shimcha haq, sovrin
promote v [ˈprəʊmət] isbotlamoq, tasdiqlamoq
prompt adj [ˈprɒmpt] loyiha, reja
promptly adv [ˈprɒmptli] mukofot, qo‘shimcha haq, sovrin
prospect n [ˈprəʊspekt] loyiha, reja
prospectus n [ˈprəʊspektəs] loyiha, reja
prostitute n [ˈprəʊstitjuːt] loyiha, reja
proverb n [ˈprəʊvər] maqol; matal
province n [ˈprəʊvɪns] 1) viloyat; 2) provinsiya
public adj, n [ˈpʌblɪk] 1. ijtimoiy...; xalq oldidagi, xalq ...; 2. xalq, jamoat, xaloyiq; omma
publication n [ˈpʌblɪkeɪʃən] nashr, bosib chiqarilgan asar
publisher n [ˈpʌblɪʃər] nashriyot, noshir
publishing n [ˈpʌblɪʃɪŋ] 1) nashriyotchilik ishi, noshirlik; 2) (asar) nashri
puppeteer n [ˈpʌptiər] qo‘g‘irchoq teatrining artisti
puppetry n [ˈpʌptɪrɪ] qo‘g‘irchoq teatri tomoshasi
pure adj [ˈpərə] toza; sof; aralashmasiz
purity n [ˈpərəti] tozalik, soflik; 2) soflik, poklik
purpose n [ˈpɜːpəs] maqsad, muddao, murod, niyat
push out phr.v [push ˈaut] itarib (turtib) chiqarib yubormoq
put away phr.v [ˈpʊt ˈəweɪ] obi qo‘ymoq, yig‘ishtirmoq
1. qaytmoq; 2. qayt

2. qofiyali to'rtlik she'r

ritical adj [ru:məniənə]

1) rumin (Ruminiya)...; 2) ruminiyalik

1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik

record player [rεkərdplər] 1) rumin (Ruminiya)...; 2) ruminiyalik
<table>
<thead>
<tr>
<th>English</th>
<th>Uzbek</th>
</tr>
</thead>
<tbody>
<tr>
<td>rule</td>
<td>1. qoida; 2. boshqarmoq, idora qilmoq, hukumronlik qilmoq</td>
</tr>
<tr>
<td>ruler</td>
<td>1) chizg‘ich; 2) hukmdor</td>
</tr>
<tr>
<td>run out</td>
<td>tugamoq, tamom bo‘lmoq</td>
</tr>
<tr>
<td>running track</td>
<td>yugurish yo‘lkasi</td>
</tr>
<tr>
<td>Russian</td>
<td>1) ruscha; rus; 2) rus tili</td>
</tr>
<tr>
<td>sadness</td>
<td>xafalik, ma’yasilik, g‘amg'linlik, qaygu‘u, hasrat</td>
</tr>
<tr>
<td>safe</td>
<td>xavfsiz, xavfdan xoli, xatarsiz, bexatar</td>
</tr>
<tr>
<td>said</td>
<td>“say” fe‘lining o‘tgan zamoni va o‘tgan zamon sifatdoshi</td>
</tr>
<tr>
<td>sail</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>sail v</td>
<td>bir xil, o‘shaning o‘zi</td>
</tr>
<tr>
<td>satellite</td>
<td>sun‘iy yo‘ldosh</td>
</tr>
<tr>
<td>satellite TV</td>
<td>sun‘iy yo‘ldosh televieniyasi</td>
</tr>
<tr>
<td>satnav (GPS)</td>
<td>sun‘iy yo‘ldosh navigatsiyasi (GPS)</td>
</tr>
<tr>
<td>save</td>
<td>1) saqlamoq, asramoq; 2) qutqarmoq; 3) tejamoq</td>
</tr>
<tr>
<td>save v</td>
<td>“see” fe‘lining o‘tgan zamon shakli</td>
</tr>
<tr>
<td>saw</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>saxophonist</td>
<td>bir xil, o‘shaning o‘zi</td>
</tr>
<tr>
<td>saxophonist n</td>
<td>sun‘iy yo‘ldosh</td>
</tr>
<tr>
<td>say</td>
<td>1) saqlamoq, asramoq; 2) qutqarmoq; 3) tejamoq</td>
</tr>
<tr>
<td>say [set]</td>
<td>“see” fe‘lining o‘tgan zamon shakli</td>
</tr>
<tr>
<td>scan</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>scene</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>science</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>science fiction</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>scientific</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>scientist</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>Scotch tape n</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>Scottish adj</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>scream</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>screen</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>sculptor</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>sculpture</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>seascapen</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>seat n</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>secondhand</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>secret</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>secret n</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>the secret service</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>security</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>see</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>see v</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>see[m]</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>self-driving</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>sell [set] v</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>seller n</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>send [send] v</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>send v (past, pp sent)</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>senior</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>serial adj</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>series</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>serious adj</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>seriously adv</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>server n</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>service n</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>set [set] v (past, pp set)</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>set fire</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>set up</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>settle v</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>settlement n</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>shape n</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>share v</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>share tea</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>shield n</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
<tr>
<td>ship n</td>
<td>suzmoq; yelkan ostida suzmoq</td>
</tr>
</tbody>
</table>
special adj [ˈspeʃəl] maxsus
specialized adj [ˈspeʃəlɪzaɪd] ixtisoslashtirilgan
specific n [ˈspɛskəfɪk] spesifik
spectator n [ˈspɛktər] tomoshabin
speech n [spiːtʃ] nutq
speed n [spiːd] tezlik, jadalik, ilmulik; sur’at
spend v (past, pp spent) o’tkazmoq
spoil [spɔɪl] v (past, pp spoilt) ruh
sports wear n [ˈspɔːts wɛə] xonapoy
spouse n [ˈspouz] qurilish
spur n [spɜːr] dekora
tsyiya(sahna manzarasini hosil qiluvchi anjom va bezaklar)
spun adj, n [ˈspʌn] still life n [ˈstɛl laɪf] natyurmort
spurry adj [ˈspɜːrɪ] stay (at) v qolmoq, (vaqtinchalik) turmoq, yashamoq
stair n [steɪr] still adv [ˈstiːl] stay (at) v qolmoq, (vaqtinchalik) turmoq, yashamoq
stall n [stɔːl] still life n [ˈstɛl laɪf] natyurmort
stalls n [stɔːlz] storey n [ˈstɔːri] student n [ˈstjuːd(ə)nt] studio n [ˈstjuːdiəʊ]
strategy n [ˈstrætədʒi] store n [ˈstɔːr] store data v+n [ˈstɛr@dætə] ma’lumotlar saqlab qo’ymoq
string n [strɪŋ] storyline n [ˈstreɪlɪn] subtitrli (ka’drlar ostida izohlovchi yozuvli)
structure n [ˈstrʌktʃər] study n, v [ˈstʌdi] sudden adj [ˈsʌdən] such as conj [sʌksʌz]
suit n [sut; ˈsjuːt] such as conj [sʌksʌz] sudden adj [ˈsʌdən] such as conj [sʌksʌz] suit n [sut; ˈsjuːt] such as conj [sʌksʌz]
suitable adj [ˈsjuːtəbl] mos, muvofiq, loyiq, munosib; qulay, o'ng'ay
suitcase n [ˈsjuːtkeɪs] jomadon
sunshine n [ˈsʌnʃain] quyosh yorug'li, oftob
super adj [ˈsuːpər] a'lo darajadagi; ajoyib, zo'r, qoyilmaqmon
superhero n [ˈsuːpərˌhjuːroʊ] superqahramon
superlative n [ˈsuːpərˌleɪtɪv] 1) qo'llab-quvvatlamoq, yoqqlamoq; 2) (moddiy jihatdan) madad bermoq, qo'llamoq
support v [ˈsərˈpɔːt] ishonchli
sure adj [ˈʃʊər] ishonch hosil qilmoq
surf on the Net [sɜːf ɒn də ˈnet] Internetda kezib chiqmoq
surface n [ˈsɜːrfaɪs] sunshin, sirt, bet, ust
surge ry [ˈsɜːrdʒ] jarrohlik
surprise n [ˈsaɪrprɪz] 1) kutilmagan sovg'a, surpriz; 2) ajablanish, hayron qolish
be surprised [ˈbɛ ˈsaɪrprɪz] hayron bo'lmoq, ajablanmoq
surprising adj [ˈsaɪrprɪŋ] ajoyib, ajablanarli, hayratlanarli
surround v [ˈsərəund] ramzmi; ma'nodor, ma'noli
survive v [ˈsɜːrvɪv] 1) tirik qolmoq, omon (sog'-salomat) qolmoq; 2) hayotni (yashashni) davom ettirmoq; saqlanib qolmoq
switch off phr.v [swɪtʃ ɒf] (tok va sh.k.ni) o'chirmoq, uzmoq, o'chirib qo'ymoq
switch on phr.v [swɪtʃ ɒn] (tok, motor, radio va sh.k.ni) yoqmoq, qo'shmoq, ulamoq
tablet n [ˈteɪbəlt] tabletka (dori);
tablet PC n+n [ˈteɪbəlt ˈpiːsɪ:] planshet kompyuter
tabloid n [ˈteɪbəlɪd] (kichik hajmdagi) tuturiqsiz gazeta
tablet n [ˈteɪbəlt] 1) tabletka (dori); 2) planshet
tablet PC n+n [ˈteɪbəlt ˈpiːsɪ:] planshet kompyuter
take off phr.v [teɪk əf] obib qo'ymoq (ketmoq), yig'ishtirib olmoq
take part (in) [teɪk ər pɑːt (ɪn)] biror narsada ishtirok etmoq
take place v+n [teɪk ər pleɪs] yuz bermoq, sodir (voqe) bo'lmoq
take v [teɪk] olib bormoq, eltmoq
tale n [ˈteɪl] 1) hikoya; qissa; 2) yolg'on-yashiq, uydirma
talented adj [ˈteɪləntɪd] talantli, iqtidorli, iste'dodli
talk v, n [tɔːk] 1. suhbatlashmoq; 2. a) suhbat; b) muzokara
tape n [teɪp] 1) tasma; lenta; 2) magnitofon lentasi; magnitofon yordamida yozib olingan yozuv (ovoz, qo'shiq va sh.k.)
tape recorder n [teɪprɪkˈrɛdər] magnitofon
television n [ˈteɪlɪvɪʒən] 1) televideniya; 2) televizor
technical adj [ˈteknəl] texnologik, texnologiya
teach v [tɛtʃ] 1) o'qitmoq
tech n [tɛtʃ] tehsil
technique n [ˈteknɪk] 1) texnika, ish usuli, texnik mahorat; 2) texnikaviy usul; uslub, metod, metodika
technology [ˈteknələdʒi] 1) texnologiya...; 2) texnikaviy, texnika...
telecommunication n [ˈtelɪkəmjuːnɪkən] telekommunikatsiya, masofaviy aloqa
telegraph n [ˈtelɪɡrɑːf] telegraf
telescope n [ˈtelɪskəʊp] teleskop
television n [ˈtelɪvɪʒən] 1) televideniya; 2) televizor
1) o'zlarin tepa qism, yuqori; cho'qqi birgalikda maslahat, ishora minora; vishka odatdagi, tipik, o'xshash mavzu, mahus mavi, o'xshash mavzu, muhokama mavzusi

2) transport vositasida tashish; 2) transport, aloqa vositasi

1) transport; 2. transport vositasida tashimq
1) transport vositasida tashish; 2) transport, aloqa vositasi
1. sayohat, safar; 2. sayohatga chiqmoq; sayohat qilmoq sayohatchi, sayyoh
sayohat, safar
1) tropikda (issiq joylarda) bo'ladigan, tropik...;
2) (iqlim haqida) issiq

1) ish asbobi, quroli; 2) vosita, dastak
tepa qism, yuqori; cho'qqi birgalikda maslahat, ishora minora; vishka odatdagi, tipik, o'xshash mavzu, mahus mavi, o'xshash mavzu, muhokama mavzusi

1) chiroq, chiroq, tovushni pasaytirmoq; (chiroq, radio va h.k.ni) yopmoq, o'ch(irim)moq
1. ohang; kuy, motiv; 2. sozlamoq, to'gr'ilamoq
1. navbat; 2. burilmoq (gaz, chiroq, tovushni) ko'tarmoq, balandlatmoq, kuchaytirmoq

1) tashakkur bildirmoq
tufayli, sababli; natijasida, sharofati bilan
shuning uchun
teatr
mavzu
1) o'zlarini, o'zlariga; 2) o'zlar
o'g'ri, qaroqchi
o'ylamoq
o'ylash, fikr yuritish
hayajonlantiruvchi, to'lqinlantiruvchi; asabni qitiqlaydigan orqali
butun, har yerda, hamma yoqda
tashlamoq, otmq, otib yubormoq
chiphta, bilet
bo'ynobog'
...gacha
vaqt shkalasi, xronologiya
konserva bankasi
maslahat, ishora
mavzu, sarlavha
tamaki
birgalikda
bugun kechqurun
1) ish asbobi, quroli; 2) vosita, dastak
tepa qism, yuqori; cho'qqi birgalikda maslahat, ishora minora; vishka odatdagi, tipik, o'xshash mavzu, mahus mavi, o'xshash mavzu, muhokama mavzusi

batamon, tamomila
1) tegmoq, turmoq; 2) ta'sir qilmoq
tur, sayr, sayohat
minora; vishka
iz; yo'lak, yo'ika
1) savdo, savdo-sotiq; 2) kasb; hunar; ish, mashg'ulot
an'ana
an'ana (odat) bo'yciga, odatda
tragediya; fojia, falokat
yubormoq, o'tkazmoq
1. transport; 2. transport vositasida tashimq
1) transport vositasida tashish; 2) transport, aloqa vositasi
1. sayohat, safar; 2. sayohatga chiqmoq; sayohat qilmoq sayohatchi, sayyoh
sayohat, safar
1) tropikda (issiq joylarda) bo'ladigan, tropik...
2) (iqlim haqida) issiq

urinib ko'rmqo; harakat qilmoq
sunami (okeanda zilziladan hosil bo'ladigan ulkan to'lqin)
1. ohang; kuy, motiv; 2. sozlamoq, to'g'rilamoq
1. navbat; 2. burilmoq (gaz, chiroq, tovushni) ko'tarmoq, balandlatmoq, kuchaytirmoq

televiszion dastur
1. tur, xil, tip, nav; 2. yozuv mashinkasida yozmoq, harf termoq yozuv mashinkasi
odatdagi, tipik, o'xshash

xunuk, badbashara
soyabon
BMT (Birlashgan Millatlar Tashkiloti)
noaniqlilik, no'ma'lumlik
yer ostidagi, yer ostida joylashgan, yerosti
baxtga qarshi, afsuski, ming afsuski
yomon, salbiy; dushman(larcha)

1) baxtsiz, bebaxt; 2) g’amgin, xafa, ma’yus
nosog’lom, zararli

o’z turida yagona; tanho, tengsiz, mislsiz
birgalashib, birga

1) bo’lim; 2) birlik, butun
birlash(tiril)gan, qo’shilgan, qo’shma

Birlashgan Millatlarn Tashkilotlari
ko‘inot, olam, jahon, borliq, fazo
zolim, shafqatsiz, yovuz; badjahl, qo’pol, qo’rs
notanish, nomalum

...dan farqlar o’laraq (ravishda)
1) cheklanmagan, cheksiz; 2. chegarasiz, bepoyon

1) omadsiz, omadi yo’q; 2) baxtsiz, bebaxt
uchuvchisiz

yoqimsiz, yomon, ko’ngilsiz, noxush, qolansa
noreal, haqiqtada yo’q, xayoliy, tasavvur, tasawuriy
tajribasiz, malakasiz

...gacha, ...ga qadar, ...ga dovur

noodatiy
tashlantiq, tashlab ketilgan, qarovsiz
tarbiyya, ta’lim, ta’lim-tarbiyya

yuklamoq
dolzarb

foydasis, befoyda, behuda

odatdagii, doim bo’lib turadigan

vakansiya, bo’sh o’rin
ta’til

changyutkich
1) bayt, misra; 2) poeziya, she’riyat, nazm

variant; tur, xil, nav, ko’rinish

vertikal yo’nalishdagi, vertikal, tik
tetinlar, mol doriki, tetinlar vaqti

video clip n+n [vediəʊ kλɪp]

the Vietnamese n [vjɛt’namɪz] 

view n, v [vjuː]

violin n [vɪəlɪn]

violist n [vɪəlist]

virtual adj [vɜːtɪəl]

virtual reality headset [vɜːtɪər ɪ’rɛəli hɛdɪs] 

virus n [vɜərəs]

visit v, n [vɪzɪt]

visual adj [vɪˈʒuəl] 

vocabulary n [vəˈbɒkələri]

vocal adj [vəʊkəl]

voice n [vɔɪs]

volunteer n, v [və’lɔnətər]

vote v [vəut]

wait (for) v [wɛt(ɪ)fɔː] 

waist n pl (-s), v [wɛst] 

waste-to-energy adj [wɛst’tiːnəⁿdʒi] 

wash v, n [wɔʃ]

water power n [wɔtər pɔʊər]

watercolours n [wɔtər’kʌləz] 

wave n [weɪv] 

wave power n [weɪv pɔʊər]

wavy adj [weɪvɪ] 

wax n, adj [wæks]
1) shamol energiyasi; 2) shamol energetikasi

1) ustaxona, ishxona, sex; 2) to'garak; studiya; seminar

shamol tegirmoni

ha
dono, oqil

"write"... lish yoki... maslik

kura

Z

Adj

waxworks n [waekswa:kz]

way n [weɪ]
on the way to

wear [wεə] v (past wore; pp worn)

weather n [ˈweðə]

web browser n+n [ˈweɪbbruəzə]

web page n+n [ˈweɪbpeɪdʒ]

website n [ˈweɪbsaɪt]

weekly adv [ˈwiːkli]

welcome v [ˈwelkəm]

well-known adj [ˈwelθən]

Welsh adj, n [ˈwelʃ]

What is more [ˈwɒtəmɔːr]

what kind of [ˈwɒrkɪndəv]

whatever pron [ˈwɔrəvə]

wheat n [wɛt]

wheel n [wiːl]

c wheeled adj [wiːld]

whether conj [ˈweðə]

while conj [wɛɪl]

whisper v [ˈwɪspə]

whole adj [həʊl]

c wide adj [wɛɪd]

widely adv [ˈwɪdli]

wild adj, n [wɛɪld]

wildlife n [ˈwɪldlaɪf]

wind n [wɪnd]

wind power n [ˈwɪnd pəʊə]

windmill n [wɪndˈmɪl]

winner n [ˈwɪnə]

c wise adj [waɪz]

wisely adv [waɪzli]

within the framework of smth.

without prep [wɪðaʊt]

wizard n [ˈwɪzəd]

wonderful adj [ˈwʌndəfl]

wood n [wʊd]

woodcutter n [ˈwʊdkʌtə]

wool n [wʊəl]

workshop n [ˈwɜːkʃɒp]

World Wide Web [ˈwɜːldweɪdweb]

worry n, v [ˈwɔri]

wrestling n [ˈrestlɪŋ]

written [ˈrɪtən]

young adj [ˈjʌŋ]

yourself pron [jərsɛlf; jərˈself]

youth n [jʌθ]

youthful adj [ˈjʌθfəl]

Yugoslav adj [ˈjʊɡɔʊslɛvən]

zoology n [ˌzoʊəˈlɑdʒi; ˌzoʊəˈlɑdʒi]

panoptikum (mumdan yasalgan shakllar va boshqa antiqiy narsalar muzeiy); mumdan yasalgan figuralar galereyasi

1) yo‘l; 2) tomon, taraf; 3) usul, yo‘l, yo‘sin, tariqa; tarz

ga borayotib yo‘lda

kiymoq

ob-havo

veb-brauzer

veb-sahifa

veb-sayt

haftada bir marta, har hafta

(mehmonni) qutlamoq; juda yaxshi (samimiy) kutib olmoq

taniqli, mashhur, donqodor, atoqli, nom chiqargan

1. uelscha; uelslik; 2. uels tili

bundan tashqari, shuningdek

qanday turdagi, qanday

har qanday narsa

bug‘doy

1) g‘ildirak, charxpalak; 2) rul chambaragi, rul; shturval

g‘ildirakli

...fish yoki ... maslik

1) harakat, jarayonning sodir bo‘lish paytida nimadir yuz bergan holatni ifodalovchi payt ergash gaplarni boshlab beradi; vaqtida, paytida; ...gan paytida; ...ganda; 2) qarshi qo‘ish (qiyo’slash)

ma’nosini ifodalovchi gaplarni boshlab beradi shu bilan bir vaqtida; holbuki, vaholanki; esa, bo‘lsa

shivrilmamoq

1) butun, but, yaxlit; 2) barcha, butun, hamma, bari, jamiki

keng

1. yovvoyi; 2. yovvoyi tabiat

yovvoi tabiat; yovvoi hayvonlar

shamol

1) shamol energiyasi; 2) shamol energetikasi

shamol tegirmoni

g‘olib

dono, oqil

aql bilan, oqilona

1. tilak, istak; 2. tilamoq, istamoq

bior narsa doirasida

1) bior narsasiz, be-; 2) masdan, ...may

jodugar, sehrgar, afsungar

ajoyib

1) o‘rmon; daraxtzo; 2) yog‘och-taxta; yog‘och (material)

1) daraxt (yog‘och) kesuvchi; 2) yog‘och o‘ymakori, naqqoshi

1) yung; jun; 2) jun gazlama yog‘i kiyim

1) ustatxona, isxhona, sex; 2) to‘garak; studiya; seminar

butunjahon Internet tarmoq’i

1. be佐vatli; tashvish, vahima, xavotirlik; 2. be佐vota bo‘lmoq/qilmoq

kurash

“write” fe’lining o‘tgan zamon sifatdoshi

yosh

O‘zing(iz), o‘zing(iz)ga, o‘zing(iz)ni, o‘zing(iz)dan

yoshlar, o‘spirinlar, yoshlik

1) yosh; 2) yoshlar..., yoshlik...; yoshlikdagi

yugoslavl..., Yugoslaviya...

zoologiya

Geographical names

Almaty n [əlˈmaːti]

Amsterdam n [ˌæmsˌtəˈdeɪm]

Athens n [ɒθˈɛnz]

Almati

Amsterdam

Afina
Atlantic Ocean n [ətlæŋtɪk 'oʊʃən]
Australia n ['ɒstrəliə]
Belgium n [ˈbɛldʒiəm]
Bishkek n [bɪʃˈkek]
Bombay n [ˈbɒmbəɪ]
Britain n [ˈbrɪtn]
Buckingham Palace n [ˈbʌkɪŋəmˈpeɪləs]
California n [ˌkælɪfəˈrnoʊ]
the Caucasus n [kəˈkæsəs]
Central Africa n [ˈsɛntrəl æˈfrɪkə]
Central Asia n [ˌsɛntrəl ˈeɪzə]
China n [ʃəˈnaɪn]
Columbia n [ˈkɒləmbiə]
Denmark n [ˈdɛnmərk]
Dublin n [ˈdɒblɪn]
Ecuador n [ɪˈkwədɔːr]
Egypt n [ɪˈgɪpt]
England n [ɪŋˈɡlənd]
Eurasia n [juːˌɔːrəˈziə]
Europe n [juːrup]
France n [frɑ̃s]
Geneva n [ˈdʒenevə]
Germany n [dʒəˈməriə]
Ghana n [ɡˈnɑːnə]
Greece n [ɡri:s]
Holland n [ˈhɔlənd]
Iceland n [ˈaɪslənd]
Illinois n [ˈɪloʊniə]
India n [ˈɪndiə]
Japan n [dʒəˈpən]
Kokand n [koˈkænd]
Lahore n [ˈlaʊərə]
Latin America n [ˈlætn əˈmerɪkə]
Marathon n [ˈmærəθən]
Massachusetts n [məsəˈtʃuːsəts]
Mexico n [mɛksɪkoʊ]
the Netherlands n [ˈnɛdərlændz]
North Sea n [nɔːθ siː]
Norway n [ˈnɔɹweɪ]
Oslo n [ˈʊsləʊ; ˈøsləʊ]
Peru n [ˈpɛruː]
Philippines n [ˌfɪlɪpiˈnəz]
Poland n [ˈpɔłənd]
Romania n [roʊˈməniə]
Russia n [ˈrʌʃə]
San Francisco n [sænˈfrænsəsˌkoʊ]
Saudi Arabia n [ˌsæudi ˈɑrəbiə]
Scotland n [ˈskaʊtlænd]
Scottish Island n[ˈskɔtʃ ˈaɪəland]
Shetland n [ˈʃɛtənd]
South Korea n [ˌsɔʊθ kɔrə]
Southampton n [ˌsɔːθˈhæmptən]
Spain n [spən]
Stockholm n [ˈstɔkholəm]
Strasbourg n [strəˈbɔːʁ]
Switzerland n [ˌswɪtʃərənd]
Sydney n [ˈsɪdnə]
Thailand n [təiˈlænd]
Turkey n [ˈtɹəki]
United States n [juːˈnɪtɪd ˈsteɪts]
Venice n [ˈvenɪs]
Vietnam n [ˈvɪətənəm]
Westminster Abbey n [ˈwɛstmənster ˈæbi]
Ijaraga beriladigan darslik holatini ko‘rsatuvi jadval

<table>
<thead>
<tr>
<th>T/r</th>
<th>O‘quvchining ismi va familiyasi</th>
<th>O‘quv yili</th>
<th>Darslikning olingandagi holati</th>
<th>Sinf rahbarining imzosi</th>
<th>Darslikning topshirilgandagi holati</th>
<th>Sinf rahbarining imzosi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Darslik ijaraga berilib, o‘quv yili yakunida qaytarib olinganda yuqorida jadval sinf rahbarlari tomonidan quyidagi baholash mezonlariga asosan to‘ildiriladi:

<table>
<thead>
<tr>
<th>Yangi</th>
<th>Darslikning birinchi marotaba foydalanishga berilgandagi holati.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yaxshi</td>
<td>Muqova butun, darslikning asosi qismidan ajralmagan. Barcha varaqlari mavjud, yirtilmagan, ko‘chmagan, betlarida yozuv va chiziqlar yo‘q.</td>
</tr>
<tr>
<td>Qoniqarsiz</td>
<td>Muqovaga chizilgan, yirtilgan, asosi qismidan ajralgan yoki butunlay yo‘q, qoniqarsiz ta‘mirlangan. Betlari yirtilgan, varaqlari yetish-maydi, chizib, bo' yab tashlangan. Darslikni tiklab bo'ilmaydi.</td>
</tr>
</tbody>
</table>