

# Fly High ENGLISH 8

O'zbekiston Respublikasi Xalq ta'limi vazirligi ta'lim barcha tillarda olib boriladigan maktablar uchun darslik sifatida tasdiqlagan

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Dear Pupil,

Welcome to *Fly High 8*.

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

There is also a CD 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 you will enjoy using this course and that your own English will continue to fly even higher!

Have fun.

The Authors

Unit	Titles	Page	Topics
<b>1</b>	<b>PUBLIC HOLIDAYS AND TRADITIONS</b> 1 Independence Day 2 Bonfire Night 3 Merry Christmas! 4 Happy New Year! 5 Round the calendar 6 Project Pronunciation, Grammar and Word Building Homework	6 7 8 9 10 11 12 13	Independence Day in the USA/Uzbekistan A traditional celebration in the UK Christmas in the UK and the USA New Year in Uzbekistan, the UK & the USA Holidays in Uzbekistan, the USA & the UK [i:] [ɪ]
<b>2</b>	<b>MASS MEDIA</b> 1 Newspapers 2 Magazines 3 She said she likes newspapers. 4 He said he was ... 5 He said that ... 6 Project Pronunciation and Grammar Homework	14 15 16 17 18 19 20 21	Newspapers: Uzbekistan, the UK & the USA Magazines in Uzbekistan, the UK & the USA Talking about newspapers we read Reporting an interview Interviewing a newspaper editor [v] [b]
<b>3</b>	<b>RADIO AND TV</b> 1 What's on TV tonight? 2 After I'd watched TV ... 3 In the studio audience 4 She said that she had watched ... 5 Listen to the radio 6 Project Pronunciation and Grammar Homework	22 23 24 25 26 27 28 29	Watching TV: who, what and how long? Talking about what you had done Making a TV programme Talking about TV programmes Jefferson School radio & TV center [eɪ] [e]
<b>4</b>	<b>LITERATURE AND LIFE</b> 1 Biography, novel, science fiction ... 2 All men are poets at heart 3 Do you like science fiction? 4 If I worked on the Moon I would ... 5 Talking about a book 6 Project Pronunciation and Grammar Homework	30 31 32 33 34 35 36 37	Uzbek, US and UK writers and books A poem by a famous US poet 'The Secret' by Arthur C Clarke Extract from a science fiction story Discussing the moral of a story [ə] [ɪ]
<b>5</b>	<b>CINEMA</b> 1 Goodies and baddies 2 I like 'O'tkan kunlar' 3 Film stars 4 We'll have a wonderful time! 5 The Oscar is awarded to ... 6 Project Pronunciation, Grammar and Word Building Homework	38 39 40 41 42 43 44 45	Talking about films made in Uzbekistan Describing characters and films Famous film stars from around the world Inviting people to do things with you Talking about Hollywood and the Oscars Plurals [s] [z] [ɪz]

Unit	Titles	Page	Topics
<b>6</b>	<b>MUSIC AND BALLET</b> 1 My favourite music 2 Music of Uzbekistan 3 Music festivals 4 Young and popular 5 Classical music and dance 6 Project Pronunciation and Grammar Homework	46 47 48 49 50 51 52 53	Talking about music and musicians Famous Uzbek music and musicians A visit to the Eisteddfod festival in Wales Interview with a young pop star Famous classical music and composers [tʃ] [k] [ʃ]
<b>7</b>	<b>FAMOUS FOR ...</b> 1 Looking into space 2 Who invented the telephone? 3 The first electronic computer was built by ... 4 Space exploration and us 5 The International School for Young Astronauts 6 Project Pronunciation, Grammar, Homework	54 55 56 57 58 59 60	Ulugbek, telescopes and the stars Telephones, SMS messages Computers, inventions Benefits of space programmes Becoming an astronaut in Uzbekistan [ɑ:] [əʊ]
<b>8</b>	<b>PAINTING AND SCULPTURE</b> 1 Art galleries around the world 2 Who was it painted by? 3 Pictures at an exhibition 4 Famous statues 5 Art is for enjoyment, isn't it? 6 Project Pronunciation, Grammar, Word Building Homework	62 63 64 67 68 69 70 71	Famous art galleries and museums Talking about paintings Interpreting a picture Statues of Uzbekistan, the USA and the UK The value of art in our lives Past participles [t] [d] [ɪd]
<b>9</b>	<b>THE ENVIRONMENT</b> 1 Energy from the earth 2 The power of the sun 3 Can we save trees? 4 Our green planet 5 Life on Marginal Land 6 Project Pronunciation and Grammar Homework	72 73 74 75 76 77 78 79	Fossil fuels and alternative energies How to use solar energy at home Recycling paper and saving trees Nature's own recycling systems Cause, consequence and solutions Word stress in n+n combinations and adj+n combinations
<b>10</b>	<b>ALL THE WORLD'S A STAGE</b> 1 Who's who in the theatre 2 Pygmalion 3 Great playwrights 4 Actors and actresses 5 One day I'll stage a play 6 Project Pronunciation and Grammar Homework	80 81 82 83 84 85 86 87	Talking about different jobs in the theatre George Bernard Shaw: Pygmalion Shakespeare, his plays and the Globe Theatre for young people Types of play and character [ɪə] [eə]
<b>PROGRESS CHECKS</b>		88	
<b>GRAMMAR REFERENCE</b>		96	
<b>ENGLISH – UZBEK – RUSSIAN WORDLIST</b>		118	

# UNIT 1 PUBLIC HOLIDAYS AND TRADITIONS

## Lesson 1 Independence Day

### 1a Read and say True, False or Don't know.

- 1 America celebrates Independence Day.
- 2 Independence Day is a national holiday in America.
- 3 Independence Day is on 4th June.
- 4 On Independence Day Americans eat special food.

### 1b Read, listen and check.

Dear all

I hope you are well. I miss you a lot. I'm having a wonderful time in America. My American family is very kind. Yesterday we **celebrated** Independence Day and we had a fantastic time. It was a holiday and we went to a rodeo. It was really exciting. We saw cowboys on horses and bulls. In the afternoon we watched TV. There was a programme about the origin of Independence Day. On July 4, 1776 the thirteen colonies on the Atlantic coast got their independence from Great Britain and America was born! It was very emotional. On TV they played the National Anthem and we sang it too!

I thought the **celebrations** were over, but at about 9.00pm we went to the square and saw a concert and a lot of fireworks! What a wonderful day! I look forward to seeing you all again soon.

Love

Sanjar

Montana

5 July



### 1c Read and complete the table for America. Then make notes for Uzbekistan.

Independence Day Activities	
the USA	Uzbekistan
e.g. go to a rodeo	

### 1d Work in pairs. Compare American traditions with traditions in Uzbekistan.

e.g. In America they celebrate Independence Day and we do too/but we don't.

### 2 Find the words in the Wordlist and write the meaning.

tight-rope walker to tell jokes  
illuminations to walk on stilts

#### Remember:

celebrate (v) celebrat(e) + tion (n)



**3a** Sanjar's American friend, Thomas, is visiting Sanjar in Uzbekistan. He sends his family a cassette letter. Listen and say what Thomas and Sanjar did.

**3b** Work in groups. Say what you do on Independence Day.

**3c** Look at the words in bold in 1b. Which is a verb? Which is a noun?

## Lesson 2 Bonfire Night

### 1a Look at the picture and answer the questions.

- 1 Is it winter or autumn?
- 2 What are the people in the picture doing?
- 3 Do the people look happy or sad?

### 1b Read and listen to the first part of the text and check your answers to 1a.

#### Guy Fawkes Night

November 5th is Guy Fawkes Night in Britain.

People build fires called 'bonfires' in their gardens.

On top of the fire they put a model of a man called a 'guy'.

The guy is made of paper, wood, straw and old clothes. He is called a 'guy' after Guy Fawkes. Guy Fawkes tried to kill King James I on November 5th, 1605. He failed and British people celebrate his failure. November 5th is not a holiday. People go to work and children go to school. But in the evening they have 'bonfire night' parties. They invite their friends and family to watch fireworks, burn the guy, and eat sausages and baked potatoes.



### 1c Listen to the second part and say True or False.

- 1 Children buy the 'guys' in a shop.
- 2 Some people light fireworks before November 5th.



In the days before firework night children make guys. They show their guys in the street and collect money to pay for the guy and to buy fireworks. You can hear them call, 'Penny for the guy, penny for the guy, please.' For two or three weeks before Guy Fawkes Night, there are loud 'bangs' in the streets, especially in the evening and at night.

### 2a Look at the advert on TV. What do you think it is 'showing'?

### 2b Listen to the advert. How can you keep safe?

### 2c Read the text and find another way you can keep safe.

Many schools, villages and towns organise community firework parties. On Bonfire Night they organise a big bonfire and a 'best guy' competition. All the children bring their guys and the best one gets a prize. Then the guys are burned and the fireworks are lit. Everyone stands a safe distance from the fireworks and enjoys the firework display.



### 3 Read the texts in 1b, 1c, 2c again and:

#### 2d Answer the questions.

- 1 Would you like to go to a bonfire party? If yes, why? If not, why not?
- 2 Do you think Bonfire Night is good for animals? Why?/Why not?
- 3 Have you lit fireworks? When? What happened?

- 1 find three names for 'Bonfire Night'.
- 2 find six different expressions for time e.g. 'in the evening'
- 3 find where the time expressions go in the sentence: beginning, middle or end.

#### Remember:

Some people light fireworks **before November 5th**. **On Bonfire Night** they organise a big bonfire.

## Lesson 3 Merry Christmas!



### 1a Listen and sing.

We wish you a Merry Christmas (3 times)  
And a Happy New Year!

### 1b Look, listen and repeat.

cracker pudding decoration carol  
Father Christmas or Santa Claus



### 1c Make word combinations with 'Christmas'.

Use words from the cloud.

card decoration carol party pudding  
present cake greeting cracker

e.g. Christmas party

I like Christmas parties.



**2a Listen and say.** The radio programme gives information about five things for Christmas. What are they?



**2b Listen to the first part of the programme again.** What advice does the programme give about Christmas cards?



**4 Listen, read and sing.**

### Jingle Bells

Dashing through the snow  
In a one-horse open sleigh  
Over the fields we go,  
Laughing all the way.  
Bells on bob-tail ring,  
Making spirits bright,  
What fun it is to ride and sing  
A sleighing song tonight!  
Jingle bells, jingle bells!  
Jingle all the way!  
Oh! What fun it is to ride  
In a one-horse open sleigh! Oh!  
Jingle bells, jingle bells!  
Jingle all the way!  
Oh! What fun it is to ride  
In a one-horse open sleigh! Hey!



**2c Listen to the second part.**

Where can you find information about Christmas crackers?



**2d Listen to the last part of the programme again.** Is it the right time to make Christmas cake and Christmas pudding?

**3 Work in pairs.** Compare Christmas in the UK/USA with New Year in Uzbekistan.

e.g. People in the UK/USA send Christmas cards but we send New Year cards.



## Lesson 4 Happy New Year!

### 1 Read and say which things you do.

#### Don't forget to decorate your home

- 1 Decorate your Christmas/New Year tree with silver, gold or coloured balls or, for a new look, use toys, biscuits, nuts, sweets or apples.
- 2 Hang tinsel and/or electric lights on the tree. Never use candles.
- 3 Display your Christmas/New Year cards.
- 4 Decorate your table, room and windows with paper decorations, candles, pine cones and anything else you like.
- 5 Finally, don't forget the mistletoe!



### 2 Read and find the things in bold in the picture. Listen and repeat.

In the UK people have special food for Christmas and New Year. They have a **Christmas cake**. The cake is white like snow. On Christmas Day people eat a traditional meal of **turkey** and vegetables and after that, **Christmas pudding**. People hide a **silver coin** in the pudding. The person who finds it is lucky for the next year. Between Christmas and New Year, people eat other traditional food too such as **tangerines, mince pies and nuts**.



### 3 Read, listen and say True or False.

- 1 People in the UK and the USA give each other presents on Christmas Day.
- 2 Children put a sock or a stocking under the Christmas tree.
- 3 Some children use a pillow case for presents.



At Christmas in the UK and the USA all the members of a family give each other presents. But children also get extra presents. They hang a sock or stocking at the end of their bed. In the night, when they are asleep, Santa Claus comes and fills the sock with presents. Some children think a sock is too small and use a pillow case.

### 4 In Uzbekistan some people celebrate two 'New Years'. When are they?

What are they called?


### 5 Work in groups. Say which foods/traditions you like best.

e.g. I like the tradition about hiding a silver coin in the pudding best.  
It's a good idea. I'd like to find the coin.

## Lesson 5 Round the calendar

**1 Work in groups. Say what days are national holidays in Uzbekistan.**

e.g. March 21st is Navro'z.

 **2a Do the quiz about national holidays in the UK and the USA. Write True or False.**

- 1 Christmas is a national holiday in the UK and the USA.
- 2 Boxing Day is on 26th December in the USA.
- 3 The year starts with a holiday for New Year.
- 4 4th July is Independence Day in the UK.
- 5 Memorial Day is usually on the last Monday in May in the USA.
- 6 Easter Monday is usually in March in the USA.
- 7 There is a 'Bank' holiday in May and August in the UK.
- 8 Labour Day is on 1st May in the USA.
- 9 Labour Day is always on the first Monday in September in the USA.
- 10 Thanksgiving is always on the fourth Thursday in November in the UK.



**2b Listen and check.**

**2c Answer the questions.**

- 1 Which country has the most national holidays?
- 2 Which holidays are the same in the UK, the USA and Uzbekistan?

**3a Read and match.**

1 American children love to dress up in costumes and go trick-or-treating on October 31st. It's Halloween. Many families make lanterns out of pumpkins and decorate their homes with traditional Halloween symbols. Store windows display lanterns, scarecrows and witches. Halloween, which began hundreds of years ago as an evening of terror, is now great fun.

2 In the past February was a time for finishing foods. So began the custom of making pancakes and the pancake race on Pancake Day. In towns across the USA, a bell rings the time for pancake frying to begin. Then competitors run a race and must throw and catch their pancakes three times during the race, which takes about a minute.

3 St. Valentine's Day on 14th February is a day for sweethearts in America and the UK. It is the day when they show their friends or loved ones that they love them. They can send them candy or roses, the flowers of love. Most people send a Valentine card. Valentine cards can be romantic, funny or friendly. Some people write their name on their Valentine card. But if they are shy, or want to have fun, they can write 'From your secret admirer'.



(a)



(b)



(c)

**Remember:**

Independence Day in Uzbekistan is a national holiday. It's on **1st September**.

**3b Answer the questions.**

- 1 Which days are special days in the UK and the USA?
- 2 Do people go to work on these days?
- 3 Are there any special days in Uzbekistan?



## Lesson 6 Project

**1** Choose a festival. Copy and complete the table for the festival.

Name	Date	Customs	Food

**2** Use your notes to make a poster.

Today we are going to tell you about ... Slava will begin. He will talk about ...

①

Yes, there are lots of delicious things to eat... ④

Navro'z is called Navro'z because ... Now Botir will tell you about some typical customs during this festival. ②

②

Well, we hope you enjoyed our talk about ... . Now, if anybody has any questions we will be happy to answer them. ⑤

⑤

Yes. Many people ... Now Malika will tell you something about the food people eat at this festival. ③

③

**3** Present your festival to the class.

- 1 Each person in the group should take part. Organise your presentation.
- 2 Use the notes below to help you.
- 3 When you have finished your presentation, one of your group should ask if the class have any questions.
- 4 Answer the questions if you can. If you can't, say you will try to find answers and tell the class tomorrow.



## Pronunciation 1

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

each, meat, evening, keep, cheese, degree, believe, chief, kiwi, ski, region,



### 1b Read aloud the words in 1a. Listen.

#### 2 Read aloud.

cheap, between, TV, please, squeeze, free, field, immediately, coffee

### 3 Find five more words with the same sound [i:].

## Pronunciation 2

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

women, pomegranate, in, immediately, sausage, symbol, typical, lettuce, minute, business



### 1b Read aloud the words in 1a. Listen.

#### 2 Read aloud.

village, give, industry, electricity, English, wedding

### 3 Find five more words with the same sound [ɪ].

## Grammar Exercise 1

### Put the words in order.

- 1 Bonfire Night, they, tomorrow, celebrate, will.
- 2 are, a lot of, there, on Independence Day, fireworks.
- 3 New Year, a day, it, snowed, before.
- 4 want, I, to my party, this, to invite, Friday, you.
- 5 going, they, to show, are, at 9 pm, on Channel 4, celebrations, holiday.

## Grammar Exercise 2

### Complete with the correct preposition.

- e.g.** On Independence Day Americans have a holiday.
- 1 ... Independence Day Americans have a holiday.
  - 2 ... Christmas everyone eats a lot.
  - 3 British people light fireworks ... Bonfire Night.
  - 4 Good cooks make sumalak ... Navro'z.
  - 5 In Uzbekistan we celebrate our Independence ... September 1st.
  - 6 People send each other cards ... New Year.
  - 7 ... Hayit young brides receive many visitors.
  - 8 We give our mothers flowers, cards, poems and gifts ... Women's Day.

## Word Building Exercise 1

### Read and complete.

<b>e.g.</b> compete	competition
<i>verb</i>	<i>noun</i>
1 compete	...
2 ...	illumination
3 ...	declaration
4 congratulate	...
5 celebrate	...
6 invite	...
7 ...	participation
8 instruct	...

## Word Building Exercise 2

### Give the correct form of the word.

- e.g.** Tom had an invitation to the rodeo. I went with him.
- 1 Tom had an (invite) to the rodeo. I went with him.
  - 2 Please read the (instruct) for how to get to the rodeo carefully.
  - 3 Tom's friend (participate) in the rodeo. He was great!
  - 4 He stayed on his horse and won the (compete).
  - 5 We (congratulate) him.
  - 6 In the evening we enjoyed the (illuminate) and the fireworks.

## HOMEWORK

### Lesson 1 Independence Day

- 1 Write a letter about what you did last Independence Day. Use Sanjar's letter from America to help you.

### Lesson 2 Bonfire Night

- 1 Read the invitation. Write an invitation to your school firework party.

Sam Dent  
is invited to the  
Estover School Firework party  
on: November 5th  
at: 7.00pm  
at: 6 Plymbridge Road  
Bring boots and warm clothes!

- 2 Write the same invitation in your language. Find what is similar to the English invitation and what is different. Think about language, layout and content.

### Lesson 3 Merry Christmas!

- 1 Make your own cracker.

#### Making Christmas and New Year crackers

*You will need: card, coloured paper, scissors, small presents, jokes, paper hats and a string or 'pull'.*

- 1 Take a piece of rectangular coloured paper.
- 2 Cut a piece of cardboard one third of the size.
- 3 Roll and glue the cardboard.
- 4 Put the string through the middle of the cardboard.
- 5 Place the paper hat, joke and small present inside the cardboard.
- 6 Roll the coloured paper round the cardboard and glue.
- 7 Twist the ends of the coloured paper.
- 8 If you want, glue pictures, glitter or a name on the cracker.

- 2 Make your own cracker joke.

#### Cracker jokes

How do you make milk shake?  
Give it a good scare.

### Lesson 4 Happy New Year!

- 1 Write in the correct order.

- 1 Find or make an envelope, write the address and post it.
- 2 Fold in two.
- 3 Take a sheet of paper or card.
- 4 Write a message inside.
- 5 Draw a design. Christmas trees, snow scenes, Santa Claus are all popular.

- 2 Make your own Christmas/New Year card and write the greeting.

### Lesson 5 Round the calendar

- 1 Read and say which custom you like best.

In many countries people celebrate St. Valentine's Day. Do you celebrate it in your country? How? In Britain and America boys send cards to their girlfriends and to girls they would like to know. The girls do the same for boys. In South America and Russia girls send cards to other girls, to their aunts and to their teachers, and boys do the same. Sometimes they write their names, sometimes they don't.

- 2 Prepare six holiday cards for people.

Ⓐ This card is ...  ... just for you ... Ⓑ

for a caring friend ...  
for a loving brother ...  
for my favourite aunt ...  
for a special friend ...

... to say I love you. Ⓒ  
... to say thank you for being you.

- 3 Write four word combinations with 'Navruz'. Use the Wordlist to help you.

e.g. Navruz card

### Lesson 6 Project

Prepare for the Progress Check.

# UNIT 2 MASS MEDIA

## Lesson 1 Newspapers

**1a** Work in pairs. Make a list of newspapers in Uzbekistan.

**1b** With your partner choose the 'best' newspaper from your list and say why you have chosen it.

e.g. We've chosen ... because it has lots of sports news and we're very interested in sport.

**2a** Work in the same pairs. Choose one newspaper. Look at the front and back pages. Answer the questions.

- 1 What size are the pages?
- 2 Is there an index on the first page? If so, what does it show?
- 3 What else can you find on the first and last pages?

**2b** Look through the newspaper. List the sections and their order in the newspaper.

- e.g. 1 News about Uzbekistan,  
2 World news

**3** Look at the index and online address taken from the English newspaper. Answer the questions.

- 1 Is the index the same as the index in your newspaper?
- 2 Do you understand the sections the index shows? If so, what are they in your mother tongue?
- 3 What does 'www.guardian.co.uk' mean? Can you find something similar in Uzbek newspapers?

**4** Read and find the words for comparison.

- 1 The British newspapers are the same as the American newspapers. They have big headlines.
- 2 The Financial Times is different from the other newspapers. It is printed on pink paper.

### Remember:

the same as    not the same as  
different from

latest news    crosswords  
horoscope  
true stories    jokes  
interesting facts/things  
anecdotes    sports news

**5** Look at the front and back pages of the English and/or American newspapers. Compare Uzbek, English and/or American newspapers and answer the following questions.

- 1 Are the front pages the same? Are the back pages the same?
- 2 How many stories are there on the front page?

Earned £363,241, spent £474,141  
How Saffron is making the most of its new...  
G2

Ian Buruma  
Holland's Day as a nation  
G2

Libby Brooks  
Dorset's hidden...  
G2

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Letters 17  
Cryptic Crossword 28  
Quick Crossword G2, 19  
Today's TV G2 back page CE ARFAST

7 026 1 507729 05

## Lesson 2 Magazines

**1a** Work in pairs. Make a list of magazines in Uzbekistan.

**1b** With your partner choose the best magazine from your list and say why you have chosen it.

**2** Look at the magazines for different interests from Britain and the USA.

Say which ones you would like to read and why.

e.g. I'd like to read ... because I'm interested in fishing.




**3a** Work in pairs. You are going to interview pupils in your school about which magazines they read, which they buy, how often they read them, etc. Write your questions.

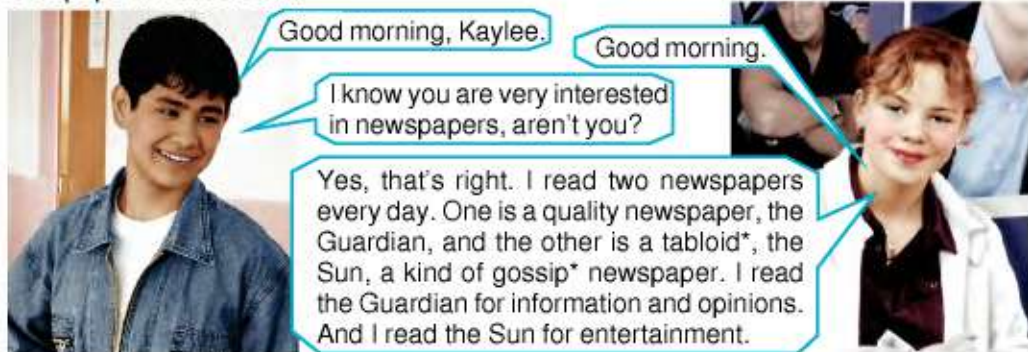
**3b** Read your questions to the class. With the class make one questionnaire.



## Lesson 3 She said she likes newspapers.

 **1a** Read and listen to the interview with a pupil from Estover school. Say what newspapers and magazines she reads and why.

Jahongir is in the UK. Every week he sends an article to his school newspaper in Uzbekistan.



Good morning, Kaylee.

Good morning.

I know you are very interested in newspapers, aren't you?

Yes, that's right. I read two newspapers every day. One is a quality newspaper, the Guardian, and the other is a tabloid\*, the Sun, a kind of gossip\* newspaper. I read the Guardian for information and opinions. And I read the Sun for entertainment.

**1b** Guess the meaning of the words with asterisks. Check in the Wordlist.

**1c** Read the text. Compare it with the text in 1a. What do you notice?

Kaylee said she reads two newspapers every day. One is a quality newspaper, the Guardian, and the other is a tabloid, the Sun, a kind of gossip newspaper. She said she reads the Guardian for information and for opinions. She said she reads the Sun for entertainment.

**1d** Translate the text in 1c into your mother tongue. What do you notice?

**2** Work in pairs. Report your partner's words.

e.g. A (whispers): I want some apples.

B (says to the class): A said he wants some apples.



### Remember:

direct	reported
"_____"	said
I	s/he
we	they
s/he	} no change
it, they	
read	
	reads



**3a** Kaylee asked Jahongir about newspapers in Uzbekistan. She recorded his words so she could write an article. Read and listen.

There are different kinds of newspapers in the UK and the USA. We also have many kinds, here in Uzbekistan. For example, we have Xalq so'zi, O'zbekiston ovozi, Turkiston, Oila va Jamiyat, Erudit, etc. They are all national newspapers. Every region and district has its local newspapers too. They are interesting. They tell you all the national and local news. My favourite is Erudit. It's very interesting. It tells you about unusual events, about the lives of famous people and it has crosswords, chainwords, anecdotes, etc. I love the crosswords. They make you think and enrich your vocabulary.

 **3b** With your partner write Kaylee's report.

e.g. Jahongir said there are different kinds of newspapers in the UK and the USA. He said that in Uzbekistan they have ...



## Lesson 4 He said he was ...

### 1a Look at the picture and answer the questions.

- 1 Who can you see in the picture?
- 2 What are they doing?
- 3 What is the boy dreaming about?

### 1b Read and listen to Jahongir's interview with Jason, a pupil at Hethersett Comprehensive School. Say why Jason is excited.



**Jahongir:** Good morning, Jason.

**Jason:** Good morning.

**Jahongir:** I've heard you are very interested in cars.

**Jason:** Yes, that's right. In fact I am going to visit the Lotus sports car factory today. I hope they will take me for a test-drive in the latest model. I am going to interview the Managing Director. They have models of the cars. They will give me one as a souvenir. I am looking forward to my visit a lot.

### 2 Look at the sentence about 'models'. Why is the verb 'have' not 'had'?

### 3 Chain Drill.

- e.g. A: We don't have maths today.  
B: A said they didn't have maths that day.



### 4 Three days ago Sergei was interviewed. Here is what he said. Listen and report what Sergei said.

Interviewer: Hello. What are you doing?

Sergei: We are here today to watch this tap. Many people use this tap. But only a few people turn the tap off. We will count these people. We will also count how long the tap runs. It takes 5 seconds to fill a glass of water. Tomorrow we will write an article in the newspaper with the result of our research.



### 5a Work in groups of four. Play Hot Seat.



### 1c A week after the interview, Jahongir sent this report to his school newspaper in Uzbekistan. Read, listen and compare it with the text in 1b. What do you notice?



Jason said he was very excited because he was going to visit the Lotus factory that day. He said he hoped they would take him for a test-drive in the latest model. He said he was going to interview the Managing Director. He said they have models of the cars. He said they would give him one as a souvenir. He said he was looking forward to his visit a lot.

### 5b Write the questions you asked and report your partner's answers.

- e.g. What are your plans for today?  
I want to watch a film this evening.  
He said he wanted to watch a film that evening.

#### Remember:

direct	→	reported
Simple Present	→	Simple Past
Present Continuous	→	Past Continuous
am/is		was
are		were
will		would
do/does		did
today		that day
tomorrow		the next day
here		there
these		those
this		that

## Lesson 5 He said **that** ...



**1a** Read and listen to Jahongir's interview with the editor of an English newspaper. Say why the paper is very popular.

**Good afternoon Mr Tobin.**

Good afternoon.

**Can you tell us about your newspaper?**

Well, our newspaper is one of the most famous in Britain. We have more than two million readers. I think that we have so many readers because we are first with the news.

We offer the most up to date political, social, financial and sports news.

**Do you have any other topics in the newspaper?**

Yes. At the end of our newspaper we have horoscopes, funny stories and crosswords. We also have advertisements for products and services.

**1b** Look at the following words in the interview. Guess the meaning. If necessary find them in the Wordlist.

up to date political social financial



**1c** Read, listen and compare the text with 1a. What do you notice?

Mr Tobin said that their newspaper is one of the most famous in Britain. He said that they have more than two million readers. He thought that they have so many readers because they are first with the news. He also said that they offer the most up to date political, social, financial and sports news. Mr Tobin said that at the end of their newspaper they have horoscopes, funny stories and crosswords. He said that they also have advertisements for products and services.

**1d** Look at the text again. What do you think 'that' is? Why is the Present Simple used after 'said' and 'thought'?

**2** Work in pairs. Report your partner's words.

e.g. A (whispers): I've got a headache.

B (says to the class): A said that s/he's got a headache.



**3** Change Tohir's words to reported speech. Use 'that'.

We have a school newspaper in our school. It has a group of reporters and an editor. I'm one of the reporters for this newspaper. Our newspaper is like a real newspaper. Our newspaper usually reports about life at school, sport, holidays, pupils' opinions on different things, pupils' poetry. Teachers and pupils like our newspaper.

**4** Read and say what 'member' means.

If you belong to a club you are a member. Usually you have a membership card.



**5a** Listen to the advertisement. Report the message.

**5b** Would you like to join the club? Why?

**Remember:**

direct	reported
"—"	that
our	their

## 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  
Local News  
Foreign News  
Horoscopes  
Crossword  
Cartoons  
Sports News  
Editorial  
Births, Marriages, Deaths

Letters Page  
Religious Affairs  
Women's Page  
Fashion Page  
Business News  
Stock Markets  
Farming Page  
TV guide

**1b** Tell the class your ideas.

**1c** Choose the best sections for the class newspaper.

Bekobod Times ...?



**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.



## Pronunciation 1



### 1 Read aloud. [v] Listen.

average, advertisement, twelve, caravan, vampire, leaves, vase, several, village, vegetable

- 2 Find eight more words with the same sound. Write them for your friends to read aloud.

## Pronunciation 2



### 1 Read aloud. [b] Listen.

bother, banana, nobody, libraries, debate, birthday, businesswoman, dustbin, umbrella

- 2 Find eight more words with the same sound. Write them for your friends to read aloud.

## Grammar Exercise 1

Complete with 'the same as', 'not the same as' and 'different from' so that the sentences are true.

e.g. The newspaper 'Ma'rifat' is different from 'Erudit'.

- 1 The newspaper 'Ma'rifat' is ... 'Erudit'.
- 2 Today's news is ... yesterday's news.
- 3 The climate in the south is ... the climate in the north.
- 4 My age is ... my classmates' age.
- 5 The front page of a newspaper ... the back page.
- 6 The size of newspapers in Uzbekistan ... newspapers in the USA and UK.
- 7 The colour of the paper of some UK newspapers is ...the newspapers in Uzbekistan.

## Grammar Exercise 2

Jahongir interviewed Alex, a student in the eighth class at a British school. Use his notes to write his report.

Begin like this:

Last week I interviewed Alex, a pupil at Estover school. He said ...

### Fact file

Name: Alex

Favourite TV programme: Sports Night

Favourite band: Travis

Favourite film: Snow White and the seven dwarfs

Best friend: Danielle

Loves: clothes, music, reading, tennis

Hates: people who are not polite

Wants to go to: America, India

Wants to study: sports science

Wants to be: a tennis star

## Grammar Exercise 3

Last week a British band, Iron Horse, gave a concert in Tashkent.

Gulnora went to the concert. She interviewed the band.

Here is what they said. Write her report. Start like this:

Last week a British band, Iron Horse, gave a concert in Tashkent. I interviewed them about their stay in Uzbekistan. They said it was ...

- 1 This is our first visit to Uzbekistan.
- 2 We are enjoying it very much.
- 3 The weather in Tashkent is wonderful – warm and sunny.
- 4 Tashkent is beautiful. The trees are in blossom.
- 5 We like the food in Uzbekistan very much. We like palov and we like your bread.
- 6 We also like your national costume.
- 7 We are going to buy a chopon for our manager.
- 8 Our visit is nearly over.
- 9 We are very sorry about that.
- 10 We want to come back again soon.

## Homework

### Lesson 1 Newspapers

**1a Find a newspaper and look through it. List the sections it has. Look at the first page and answer the questions.**

- 1 Is the first page the same as the ones you discussed in class?
- 2 How does the first page help you to read the other pages?

**1b Read the following statements about the first page of newspapers. Write True or False.**

- 1 Interesting beginnings of stories/reports are given.
- 2 You can find quizzes and crosswords.
- 3 There are some advertisements.
- 4 The TV programmes for the week are given.
- 5 The weather forecast is given.
- 6 There is information about the page where stories are continued.
- 7 The title and date of publication are there.
- 8 The index of the newspaper is on this page.

### Lesson 2 Magazines

**Interview pupils in your school with the questions you wrote in Lesson 2. Take notes. Then, count up the answers and complete the table:**

#### Questionnaire on magazine reading habits

Title(s) of the magazine(s):  
Magazine types pupils read:  
Pupils who read more than one magazine:  
The most popular magazine pupils read:  
Other interesting information:  
Total number of pupils interviewed:  
How many pupils read magazines:

### Lesson 3 She said she likes newspapers

**1 Write the answers from the interview you did in Lesson 2 homework as reported speech.**

e.g. I interviewed (name) in class 9. He said he reads ...

### Lesson 4 He said he was ...

**Ask your parents, brothers and sisters about their likes and dislikes, jobs and future plans. Also ask about what newspapers/magazines they like and why. Write the answers as reported speech.**

**Ask 10 questions.**

e.g. My father said he likes playing chess and reading newspapers. He said he doesn't like ... He said he was an engineer in 1990 but now he is a businessman. He said he would like to visit the USA.

### Lesson 5 He said [that]...

**1 Write a report for your school newspaper. Begin like this:**

When I was in England I interviewed Jenny. She said that she works ...

I work for the school newspaper. I am the 'Wise Elder Sister'. Pupils in our school write to me with their problems. Every week we publish two interesting letters and my replies to them. We deal with many different problems: homework, marks, family difficulties, and so on. I really enjoy this job.

**2 Jenny described one of the letters she got. This is what the letter said.**

The problem is my homework. There's too much. I can't do it. I feel nervous. We always have a lot of homework and I don't know what to do. I feel tired. I don't know which subject to do first. I'm sure you can give me some advice.

**Write what Jenny told you about the letter. Begin like this:**

I remember one letter I got from a 14 year-old girl. She said the problem was ...

### Lesson 6 Project

**Prepare for the Progress Check.**

# UNIT 3 RADIO AND TV

## Lesson 1 What's on TV tonight?

**1** Find the words you don't know in the Wordlist.

- 1 A feature film
- 2 A soap opera
- 3 A documentary
- 4 A cartoon
- 5 A nature programme
- 6 The news
- 7 A chat show
- 8 A viewer/listener
- 9 'Who wants to be millionaire?'
- 10 be on

Today's programme	10.00 - cartoons (The Lion King. Part I.)
	11.30 - nature programme (Jacques Cousteau and his crew.)
	17.50 - soap opera (Winter Sonata.)
	18.00 - documentary film (Historical Samarkand.)
	20.00 - cartoons (The Lion King. Part II.)
	22.10 - feature film (O'tkan kunlar)

**2** Work in pairs. Look, ask and answer.

- e.g. A: What's on TV tonight at 8.00pm?  
B: Cartoons.

**3a** Answer the questions.

- 1 Do you have a TV at home?
- 2 What kind of TV do you have?
- 3 Do you like watching TV?
- 4 How often and how many hours do you watch TV?
- 5 What is your favourite programme? Why?

**3b** Listen to the radio programme 'You tell us' and answer the questions.

- 1 Who is interviewed?
- 2 Does he like TV or not?
- 3 What kind of programmes does he like?

**3c** Read and answer the questions.

What do you think about his TV habits? Are they similar to or different from yours?

**4a** Look at the graphs and diagrams and say True, False or Don't Know.

- 1 Girls watch more TV than boys.
- 2 Boys like sports programmes more than girls.
- 3 Boys and girls like chat shows.

**4b** Read and check your answers.

We interviewed 20 Year 9 pupils at Estover School. We interviewed 10 girls and 10 boys. The boys watch more TV than the girls. The graph shows boys watch TV for more than 20 hours per week. The girls watch for between 15 and 20 hours per week. The pie diagrams show that boys and girls like horror films, adventure films and cartoons best. They also like the news and sports programmes. Boys like sports programmes more than girls.

**4c** Answer the questions.

- 1 Do you watch TV more or less than the British teenagers?
- 2 Do you like the same programmes as they do?

**5** Work in groups. You are going to find out about TV viewing habits. Write your questions.

- e.g. 1 Do you watch TV?  
2 What kind of programmes do you watch?



## Lesson 2 After I'd watched TV ...



### 1a Read, listen and say what the conversation is about.

A: What did you do yesterday evening?

B: Oh, I did a lot yesterday.

\*First I had lunch and 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.

A: Didn't you do your homework?

B: 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.

### 1b Answer the questions.

- 1 When is she talking about?
- 2 Look at the sentences with \*. How many actions are there in the sentences?
- 3 Did the actions happen at the same time?
- 4 Which action happened first? How do you know?
- 5 'When' and 'after' always go at the beginning of a sentence. True or False?

### 2 Chain Drill.

e.g. Yesterday after I'd helped my father, I watched TV. What about you?

### 3 Talk about what you did on Sunday.

e.g. After I'd read a magazine, I went for a walk.

When	I		the shopping,	I	listened to the radio.
After	you	had done	the cleaning,	you	watched TV.
	s/he		the washing up,	s/he	had a rest.
	the robot	had read	my/our homework,	the robot	went to bed.
	we		the newspaper,	we	went for a walk.
	they		a magazine,	they	played computer games.

### 4 Work in pairs. Ask and answer.

e.g. A: What did you do on Saturday?

B: I went to the market with my father. After we'd bought some things, we had a cup of tea in a choykhona.



### 5a Read, listen and choose the best summary. Then translate the text.

- a) A traveller watched TV. He saw a programme about his journey to the Amazon.      b) A man watched TV and dreamed he was a traveller in the Amazon.

#### My Amazon Dream

I was tired. I'd had a busy day. I sat in front of the TV and began to watch a film. It was very exciting. I was a traveller going to far away places. I was in the Amazon. I found a new kind of fruit. It was delicious. Then I got ill. And I nearly died.

I woke up with a start ... I wasn't a famous traveller. I hadn't been to any far away places. I hadn't been to the Amazon. I hadn't found a new kind of fruit. I hadn't got ill. And I nearly hadn't died!

**5b** Work in pairs. Tell your partner something similar which has happened to you.

**5c** Write your own 'Dream Story'.

#### Remember:

When/after I'd/had done my homework, I went to bed.

I wasn't a traveller and I hadn't/had not been to the Amazon.

## Lesson 3 In the studio audience

### 1 Answer the questions.

- 1 Which TV channel(s) do you like? Why?
- 2 Which TV channel(s) don't you like? Why?
- 3 Do you know other channels?
- 4 What kind of local channels are there in your region?

### 2 Answer the question. What English or American channels do you know?



### 3 Work in groups. Describe your favourite channel.

e.g. My favourite channel is 'Yoshlar'. Because it shows all kinds of programmes.

### 4a Answer the questions.

- 1 Have you ever been on TV? When?
- 2 If not, would you like to be on TV?
- 3 Why would/wouldn't you like to be on TV?

### 4b Find in the Wordlist and write the meaning.

studio audience stage applause  
theme music

### 4c Listen to Eliana talking about her visit to the TV studios in London and answer the questions.

- 1 Where did Eliana go?
- 2 Why did she go there?



#### Remember:

Had you been on TV before?  
Yes, I had. No, I hadn't.  
I had never been on camera before.



### 4d Listen again and answer the questions.

- 1 Had she been in a studio audience before?
- 2 Had she been on camera before?
- 3 Did she enjoy being in the studio audience?

### 4e Work in pairs. Would you like to be in a studio audience? Why?/ Why not?

### 5 Chain Drill.

- e.g. A: Last year I went to Navoi.  
B: Had you ever been there before?  
A: Yes, I had./No, I hadn't.

### 6 Work in pairs. Write three things you did last week/month/year. Swap papers and write a question for your partner. Swap again. Reply to your partner's questions.

Use activity 5 to help you.



## Lesson 4 She said that she had watched ...

**1a** Work in pairs. Write questions for your partner about the television and radio programmes s/he watched in the last week.

**1b** Interview your partner. Write down his/her answers.

**2a** Eliana answered the same questions about her TV and radio habits. This is what she said. Listen.

- 1 I watched TV every day last week.
- 2 I watched a lot of programmes including The Six O'Clock News, Brookside, Neighbours, Top of the Pops, The Brit Awards.
- 3 The programme I enjoyed most was The Brit Awards.
- 4 The programme I enjoyed the least was the Six O'Clock News because there was a lot of sad news last week.

**2b** This is what the interviewer wrote in his report. Say what changes he has made.

Eliana said that she had watched TV every day that week.

**2c** Finish the report for him.

I love TV! I watched TV every day last week.



Eliana said that she had always watched a lot of soap operas. The one she had always enjoyed most was Hollyoaks.

Name of 5 programmes watched:  
Name of best programme:  
Name of least favourite programme:  
No of times listened to radio:  
Names of programmes listened to:  
Favourite programme:

- 5 I listened to the radio every day last week in the morning and in the evening.
- 6 I listened mostly to Radio 1. I listened to Top 40, Phone Me Your Favourite, the News and some other programmes, mostly music.
- 7 My favourite radio programme last week was Top 40.

**3a** Look at the notes about your partner's TV and radio habits. Write a similar report.

**3b** Make new pairs. Tell your new partner about your first partner.

**4** Eliana said some more things. Read what she said and what the reporter reported. Say what changes he made.

I've always watched a lot of soap operas. The one I've always enjoyed most is Hollyoaks.

### Remember:

direct

I

Simple Past

watched

Present Perfect

has watched

yesterday

reported

s/he

Past Perfect

had watched

Past Perfect

had watched

that day

## Lesson 5 Listen to the radio

### 1a Make new words with the word 'radio'.

show station phone in programme  
DJ presenter

### 1b Use the words in sentences.

e.g. Annie is a famous radio DJ. Her programme is on Saturday night.



### 3a Listen and answer the questions.

- 1 What kind of center is it? Who is it for?
- 2 How many days and hours does it broadcast?
- 3 What can you study in the center?
- 4 Where will you be able to see the center's programs in the future?

### 2a Read and give examples of these kinds of radio station in Uzbekistan.

- 1 a local radio station
- 2 a commercial radio station
- 3 a national radio station

### 2b Answer the questions.

- 1 What would you like to do? Listen to the radio or watch TV? Why?
- 2 Which radio stations are popular with young people in your region? Why?

### Welcome to the school Radio and TV Center

The Jefferson High School Radio and TV Center offers many services to students and staff. It broadcasts 24 hours a day, 7 days a week.

The Center began as the dream of high school teacher and broadcaster Bill Fraser. For years he taught a radio class at the 'old' Jefferson High School. He held classes in a small room above the gymnasium. The student broadcasters could only talk and play music and be heard throughout the building and the parking lot. When the authorities announced they were going to build a new Jefferson High School, Bill Fraser realized he should plan for a new radio and TV center.

Today, there is a large control room, and a radio classroom which is also the new studio. The new facility gave Bill the chance to have television studies in school. Now students have instruction in both radio and television production.

Many students have become sports broadcasters. They report the university's home football and basketball games. Students make phone calls to send the game broadcast back to the station and then out over the air. In the future Jefferson High School pupils plan to broadcast programs over the internet.

This is still in the very early planning stages, but one day it will be reality. Join our Jeff Radio and TV Center.

### 3b Answer the questions.

- 1 Is there a school Radio or TV Center in your region?
- 2 If so, what is its name and where is it? How many days does it broadcast?
- 3 If not, would you like to have a radio station in your school? What could it do? Would you like to make programmes?

### 3c On the left is the British spelling. Find and write the American words in the text.

UK English      US English  
e.g. centre      center

realise	
programme	
car park	

## Lesson 6 Project

### 1a Read and match.

1 Local radio	a) controls the equipment which mixes and balances all the voices and music in each programme.
2 A producer	b) deals with each show's letters and general administration.
3 A studio engineer	c) broadcasts to towns and rural areas. It broadcasts mostly local news and information for its listeners. It is commercial.
4 A presenter	d) writes news reports and travel reports.
5 A programme assistant	e) chooses which records will be played and plan each programme in advance.
6 A journalist	f) finds out facts and background information which producers need.
7 A secretary	g) finds albums, cassettes and CDs which producers ask for.
8 A researcher	h) presents the programme on air. S/he talks to the audience and guests.



### 1b Listen and check.

#### 2a Work in groups. You are going to make a radio programme.

Your programme should include the following:

- 1 Short interviews or commentaries on current events
- 2 Adverts and music

#### 2b Before you can record your radio programme you need to decide who will do each thing. Decide who will be the:

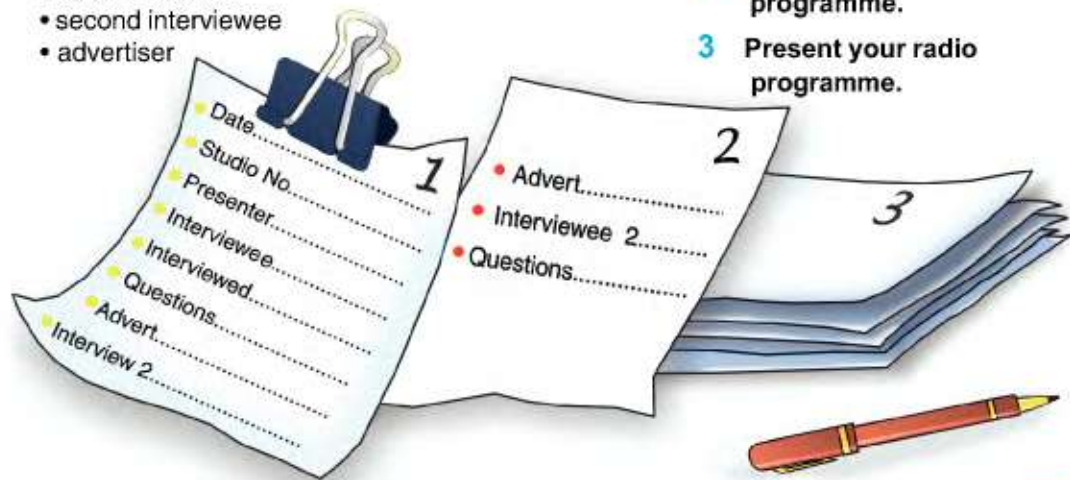
- programme assistant (to choose and record music)
- programme presenter
- first interviewee
- second interviewee
- advertiser

#### 2c Decide on the order of items in the radio programme.

#### 2d Choose a title for your radio programme.

#### 2e Practise your radio programme.

#### 3 Present your radio programme.



## Pronunciation 1

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

Asian, dictation, daytime, always, baby, be afraid of, again, April, danger, break, eight, cake, cage

### 1b Read the words in 1a. Listen.

#### 2a Read aloud.

airplane, be amazed, bakery, case, change, decorate, eraser, famous, grape, headache, lake, pay

#### 2b Find 5 more words with the same sound [ei].

## Pronunciation 2

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

breakfast, bread, weather, health, bed, get, chef, said, question, guest, Welsh, west



### 1b Read the words in 1a. Listen.

#### 2a Read aloud.

centre, best, dress, desert, edge, ferry, felt, head, insect, left, nest, ready

#### 2b Find 5 more words with the same sound [e].

## Grammar Exercise 1

Write definitions for the following kinds of programmes. Use 'with' or 'for'.

e.g. A song show is a programme with lots of songs and music.

A programme for music-lovers.

- 1 A song show
- 2 A game show
- 3 A children's programme
- 4 A sports programme
- 5 An educational programme
- 6 A religious programme
- 7 A science programme
- 8 An agricultural report

## Grammar Exercise 2

Complete the gaps with the correct form of the verb.

e.g. I remember when I went to school for the first time.

I had never been in such a big room before.

- 1 I never (be) such a big room before.
- 2 I never (be) alone before.
- 3 I never (spend) all day with other children before.
- 4 I never (sit) quietly before.
- 5 I always (play) when I wanted to.
- 6 I always (laugh, sing) when I wanted to.

## Grammar Exercise 3

Complete the gaps with the correct form of the verb.

A talk show host came onto the stage and explained that first there was a comedian.

- 1 The main show was going to be after that when we (relax) and (begin) to enjoy ourselves.
- 2 The comedian (not be) very funny.
- 3 He (not finish) when suddenly the host (come) back and the show (begin).
- 4 We (enjoy) the show - it (be) great.
- 5 The applause (not finish) when we (hear) the theme music for the chat show and our wonderful experience (be) over.
- 6 (Be) you ever in a studio audience before?
- 7 I (be) in a studio audience but I (never be) on a camera before.

## Grammar Exercise 4

Finish the report about Eliana's TV likes.

e.g. She said that she had begun to watch another one, Crossroads, and that **was** really good too.

- 1 But I've begun to watch another one, Crossroads, and it's really good too.
- 2 I've begun to know the characters.
- 3 I've written to their fan club.
- 4 I've logged on to their website a few times.
- 5 I've talked to some other fans on-line.
- 6 I've ordered a Crossroads T-shirt.
- 7 I've already received the first edition of the Crossroads magazine.

## HOMEWORK

### Lesson 1 What's on TV tonight?

Interview five pupils from Class 9. Use the questions you prepared in class. When you finish your interview, count up the answers. Draw a graph and write a report like the one in Activity 5.

### Lesson 2 After I'd watched TV ...

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 The family (visit) their relatives. After they (eat) palov, they (go) home

### Lesson 3 In the studio audience

You want to be in a studio audience. Copy and complete the application form.

#### Application form to join a studio audience

All recordings are made on a Friday.

Name:

Age:

Address:

Telephone No:

e-mail:

Hobbies/interests:

Tick the show(s) you would like to participate in :

- a) Katta tanaffus
- b) Kim epchil-u, kim chaqon
- c) Bo'sh o'tirma
- d) Imkon shou

Write the dates when you are available.

I can come on ...

### Lesson 4 She said that she had watched ...

Read and answer the questions.

- 1 What TV channels are there in Britain?
- 2 When was BBC TV founded?
- 3 How many TV channels are there in Britain at present?
- 4 What kinds of TV are there in Britain now?

Today we're going to talk to the Director General of the British Broadcasting Corporation, Mr John Brown.

R: Welcome to our studio. We have some questions for you.

Mr B: O.K.

R: We know that the BBC is very popular. Can you tell us something about it? When was it founded?

Mr B: The BBC was founded in 1936.

R: What channels are there in Britain at present?

Mr B: There are four main channels which all viewers in the country receive. They are BBC1, BBC2, ITV and Channel 4. Then there is a fifth channel, Channel 5, which many people, but not all, can receive. There is also a Welsh language channel for viewers in Wales.

R: Who owns the channels?

Mr B: Two channels are commercial. They are paid for by advertising. That's ITV and Channel 4.

R: And what about the BBC. Is it the government channel?

Mr B: No. The BBC is independent. BBC 1, BBC 2 and Channel 5 are paid for by the public. They buy a licence to watch television.

R: Thank you. That's all.

Mr B: You are welcome.

### Lesson 5 Listen to the radio

Find and write the names of the radio stations you can hear in your place.

### Lesson 6 Project

Prepare for the Progress Check.

## UNIT 4 LITERATURE AND LIFE

### Lesson 1 Biography, novel, science fiction ...

1 Read the quotations. Say which you like best and why. Explain it.

1 *Reading is to the mind what exercise is to the body.*

Richard Steele, (1672-1729)  
British essayist, playwright, editor

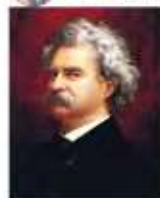
2 *It is not true that we only have one life to live; if we can read, we can live as many lives and as many kinds of lives as we wish.*

S.I.Haykama, (1908-1992)  
US scholar, university president, politician

2 Read, match and listen.

- |                     |  |
|---------------------|--|
| 1 An autobiography  | a is an imaginative and emotional writing. The words are arranged so that they have rhythm |
| 2 A biography       | b describes imaginary future developments in science and their effects on life             |
| 3 Science fiction   | c is the writer's story of some other person's life  |
| 4 A novel           | d is a book-length fictional story   |
| 5 Poetry            | e is the writer's story of his or her life   |
| 6 A detective story | f is a story about a crime and a detective who tries to find out who did it                |

3a Read and listen. Match the authors and texts.



Mark Twain  
(1835-1910)



Oybek  
(1905-1968)



Arthur Conan  
Doyle (1859-1930)



Tohir Malik  
(1946 -)



Robert Frost  
(1874-1963)



Arthur Charles  
Clarke (1917-2008)

a He is a popular writer of science fiction. His most famous books are 'The City and the Stars' (1956) and '2001: A Space Odyssey' (1968). He was born in England and now lives in Sri Lanka.

b He is a great American writer. His most famous novels for children are partly autobiographical. They are 'The Adventures of Tom Sawyer' and 'The Adventures of Huckleberry Finn'.

c Before he became a poet he worked as a farmer, a shoemaker, a teacher and a newspaper editor. His poetic power is clear in both his first book 'A Boy's Will' and his later works.


d He is a famous Uzbek writer and poet. In 1945 he wrote a biography of Navoi, one of his best-known novels. He also wrote books for children, among them 'Childhood' ('Bolalik'), 'Alisher's Youth' ('Alisherning Yoshligi') and some others.

e He is a popular modern writer. One of his books is called 'Farewell, Childhood' ('Alvido, bolalik'). Another of his novels, 'Dark Forces' ('Shaytanat'), has been made into a TV film.

f He is best remembered for his detective stories where the main characters are Sherlock Holmes and Dr Watson. He also wrote historical novels and plays.

3b Work in pairs. Say what books by the authors in 3a you have read, heard about or seen (film).

## Lesson 2 All men are poets at heart

 **1a Listen and read. Choose the best title. Say why you like it.**

- 1 The Love Story
- 2 The Sad Story
- 3 Where There's Love, There's Hope

*This is a simple story –  
One day I was going to die;  
But instead of that  
I wrapped up my heart with green paper,  
I don't know why.  
And I tied it up with a string in spring,  
And I threw it far away –  
There, where is a sea,  
There your sea, you see –  
It is floating to you, they say.*

Robert Frost, (1874-1963) US poet

**1b Think of your own title.**


**1c Read again and answer the questions.**

- 1 What is the theme of the poem?
- 2 What does 'it' in the last line mean?
- 3 What do you think 'green' in the poem is?
- 4 What are the feelings of the poet at the beginning of the poem? at the end of it?
- 5 What pictures can be good to illustrate the poem?

**1d Read the quotation. Do you agree with it? Why/Why not?**

*All men are poets at heart.*

Ralph Waldo Emerson, (1803-1882)  
US poet and writer

 **2a Read, listen and say what you think of it.**

This is not the best place for poetry, is it? The London Underground, or the Tube, as people often call it with passengers waiting for trains, changing lines, rushing in and out... London Transport Authority and the Poetry Society do not agree. They decided to have posters with poems in the carriages and on the platforms. Serious and funny, short and long, modern and written long ago, these poems make people smile, forget about their everyday problems and remember how exciting and beautiful life is.

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

- 1 Is Robert Frost's poem the right sort of poetry for the Underground?
- 2 Do you think it is a good idea to have poems on the walls in your school? Why/Why not?
- 3 Where else in your village/town can you have posters with poems?

**2c Look at James Fenton's poem. Do you think it is the right sort of poetry for the Underground? Why?**



Poems on the Underground

The British Council · The British Library (Zweig Programme) · London Arts Board  
Design: Tom Davidson. Poems are on sale at the London Transport Museum 0171-379 6162



### Wind

James Fenton (b. 1949)

This is the wind, the wind in a field of corn.  
Great crowds are fleeing from a major disaster  
Down the long valleys, the green swaying wadis.  
Down through the beautiful catastrophe of wind.

Families, tribes, nations and their livestock  
Have heard something, seen something. An expectation  
Or a gigantic misunderstanding has swept over the hilltop  
Bending the ear of the hedgerow with stories of fire and sword.

I saw a thousand years pass in two seconds.  
Land was lost, languages rose and divided.  
This lord went east and found safety.  
His brother sought Africa and a dish of aloes.

Centuries, minutes later, one might ask  
How the hilt of a sword wandered so far from the smithy.  
And somewhere they will sing: 'Like chaff we were borne  
In the wind.' This is the wind in a field of corn.

Wind



## Lesson 3 Do you like science fiction?

### 1 Answer the questions.

1 What is your biggest dream? 2 People have always dreamed about:

- a exploring the ocean bottom and building towns there
  - b creating medicines which can cure all illnesses
  - c finding a way to change all metals into gold
  - d travelling to the moon and other planets in our solar system
  - e growing bigger crops so that no one on earth is ever hungry
  - f finding out if there are other living beings in the universe
- Can you add anything else to the list?



### 2a Read, listen and say:

a) where the action takes place

b) what problem the main character has.

#### THE SECRET

Arthur C Clarke

1 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.

5 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.

10 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.

15 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.

20 '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.'

2b Read again and find sentences with information about Cooper and Chandra Coomaraswamy.

### 2c Answer the questions.

- 1 What kind of man is  
a) Henry Cooper? b) Chandra Coomaraswamy?
- 2 Would you be worried if you were Henry?  
Why?/Why not?
- 3 Will Chandra Coomaraswamy help Henry Cooper? What do you think?

#### Remember:

If I **were** him I **would be** worried.

### 3 Read and answer the question.

Cooper **had** already **visited** and **written** about the famous place where the first men **had landed** on the moon.

- 1 What is this tense called and why is it used here?  
a to show that the action happened many years ago  
b to show that these actions took place before the actions in the story



## Lesson 4 If I worked on the moon I would ...

### 1 Work in pairs. Discuss how the earth and the moon are different.

Talk about size, gravity, landscape, weather, etc.



### 2a Read, listen and say what the scientists discovered.

1 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

5 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.

10 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

15 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

20 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

25 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!'

### 2b Read again and find the information about the third character.

### 3 Work in pairs. Answer the question.

Explain your choice.

If you worked on the moon, you would be

- a a biologist
- b a computer operator
- c a newspaper reporter
- d a science reporter
- e an engineer

### 5 Work in groups of 4/5. Chain Drill.

e.g. A: If I worked on the moon, I would be a newspaper reporter.

B: If I were a newspaper reporter, I would write articles about the moon.

C: If I wrote articles about the moon, I would send them to the earth.

### 4 Read and answer the questions.

If I **worked** on the moon, I **would be** a newspaper reporter.

What verb form is used in the 'if-clause'?

What verb form is used in the main clause?

Is the sentence about the present/future or the past?

How would you translate it into your mother tongue?

#### Remember:

If I **worked** on the moon I **would write** articles about it.

## Lesson 5 Talking about a book

### 1a Read and guess the phrases in the gaps.

- 1 'Oh, no,' Hastings said. '**We** haven't found it. The moon has given it to us. On earth we spend our lives fighting gravity. Every step we take, every movement we make, is hard work for (1)... But here on the moon, where an eighty-kilo human weighs only about thirteen kilos, a body has to do only (2)....'
- 5 'I see,' said Cooper slowly. 'Ten years for a hamster – and how long for a human?' '(3)... ago we really didn't know,' answered Hastings. 'But now we're quite certain: on the moon a human life will last at least (4)....'  
'And you're trying to keep it secret!'  
'You fool! Don't you understand?'
- 10 'Take it easy, Doctor – take it easy,' said Chandra softly.  
Hastings took a deep breath and got himself under control again. He began to speak and his words fell like freezing raindrops into Cooper's mind.  
'Think of them up there,' he said waving his hand to the unseen earth. '(5)... of them, on land which isn't big enough to hold them all. And here, there are only a (6)... of us,
- 15 in an almost empty world. But a world where we need years and years of scientific and engineering work just to make life possible. And now we find that we can live for (7) .... Imagine how **they** are going to feel about that news! Tell me this, please – I'd really be interested to know – just how are you going to tell **them**?'  
He waited and waited. Cooper opened his mouth, then closed it again, unable (8) ...
- 20 anything to say.  
In the far corner of the room one of the baby animals began to cry.

### 1b Listen, read and check.

#### 1c Answer the questions.

- How do you understand the sentence: His words fell like freezing raindrops into Cooper's mind?  
a Cooper felt unpleasantly cold because he heard frightening things.  
b Cooper couldn't think clearly because he was freezing.
- Who are **they** in Dr Hastings's sentence?
- Does the title fit the story?
- What was the secret the scientists were not telling people on earth?
- Why were they unwilling to tell it to people?
- Do you think scientists have the right to keep secrets from the population of their countries?
- If you made a discovery, would you be willing to share it with all the people?

#### 2 Read and answer the question.

The **moral** is the lesson the author is trying to teach in his story. It is the lesson about what to do or how to behave.

**e.g.** The moral of the story is that you should treat others as you would like others to treat you.

What is the moral of the story 'The Secret'?

#### 3 Work in groups. Discuss the following:

- a discovery of the past that changed human life
- a discovery that may change human life
- what might happen if scientists are dishonest

## Lesson 6 Project: Writing a book review

1 Imagine you want to read a book. What kind of information would you like to know about it?



2 Read, listen and say which book you would like to read and why.

In Great Britain a lot of 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.

1 'Stormbreaker' by Anthony Horowitz is a thrilling book about Alex Rider and his teenage spy adventures. His uncle is killed and Alex wants to solve his death. He is recruited and trained by MI 6\* as a spy and sent on his first mission. Soon he discovers a conspiracy and is in danger. 'Stormbreaker' is an excellent book which kept me on the edge of my seat.

\*MI 6 – the section of the British SECRET SERVICE

2 'Coram Boy' (the writer is Jamila Gavin) is a book about the lives 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 orphans: Toby and Aaron, and how all these lives entwine. It is a book full of love, hatred, tension; it is very moving. 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.

3 'Bitter Fruit' (the author is Brian Keeney) is about Rebecca and her family. Rebecca is a teenager girl. She often quarrels with her parents. Once in a very bad argument 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 copes and 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.

My favourite character was Carol, Rebecca's mother.

I would recommend the book to all teenagers.

3 Write a review of 'The Secret'. Use the following plan.

1 Write about the author.	<b>e.g.</b> <i>The title is good because it fits the story. This is not a good title because it does not fit the story.</i>
2 Title.	<i>I think the title should be: ...</i>
3 Plot.	<b>e.g.</b> <i>The story includes some/a lot of surprising/interesting/unusual events. The most important event/thing is that ... The ending is surprising/unbelievable/very interesting</i>
4 Characters.	<b>e.g.</b> <i>... is the main character. I think he is ... (adj) and ... (adj) The other characters are ... They help the main character ...</i>
5 Setting.	<b>e.g.</b> <i>The setting creates a new exciting world. The setting plays an important role in this story because ...</i>
6 Illustrations.	<b>e.g.</b> <i>The pictures are ... I like/don't like them because... I could/couldn't draw better pictures to illustrate this story.</i>

## Pronunciation 1

### 1 Write the words and mark the stress.

Check your answers in the Wordlist.

e.g. advice collection

advice, across, collection, committee, thriller, theatre, teenager, nation, decoration



**2 You know that syllables which are not stressed are often pronounced [ə]. Read aloud the words you have written. Then listen and repeat.**

**3 Find eight more words with the same sound.**

## Pronunciation 2

**1 Write the words and mark the stress. Check your answers in the Wordlist.**

e.g. report repair

report, review, prepare, repair, prefer, represent, receive, repeat, return

**2 Syllables which are not stressed are often pronounced [ɪ]. Read aloud the words you have written. Listen and repeat.**

**3 Find five more words with the same sound.**

## Grammar Exercise 1

Write the verbs in the correct tense: Simple Past or Past Perfect.

It (1 be) cold outside. I (2 put) on my hat and coat and (3 get) half way to the bus stop before I realised that he (4 be) there, in the doorway. Who was he, this boy who (5 be) always there in the street when I (6 come) out? What he (7 want)? I (8 walk) on quickly to the bus stop. When I (9 be) there for a minute or two I (10 hear) a noise behind me...

## Grammar Exercise 2

Work in pairs. Finish the story.

## Grammar Exercise 3

Match the parts to make sentences.

e.g. I'd go to bed early if I were you. You look sleepy.

- |   |                                  |
|---|----------------------------------|
| 1 I'd go to bed early if I were you.          | You look hot.                    |
| 2 I'd wash that cut if I were you.            | You can watch videos in English. |
| 3 I'd do some extra maths work if I were you. | You look frozen.                 |
| 4 I'd see a doctor if I were you.             | You look sleepy.                 |
| 5 I'd have a drink of water if I were you.    | You've got a temperature.        |
| 6 I'd have a rest if I were you.              | It looks nasty.                  |
| 7 I'd join a Language Centre if I were you.   | We've got a test tomorrow.       |
| 8 I'd put a sweater on if I were you.         | You look tired.                  |

## Grammar Exercise 4

Make sentences from the table.

e.g. If I had a computer I'd teach my brother to use it.

If I had 10,000 soums	I'd	buy sweets for everyone.
If I had a computer		learn to use the Internet.
If it was hot and sunny		buy some new clothes.

I'd	e-mail all my friends.
	go swimming.
	sit outdoors.

I'd	play games on it.
	be very happy.

## Grammar Exercise 5

Work in groups. Complete the sentences in as many ways as you can.

- 1 If people learnt to cure all illnesses, ...
- 2 People would live longer and more happily, if ...
- 3 If I could talk to living beings on other planets, ...

## HOMEWORK

### Lesson 1 Biography, novel, science fiction ...

#### 1 Fill in the gaps with the following words. There are more words than you need.

guess easy address difficult kind of name  
noticed violin famous explaining modern

221B Baker Street, London. You have heard this (1) ... before, haven't you? Yes, this is the place where the (2)... detective Sherlock Holmes lived. Do you remember what (3) ... man he was? He was very clever, always (4)... small details and then used them to (5)... what had happened. He smoked a pipe and played the (6)... in his free time. He always said, "Elementary, dear Watson" when he was(7)... to his friend how (8)... it was to understand something.

#### 2 Write four or five sentences about the writer or poet whose works you are studying in literature lessons.

### Lesson 2 All men are poets at heart

#### 1 Read the poem. Answer the question.

How can we see the wind?

#### *Who Has Seen The Wind?*

*Who has seen the wind?  
Neither I nor you?  
But when the leaves hang trembling  
The wind is passing through.  
Who has seen the wind?  
Neither you nor I:  
But when the trees bow down their heads  
The wind is passing by.*

Christina Rossetti

#### 2 Write four or five sentences about your favourite poem. Write

- its title
- the name of the poet
- how long it is (how many lines?)
- what it is about

### Lesson 3 Do you like science fiction?

#### Put the sentences of the summary in order.

- He talked to the Chief Inspector next day.
- Harry Cooper was on his second visit to the Moon.
- Chandra Coomaraswamy promised to help.
- He told the Chief Inspector that the Medical Research Group was avoiding him.
- He phoned the Police Office.
- He felt that something was wrong somewhere.

### Lesson 4 If I worked on the moon I would ...

#### Each sentence has a mistake. Find it and write the word correctly.

- The earth threw it's light over the moon.
- It was dificult to see how the moon could ever be a nice place.
- Laboratorys and computer rooms were empty on Sunday.
- At last they came in to a large room.
- He walked over to one of the containers and took out a small animal.

### Lesson 5 Talking about a book

#### Ask questions. The answers are given.

- ...? Only one-sixth.
- ...? At least two hundred years.
- ...? Because he was unable to think of anything to say.

### Lesson 6 Project

#### Prepare for the Test.

#### Pronunciation 1+ 2 Keys.

report review preparation  
the higher the earlier the decoration  
advice across collection committee

# UNIT 5 CINEMA

## Lesson 1 Goodies and baddies

### 1a What kind of words are these?

funny sad happy interesting difficult historical old

### 1b Write more words to describe films.

### 1c Write words to describe characters.

### 1d Read why these pupils like/don't like the films. Do you agree?

'King Kong' is a science fiction thriller. I like 'King Kong' because I like science fiction films.


'Ajal so'qmog'i' (Deadly Path) is a detective film. I like it because it is very exciting.

'Braveheart' is a historical film about Scottish independence. I like the hero, 'Braveheart'. He is brave and good. I would like to be a hero like him.

'Tom and Jerry' is a cartoon. I don't like it because it is always the same. Tom and Jerry are goodies and they beat each other.

### 1e Write about three films you have seen. Use 1d and your list of adjectives to help you.

### 1f Play I Agree/Disagree With ...

-  **2a** You and your friend are trying to decide which of two films to watch on TV this evening. Listen to the following reviews and decide which film you would prefer to watch and why.



'Ajal so'qmog'i' (Deadly Path) is one of the detective films in Uzbekistan. It is about a com-mon problem - drugs and the terrible results for families. There are good and bad characters in the film. The famous filmstar Karim Mirhodiev is the baddie, Baslan. Jasur is a goodie. If you like films which have a serious message, this is a film for you.

'Robin Hood' is about a legendary Englishman. He lived in the 14th century. He took money from rich people and gave it to poor people. He is a goodie! The baddie is the Sheriff of Nottingham who treated poor people badly. Robin Hood became a national hero. In the film he is played by Kevin Costner. He is very handsome! If you like films which have a happy ending (and romance), this is a film for you.

### 2b Read the reviews again. Find the sentences which tell:

the title, what the film is about,  
the main characters, the actors/actresses,  
recommendation about the film

### 3a Work in pairs. Choose a film and write your own review. Do not write the title.

### 3b Read your review to the class. They will try to guess the film.

## Lesson 2 I like 'O'tkan kunlar'

### 1a Match the films and the types of film.

e.g. 'O'tkan kunlar' (Past Times) is a historical film.

comedy adventure film historical film

thriller cartoon love story war film

science fiction film feature film



### 1b Say who these people are.

e.g. The producer is the person who organises money for a film.

producer director actor actress  
hero heroine baddie goodie



### 2a List five films you have watched last year.

### 2b Work in pairs/threes. Take turns. One student thinks of a famous film and describes it. The others guess the film.

e.g. It's a cartoon film made by Disney. It's about an animal who is a king ...

### 2c Report to the class about the three most popular films in your group.

e.g. 'O'tkan kunlar' is very popular in our group. It's a historical film. All of us have seen it. It's very interesting. It deals with family problems and it teaches us how to behave.

### 3 Work in pairs. Student A: Interview a film star. Ask the following questions. Student B: Look at page 53.

- 1 What's your favourite film? .....
- 2 What character did you play?.....
- 3 What other films do you like? .....
- 4 Why do you like that film? .....

## Lesson 3 Film stars

**1a Work in pairs. Ask and answer. Name a film s/he appeared in.**

1 Who is s/he? Where does/did s/he come from?



Gulchehra  
Jamilova



Amitabh  
Bachan



Yuri Nikulin



Jackie Chan



Charlie Chaplin



**1b Listen and check.**



**2a Read and complete the sentences.**

Charlie Chaplin is one of the most famous (1) in the history of movies. He was born in (2) into a London family. During the era of silent (3), he was often called 'the (4) man in the world'. He wrote and directed nearly all his films himself. First he appeared as the (5). He wore a hat, a (6) which was too small, and trousers and shoes which were much too (7). He was a man with a small (8). He became famous for his (9) character.



**2b Listen and check.**

**3 Work in pairs. Take turns. A: Describe one of the people in 1a. Use the table. B: Guess who it is.**

S/he is/was a	tall	man	with (a)	dark	moustache.
	short			green	
	fat	woman		funny	beard.
	thin	girl		big	hair.
	big	boy		small	face.
	small			long	
	handsome			curly	
	beautiful			round	

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

- |               |             |               |                 |                |
|---------------|-------------|---------------|-----------------|----------------|
| 1 exciting    | 5 horrible  | 9 marvellous  | 13 funny        | 17 emotional   |
| 2 terrible    | 6 boring    | 10 dreadful   | 14 romantic     | 18 interesting |
| 3 silly       | 7 stupid    | 11 strange    | 15 entertaining | 19 average     |
| 4 frightening | 8 fantastic | 12 ridiculous | 16 wonderful    | 20 dull        |

**4b Work in pairs. Use some of the adjectives above to describe films you know.**

e.g. A: 'Tarzan goes to India' is a fantastic movie. It's very exciting.

B: I agree. I think it's great!/Oh, I don't agree. I think it's boring./I don't know. I haven't seen it yet.



## Lesson 4 We'll have a wonderful time!



### 1a Read, listen and answer.

What does Anvar want Rustam to do?

A: Would you like to come to my cousin's wedding party?

R: Yes, I'd love to.

A: We'll have wonderful music. We'll have delicious palov. My father and brother will make it. I'll help them.

R: When do you want me to come?

A: At 5pm. We'll have dancing at the wedding party. You'll have a wonderful time!



### 1b Read the conversation again and answer the question.

- 1 When is the wedding? In the past or in the future?
- 2 Are weddings usually fun?
- 3 Does Rustam think this wedding is going to be fun? Is he certain?



### 1c Work in pairs. Make conversations like the one in 1a.

- come to the school video club and watch a video film with me
- go to the Language Centre and meet an English film star. She's going to talk about making a film.
- go to the cinema with me. They're showing 'Jumanji'.
- come to my house and watch my new video ' ... ' with me

### 2a Work in pairs. Ask and answer.

R: Would you like to watch a video with me tonight?

A: Sorry, I can't, I'm going to visit my uncle.

### 2b Work in pairs. Pupil A: Invite your friend to do things.

Use card A to help you.

Pupil B: Accept or refuse. Use card B to help you.

Then swap roles.

Pupil A

- 1 ... watch a video film with me tonight
- 2 ... come to the school video club and watch a video film with me
- 3 ... go to the Language Centre and meet ...
- 4 ... go to the cinema with me. They're showing 'Jumanji'.
- 5 ... come to my house and watch my new video ' ... ' with me

Pupil B

- 1 ... visit my uncle
- 2 ... after school
- 3 ...
- 4 ... go to football club
- 5 ...

## Lesson 5 The Oscar is awarded to ...

### 1a Look and answer the questions.

- 1 Which country is it?
- 2 What do you see in the picture?



### 1b Read the text and answer the questions.

- 1 What place is it about?
- 2 What is it famous for?

Hollywood is known as the world's motion picture capital. The landmark 'Hollywood' sign stands in the hills above the district. The landmark sign was built in 1982. Each letter of the sign is 45 feet (15 metres) high. The first motion picture studio opened in Hollywood in 1911. Hollywood became the centre of the motion picture industry, because it has a mild, dry climate and beautiful natural scenery. Today all kinds of films with fantastic music and effects are made there.

### 1c Answer the questions.

- 1 Do you like Hollywood films? Why?/Why not?
- 2 What Hollywood actors/actresses do you know?

### 2 Work in groups. Discuss the following.

- 1 Name a famous Hollywood actors/actresses.
- 2 What is he/she famous for?
- 3 Has he/she won any awards?

### 3a Look and say what these awards are for.

- 1 President's Cup
- 2 Oscar
- 3 Nobel Prize
- 4 Grammy Award
- 5 World Cup

### 3b Listen and answer the questions.

- 1 Who can get an Oscar?
- 2 What is an Oscar for?

### 3c Listen again and answer the questions.

- 1 How often are film festivals held?
- 2 In which country was the first festival held and when?
- 3 What kinds of movie awards do you know?



### 3d Read and complete the sentences with words from the box.

The first major film (1) was held in (2) in (3). Today hundreds of festivals are held (4). The largest and best-known festivals are held in France, Berlin, London, Moscow and New York. The best-known movie awards are given each (5) by the Academy of Motion Picture Art and Sciences. These awards are called the Academy awards or (6). They are presented for (7) achievements in (8) during the (9) year. There are (10) for best actor, best actress, best director, best special effects, best photography, and best (11) role. The Oscars are awarded to films, (12) and film stars from all over the world.

#### Remember:

UK – film, cinema  
US – movie, movie theatre, motion picture

Oscars, past, outstanding, 1932, festival, filmmaking, every year, Venice, spring, awards, supporting, film-makers

## Lesson 6 Project

Work in groups. You are members of a video club.

You are going to award your own Oscars.

**1** Design the award you will give and give it a name.

e.g. Our awards are called UzMTAs – Uzbekistan Movie Theatre Awards and they look like this (show a picture of your award).



**O'tkan kunlar**  
Director: Yuldosh Azamov  
Actors: Ulmas Alikhujayev,  
Gulchehra Jamilova,  
Abbos Bakirov



**2a** Choose a film to nominate for an award. Write a review of it. Write about:

- |             |                   |  |
|-------------|-------------------|--|
| 1 title     | 4 country made in | 7 the setting  |
| 2 director  | 5 main characters | 8 evaluation/your opinion about story,<br>photography, characters, star rating |
| 3 date made | 6 main events     |  |

**2b** At the end of the review write which awards you are nominating the film for.

e.g. We nominate (name of film star) for best actor for his role in (name of film).

**3** Present your review and make your nominations.

## Pronunciation 1

Complete the rules for making and pronouncing the plural of words – [s], [z] or [iz].

- 1 after: k, p, t
- 2 after: b, d, g, l, m, n, r, v, w
- 3 after: vowels
- 4 after: -ss, -sh, -ch, -x, -tch, -z
- 5 after: -se, -ce, -ze, -ge, -o
- 6 after -f, -fe, -ph

## Pronunciation 2

1 Write and say the plural of these words.

- |             |              |
|-------------|--------------|
| 1 film      | 7 photograph |
| 2 hero      | 8 quiz       |
| 3 producer  | 9 coat       |
| 4 comedy    | 10 moustache |
| 5 cartoons  | 11 event     |
| 6 character | 12 horse     |



2 Listen and check.

## Word Building

1 Make new word combinations n+n.

e.g. a film star, a documentary film

movie, theatre, star, maker, director, actress, role, producer, award, festival, feature, TV, comedy, documentary, historical film, studies, industry film

2 Use the words.

e.g. There is a film festival every year in Tashkent.

## Grammar Exercise 1

1 Read and say what tense it is and what it means in the example.



## Grammar Exercise 2

Translate the examples in Grammar Exercise 1 into your mother tongue.

2 Read and say what tense it is and what it means.



## Grammar Exercise 3

Work in pairs. Tell your partner about three things you have arranged to do next week.

e.g. I'm going to the Language Centre on Wednesday.

## HOMEWORK

### Lesson 1 Goodies and baddies

Ask your family members about the films they like. Write what they like and why.

e.g. My father likes ... films. His favourite film is ... because ...

### Lesson 2 I like 'O'tkan kunlar'

#### 1 Describe a famous film made in Uzbekistan.

e.g. O'tkan kunlar is a historical film. It is about ...

#### 2 Choose five of the films and write what kind of film they are.

e.g. 'Jumanji' is a cartoon.

'Alisher Navoi', 'Braveheart', 'Ajal so'qmog'i' (Deadly Path), 'Robin Hood', 'Kelinlar qo'zg'oloni' (Rebellion of Daughters-in-law), 'Charlie Chaplin's adventures', 'Indiana Jones and the Temple of Doom', 'Ivan Vasilevich changes his profession', 'Tom and Jerry', 'Bunyodkorlik' (Creation)

### Lesson 3 Film stars

Write about 2 or 3 actors/actresses you and your family like.

e.g. I like ..... He is tall with a dark moustache. In (name of film) he plays (name of character). He is a (type of person). The film is a (type of film). It's a (your opinion of the film). I give it (your rating).

#### Ratings

- 1 star – A bad film, I don't recommend it.
- 2 stars – A boring film, I don't recommend it unless you have nothing else to do.
- 3 stars – An average film, you'll enjoy it.
- 4 stars – This is a good film, watch it.
- 5 stars – Don't miss it. This is a wonderful film.

### Lesson 6 Project

Prepare for the Progress Check.

### Lesson 4 We'll have a wonderful time!

Write two conversations. Use activities 1a and 2a to help you.

- 1 You invite your friend to come to your place to watch a film. Your friend can come.
- 2 You invite your friend to come to your place to watch a film. Your friend can't come.

### Lesson 5 The Oscar is awarded to ...

Read the reviews and write which of the films you would like to see and why.

*Suyunchi* is a marvellous film. Made in Uzbekistan, the events take place in a small village. The main character is a wonderful old woman who calls on everybody to be friendly and helpful. It is an interesting story with a strong moral message.

*Tarzan goes to India* is another film in the Tarzan series. Jock Mohoney plays in the title role in this adventure. Our hero goes to India for an elephant operation. It's more jungle adventure with our hero winning over difficulties.

*Sangam* is an excellent film. It is made in India, and it is not a new film, more of a classic. It is one of Raj Kapoor's best films. It is about two friends and their life. This is a fun movie with all the classic ingredients of a good film.

*Alice in Wonderland* is Disney's colourful adaptation of Lewis Carroll's classic work of fantasy. There are fantastic characters such as the White Rabbit, the Caterpillar and the Cheshire Cat. This is a film for anyone with a strong imagination and who likes strange and unreal things.

# UNIT 6 MUSIC AND BALLET

## Lesson 1 My favourite music

**1a** Read and match. Find any unknown words in the Wordlist.

1 is a musical play where all the words are sung.

2 is popular modern music with a strong beat.

3 is traditional music from a particular area, especially from the countryside. It often has a beautiful melody.

4 is music with unusual rhythms, which was originally played by black Americans.

5 is a type of music that is popular with young people.

a pop music

b opera

c jazz

d country music

e rock

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

e.g. A: What music do you like?

B: I like pop music, but I don't like rock. And what about you?

**1c** Say what music you and your partner like and do not like.

e.g. We like pop music but I don't like rock and Alisher doesn't like opera.

**2a** Match the people and their names. Answer your teacher's questions.

Ella Fitzgerald – USA

Beatles – UK

Nasiba Abdullaeva – Uzbekistan

Pavarotti – Italy

Pugacheva – Russia



**2b** Copy the table. Listen and write what kind of music or what singers each speaker likes.

Name of the Singer	How the speaker feels
e.g. 1a Ella Fitzgerald	

**2c** Listen and write why they like the music/singer.



**Remember:**


It makes me happy (adj).

It makes me want (verb)...

**3** Work in pairs. Ask and answer about your favourite singer or group.


e.g. A: My favourite group is Setora. I like them because their music is ... It makes me ...

## Lesson 2 Music of Uzbekistan

 **1 Listen and say who sings this song.**

**2a Find the words in the Wordlist and translate.**

soloist ensemble composer  
conservatoire film score  
inheritance roots flute

 **2b Listen to the radio programme about Great Musicians of Uzbekistan and say: who it is about, where he came from and what he is famous for.**

**3a Read the text and give it a title.**

### Tashkent conservatoire

Today history was made. The new national music conservatoire in Tashkent opened its doors to the public. At last we have a building which honours our great musicians. Uzbekistan has long cultural roots. Many famous people have contributed to the great cultural wealth that we have today. In the field of music some of the best known are Mamurjon Uzokov, Juraxon Sultonov, Tukhtasin Jalilov, Ganijon Toshmatov, Yunus Rajabi, Dilorom Omonullaeva, Alisher

Ikromov and Abduhoshim Ismoilov. Uzbekistan values its cultural traditions and supports and develops the next generation who will add to them. For this purpose two festivals called 'Umid Yulduzlari' have been held recently, one in December 2001 and another in February 2002. The goal of the festivals is to find and support young soloists and musicians. But that is not the only purpose. Many school pupils were also invited to attend the festivals to help them to develop a love for music so that it become part of their lives too. The festivals, together with the opening of the new Music Conservatoire in Tashkent, are major steps in the development of music in Uzbekistan.



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

- 1 Have you ever been to 'Umid Yulduzlari'?
- 2 Would you like to go to 'Umid Yulduzlari'? Why/why not?
- 3 Would you like to take part or to listen? How do you think you would feel?

## Lesson 3 Music festivals

### 1a Answer the questions.

- 1 Do you like music festivals?
- 2 Have you been to a music festival in real life or seen one on TV?
- 3 If so, was it good? What happened? If not, would you like to go to one? What kind of festival would you like to go to?



### 1b Read, listen and answer the questions.

- 1 Where was the festival?
- 2 What language is it in?
- 3 What can you listen to and see there?

Dear Shuhrat

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 very popular. There were more than 10,000 people there. The festival is a competition. There were choirs, harp players and poets who read their poems. I enjoyed the music but I couldn't understand anything else as the Eisteddfod is in Welsh! At the end a 'crowned bard' or poet was chosen. It is a great honour to be the bard.

Hope you like the Welsh lady in national costume on this postcard! Oh, and the symbols of Wales - the leek and the harp and the dragon!

Love  
Katy

August



### 2 Work in groups. Think and write about musical festivals in your region or country.

- 1 What instruments are played?
- 2 What happens?
- 3 What kinds of music are played?
- 4 Where are festivals held?
- 5 When are festivals held?
- 6 What is the purpose of the festivals?
- 7 Who takes part?
- 8 What prizes are there?

#### **Do you know the longest place name in Britain?**

It is in Wales. It is called:

Llanfairpwllgwyngyllgogerychwyrndrobwllllantisliliogogoch! As you can see, Welsh is a very different language from English! Eisteddfod is also a Welsh word, and the name for Wales in Welsh is 'Cymru'. If you want to hear how to say the name of the longest place you can find it on the internet at: <http://www.visitwales.com/sequence/link/93>



## Lesson 4 Young and popular

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

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

**Pupil B:** Look at the Homework page.

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

 **1b** Read the interview with Usher.

**Match the questions and answers.**

- 1 If you weren't a singer, what would you do?
- 2 What's the most important thing in your life?
- 3 What three words describe you best?
- 4 What makes you happy?
- 5 What are you most afraid of?
- 6 What subjects were you good at?
- 7 Who are your idols and why?

a Fun, young and crazy!

b I hate spiders.


c Michael Jackson, the basketball player Michael Jordan and Marvin Gaye – a very famous singer. Why? They worked a lot and made themselves famous, they're legends, and they're all great performers.

d I wanted to be a professional American footballer or basketball player but I was the smallest boy at school. It was like hard work even to carry all the kit on to the field.

e Maths, sport and history. But I was not really a very good student because I'm much better at understanding things I can touch and experience than things I can only read about.

f Music. It means everything to me. When I was a little kid it taught me how to talk, walk, dance and sing. Music's my best friend.

g Positive people and music.

 **1c** Listen and check your answers.

**2a** Read and say how to report Wh-questions.

What would you do if you weren't famous?


The music programme reporter asked Usher what he would do if he wasn't famous.

 **2b** Write the report of the interview that the reporter will read on the radio.

Begin like this:

I asked Usher what he would do if he wasn't a singer. Usher told me that he wanted to be a ...

**3a** Work in pairs. Interview your partner about his/her favourite group or singer.

 **3b** Write a report of your interview. Do not put the name of the person you interviewed.

**3c** Play Who Is It?



### Usher's facts file:

Full name:

Date of birth: 14 October 1978

Characteristics:

Favourite colour: yellow

## Lesson 5 Classical music and dance

### 1 Find in the Wordlist and translate.

ballet choreography stage set good and evil superb



### 2a Listen and find an appropriate concert for each person.

- 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 Sobit is studying choreography. Next year he is going to study at the Moscow Choreography School for one year. He is very proud because it is a very good dance school.



Sobit



Natasha



Alisher



Sevara

#### 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 outstanding dancers. You will enjoy the new costumes and sets.

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

#### New Season in a new home

The National Philharmonic Orchestra begins its 45th season with the marvellous 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.

#### Ailey II

One of today's most dynamic dance companies, the legendary Alvin Ailey 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.

#### 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, outstanding orchestra, beautiful sets, excellent costumes.

March 15th 6 p.m.



### 2b Work in groups. Do the quiz.

- 1 Write poet, artist or composer.  
Pushkin, Tchaikovsky, Byron, Mozart, Liszt, Rachmaninov
- 2 Match the composers and their countries.  
Beethoven, Chopin, Liszt, Shostakovich – Russia, Germany, Hungary, Poland
- 3 Write ballet or opera.  
Swan lake, Carmen, Rigoletto, Cinderella, Aida, the Nutcracker, Traviatta, Sleeping Beauty

- 4 Find famous singers and ballet dancers.  
Maia Plisetskaya, Luchiano Pavarotti, Bernara Karieva



### 3a Listen and say who you agree with.

- 3b Write your opinion about classical music and/or dance.

## Lesson 6 Project

**1a** Work in groups. Interview your classmates about their favourite singers or dancers. Write their answers in your exercise book.



**1b** Report about your interviews.

e.g. I interviewed Dilorom, Anora and Shahnoza. I asked them what kind of music they liked. Dilorom said that ...

**2a** Work in groups. You are going to prepare a big concert for Navro'z. It must be interesting for your schoolmates. Make a concert programme and give a short description of each piece of music you include in it.

**2b** Present your concert programme to the class.

	<p><i>Concert programme</i></p> <ol style="list-style-type: none"><li>1. Assalom Navro'z! A song. Sung by school choir.</li><li>2. Uzbek dance. Performed by school dance group.</li><li>3. Scenes from fairy tales. Performed by students of the 8th form.</li><li>4. Jokes. Performed by Hidoyatov Anvar.</li></ol> 
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## Pronunciation 1

**1 Read the words and write how 'ch' is pronounced: [tʃ] [k] or [ʃ].**

chicken chemistry cherry character  
chess choir orchestra architect  
chef backache champion  
choreography China Chevrolet

**2 Check your guess at the bottom of the page.**



**3 Read the words aloud. Listen and check.**

## Pronunciation 2



**Read, listen and say if there are similar words in your language.**

English seems to be illogical. 'Ch' can be pronounced [k] or [tʃ] or [ʃ]. Why is this? The answer is surprisingly logical. When foreign words are accepted into English they often, but not always, keep their original pronunciation. In Greek, 'ch' is pronounced [k]. So many 'English' words from Greek words begin with [k]: character, chorus and orchestra. In French 'ch' is pronounced [ʃ]. So French words in English begin with [ʃ]: chef, Chevrolet, champagne.

## Grammar Exercise 1

**Write the correct form of the word in brackets.**

**e.g.** Rock music makes me happy.

1 Rock music makes (I) happy.

2 Opera makes (he) sad.

3 Swimming makes (she) fit.

4 Jazz makes (the cat) nervous.

5 Horror films make (we) frightened.

6 Homework makes (you) tired.

7 Pop music makes (they) feel relaxed.

## Grammar Exercise 2

**Make sentences with a suitable word.**

**e.g.** I like folk music because it makes me happy.

My grandfather doesn't like rock music. He says it makes him want to cover his ears.

adjectives	verbs
fit tired clever happy sad	laugh dance cry sing
calm frightened excited	cover my ears
nervous relaxed old young	forget everything

1 I like/don't like folk music because ...

2 My grandfather likes/doesn't like rock music because ...

3 I listen/don't listen to opera because ...

4 We do/don't do sport every day because ...

5 I like/don't like horror films because they ...

6 My friends like/don't like doing homework because ...

7 My sister likes/doesn't like reading detective stories because they ...

8 We watch/don't watch television in the evening because ...

## Grammar Exercise 3

**Write answers to the questions.**

**Use a lot/not much.**

1 Does it rain a lot in Uzbekistan?

2 Do you play football often?

3 Do you like doing homework?

4 Do you enjoy doing housework?

5 Do you like listening to music?

6 Do you use the computer often.

## Pronunciation 1

[ʃ] chef, Chevrolet  
[k] orchestra, 'choreography', backache  
[tʃ] architect, chemistry, character, choir,  
chicken, cherry, chess, champion, China

## HOMEWORK

### Lesson 1 My favourite music

Write about your favourite group or singer.

Name of singer  
Your favourite song  
Why you like it  
Facts about him/her/this group

### Lesson 2 Music of Uzbekistan

Read the new words and their meaning.  
Translate the words in bold.

A **band** is a group of people who play modern music together. There are jazz bands, rock bands. The word '**group**' is also used e.g. a folk group, a pop group.

A **concert** is music which is played for a lot of people, a performance given by musicians or singers.

'To **rehearse**' means to practise something such as a play or concert before giving a public performance.

### Lesson 3 Music festivals

Translate the first eight sentences of Katy's letter.

### Lesson 4 Young and popular

- 1 Interview one member of your family about his/her favourite group or singer.
- 2 Report the interview in Reported Speech.

### Lesson 5 Classical music and dance

Find a piece of music you like.  
Complete the notes.

Name of piece of music:  
Name of singer, if there is one:  
Type of music:  
Instruments used:  
What the music makes me think of:  
How often you listen to it:

### Lesson 6 Project

Prepare for Progress Check.

### Lesson 4 Young and popular

1a Work in pairs. Ask and answer.

Pupil B: e.g. When was he born?



#### Usher's facts file:

Full name: Raymond Usher  
Date of birth:  
Characteristics: energetic, honest,  
stylish, creative  
Favourite colour:

## Unit 5

### Lesson 2 I like 'O'tkan kunlar'

3a Work in pairs.

Pupil B: You are Gulchehra Jamilova. Answer the questions.

- 1 'O'tkan kunlar'
  - 2 Kumushbib
  - 3 'Baxt qadri'
  - 4 Lola/an interesting character/G. Jamilova's daughter Asal/plays Lola/proud of
- [www.uzbekworld.com/entertainment](http://www.uzbekworld.com/entertainment)

# UNIT 7 FAMOUS FOR ...

## Lesson 1 Looking into space

### 1a Find the words in the Wordlist.

reflect distant lens accuracy

### 2a Work in pairs. Do the quiz about astronomy.

How much do you know about astronomy?

1 What do we use a telescope for?

a to study the planets b to study the stars

2 Who made/used the first telescope?

a Ulugbek b Galileo Galilei

3 What are the parts of a traditional telescope?

a a mirror and a lens b a mirror, a tube and a lens

### 1b Listen and repeat.

4 Name a famous Uzbek astronomer

and say which city he worked in.

a Samarkand b Shakhrisabz

5 Where is the Hubble telescope?

a in the UK b in space



### 2b Read, listen and check your answers to questions 2 and 4 in 2a.

**Ulugbek** (1394-1449) was the grandson of Temur, a famous scientist and ruler of Maverannahr. He built an observatory in Samarkand and studied the stars with a telescope. He made a famous map of the movement of 1054 different stars. It is still used today. Modern astronomers are surprised at the accuracy of his work. His book with the map is called 'Ziji Kuragoniy'.



### 2c Read and answer.

1 Where does this text come from? How do you know?

2 What information comes first in the text?

3 What comes next? What comes after that?



### 3a Read, listen and check your answers to questions 3 and 5 in 2a.

**Telescope** We can study the sky and the stars through a **telescope**. Telescopes are used to make distant things look much bigger. Most astronomical telescopes are called reflecting telescopes because they use a large mirror and a lens to make a picture. The Hubble Space Telescope is a reflecting telescope in space. It can see stars much more clearly than telescopes on earth.

### 3b Read and answer.

1 Where does this text come from?  
How do you know?

2 What information comes first in the text?

3 What comes next? What comes after that?

#### Remember:

The earth is round.

We live **on** earth.

**3c** Work in pairs. Write a similar text for a person or thing. Use the examples in 3a to help you.

**3d** Read your text to the class.

## Lesson 2 Who invented the telephone?

### 1a Answer the questions.

- 1 Do you often use the telephone?    3 When do you think the telephone was invented?  
2 Why do we need telephones?        4 Who invented the telephone?



### 1b Read, listen and check your answers.

Alexander Graham Bell was born in 1847 in Edinburgh, Scotland. His father was a teacher of phonetics. Alexander got interested in sounds and speech when he was a young boy. In 1870 Graham's parents decided to emigrate to America. They lived in Boston, where Alexander taught deaf children. There he began experimenting with a machine to help the deaf hear. While experimenting with this machine, Graham had an idea. He decided to send the human voice from one place to another. For years Bell and his assistant Thomas Watson, worked day and night. Bell was on one floor, and Watson was on another. They tried to send speech through a wire. Finally, on March 19, 1876, Watson heard very clearly: "Mr. Watson, come here. I want you." Watson ran upstairs and shouted, "I heard you!".

### 1c Answer the questions.

How did people communicate before the telephone was invented?

How did the telephone change the life of people?

How did the telephones change?

### 2a Read and say what do we use mobile phones for.

e.g. I often use my mobile phone for sending text messages.

- make calls
- play music
- send text (SMS) messages
- take photos
- listen to the radio
- wake up in the morning
- organize my day
- check the Internet
- play games

### 2b Read the quiz and answer the questions.

1 What does SMS mean?

- A Short Messaging Service    B Send me signs    C Standard Message System

2 What does this mean – w8?

- A will be at 8    B we are 8    C wait

### 3 Look at the SMS Dictionary. Read and write the answers using SMS language.

A: Whr r u?

A: C u @ 7.

A: Gr8! Wil b w8ing 4 u @ 10.

B: \_\_\_\_\_

B: \_\_\_\_\_

B: \_\_\_\_\_

#### SMS Dictionary

Jst = just

2 = to, too

4 = for

@ - at

T2Y L8R = Talk to you later

Gr8 = great

Wil = will

B = be

Lkg = looking

4ward = forward

Hv = have

Gd = good

Whr = where

Thr = there

Asap = as soon as possible

Txt = text

NP = no problem

W8 = wait

LOL = laughing out loud

JK = Just kidding

Mins = minutes

Answer Keys for 2b.  
1 a 2 c

## Lesson 3 The first electronic computer was built by ...

### 1a Find the words in the Wordlist.

invent develop patent

### 1b Read and make sentences.



### 1c Listen and check.

- |  |   |
|--|---|
| 1 The first electronic computer was built by<br>A John Atanasoff & Clifford Berry<br>B John Baid | 4 Dynamite was invented by<br>A Arthur Fry B Alfred Nobel           |
| 2 The first aeroplane was built by<br>A Tom Wilkinson B The Wright brothers                      | 5 The CD was invented by<br>A James T Russell<br>B Persy Spenser    |
| 3 The first quartz clock was developed by<br>A Jim Quartz B Warren Morrison                      | 6 The vacuum cleaner was patented by<br>A Arthur Bosh B Huber Booth |

### 2 Answer the questions.

Have you got a computer at home? Have you got computers at school?

### 3a Work in groups of 4. Play "Find Someone Who".

A: Do you send e-mails? B: Yes.

	Me			
1	Send e-mails			
2	Play games			
3	Type letters			
4	Store pictures			
5	Do homework			
6	Make referats			
7	Collect information			
8	Chat online			
9	Play music			

### 3b Report.

Malika and Amir send e-mails. Davron, Timur and Karina play games.

### 4a Match the gadgets and the functions.

- |  |                        |
|--|------------------------|
| 1 let you talk to people wherever you are        | A Remote Control       |
| 2 send live video pictures                       | B Microphone           |
| 3 keep your schedule                             | C Mobile phone         |
| 4 store music files                              | E Portable DVD Player  |
| 5 play movies                                    | F Handheld organizer   |
| 6 help you operate your TV, DVD player and video | G Web camera           |
| 7 help you to sing                               | H Digital music player |



### 4b Listen and check.

### 4c Work in pairs. Describe and guess.

A: This gadget helps to operate your TV. B: Remote control.

### 5 Read and guess the gadget.

If you had one of these, your life would be much easier. Stay organized and entertained with this wonderful gadget. Keep your schedule, look up phone numbers, store photos of your family and friends. Play games or listen to your MP3 files.



## Lesson 4 Space exploration and us

**1a** Look in the Wordlist. Find and write the words and their translation.

exploration research heat resistant  
allow someone to do smth  
\*distinguish magnet float \*disease  
global warming ozone layer blind



**1b** Listen and repeat.



**2b** Read, listen and check your answers.

**2a** Answer the questions.

- 1 What do you know about space exploration?
- 2 Is it right to spend a lot of money on space exploration? Why/why not?
- 3 What is NASA?
- 4 What is a smoke detector?

When the American space programme began, many people thought it was wrong to spend large amounts of money on space research when millions of people in our world did not have enough to eat. They say that space exploration contributes to global warming and the hole in the ozone layer. They also point out that if there is life on other planets, and if it is friendly, it may still be dangerous. There may be all sorts of diseases, for example, which we cannot fight.

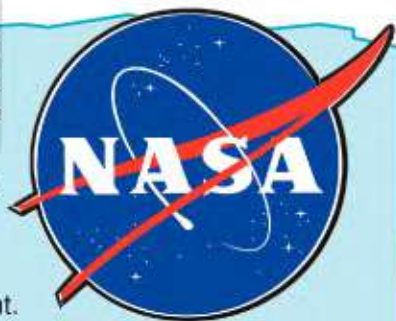
However, there are many people who argue that space research is very valuable. We gain scientific knowledge and there are many practical results from space research. Some of them are quite surprising. They include:

- heart pacemakers, with very small parts, made possible by space technology.
- a machine that allows blind people to recognise coins by the sound they make. This machine allows **the blind** to work in banks.

NASA (National Aeronautics and Space Administration) developed many other things for the space programme which have become everyday items in our homes.

- How many of you have a digital clock at home or in your office?
- Do you use a microwave oven? NASA invented the special heat resistant plastic used to make containers for cooking in microwaves.

The list of inventions is long. NASA points with pride to more than 3,000 things we use today which are the result of work on the space programme.



**2c** Read the text again and give it a title.

**2d** Find and write all the words with 'space' in the text.

**3a** Work in pairs.

**Pupil A :** Find and write reasons for space exploration.

**Pupil B :** Find and write reasons against space exploration.

**3b** Work in groups. Argue for and against space exploration.

**4** Work in groups. Talk about new inventions in the next 20 years.

e.g. There will be a machine for doing housework. It will make beds, sweep floors, do the washing up, etc. and people won't do housework any more.

**Remember:**

the blind (n)  
the blind (adj) = blind people

## Lesson 5 The International School for Young Astronauts

### 1a Look and match.

- The founders of the International School for Young Astronauts (IYAS), Mr V. Djonibekov and Mr S. Vokhidov.
- The astronaut Mr Sharipov with his children in the SOYUS-TM spaceship simulator.
- The automatic station 'the Moon' produced in Uzbekistan.



### 1b Look in the Wordlist. Find and write the words and their translation.

aviation gifted select  
simulator

### 1c Listen and repeat.

#### 2a Answer the questions.

- Would you like to be an astronaut? Why/Why not?
- Have you heard about 'The International School for Young Astronauts'?
- How do they select children to enter the school?
- What is the purpose of the school?
- Who are the teachers at the school?



#### 2b Listen and check your answers to questions 3-5 in 2a.

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

- Would you like to study at IYAS? Why/Why not?
- What subjects do pupils study at IYAS?

### 3 Read the completed applications for IYAS and answer the questions.

- Who wants to go to IYAS?
- Why do they want to go there?
- Which application do you think will be successful? Why?

Surname: Saidov  
First name: Sanjar  
Nationality: Uzbek  
Date of birth: 15. 11. 1997  
Country of origin: Uzbekistan  
Address city/village: 51 Shoir St., Khorezm  
School no: 21  
Parents' name: Father Tohir (42 - a doctor)  
Mother: Saodat (38 - a teacher)

#### Marks from school:

5 (English)	5 (PI)
5 (Maths)	4 (Computer)
5 (Mother tongue)	4 (Economics)
5 (Russian)	5 (History)
5 (Literature)	5 (Physics)
5 (Geometry)	4 (Chemistry)
5 (Geography)	5 (Handicrafts)
5 (Biology)	

Why you want to study in this school:

I am interested in space. I want to be an astronaut. There are only a few astronauts in our country. I hope in future there will be a lot of astronauts in Uzbekistan. They are all strong and healthy. It's very serious profession and demands much knowledge. They discover new knowledge on astronomy, which is important in human development. After finishing this school I want to study at higher educational establishments in Uzbekistan. I'll be very glad if I study at this school.

## Lesson 6 Project

Write a composition 'Space programmes are very valuable'.

### 1 Make sure you understand the task.

For example, this is a 'for and against' composition. So you should write reasons why space programmes are NOT valuable as well as why they are valuable.

### 2 Collect ideas and supporting facts.

Find reasons for and against space programmes. Find some facts:

e.g. how much money is spent, what benefits/problems there have been, what scientists think the future in space will be, etc.

### 3 Organise your materials and structure your writing. Write.

- 1 An opening sentence which says that there are views for and against.
- 2 A second sentence which says what the first paragraph is about.
- 3 A new paragraph which says that it is about reasons against.
- 4 A concluding paragraph – say if you are for or against and give personal reasons why.

### 4 Plan the language you will use.

- facts – Present Simple
- inventions and benefits we have – Present Perfect
- the future – will
- possibilities – may, could

### 6 Read your draft.

Have you said everything you want to say. Is the order logical? Have you given supporting facts?

### 7 If necessary, re-write.

Are you satisfied that the ideas are clear and in the right order? Check your language.

### 8 Give your composition to a friend to check.

### 5 Write your first draft.

### 9 Write your final draft.

## Lesson 5 The International School for Young Astronauts

### 3 Read the completed applications for IYAS and answer the questions.

Surname: Nosirov

First name: Botir

Nationality: Uzbek

Date of birth: 10. 02. 1997

Country of origin: Uzbekistan

Address city/village: 32 Ziyo Said Buxoro

School no: 4

Parents' name: Father Temur(44-an engineer)

Mother Nodira(41-a housewife)

Why you want to study in this school:

Marks from school:	
4(English)	5(PI)
3(Maths)	4(Computer)
4(Mother tongue)	3(Economics)
4(Russian)	4(History)
3(Literature)	4(Physics)
3(Geometry)	3(Chemistry)
4(Geography)	5(Handicrafts)
4(Biology)	

From my childhood I have been interested in nature and the universe. When I started school I learned subjects related to space science and I enjoyed it. As you can see, I have high marks in all subjects. My favourite subject is space science and I want to be an astronaut. We have an astronomy club in our school and I'm the leader of this club. I get information from newspapers and magazines and help our teacher with club work. I have told you about my interest in space and why I think I would enjoy studying at IYAS and benefit from it. I hope Uzbekistan will be one of the best countries in the world and, if I can study at this school, I will do my best to be successful and to help my country.

## Pronunciation 1

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

fast, Uzbekistan, car, part, market, jar, Kyrgyzstan, sharp, heart, half, aunt



### 1b Read aloud the words in 1a. Listen.

### 2 Find five more words with the same sound [ɑ:].

## Grammar Exercise 1

### 1a Write 'a', 'the' or nothing.

e.g. One day Jenny was walking to the market.

One day Jenny was walking to (1) market. She was thinking about what to buy. After (2) while she heard (3) strange noise. Whrrr whrrr ... She looked up and there in (4) sky and coming towards her was (5) round silver ... well, what was it? It wasn't (6) airplane. Jenny had never seen anything like it before. It was coming closer. She began to feel afraid. (7) thing came nearer and nearer ...

### 1b Say why you wrote 'a', 'the' or nothing.

e.g. It is the market in Jenny's place. So we know which market it is so we use 'the'.

## Grammar Exercise 2

### 1 Write the correct form of the adjective in brackets.

e.g. It was the best film I'd ever seen.

- 1 It was (good) film I'd ever seen.
- 2 It was (expensive) dress I'd ever bought.
- 3 She was (beautiful) girl I'd ever spoken too.
- 4 They were (naughty) children I'd ever looked after.
- 5 She told me (funny) joke I've ever heard.
- 6 Shoiria is (old) girl in the family.

### 2 Translate the sentences.

## Grammar Exercise 3

### 1 Rewrite the words in brackets with nouns for people.

e.g. The English like music.

- 1 (people who live in England) like music.

## Pronunciation 2

### 1a Find letter combinations with the sound [əʊ].

stone, rose, suppose, road, coal, coast, roll, go, grocery, macaroni, volcano, although, throw



### 1b Read aloud the words in 1a. Listen.

### 2 Find five more words with the same sound [əʊ].

- 2 This machine helps (people who cannot see) to work in banks.
- 3 We should give money to (people who don't have money).
- 4 (people who have a lot of money) can live a wonderful life.
- 5 We should respect (people who are old).
- 6 Marathon running is a sport for (people who are in training).

### 2 Translate the sentences.

## Grammar Exercise 4

### Write 'the' where necessary.

e.g. The United Kingdom consists of four parts.

- 1 ... United Kingdom consists of four parts.
- 2 ... Edinburgh is ... capital of Scotland.
- 3 London is on ... river Thames.
- 4 ... Tian Shan mountains are in ... west of ... China.
- 5 ... Aral Sea problem is very serious.
- 6 ... Pacific Ocean is ... biggest ocean in ... world.

## Grammar Exercise 5

**Work in pairs. Draw a picture of something which makes you happy. Fill the whole picture. Dictate your picture to your partner. Tell him/her what to draw and where to draw it.**

Use: at the bottom, at the top, in the middle, on the right/left

e.g. Draw the sun shining **in the top right corner** of the picture.

## HOMEWORK

### Lesson 1 Looking into space

1 Look at the pictures. Answer the questions.



- 1 What are these?
- 2 Where do you see them?
- 3 What is their origin?
- 4 Can you name them?
- 5 What sign are you?
- 6 Do you know the typical characteristics of people born under your sign?

2 Write the correct form: the earth or on earth.

- 1 We are the luckiest people ...
- 2 ... moves round the sun.

### Lesson 2 Who invented the telephone?

1a Translate the text in Grammar Exercise 1 into your mother tongue.

1b What do you notice about 'the'.

2a Write a short text to your friend using SMS dictionary.

2b You have got a message from your friend: "Whr r u? We're late!"  
Send a message:

- Explain why you are late
- Write where you are
- Write when you can be there

### Lesson 3 The first electronic computer was built by ...

Write a quiz for your friend. Write about three inventions.

e.g. The Zeppelin was invented by  
A Count Ferdinand von Zeppelin  
B Tom Pepper

### Lesson 4 Space exploration and us

Write about three new inventions in the next 20 years. Use 3b to help you.

### Lesson 5 The International School for Young Astronauts

Copy and complete the application form for entry to the IYAS.

Surname:  
First name:  
Nationality:  
Date of birth:  
Country of origin:  
Address city/village:  
School no:  
Parents' name:  
Father  
Mother:  
Marks from school:  
(English) (Maths)  
(Mother tongue) (Russian)  
(Literature) (Geometry)  
(Geography) (Biology)  
(PI) (Computer)  
(Economics) (History)  
(Physics) (Chemistry)  
(Handicraft)  
Telephone no:  
Why you want to study in this school:

### Lesson 6 Project

Prepare for the Test.

# UNIT 8 PAINTING AND SCULPTURE

## Lesson 1 Art galleries around the world



### 1a Listen and repeat.

artist portrait to found still life painting fine art  
a wood sculpture a work (of art) a water mill

### 1b Work in groups. Ask and answer.

- 1 Which of these paintings and sculptures do you like? Why?
- 2 Are there any paintings you don't like?
- 3 Do you like the names of the paintings?
- 4 Do you know who painted the pictures?
- 5 Do you know where the paintings are now?



### 1c Read the leaflets. Listen and check.

#### *The State Museum of Fine Arts of Uzbekistan*

The State Museum of Fine Arts of Uzbekistan was founded in 1918. It contains collections of Uzbek and Russian art and sculpture. The collection includes ceramics, carved wooden doors, beautiful gold-embroidered chopons as well as many paintings and some sculptures. The paintings include 'Mother's Portrait' by Akhmedov and 'Composition' by Kandinsky. In 1998 the State Museum of Fine Arts of Uzbekistan celebrated its 80th anniversary.

#### *The Metropolitan Museum*

The Metropolitan Museum was founded in New York in 1870. More than 2 million Western-European and **American works of art are kept there**. American famous paintings such as 'Lake George' by Kensett, 'Still Life' by Peale and 'George Washington' by Stuart are displayed there.

### 1d Read and answer the questions.

- 1 Are there any galleries in your town?
- 2 Have you ever been to a picture gallery or museum?
- 3 What pictures do you know?
- 4 Do you have a favourite picture? If so, what is it?

#### **Remember:**

The State museum of Fine Arts **was founded** in 1918.  
Works of art **were added** to the collection.



'Mother and Child'  
1953

#### *The National Gallery*

The National Gallery in London is known all over the world. The collection was begun in 1824. It includes works which were painted by Constable 'Flatford Mill' and Moore 'Mother and Child', as well as modern works by artists such as Hockney, Spencer and Blake.

### 2a Translate the sentences and answer the questions.

- A: The State museum of Fine Arts in Tashkent **was founded** in 1918.  
B: **American works of art are kept there**.  
C: It **celebrated** its 80th anniversary in 1998.

- 1 What is the difference between the three sentences?
- 2 How many parts does the verb have in each sentence? What are they?

### 2b Find other examples of the passive in the text. Translate the sentences.



### 2c Look at the pictures in 1a. Say which painting you like/don't like.

- e.g. I like 'Mother's Portrait' best/least. It was painted in 1989 by Akhmedov. I like/don't like it because ...



'Mill in the Wood'  
1870

'Still Life'  
1820



'Mother's Portrait'  
1989

'Lake George'  
1869



'Flatford Mill'  
1816

## Lesson 2 Who was it painted by?

1 Work in pairs. Pupil A: Look, ask and complete the table on this page.

Pupil B: Look, ask and complete the table on the Homework page.

- e.g. 1 Who was 'Mother's Portrait' painted by?  
 2 When was 'Mother's Portrait' painted?  
 3 Which picture was painted by Shishkin?

Picture	Artist	Date
1 'Mother's Portrait'	...	...
2 ...	Shishkin	...
3 'Still Life'	...	...
4 'Flatford Mill'	Constable	1816
5 Flowers and Birds	White	1772
6 'Lake George'	Kensett	1869


3 Look at the picture again and answer the question.

How does the picture make you feel?  
e.g. It makes me feel calm because it's pretty, cool and calm.

happy frightened calm surprised  
 excited curious romantic  
 puzzled disturbed

2a Look at the picture by Charles White 'Flowers and Birds' and answer the questions.

- 1 What kind of picture is it?
- 2 What can you see in the picture?
- 3 When do you think it was painted?
- 4 Do you like the picture? Why?/Why not?

 2b Listen to the art teacher talking to some pupils about the picture and answer the questions.

- 1 Do the pupils like the picture?
- 2 How does the picture make them feel?

2c Answer the questions.

- 1 The teacher asks the pupils a lot of questions. How many can you remember?
- 2 Why do you think the teacher asks so many questions?



Flowers and Birds  
1772

4 Look at the picture and say.

e.g. The picture reminds me of my granny's house.

**Remember:**

**When was the picture painted?**

**Who was ... painted by?**

It makes me/you/him/her/us/them feel ...  
It reminds me of my summer holidays.

## Lesson 3 Pictures at an exhibition

### 1 Work in pairs. Point, ask and answer about the pictures on pages 65-66.

e.g. A: (Looks at the picture which B is pointing) What's it called?

B: It's called 'Welcome to Bukhara'.

### 2 Say True or False.

e.g. 1 'Flowers and Birds' **was not** painted by Thomas Gainsborough.  
It was painted by Charles White.

- 1 'Flowers and Birds' was painted by Thomas Gainsborough.
- 2 'Still life' was painted by Peale in 1881.
- 3 'Jaloliddin Manguberdi' was painted by Akhmedov.
- 4 'Mother's Portrait' was painted by Kandinsky.
- 5 'The Strode Family' was painted by Shishkin in 1738.
- 6 'Mother and Child' was made by Robert Holmes.

### 3a Look at the picture by Kandinsky on page 69. Answer the questions.

- 1 Is it a modern art or classical style?
- 2 What can you see in the picture?

### 3b Look at the sculpture by Randy Jewart on page 69. Say what it could be or what it looks like. Give it a name.

### 4 Work in pairs/threes. Ask and answer about the person in the picture.

e.g. A: Can you describe his physical appearance?

B: He's quite old ...

- 1 his physical appearance (young/old, tall/short, fat/thin, dark/blond)
- 2 the expression on his face (happy/sad, kind/unkind, relaxed/worried)
- 3 the clothes he is wearing (new/old, comfortable/formal, classical/modern)
- 4 what he is thinking about
- 5 how you feel about him (admire/fear/pity/dislike/like him)
- 6 why you feel this way

#### Remember:

'Mother's Portrait' **wasn't** painted by Robert Holmes.



'Somerset Maugham'  
Sutherland  
1949

### 5 Write a review of the picture for your school newspaper. Write:

- details about the title, artist and date
- the description you prepared in 4
- the answers to the following questions:
  - 1 Is there anything you would like to do for him?
  - 2 Would you like to talk to him?
  - 3 What would you like to talk about?
  - 4 What do you feel when you look at this picture?





'Welcome to Bukhara', Ortikali Kozokov  
1997



'Autumn in Yangiobod', Abduvali Muminov  
2007



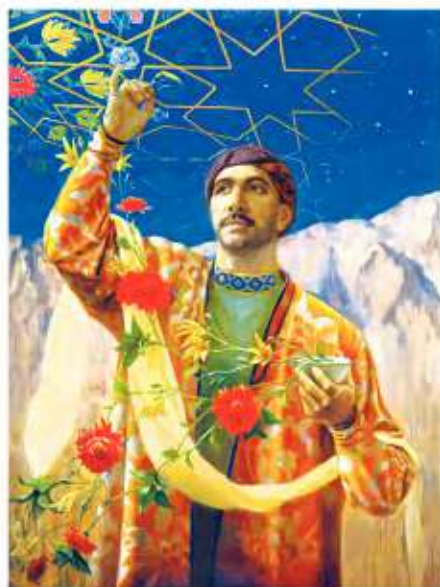
'Potter Muhid Rahimov', Bahodir Jalolov  
2008



'Old melody', Ortikali Kozokov  
2000



'Mountain people', Akmal Nur  
1995



'Painter', Alisher Alikulov  
2008



'The Strode Family', William Hogarth  
1738




'Jaloliddin Manguberdi', Tura Kuryazov  
1998

## Lesson 4 Famous statues

### 1 Work in groups. Look at the pictures. Ask and answer.

- 1 Have you ever seen these statues?
- 2 Do you know who made them?
- 3 Do you know where they are?
- 4 Do you know their names?
- 5 Do you like them? Why?/Why not?

 **2a** Copy the table. Listen to the guides talking about some famous statues and complete the information in the table for each statue.

Sculptor:	
Sculpture:	
Date:	
Location:	
Words:	
Metres:	
Kilos:	
Material:	

### 2b Work in groups of three. Ask and answer the questions.

- 1 Which statue is the biggest?
- 2 Which statue is the oldest?
- 3 Which statue is the most interesting?
- 4 Which words do you like best?
- 5 Are there any statues in your place or near your place?
- 6 If you were in charge of the art budget for your place would you build statues?

### 3a Work in groups. You are going to build a statue. Decide:

- who or what it will be
- where it will be
- what it will be made of
- what size it will be
- what the words will be

### 3b Present your ideas to the class.



## Lesson 5 Art is for enjoyment, isn't it?

**1** Work in pairs. Read the statements and say which you agree with and which you disagree with. Add one more statement of your own.

e.g. I agree/don't agree (that) ... I think (that) ... because ...

I like photographs better than paintings. They are more real.

I love all kinds of art – classical, modern, photographs, posters, ceramics, carvings, music, theatre, literature.

I love the modern buildings in Uzbekistan now. They express our history and culture, and they have beautiful geometric decorations. I feel proud and happy when I look at them.



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

Who do you agree with Katya or Sanobar? Why?



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

Types of art: Purpose of art:

How to understand art: The future of art:

Katya: Hi, Sanobar.

Sanobar: Hi, Katya. Here, I've got a programme.

Katya: Good – this one is strange. What is it called?

Sanobar: 'Study'.

Katya: Umm. I can't see what it is. It looks like ... like ... well, I don't know really.

Sanobar: It's interesting. I mean, it makes you think. I like the colours and the pattern. It's like ... er ... flowers. I don't understand it but **in spite of** that I like it. It's beautiful, it's like spring.

Katya: Well, if I can't see what it is, I can't see the point. It looks like lagmon. I come to a gallery to see beautiful pictures, not lagmon.

Sanobar: It's mysterious, I feel happy when I look at it. I can imagine it's morning, the flowers are fresh.

Katya: Art should help us to understand life – what can I understand from lagmon! No-one goes to art galleries any more. We can't learn anything from modern pictures.

Sanobar: But that's not true. There are lots of interesting pictures here. And last week I went to Nukus with my uncle and there's a fantastic gallery there. **In spite of** the fact that Nukus is far away, many foreigners go to visit the gallery ...



### Remember:

**In spite of** the fact that Nukus is far away, many foreigners go to visit the gallery.

BIENNALE



2013

**2c** Find the words in bold in the conversation. Translate them.

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

- 1 Do you think art is important? Why?/ Why not?
- 2 What kinds of art do you like and why?
- 3 You want to promote art in your school. What can you do? Write some suggestions.

## Lesson 6 Project

- 1 Work in groups of three. Take turns to present your picture(s) and talk about them.
- 2 Choose one of the pictures. You will present this picture to the class.  
Decide who will:
  - introduce it (title, date made, artist)
  - interpret it (what the painting is about)
  - explain why the group likes it
- 3 Listen to your friends, choose the three pictures you like best and the three guides who give the best talks. Say why the talks were good.



'Composition', V. Kandinsky, 1920



'Bidonaboz', Usto Mumin  
1928



Sculpture by Randy Jewart, 1989



'A fiance', Usto Mumin  
1928

## Pronunciation Exercise

**1a** These verbs are in this unit. For each verb write the Past Participle in the correct column according to its sound. Write the rules.

[t]      [d]      [ɪd]

e.g. worked    named    painted

add, agree, answer, ask, capture, celebrate, collect, complete, contain, decorate, describe, develop, display, disturb, educate, embroider, excite, found, frighten, include, like, locate, name, puzzle, sculpt, work



**1b** Listen and check.

## Word Building Exercise

**1a** Make nouns from these verbs. Use the Wordlist to help you if necessary.

add, celebrate, collect, complete, decorate, describe, educate, found, include, locate

**1b** Use the words in the sentences. (Be careful - you do not need all the words.)

- |  |   |
|--|---|
| 1 The Tate Gallery has a wonderful ... of modern art.  | 4 The ... of the new building is impressive. It is on the South Bank of the Thames. |
| 2 The most recent ... is a sculpture by Damien Hirst.  | 5 There was a big ... when the new building was opened.                             |
| 3 With the ... in 2000 of its new building, the Tate Gallery is now Britain's leading gallery of modern art. | 6 The catalogue has ... of all the works of art.                                    |
|  | 7 The gallery has an ... department.  |
|  | 8 I am not sure if there is a ... on the building.                                  |

## Grammar Exercise 1

**Talk about the paintings.**

e.g. 'Mill in the wood' was painted in 1870. It was painted by Shishkin.

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| 1 'Mill in the wood'/1870/Shishkin  | 4 'Mother and Child'/1953/Moore  |
| 2 'Still life'/1820/Peale           | 5 'Lake George'/1869/Kensett     |
| 3 'Mother's Portrait'/1989/Akhmedov | 6 'Flatford Mill'/1816/Constable |

## Grammar Exercise 2

**Read about the National Gallery of Art in Washington. Find sentences in the Passive and translate them.**

The National Gallery of Art in Washington was created for the people of America. The American Congress accepted art collector A. W. Mellon's gift of his collection for the nation. Mellon hoped that the National Gallery would attract gifts from other collectors. This hope was realised. The gallery has received many donations. But the paintings and sculpture which were given by Mellon are the centre of the growing collection. As the Gallery expands its interest into modern art, the Collection Committee has given money to buy paintings and sculpture of our time. Tours of the collection are offered in many different languages and the museum is open all year round.

## Grammar Exercise 3

**Write the verbs in the correct form.**

The greatest names (1)..... often .... with an unhappy life (connect). Rembrandt was born in the 17th century in a little town in Holland. His talent for art (2) ..... when he was still a boy (see); and for a few years he (3) ... .. by well-known masters of art (teach). He was asked to paint many portraits of rich people. In those days people expected painters to make them beautiful. But Rembrandt refused to tell lies. So fewer people asked Rembrandt to paint their portraits. He became poorer. Many years passed before Rembrandt's work (4) .... ..(discover). But today the name of Rembrandt (5) .... .. (know) all over the world.

## HOMEWORK

### Lesson 1 Art Galleries around the world

Read about the Tate Gallery in London. Write the verbs in the correct form. Translate the text.

The Museum of Modern Art in London (1 was known/is known/knows) as the Tate Gallery. It is one of the best collections in the world. The Tate Gallery (2 is built/was built/built) in 1897. That year Sir Henry Tate gave his personal collection of paintings to the nation. At that time Sir Henry Tate's collection consisted of 65 paintings and two sculptures. The Tate Gallery contains modern works which (3 was made/were made/made) by British and foreign artists and sculptors. It holds special exhibitions where the paintings of modern British and foreign artists (4 are shown/shown/was shown).

### Lesson 2 Who was it painted by?

Bring any pictures by famous artists from magazines or books and ask the pupils questions:

- 1 Who was this picture painted by?
- 2 When was it painted?
- 3 Do you know other paintings by ... ?

### Lesson 3 Pictures at an exhibition

Do grammar exercise 2.

### Lesson 4 Famous statues

Write about any statue you know and talk about it. (If you do not know one, find a picture of one in your school library.)

Begin like this:

The statue of Amir Temur stands in a small park ... It was first shown in ...

- 1 Where is it?
- 2 Who is the sculptor?
- 3 What is it made of?
- 4 When was it first shown?
- 5 Why was it made?
- 6 What do you feel?

### Lesson 5 Art is for enjoyment, isn't it?

Bring pictures by famous artists, or pictures you like, or choose pictures from the Classbook, and be ready to talk about them. Talk about:

- the title of the picture
- the name and nationality of the artist
- the date of the picture
- the place where the picture is now
- what the picture shows
- why you like it

### Lesson 6 Project

Prepare for the Progress Check.

## Lesson 2 Who was it painted by?

1 Work in pairs.

Pupil B: Look, ask and complete the table on this page.

- e.g. 1 Who was 'Flatford Mill' painted by?  
2 When was 'Flatford Mill' painted?  
3 Which picture was painted by Charles White?

Picture	Artist	Date
1 'Mother's Portrait'	Akhmedov	1989
2 'Mill in the Wood'	Shishkin	1870
3 'Still Life'	Peale	1820
4 'Flatford Mill'	...	...
5 ...	White	...
6 'Lake George'	...	...

# UNIT 9 THE ENVIRONMENT

## Lesson 1 Energy from the earth



**1a** Listen and repeat.

source    dung    fossil fuel    renewable    to run out    sail    windmill    flour

**1b** Work in pairs. Look and answer the questions.

- 1 These are different sources of energy. Can you add any more?
- 2 What is the most important source of energy in your place?
- 3 What are the most important sources of energy in the world?



coal



wood



straw



dung



gas



oil



**1c** Work in pairs. Write the words in two columns. Can you add any more?

coal    gas    wood    straw    dung    oil

Fossil fuels	Renewable
e.g. coal	



**1d** Work in pairs. Answer the question.

What are the problems with fossil fuels?



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

Are there alternatives to fossil fuels? What are they?



**2b** Listen to the radio programme and check your answers.

Source of energy	Dangerous	Poisonous	Running out
Fossil fuels			
Nuclear power			
Wind power			
Solar power			



**2c** Listen again and put ✓ for Yes or × for No or ? for Don't know.



## Lesson 2 The power of the sun

### 1 Look at the picture and answer the questions.

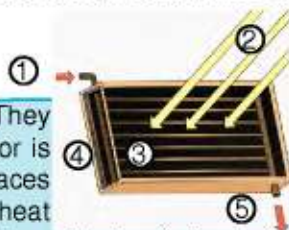
- How many hours of sunshine a day do we have in Uzbekistan?
- In what parts of the world do people use solar power?
- How do people in the world use solar power?



### 2a Read, listen and complete the diagram. Use the words in the cloud.

cold water in, sun's rays, insulation, black absorber plate, glass, tubes, hot water out

Ordinary homes can be easily converted to use solar energy. They can make a simple heating system. A 'flat plate' solar collector is fitted to the roof. It **must be painted** black on one side. Black surfaces absorb energy well, and make sunlight into heat easily. The heat stays between the insulation and glass. Cold water is pumped through tubes in front of the black plate and is warmed up. The hot water can be used for washing, cooking and heating rooms.

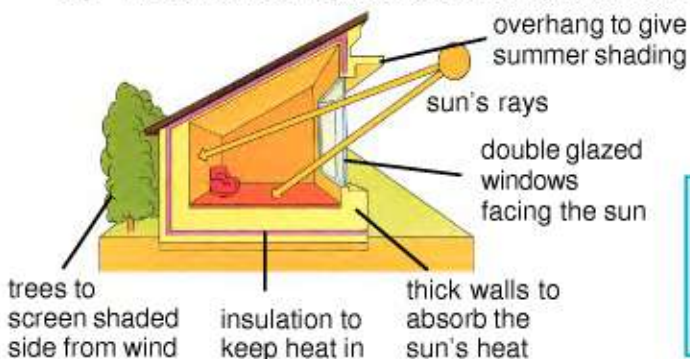


### 2b Work in pairs. Read and answer the questions.

- What kind of writing is it?
- Can we see such sentences in fairy tales, poems or stories?
- Where do people use this kind of writing?
- Translate the sentence 'It **must be painted** black on one side'.
- Do you know who painted the box?
- Is it important to know this?

### 2c Look and write a description. Use 'may/might/can/must be ...'.

e.g. The sun's heat might be absorbed by thick walls.



#### Remember:

It/they **can/could** be done  
 It/they **must** be done  
 It/they **should** be done  
 It/they **may/might** be done

## Lesson 3 Can we save trees?

1a Find the words you do not know in the Wordlist.

raw materials to chop pulp  
wood chips to throw away

1b Look, read and answer the question.

What is used in making paper?



1 Trees are the 'raw materials' used to make paper. We cut down trees and do not always plant enough new trees to take their place. Trees take a long time to grow.



2 We use machines to cut down trees and transport them to the factory.



3 Chopping trees into wood chips uses more energy.



4 To turn the wood chips into pulp, a lot of water and chemicals are needed. About half of each tree may be thrown away and wasted.



5 Poisonous wastes are produced, which **may be destroyed** using machines or thrown into rivers and lakes, causing pollution.



6 Wood or pulp may be imported from other countries. More energy is used for transport.

7 Transport is used to take the paper to places where it is needed. This uses up more energy.

1c Read again and write problems for each picture.

e.g. Picture 1

1 We use energy to cut down trees. 2 We do not always plant new trees.

2a Work in pairs. Answer the question.

What can people do to save trees?



2c Listen again and answer the questions.

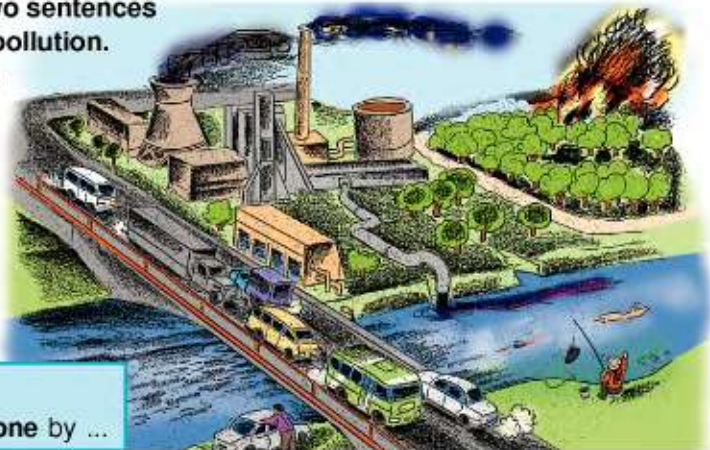
- 1 What is used to recycle paper?
- 2 Why is recycling paper important?

2b Listen and check.

2d Look and write two sentences about air and water pollution.

Use 'may be caused', 'may be reduced/improved'.

e.g. Air pollution may be caused by transport especially old trucks. It may be reduced by checking the engine regularly.



**Remember:**

It/they **may be caused/done** by ...

## Lesson 4 Our green planet

**1** Work in pairs. Look at the pictures and say what is wrong.

e.g. A farmer shouldn't burn straw because it's a waste of energy.



**2a** Find the words you do not know in the Wordlist.

ingredient nutrient drainage growth

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

- 1 What ingredients of soil do you know?
- 2 What is a natural recycling system?

**2c** Read, listen and check your answers.

A very important ingredient of soil is its living population.

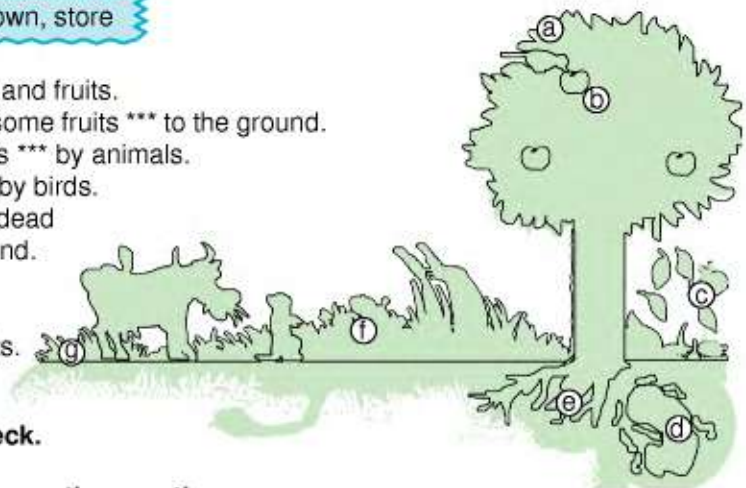
Millions of organisms help break down the plant and animal remains. They put back chemical nutrients into the soil, where they are used again. In this way, the earth creates new nutrients for new plant growth and solves the problem of dead plants and animals. In other words, the earth has a natural recycling system.



**2d** Copy and complete the picture of the natural recycling system. Use the verbs in the cloud. Write them in the correct form – active or passive.

fall, take, eat, break down, store

- 1 Nutrients \*\*\* in leaves and fruits.
- 2 Dead plant parts and some fruits \*\*\* to the ground.
- 3 Some leaves and fruits \*\*\* by animals.
- 4 Some plant eaters \*\*\* by birds.
- 5 Animal droppings and dead animals \*\*\* to the ground.
- 6 Insects and bacteria \*\*\* the remains.
- 7 Nutrients \*\*\* in by roots.



**2e** Listen and check.

**3** Work in groups. Answer the question.

What should people do to help the earth?

Use: We should ... because ... / We shouldn't ... because ...

## Lesson 5 Life on Marginal Land

### 1a Look and answer the questions.

- 1 What causes desertification?
- 2 What regions of Uzbekistan are at risk of desertification?
- 3 What do you know about the Aral Sea?

### 1b Read, listen and check your answers.

If soil is looked after, it **can be used** again and again. If it is treated badly, many problems such as desertification can be caused. Soils in mountain and semi-desert areas are most at risk. If too many trees and grasses are removed by people or by animals, the soil becomes poor and is washed away by rain, or blown away by the wind. One-third of the world's land area is at risk of soil erosion and desertification. Wood and charcoal burning destroys forests, removing soil and making land into desert. Desertification can be stopped by expensive tree-planting programmes and better land-management.



### 1c Work in groups of 4/5. Look and say:

- what problems are the same in your place
- what you can do to save the soil

e.g. The soil in our place is blown away by the wind.

We can build stone walls and plant trees.



- 2 stone walls across waterways, they prevent hillsides from erosion during heavy rains



- 3 tree logs across the waterways



- 1 building terraces - stone wall with trees



- 4 curved walls built from stones. Soil washed downhill collects behind them to form mini-terraces



- 5 criss-crossed fences stop desert sand from moving. Fast-growing trees and long rooted grass help to hold back the desert.

### 1d Look at the words in bold.

- 1 Translate the sentence.
- 2 What kind of verb is 'can'?
- 3 What form is 'can be used'?
- 4 What other word can you use here?
- 5 Translate sentence two of the text.

### 1e Look at the pictures in 1c and write five sentences.

e.g. Stone walls with trees can be built to prevent hillsides from erosion.

#### Remember:

It/they **can be caused/done**

## Lesson 6 Project

1 Look at the pictures and say what you think they could be about.



2a Answer the questions.

Have you heard about Earth Day?  
Do you know when it is?  
What is the purpose of Earth Day?  
What do you think happens on Earth Day?



2b Listen and check.



2c Listen and answer.

- 1 What is the equinox?
- 2 Why is it a symbol of Earth Day?



3a Read and listen to the press release. Complete the notes.

Place:  
Event:  
Purpose:

What happened on Earth Day 2013?

Earth Day is one of the most widely celebrated events in the world. For Earth Day 2013 millions of people joined in thousands of activities in almost every country on earth. In the Philippines there was a 50km bike ride to raise awareness about alternative transport. In Kenya there were protests against deforestation and over 6,000 trees were planted. In Thailand there were big tree planting programmes. In the USA students in Los Angeles used their bodies to form a message which could be seen from the sky. It told the world to 'GO SOLAR'. In over a hundred cities round the world car-free activities took place. Earth Day was covered extensively in the the media. Clean energy is possible – we have the know-how and the technology – and Earth Day 2013 proved the world's people are ready to act on it now!

Remember – our motto: Earth Day, Everyday

3b Say what some people have done to raise awareness about the environment.

e.g. In the Philippines they organised ...

4 Work in groups. Decide what you could do in Uzbekistan to raise environmental awareness and action. Design a poster to advertise your event. Include a motto for your Uzbekistan Earth Day.

5 Present your poster to the class.

To find more information about Earth Day visit these websites.

<http://www.earthday.net/> <http://www.earthday.wilderness.org/> <http://www.earthsite.org/>

## Pronunciation 1

1 Write the words and mark the stress. Check your answers at the bottom of the page.

e.g. blackboard earthquake  
netball schoolbag Wordlist greenhouse



2 In words made up of two parts (n+n) usually the first part is stressed. Listen and repeat.

wind power birthday cake hillside basketball  
sunset pencil case New Year card Navro'z party

3 Read aloud the words you have written.

4 Find eight more n+n words and say them.

## Pronunciation 2

1 Write the words and mark the stress. Check your answers at the bottom of the page.

e.g. a green house  
a black bird  
an old man a happy boy

2 Can you say the rule for pronouncing adj+noun and noun+noun.

## Grammar Exercise 1

Help the school director finish the notice. Write more sentences.

Before you leave the building: e.g. all doors must be closed  
windows books floors wastepaper baskets lights

## Grammar Exercise 2

Read the Suntown school rules and match the two halves.

e.g. School uniform must be worn at all times.

1 School uniform	a may be absent without a note from his/her parents.
2 No jewellery	b must be worn at all times.
3 All pupils	c may be worn at any time.
4 No pupil	d must come to school on time.
5 All homework	e may be eaten during lessons.
6 All pupils	f must be handed in on time.
7 No food	g should be polite.

## Grammar Exercise 3

Use the table to make sentences.

1 He got very fat	as a result they all died.
2 She forgot to water the plants and	of eating too many sweets.
3 The water was not clean and	they were all strong and healthy.
4 Their mother was a very good cook and	they were all ill.
5 Her eyes are bad ...	he became very famous.
6 He wrote many wonderful books and	working too much on the computer.

## Grammar Exercise 4

Complete the sentences.

e.g. She is very pretty. She reminds me of my sister.

1 The book was about a man who goes to the moon. The story reminded me ...

2 Those flowers in that picture are beautiful. They remind me ...

3 I like watching young people dance. It reminds me ...

4 These chocolates are delicious. They remind me ...

5 It's a huge city. It reminds me ...

6 She is very pretty. She reminds me ...

an old man a happy boy

Pronunciation 2

netball schoolbag greenhouse Wordlist

Pronunciation 1

## HOMEWORK

### Lesson 1 Energy from the earth

Write sentences. Use the table in 2c.

e.g. Nuclear power can be very dangerous for people.

### Lesson 3 Can we save trees?

Look, read and answer the question. What can people do in Foxley Fields?

Foxley Fields was bought by the Woodland Trust in 1995. The local community planted the first trees in 1996 and chose the name of Foxley Fields. The centre of the new design is a large ash tree, in an area of grass. The grass areas have a beautiful mixture of wild grasses and flowers. 52,000 native British trees such as oak, ash and cherry were planted during 1996 and 1997.

In 1996 Linton Primary School pupils designed 2,5 acres of woodland in Foxley Fields. It is an area that can be enjoyed by everyone and gives the school an educational resource. An old pond has been cleaned and a path has been made from Linton Main Street.

#### ENGLAND Derbyshire

##### Spotlight:

Foxley Wood, Linton, Swadlincote  
Landranger no. 128, 5K284164, 70.91 acres



##### KEY

- Educational area
- Pond
- Trees
- Shrubs
- Large ash tree
- Access
- Car park



### Lesson 4 Our green planet

Look and write the sentences. Add two more.

Recycle! Do you know how many things can be recycled?

e.g. Old newspapers can be made into cardboard boxes.

### Lesson 5 Life on Marginal Land

Copy and complete the poster the pupils made for their school friends.

old, waste, new, write, recycled,  
collection point, reuse, paper

#### What you can do to save trees

- Don't (1) \*\*\*\* paper. (2) \*\*\*\* on both sides.
- Stick (3) \*\*\*\* labels on (4) \*\*\*\* envelopes and (5) \*\*\*\* them.
- Use (6) \*\*\*\* paper.
- If there is a collection point near your house take your waste (7) \*\*\*\* there.
- Organise a (8) \*\*\*\* in your class.

### Lesson 6 Project

Prepare for the Test.



# UNIT 10 ALL THE WORLD'S A STAGE

William  
Shakespeare

## Lesson 1 Who's who in the theatre

1 Read the dictionary texts. Translate the words into your mother tongue.

1 **play (v)** - to perform the actions and say the words of a character in a theatre performance

**NB** play + object, e.g. play a role

He has always wanted to play Hamlet.

**play (n)** - a piece of dramatic writing performed in a theatre

e.g. 'Romeo and Juliet' is the best-known play by William Shakespeare.

3 **stage (v)** - to produce a play

e.g. The school drama group stages two plays every year.

**stage (n)** - the raised floor in a theatre on which plays are performed

e.g. At the end of the performance all the actors came out onto the stage.

2 **act (v)** - to perform, especially on the stage

**NB** act needs no object.

e.g. Hopkins is acting tonight.

**act (n)** - one of the main parts of a play

2a Find the words you do not know in the Wordlist and write the meaning.

scenery stage director actor  
sound technician make-up  
artist policeman farmer  
actress lighting technician  
musician wardrobe mistress  
playwright pilot scene-painter  
make up props

2c Say who

- writes plays
  - makes scenery
  - stages plays
  - plays music in an orchestra
  - plays music on cassettes
  - looks after costumes
  - makes up the faces of actors and actresses
  - plays roles
  - lights the stage
- e.g. A playwright is someone who writes plays.



2b Listen and repeat.



3a Listen to the conversation and say what the children are discussing.



3b Listen again and complete the chart.



What has been done	What needs to be done	Problems
e.g. the roles have been decided		

4a Work in groups. Answer the questions.

- 1 If you staged a play in your school, what would each of you like to do?
- 2 Who is good at making costumes/the scenery? Who can make up the faces of actors and actresses?
- 3 Who will play music? Will you use music on cassettes? Who is good at playing musical instruments, e.g. the piano or the guitar?

4b Report to the class.

e.g. In our group I could be the wardrobe mistress because I'm interested in sewing and I'm quite good at it.



## Lesson 2 Pygmalion

### 1a Answer the questions.

Have you read or seen any plays?

What parts are there in a play?

How do actors know when to move or when there should be a noise?

### 1b Read. Translate the bold words.

A play is divided into several **acts**.

Each **act** is divided into several **scenes**.

What the actors say is the **dialogue**.

The **set** is the furniture and decoration on the stage.

Sometimes the **set** shows a country, or a room in a building, or a place outdoors.

The **stage directions** tell the actors how to speak, where to move, etc.

### 2a Look at the picture. Work in pairs. Describe the man.

#### 2b Ask and answer questions.

**Pupil A:** Look at the text on this page.

**Pupil B:** Look at page 84.

**Ask questions and complete the gaps.**

e.g. Where was George Bernard Shaw born?

Pupil A

George Bernard Shaw was born in (a)... (Where...?) in 1856.

At the age of (c)... (How old...?) he moved to London.

Bernard Shaw wanted to become a (e) ... (What...?).

However his novels were not successful and he gave up writing them. Soon his attention turned to the (g) ... (What...?). Shaw wrote more than fifty plays. His best-known play is (i) ... (What...?). The main characters are Eliza Doolittle, Professor Higgins and Colonel Pickering.



Bernard Shaw

### 3a Look at the photo. It is a scene from 'Pygmalion'.

**Answer the question.**

What do you think is happening?



#### 3b Listen to the scene. Answer the question.

What does Professor Higgins want Eliza to do?



#### 3c Listen again. Say True or False.

- 1 Professor Higgins wants to teach Eliza good English.
- 2 Professor Higgins thinks that good pronunciation is very important.
- 3 Professor Higgins is a kind teacher.
- 4 Pickering does not think that Eliza is doing well.
- 5 Eliza is a good learner.



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

- 1 Do you think that good teachers are important? Why?
- 2 Do you think it is important to speak clearly? Why?

## Lesson 3 Great playwrights

**1 Read the following. Say which verb in Reported Speech is the best. Why?**

- 1 HIGGINS: Say your alphabet. Higgins ordered/told/asked Eliza to say her alphabet.  
 2 PICKERING: Say it, Miss Doolittle. Pickering ordered/told/asked Eliza to say it.

**2a Find the stage directions in the following sentences.**

- 1 PICKERING: (to Eliza) Do what he tells you.  
 2 HIGGINS: Listen to this, Pickering.  
 3 ELIZA: (almost in tears) But I'm saying it.  
 4 HIGGINS: (to Eliza) Say a cup of tea.  
 5 HIGGINS: Pickering, give her a chocolate.  
 6 HIGGINS: (to Eliza) Think about it. Try to do it by yourself.

**2b Say the sentences in 2a as if you were the character.**

**2c Change the sentences in 2a into Reported Speech.**

**3a Answer the questions.**

- Who is the greatest English playwright?
- What was the name of the theatre where he worked?



### Theatre in 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 a work of genius.

**3b Answer the question.**

Would you like to see plays with men acting all the parts?

**4a Listen to the texts. Match the pictures, the texts and the names of the plays.**

- King Lear
- Romeo and Juliet
- The Comedy of Errors



### Remember:

Do your homework.  
 He **told them to do ...**  
 Do your homework now!  
 He **ordered them to do ...**  
 I'd like you to do your homework.  
 He **asked them to do ...**

direct	reported
'...'	me/him/her/it/us/them
now	immediately
your	my

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

- The author of the three plays is one man. Can you guess his name?
- Which of the three plays is the funniest?
- Which of the plays deals with a serious moral issue?
- Which of the three plays would you like to read or to see in the theatre? Why?

## Lesson 4 Actors and actresses

### 1 Play Guess the Character.

- walk as the character does
- talk as the character does
- laugh or cry as the character does

### 2 Find the words in the Wordlist and write the meaning.

booth high-pitched puppeteer  
priest responsive unlike

### 3a Listen and match.

### 3b Listen and take notes under the following headings.

- where they work
- what is important for them
- what they don't like

### 4a Look at the title of the article in 4b. Answer the question.

What is the article about?

### 4b Read and listen. Look and answer the questions.

- What kind of play is it?  
What characters can you see?  
What can you say about the puppeteers?

#### Maskharaboz from the old city

The Republican Youth Theatre of Uzbekistan in Tashkent is a wonderful theatre. It was established in 1929. The theatre's director Olimjon Salimov joined the theatre in 1993. His original productions have made the theatre very popular. The actors are proud that they have taken part in regional, national and international theatre festivals.

This is a scene from the comedy 'Boz Maskharaboz'. The comedy consists of four parts and this is a lyrical scene from the last part. It is about puppets in love who try to find happiness.

### 5 Work in groups. Answer the questions.

- 1 Do you think the work of actors and actresses is important? Why?/Why not?
- 2 Do you think theatres for young children and young people are important? Why?/Why not?



## Lesson 5 One day I'll stage a play

### 1 Play How Did You Say It?

#### 2a 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 'T'?
- 2 What is your answer to the writer's questions?



#### 2b Read, listen and choose the best summary.

- 1 The ancient art of Theatre can help people to understand the world and themselves better.
- 2 Theatre often offers us something special, which other forms of entertainment do not do because they produce things for a mass audience.
- 3 Theatre has given birth to other kinds of entertainment. But Theatre is special because in a play we see real people, we feel close to them and recognise our own problems, joys and sorrows.

In a very good restaurant we have a dinner that is specially cooked for us; in a canteen we are served with standard portions of a standard meal. And this is the difference between the living Theatre and the mass entertainment of films, radio and television. In the Theatre the play is specially cooked for us. It (the Theatre) is the ancient but ever-youthful parent of all entertainment in dramatic form. It is the magical place where man meets his image.

J.B. Priestley



#### 2c Read and answer the questions.

Do you agree with J.B.Priestley? Why/Why not?  
How do you understand the last sentence?

#### 3a Read and match.

- 1 Plays for little children
- 2 'Whodunit' plays
- 3 Historical plays
- 4 Melodramas
- 5 Domestic plays

- a plays about relationships within a family. They may be serious or comic.
- b plays that tell us about important events in the lives of well-known people in history.
- c sentimental plays with exciting and sometimes shocking events.
- d plays about bank robberies, murders, etc.
- e plays that tell about real and fantastic events. Characters can be people and/or animals.

#### 3b Read again and say which kind of play you like most of all.

#### 3c Find one or two other pupils who like the same kind of play. Work in groups.

##### Read and answer the questions.

What type of role do YOU see yourself in?  
What type of role do OTHERS see you in?

- |                         |                       |
|-------------------------|-----------------------|
| a romantic hero/heroine | e kind, gentle person |
| b detective             | f wise person         |
| c comic character       | g animal              |
| d baddie                |                       |



- 4 Read and listen to the story on the next page. In pairs think of how to make it into a play. Think what props you may need.

## Lesson 6 Project

**1a** Work in groups. Compare the plays you wrote for homework.

**1b** In the same groups

- choose one of the plays 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 play you liked best of all
- whose acting you liked
- whose props were the best



## Lesson 5 One day I'll stage a play



**4** Read and listen to the story. In pairs think of how to make it into a play. Think what props you may need.

### 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.

## Pronunciation 1

### 1a Find letter combinations with the sound [eə].

where, there, hair, pair, wear, bear, share, compare



### 1b Read aloud the words in 1a.

Listen and repeat.

### 2 Read aloud.

square, pear, fair, anywhere, tear, hare, upstairs, air

### 3 Find five more words with the same sound [eə].

## Pronunciation 2

### 1a Find letter combinations with the sound [ɪə].

fear, hear, here, theatre, deer



### 1b Read aloud the words in 1a. Listen and repeat.

### 2 Find three more words with the same sound [ɪə].

## Grammar Exercise 1

Report what the people said. Use ask, tell, order.

e.g. He asked me to spell my name.

### At the doctor's

- 1 Please could you spell your name?
- 2 Please wait a minute.
- 3 Take these tablets three times a day.
- 4 Drink lots of hot green tea.
- 5 Sign your name here.

### At home

- 1 Could you go to the shop and buy some tea?
  - 2 Put that cigarette out now!
  - 3 Go and ask granny for an aspirin.
  - 4 Do your homework, before you watch TV.
  - 5 Brush your teeth before you go to bed.
- NOT e.g. He asked us not to sing.

### On a school trip

- 1 Please don't sing.
- 2 Don't walk on the grass.
- 3 Please don't feed the animals.
- 4 Don't drop litter!
- 5 Be quiet!

## Grammar Exercise 2

Match the halves of the sentences.

- 1 The actor who ...
  - 2 The play which ...
  - 3 The man who ...
  - 4 The traditional theatre which ...
  - 5 The cartoon which ...
  - 6 I like the actress who ...
- a who we saw on the bus is a famous actor.  
b was on TV last week was made by Walt Disney.

c was on at the theatre this week was written by George Bernard Shaw.

d plays Liza Doolittle.

e played Aladdin is my favourite.

f is popular in Japan is called Kabuki.

## Grammar Exercise 3

Read and complete.

e.g. The girl who sat next to me on the bus this morning had a beautiful school bag.

- 1 The girl who sat next to me on the bus this morning ...
- 2 The boy who is standing outside the director's door ...
- 3 The girl who was on TV last night ...
- 4 I saw the boy who ...
- 5 Have you seen the girl who ...
- 6 Where's the book which ...
- 7 Have you got the ruler which ...
- 8 Have you done the homework which ...

## Lesson 2 Pygmalion

### 2b Ask and answer questions.

Pupil B: Look at this page. Ask questions and complete the gaps.

e.g. When was George Bernard Shaw born?

George Bernard Shaw was born in Dublin in (b)... (When..?) At the age of 19 he moved to (d)... (Where..?) Bernard Shaw wanted to become a novelist. However his novels were not successful and he gave up (f) ... (What... ?) . Soon his attention turned to the drama. Shaw wrote more than (h)... (How many ..?) plays. His best-known play is "Pygmalion". The main characters are (j) ... (Who...?).

## HOMEWORK

### Lesson 1 Who's who in the theatre

**Read and answer the question:** What was necessary to make a young actor look old?

It was a play which told the story of a family during fifty years. Some characters were young at the beginning, but by the end of the story they of course had to be much older. A 40-year old man played the main character, the father of the family. In the last act the man looked really old. People who came to the theatre were surprised to see his face and hear his voice that seemed to belong to an 80-year old man. Make-up artists used special paint and powder to make him look like an old man and they gave him white hair.

### Lesson 2 Pygmalion

#### 1 Read the following false sentences.

**Make them true.**

- 1 George Bernard Shaw was born in Edinburgh.
- 2 Eliza Doolittle is a teacher of phonetics.
- 3 What the actors say is stage directions
- 4 Arthur C Clarke is the author of detective stories about Sherlock Holmes.
- 5 They never show feature films on television.
- 6 Sound technicians work only on radio stations.

#### 2 Complete the sentences.

I think		teachers	
I don't think	that	parents	should ...
		teenagers	

### Lesson 3 Great playwrights

#### 1 Find the stage directions in the following sentences.

- 1 HIGGINS: (with the roar of a wounded lion) Stop. Listen to this, Pickering.
- 2 ELIZA: (weeping) I ca-a-an't hear no difference.
- 3 SAMUEL: (taking a writing-pad out of his pocket) I would like to put this down.
- 4 MARY: Why not ask him now? (Goes to the telephone) What's his number?

#### 2 Change from the Reported Speech into the Direct Speech.

- 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.

### Lesson 4 Actors and actresses

#### 1 Match.

- |         |         |
|---------|---------|
| 1 audi  | a right |
| 2 fes   | b nsive |
| 3 trag  | c ence  |
| 4 ligh  | d edy   |
| 5 playw | e ting  |
| 6 bo    | f tival |
| 7 respo | g oth   |

#### 2 Write about your visit to the theatre. Say:

- where and when you went
- the name of the play you saw
- what the play was about
- how you liked the acting, the scenery, the music

### Lesson 5 One day I'll stage a play

Get ready to perform the play

'An Eastern legend about tobacco'.

- 1 Write the dialogue. Think of more words for the merchants and peasants.
- 2 Design the 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.

### Lesson 6 Project

Prepare for the Test.

## PROGRESS CHECKS

### Unit 1 Public holidays and traditions



#### LISTENING

**1 Listen and say what will take place in Alice's school on Halloween. (10 marks)**

**2 Listen again and complete the sentences. (20 marks, 2 for each correct word)**

- 1 There will be a '.../.../...' competition in Alice's school.
- 2 Alice .../.../... Cinderella.
- 3 Her mother thinks that usually people .../... as scarecrows and witches.
- 4 Alice wants to wear her mother's .../... .

#### WRITING

**3 Answer the questions with *your own answers*. (15 marks)**

- 1 Do you think Alice will win the competition?
- 2 What prize will she get if she wins?
- 2 Will Alice's mother give Alice her shoes to wear?

#### READING/WRITING

**4 Read the invitation and answer the questions. (15 marks)**

Dear (Friend?)

You are invited to the New Year Fancy Dress Ball

on: December 27

at: 5 pm

at: school 35

There will be prizes for the best costumes!

- 1 How would you like to dress up for the fancy dress ball?
- 2 How can your best friend dress up?

#### VOCABULARY

**5 Match. (16 marks)**

- |          |         |
|----------|---------|
| 1 celebr | a sion  |
| 2 pud    | b key   |
| 3 mist   | c ker   |
| 4 crac   | d ding  |
| 5 occ    | e nce   |
| 6 tur    | f ation |
| 7 nati   | g letoe |
| 8 mi     | h onal  |

#### GRAMMAR

**6 Find the odd word out in each word class. (24 marks)**

- 1 participate invite fireworks burn toss
- 2 fantastic special electric romantic stocking
- 3 scarecrow pancake custom merry party
- 4 celebrate bonfire card coin sweetheart
- 5 decoration guy carol send tangerine
- 6 hang tried congratulate fold miss

**Total:** 100 marks



## Unit 2 Mass media

### READING/VOCABULARY

#### 1 Read and choose the best word. (20 marks)

'Liza' is a magazine for (1)... and girls.

It is a (2) ... magazine.

It publishes (3)... about well-known people in the world of literature and television. Those who like travelling will find (4)... information about different countries and (5)...

The magazine gives (6) ... on the latest fashion. It publishes a lot of (7)...

and has great (8) ...

My mother and I enjoy (9) ... it, and

I would (10)... it to all my friends.

woman, women

weekly, week

articles, article

used, useful

cities, city

advise, advice

recipe, recipes

story, stories

read, reading

recommend, to recommend

#### 2 Answer the questions. (6 marks)

1 How often does 'Liza' come out?

2 Is 'Liza' good for people who like to cook?

3 Would you like to read this magazine?

### READING/GRAMMAR

#### 3 Read the joke. Report what the men said (five sentences). Change the tenses, pronouns, etc. (20 marks)

The two men were talking about their dogs. One man said, "My Push is a very clever dog. He always brings me my newspaper". The second man answered, "Oh, my Pull doesn't do that. He reads the newspaper himself and marks the most interesting articles with a red pen. Then I pick up the newspaper and read these articles".

### SPEAKING/GRAMMAR

#### 4 Ask your teacher (20 marks)

what newspapers/magazines s/he reads

what sections in newspapers/magazines s/he likes reading

when s/he usually reads newspapers/magazines

what articles s/he can write for the class newspaper

#### 5 Write about your teacher. (20 marks)

e.g. My teacher said (that) she reads 'Darakchi'.

### WRITING

#### 6 Write five sentences about your, your father's or your mother's favourite newspaper or magazine. (10 marks)

### PRONUNCIATION

#### 7 Find the odd word. (4 marks)

[ʌ] front, custom, other, business, club

[i] opinion, enrich, financial, political, index

[ɒ] horoscope, joke, crosswords, offer, model

[i:] evening, chief, sheep, quickly, field

**Total:** 100 marks

## Unit 3 Radio and TV

### READING/GRAMMAR

**1 Read and choose the best summary.** (5 marks)

- a A young teacher was upset because of her pupils.  
b A young teacher knew what to do to make her pupils interested.

It was a dull grey autumn day. She was walking along empty streets, carrying a heavy bag with her pupils' exercise books. She was tired and unhappy. She was thinking about that naughty boy from class 8B. She knew she hadn't been quick to answer his question. She remembered how he had laughed at her. But she had been such a good student at university! She had dreamt of becoming a good teacher. And now she didn't know what to do. Suddenly she heard a radio playing a popular song, "Don't be upset. Life is very long. Be patient and strong". She smiled and decided to prepare something really exciting for her next lesson.

She was sure she could surprise all her pupils and that naughty boy too.

**2 Read again. Find and write the verbs in the Past Perfect.** (20 marks)

**3 Write three questions about the text.** (15 marks)

e.g. Had one of the pupils laughed at the young teacher?

### VOCABULARY

**4 Write the words on the topic 'TV'.** (14 marks, 2 for each correct word)

documentary, interviewer, invitation card, news, fireworks, computer, channel, pictures, watch, cinema, chat show, cartoon, tinsel.

**WRITING** (30 marks)

**5 Write about your favourite radio or TV programme. Write about:**

- its title
- the days it is broadcast/shown
- the time
- the presenter
- what it is about

### SPEAKING

**6 Tell your teacher about a TV or radio advert which you don't like. Explain why you don't like it.** (16 marks)

**Total:** 100 marks

## Unit 5 Cinema



### LISTENING/WRITING (20 marks)

**1 Listen and for each film write if you would like to see the film and why/why not.**

e.g. I would like ... because ...

I wouldn't like ... because ...

### READING (20 marks)

**2 Read and match the film titles and the reviews. Write the type of each film.**

a 'You are not an orphan'.      b 'Ivan Vasilievich changes his profession'.

1 Alexander Demyanenko plays the main role in the film by Leonid Gaidai. In the film a 'time machine' is invented, and some characters travel to the past – to the times of the Russian tsar Ivan the Terrible. At the end of the film we learn that all the events happened in the dream of the machine's inventor.

2 The events in the film are based on real facts. The producer Shuhrat Abbosov tells the story that happened in the 1940s during the war. Mahkam ota and Fotima opa took care of twelve children of different nationalities. They came to live in Tashkent because they lost their homes and their parents. They found love in their new family. In the film the role of Fotima opa is played by the famous film star Lutfikhon aya Sarimsokova.

### PRONUNCIATION

**3 Write the words in the right columns. (10 marks)**

cups, prizes, thrillers, movies, events, actresses

[s]

[z]

[iz]

e.g. cups

### GRAMMAR

**4 Use the words to write sentences. Write the correct tenses. (25 marks)**

1

What/you/do/on Sunday?

Nothing special. Why/you/ask?

I/have/a party. Would you like to come?

I'd love to.

2

What/you/do/after school?

I/go/to the library. Would you like to go with me? I/want/get/a book about Harry Potter.

Oh, I/read/this book/now.

You/enjoy/it?

Oh, yes, very much. You/like/it too.

### SPEAKING (25 marks)

**5 Talk about two characters from a film you like. Say:**

- the title of the film
- her/his name
- two or three adjectives to describe his/her character
- the events in which s/he took part

**Total:** 100 marks

## Unit 6 Music and ballet



### LISTENING

**1 Listen and write what the text is about.**

**2 Listen again and disagree.**

e.g. The word 'fans' is short for 'fantastic'. No, it isn't. It's short for 'fanatics'.

- 1 There are thousands of modern music fans all over the world.
- 2 There is no answer to the question 'Why do young people love rock and pop?'
- 3 Rock music isn't changing.
- 4 Pop music brings people to their TV sets.
- 5 Loud music is very good for your hearing.

### READING

**3 Read and find the right title for each part.**

a Dreams come true. b A fairy tale begins. c 'I am not special. I just work hard'.  
d Life in a new country.

1 The story of Alina Cojocaru's life is like a fairy tale, something like 'Cinderella'. She was born in an ordinary family in Romania. When she was little, a friend of the family took her to a dance class. She had never seen ballet before and thought it was just dancing and jumping. Now she liked it and decided to go to a ballet school. She passed the exams and a week later she was chosen to go to Kiev Ballet School with other nine Romanian pupils.

2 Little Alina packed her bag, said goodbye to her father, mother and elder sister and made a 27-hour journey to the Ukraine. "I left Romania when I was nine, and since then I have lived far away from my relatives. I had to learn Russian and make new friends. Twice a year we had a small performance – we worked so hard preparing it".

3 The first ballet she saw was 'Giselle'. "I was behind the stage", she remembers, her face shining, "and of course I was very impressed. I could see it wasn't just dancing and jumping. It was magic. I said, "Wow! I must learn to do that!" Ten years later she performed as Giselle in London. The stage is her life now.

4 "I love to watch movies, to go into another world which is not mine. And I like reading. At the moment I'm reading 'Yevgeniy Onegin' (the ballet she is rehearsing now), and I'm reading it in Russian. I can read in English too. I've read all the Harry Potters, I really love them". She seems happy. "I have a good job, something I always wanted to do, and I'm always doing something new and interesting. I'm an ordinary girl and I don't mind hard work. I love it."

**4 Read again and answer the questions.**

- 1 Why did Alina decide to go to a dance school?
- 2 What happened twice a year in Kiev Ballet School?
- 3 How did the ballet 'Giselle' impress Alina?
- 4 What are her hobbies?

### READING/VOCABULARY

**5 Read and choose the right word.**

Sweden's 'Abba' were the most (1)...  
(2)... band of the 70s. They won the

successful young  
pop opera

Eurovision (3)... Contest in 1974.  
They had eighteen UK (4)...-10 hits.  
The secret of their success was (5) ...  
songs and (6) ...voices. Their  
(7)... hits include 'Waterloo', 'Dancing  
Queen', '(8)... New Year', and 'Fernando'.

Ballet Song  
best top  
melodic relaxed  
calm beautiful  
modern greatest  
Happy Merry

## GRAMMAR

### 6 Complete the sentences.

- 1 Dad said, "I don't like soap operas. They make ..." me angry/him happy/me happy  
2 My friend said, "I love thrillers. They make ..." her excited/me excited/her relaxed  
3 Fred said, "I like Pavarotti. His singing makes ..." him tired/me happy/me tired  
4 They said, "We don't like horoscopes. They make..." them sad/us nervous/us clever

### 7 Report the sentences in 5.

## SPEAKING/WRITING

### 8 Say/write what you would do if you were:

- a pop singer
- a ballet dancer
- a film star
- an orchestra conductor
- a choirboy/choirgirl
- a TV presenter

**Total:** 100 marks

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## Unit 8 Painting and sculpture



### LISTENING/SPELLING

**1 Listen and write how the museum is using modern technology.** (2 marks)

**2 Listen again and fill in the gaps.** (33 marks, 3 for each correct word)

- 1 The museum is more than .../... years old.  
2 The Hermitage ... has about .../... works of art.  
3 If you go to the website of the museum, you will ... any object which ... you.  
4 When you ... the object you can see the ... details.  
5 You can see the decoration on a miniature ... from the ... century.

### READING

**3 Read the three texts and find the right places for the phrases in *italics*.** (10 marks, 2 for each correct answer)

*was brought*    *were presented*    *was opened*    *is located*    *was unveiled*  
a The Guggenheim Museum in New York City has a great collection of modern art. The museum has several departments in other cities around the world, for example, in Bilbao, Spain. This new Guggenheim museum (1) in 1997. It (2) in the centre of the city and occupies an area of 24,000sq km.

b In 1947 a new statue (3) in one of the streets in Sydney, Australia – the statue of Queen Victoria. It (4) here from Dublin and put next to a statue of the Queen's favourite dog. Today this is the place to gather money for blind children.

c If you want to see works by modern artists of Uzbekistan, especially those who live in Samarkand, go to the Samarkand State Institute of Foreign Languages. The main building of the Institute houses a very good collection of paintings which (5) to the Institute by their authors. Teachers and students at the Institute are very proud of their picture gallery.

**4 Read the texts again and write True, False or Don't Know.** (30 marks, 5 for each correct answer)

1 The Guggenheim Museum in Spain is as old as the Guggenheim in New York City.

2 The people of Dublin presented the statue of Queen Victoria to Australia.

3 The Institute of Foreign Languages in Samarkand got a lot of paintings as presents from artists.

4 About 24,000 lovers of modern art visit the Bilbao Guggenheim museum every year.

5 People come to the statue of Queen Victoria to give their money to children who cannot see.

6 Only teachers and students of the Institute of Foreign languages can see paintings in their picture gallery.

### VOCABULARY

**5 Match. Be careful, there are more words than definitions!** (10 marks, 2 for each correct answer)

1 still life

a the art of making objects out of stone, clay, metal, etc.

2 sculpture

b an important or main idea you want to communicate

3 ceramics

c a manner of doing something typical of a person or group or a time in history

4 style

d a piece of writing on stone

5 message

e a picture of an arrangement of objects, especially a painting of flowers and fruit

6 inscription

**SPEAKING** (15 marks)

**6 You and your friends are asked to organise a school art gallery. Talk about:**

- paintings you would have in the gallery
- place for the gallery in your school
- people who can be guides

**Total:** 100 marks

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## Unit 9 The Environment



### LISTENING

**1 Listen and give a title.** (5 marks)

**2 Listen again and answer the question.** (12 marks)

What was not mentioned in the text?

- |                                      |                           |
|--------------------------------------|---------------------------|
| a Experiments of Japanese scientists | d Planting trees          |
| b Man-made wood                      | e Making strong furniture |
| c Natural wood                       | f Recycling new 'wood'    |

## READING/WRITING

### 3 Read and answer the question. (20 marks)

Which fact do you think is the most interesting? Why?

Do you know

... that there once was another animal like kangaroo or koala on Earth? It was a wolf which also carried its baby in a bag of skin. It lived on the island of Tasmania, near Australia. It was a strong and frightening animal. All the wolves of this kind were killed. However some people believe that a few of them are still living in the thick forests of Tasmania.

...that Singapore is probably the cleanest place on Earth? Its streets are washed with special shampoo every day. The thing that makes streets in other places untidy is chewing gum. There is a rule which says that in Singapore people must not use chewing gum, and tourists who bring it there must be punished.

... which bird has the longest neck and legs? It is the flamingo. Pink flamingoes in nature are pink because of certain ingredients in the food they eat. If in some zoos pink flamingoes get wrong food, they can lose their colour and become dirty-white.

## READING/GRAMMAR

### 4 Write questions and answer them. (24 marks for questions, 4 for each correct question + 24 marks for answers = 48 marks)

1 the wolf/which carried/did/in a bag of skin/live/its baby/where?

2 washed/streets/how often/are/in Singapore?

3 pink flamingoes/why/pink/in nature/are?

4 kind of/are/what/forests/in Tasmania/there?

5 say/what/the rule/does/about chewing gum?

6 in/what/to pink flamingoes/some zoos/happens?

## VOCABULARY

### 5 Find words which mean (10 marks, 2 for each correct word)

1 the power which can do work

a source b energy c transport

2 to make air, water, soil, etc. dangerously dirty and not good for use

a recycle b absorb c pollute

3 to become smaller

a throw away b affect c shrink

4 containing salt

a saline b soil c solar

5 a rise in world temperatures

a ozone layer b global warming c heating system

## PRONUNCIATION

### 6 Write out the words with silent letters. Underline silent letters. (5 marks)

sign calm pulp modern grandson duststorm exhibition divert

**Total:** 100 marks

## Grammatik ma'lumotlar

### 1. So'z yasash: *-tion, -ion* suffikslari

Ingliz tilida fe'llarga *-ion* yoki *-tion* kabi suffikslarni qo'shish orqali ba'zi otlar yasaladi.

m-n: collect + ion = collection

suggest + ion = suggestion

instruct + ion = instruction 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

participate + ion = participation va boshqalar.

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 boshqalar.

### 2. Payt predloglari: *on, in, before*

„On“ predlogi kunlar, sanalar va bayram kunlari haqida gapirilganda qo'llaniladi.

m-n: My birthday is **on the 5<sup>th</sup>** of July.

They are coming **on Friday**.

We can watch concerts everywhere **on Independence Day**.

Shuni yodda tutish kerakki, „in“ predlogi kun qismlari (morning, afternoon, evening), hamda oylar, fasllar, yillar, asrlar kabi uzoqroq muddatli davrlar haqida gapirilganda qo'llaniladi.

m-n: Come here **in the morning**.

He was born **in September**.

We don't go to school **in summer**.

He bought this house **in 1999**.

People had no TV **in the 19<sup>th</sup> century** va boshqalar.

Lekin qaysidir „*morning, afternoon*“ kabilar haqida gapirilganda yoki „*morning, afternoon*“ va boshqalar tasvirlanganda „on“ predlogi ishlatiladi.

m-n: Guests arrive **on Sunday afternoon**.

I remember the day. It was **on a sunny morning** at the weekend.

People make fires **on Bonfire Night**.

„Before“ predlogi ma'lum bir vaqt, sana va boshqalar oldidan harakat, voqea kabilarni tasvirlash uchun ishlatiladi.

m-n: Some people light fireworks **before November 5<sup>th</sup>**.

Please, call me **before ten o'clock**.

### 3. Daraja-miqdor ravishi: *very, too, quite* va boshqalar

Ba'zi daraja-miqdor ravishlari ravish va sifatlar oldidan ishlatilib, ularning holatini belgilaydi. Ular ravish va sifatning *qanday* va *qanchaligini* ifodalashda yordam beradi. Masalan, uy vazifasi jo'nroq yoki murakkabroq bo'lishi mumkin, avtomashinalar tezroq yoki sekinroq harakatlanishi mumkin va boshqalar. Ravishlarning holatini ifodalash yoki ularga *qancha* degan ma'noni qo'shish uchun „*too, very, quite, a little, a bit, not very*“ kabi so'z va iboralardan foydalaniladi.



m-n: This car runs *very fast*. It is *very helpful*.  
This task is *quite difficult*, etc.

#### 4. Ehtimollikni bildiruvchi ravishlar: *certainly, probably*

Biror narsa to'g'risida *qanchalik ishonch* bilan gapirishda ehtimollikni bildiruvchi ravishlardan foydalaniladi. Ular asosiy fe'llardan oldin, yordamchi fe'l va modal fe'llardan 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: Your shirt is *the same* colour as mine.  
This movie is *the same as* this one. It is boring.

„*not the same as ...*“ farqlar haqida gapirilganda yoki ikki narsaning bir-biriga o'xshamasligi yoki aynan bir xil emasligini bildirish uchun qo'llaniladi.

m-n: The size of newspapers in Uzbekistan is *not the same as* the size in the UK.

Shu bilan birga farqlar haqida gapirilganda yoki ikki narsaning bir-biriga o'xshamasligi yoki aynan bir xil emasligini aytish uchun „*different from...*“ ham qo'llanilishi mumkin.

m-n: The size of newspapers in Uzbekistan is *different from* the size in the UK.

#### 6. Ko'chirma va o'zlashtirma gap

Odamlarning so'zlari, fikrlari va boshqalarni ifodalashning ikki usuli mavjud: 1) ko'chirma gap orqali, bunda aytilgan gapning aynan o'zi beriladi va 2) o'zlashtirma gap orqali, bunda so'zlovchining gapi, fikrlari va boshqalar odatda o'tgan zamondagi asosiy fe'llar (m-n: said, told, answered, va b.lar), bog'lovchilarni ishlatish hamda olmoshlar, zamonlar va boshqa ba'zi so'zlarni o'zgartirish orqali ifoda etiladi.

m-n:

ko'chirma gap: I said, 'Mrs Smith, you're wrong.'

o'zlashtirma gap: He said Mrs Smith was wrong.

Ko'chirma gaplarda ishlatilgan kishilik olmoshlari o'zlashtirma gaplarda quyidagicha o'zgartirilishi mumkin.

Kishilik olmoshlari		Egalik olmoshlari	
Ko'chirma gap	O'zlashtirma gap	Ko'chirma gap	O'zlashtirma gap
I	s/he	my	his/her
we	they	our	their
you	I/we	your	our/their
s/he, it, they	s/he, it, they	their	their

#### 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 gapdagi fe'llar asosiy fe'llardan keyin hozirgi zamonda (Present Simple) ishlatiladi.

Boshqacha qilib aytganda, gapirilayotgan paytda hali ham haqiqat bo'lgan biror narsani aytishda yoki kelgusida bo'ladigan voqealar haqida so'z borganda o'zlashtirma gapda hozirgi zamon fe'llari qo'llaniladi.

m-n: I saw Malik half an hour ago. He **said** your father **is** ill. And he **said** you **are going** to Urgench tomorrow.

## 6.2. Oddiy o'tgan zamon (Past Simple) dagi o'zlashtirma gaplar

Asosiy fe'llardan keyin o'tgan zamon fe'llari ham qo'llaniladi.

m-n:

ko'chirma gap: Akmal, 'I'm strong.'

o'zlashtirma gap: Akmal **said** he **was** strong.

Bu yerda Akmal aytgan hodisa o'tgan zamonda haqiqat edi, lekin vaqtning o'tishi tufayli ba'zi narsalar o'zgargan bo'lishi va u endi oldingidek kuchli bo'lmasligi mumkin.

O'zlashtirma gapda o'tgan zamon fe'lini qo'llash voqea-hodisalarning o'tgan zamonda qanday bo'lganligini ko'rsatadi.

Bunda, quyidagicha o'zgarishlar kuzatilishi mumkin:

Ko'chirma gap	O'zlashtirma gap
oddiy hozirgi zamon fe'llari	oddiy o'tgan zamon fe'llari
hozirgi zamon davom fe'llari	o'tgan zamon davom fe'llari
am/is	was
are	were
will	would
do/does	did
today	that day
tomorrow	the next day
here	there
these	those
this	that

## 6.3. „that“ bog'lovchili o'zlashtirma gap

So'zlovchining o'y-fikrlari va boshqalarni asosiy fe'llar bilan bog'lash uchun o'zlashtirma gapda asosiy fe'llardan keyin „that“ bog'lovchisi qo'llaniladi.

„Said“ hamda „told“ kabi odatda ko'p qo'llaniladigan asosiy fe'llardan 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 boshqa asosiy fe'llardan keyin „that“ bog'lovchisini tushirib qoldirib bo'lmaydi.

m-n: He replied **that** he didn't know about that.

*Tugallangan o'tgan zamonli o'zlashtirma gap to'g'risidagi ma'lumot uchun 8-mavzuga qarang.*

*O'zlashtirma gaplarda buyruq maylining qo'llanishi yuzasidan ma'lumotlarga 15 - mavzuga qarang.*

## 7. Tugallangan o'tgan zamon (Past Perfect) fe'llari

Ba'zida o'tgan zamonda sodir bo'lgan voqea-hodisalar haqida so'zlanadi.

m-n: I played tennis yesterday.

Bu hikoyaning boshlanish nuqtasi hisoblanadi. So'ngra, agarda shu vaqtdan 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 bog'lovchilaridan 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)

I/we/you/they he/she/it	{ <b>had</b> (I'd, we'd, you'd, they'd, he'd, she'd, it'd)	{ <b>finished</b> <b>lost</b> <b>read</b>	} the book.
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#### Bo'lishsiz shakl:

Subject + **had not** + **past participle** + object

I/we/you/they he/she/it	{ <b>had not</b> (hadn't)	{ <b>finished</b> <b>lost</b> <b>read</b>	} the book.
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#### So'roq shakli:

**Had** + Subject + **past participle** + object

<b>Had</b>	{ I/we/you/they he/she/it	{ <b>finished</b> <b>lost</b> <b>read</b>	} the book?
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O'tgan zamon sifatdoshi fe'ning uchinchi shaklidir. U to'g'ri hamda noto'g'ri fe'l bo'lishi mumkin. 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'llarning o'tgan zamon sifatdoshi turli shakllarga ega (m-n: *lost/ been/gone/broken/had* va boshqalar).

(Noto'g'ri fe'llarning o'tgan zamon sifatdoshi shakllarini 111- 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 <b>enjoyed</b> the film very much.
o'zlashtirma gap:	He said he <b>had enjoyed</b> the film.
ko'chirma gap:	I <b>have finished</b> my work.
o'zlashtirma gap:	He said he <b>had finished</b> his work.

Ko'chirma gapni o'zlashtirma gapga aylantirish jarayonida quyidagi o'zgarishlar kuzatilishi mumkin.

ko'chirma gap	o'zlashtirma gap
Past Simple watched	Past Perfect had watched
Present Perfect has watched	Past Perfect had watched
yesterday	that day

### 9. Amerika va Britaniya mamlakatlarida ingliz tilidagi so'zlarning yozilishidagi farqlar

Amerika va Britaniya mamlakatlarida ingliz tilining qo'llanilishida juda ko'p farqlar bor. Bu farqlarning ba'zilarigina quyida keltirilgan.

Amerika varianti	Britaniya varianti
organize	organise
specialize	specialise
realize	realise
theater	theatre
center	centre
practice (v)	practise (v)
auto park	car park
program	programme
traveled	travelled
canceled	cancelled
subway	underground, tube

## 10. „If“ li shart ergash gapli qo'shma gaplar

Ingliz tilida shart ergash gapning juda ko'p turlari mavjud.

Ular sodir bo'lishi mumkin bo'lgan holatlar va ularning natijalari nima bo'lishi mumkinligi haqida gapirish uchun qo'llaniladi.

Shart ergash gapli qo'shma gaplar ikkita gapdan tashkil topadi: „if“ li shart ergash gap va bosh gap. „if“ li shart ergash gap bosh gapdan oldin ham, keyin ham kelishi mumkin. Bosh gap gapni tugallash yoki gapga qo'shimcha ma'no berish uchun qo'llaniladi.

8 - sinfda „if“ li shart ergash gapli qo'shma gaplarning tez-tez sodir bo'lib turadigan va kelajakda sodir bo'lishi mumkin bo'lgan hodisa hamda holatlarni eslatish uchun qo'llanilishi haqida gapiriladi.

**10.1.** Umuman olganda rost yoki tez-tez sodir bo'lib turadigan hodisalar to'g'risida so'zlanganda bosh gapda ham, ergash gapda 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.

**10.2.** 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.

**10.3.** Kelajakda sodir bo'lishi mumkin bo'lgan voqea-hodisalar haqida gapirilganda shart ergash gapda hozirgi zamon (Present Simple), bosh gapda esa kelasi zamon (Future Simple) fe'llari qo'llaniladi.

m-n: If I **come** late, I'll **let** you know.

We **will go** for a walk, if the weather **is** good tomorrow.

**10.4.** Sodir bo'lmaydiganga o'xshaydigan voqea-hodisalar haqiga gapirilganda shart ergash gapda oddiy o'tgan zamon (Past Simple), bosh gapda esa „would + infinitive“ qo'llaniladi. Bu yerda *infinitive* ning „to“ siz shakli qo'llaniladi.

m-n: If I **had** a lot of money, I'd **buy** my family a new house.

We **would talk** more, if you **came** earlier.

„if“ li shart ergash gapda „was“ ning o'rniga „were“ qo'llaniladi.

A: 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.

## 11. Egalik qo'shimchasi: „with“

„Have“ ga o'xshab, egalik qilish ma'nosini berish uchun „with“ dan ham foydalaniladi.

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)

### 12. 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.

### 13. Feel + adj

„Feel“ kishilik olmoshlari (*I, you, va boshqalar.*) bilan ishlatilib, undan keyin sifatlar keladi.

m-n: I feel bored.

She feels happy when she meets her friend.

### 14. Make + to'ldiruvchi + fe'l

„**Make + to'ldiruvchi**“ dan keyin fe'lning „to“ siz shakli qo'llaniladi.

m-n: **It makes me,** (you, him, her, us, them) **feel** sad.

### 15. 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 foydalaniladi. Infinitivlar ko'pincha „tell, ask“ va „order“ kabi fe'llaridan 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.

### 16. O'tgan zamon majhul nisbati

Fe'lning ikki turi mavjud: aniq va majhul nisbatdagi fe'llar.

Aniq nisbatdagi fe'l gapning egasi bajargan ish-harakatni aytishda qo'llaniladi.

m-n: **They founded** the State museum of Fine Arts in 1918.

**They added** works of art to the collection.

Majhul nisbatdagi fe'l gapning egasiga nisbatan sodir bo'lgan ish-harakatni aytishda ishlatiladi.

m-n: The State museum of Fine Arts **was founded** in 1918.

Works of art **were added** to the collection.

Bu yerda: „They“ aniq nisbatdagi fe'lning egasi va ega qandaydir ish-harakatni bajardi.

They **added** works of art to the collection.

„works of art“ majhul nisbatdagi fe'lning egasi va egaga nisbatan qandaydir ish-harakat sodir bo'ldi.

Works of art **were added** to the collection.

O'tgan zamon majhul nisbati quyidagicha yasaladi:

**ega + was/were + o'tgan zamon sifatdoshi**

(**O'tgan zamon sifatdoshi** haqidagi ma'lumot uchun 98- betga qarang (7. Tugallangan o'tgan zamon))

### 17. Could be/might be/perhaps/may be

„Could be/might be/perhaps/may be“ biror narsa xususida to'la ishonch hosil qilinmagan, lekin biroz tasavvurga ega bo'linganda qo'llaniladi.

„Could be“ va „might be“ ning ma'nolari o'xshash. Bir xil holat uchun ularning ikkalasini ham qo'llasa bo'ladi.

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'noga ega. Ular tez-tez ishlatilib turiladi. „May be“ ning ma'nosi „perhaps“ ga qaraganda biroz rasmiyroq.

m-n: May be/perhaps he is ill.

The President perhaps is arriving soon.

### 18. Remind ... of ...

„Remind ... of ...“ o'tmishni eslatish yoki unutilgan narsalar haqida o'ylashni ifodalash uchun qo'llaniladi.

m-n: It reminds me of my summer holidays.

She reminded me of my childhood.

### 19. Qiyoslash: look like

„Look like“ ikki narsaning o'xshashligi haqida gapirilganda qo'llaniladi.

m-n. It looks like New Year decorations.

### 20. Predlog: in spite of

„In spite of“ otlar oldidan qo'llaniladi. U o'zbek va rus tillarida quyidagicha tarjima qilinishi mumkin:

O'zbek tilida	Rus tilida
...ga qaramasdan	несмотря на ...

m-n: We waited for him in spite of the cold.

In spite of my headache I did my homework.

### 21. 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 boshqalar.

Ular ma'no jihatdan har doim ko'plik shaklida bo'ladi.

m-n: the blind = the blind people

the rich = the rich people

m-n: The sick are given free hospital treatment.

### 22. 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“ dir.

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**.

### 23. Modal fe'li majhul nisbat

Majhul nisbat qurilmasi „be + past participle (o'tgan zamon sifatdoshi)“ modal fe'llardan keyin kelganda turli ma'nolarda qo'llanilishi mumkin.

„May/might + be done“ asosan, majhul nisbatdagi ish-harakatning bajarilishi mumkinligi haqida gapirilyotganda 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“ juda 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 ma'nosi „must + be done“ ga qaraganda kuchsizroq. U „biror

narsani bajarish yaxshi ish bo'lgan bo'lardi" degan ma'noni anglatadi.  
U „*must + be done*“ ning o'rnida ishlatilib, buyruq va ko'rsatmalarni ko'proq xushmuomalalik bilan aytish uchun qo'llaniladi.  
m-n: Your football **should be finished** by 5 o'clock.

#### 24. *all of, most of, none of, a lot of, lots of, plenty of, some of, any of, each of, both of, neither of* olmoshlari

„*all of, most of, none of, a lot of, lots of, plenty of, some of, any of, each of, both of, neither of*“ larning hammasi olmoshlar hisoblanib, ular qancha va nechta ot hamda olmoshlar haqida gapirilayotganligi to'g'risida ma'lumot beradi. Bulardan keyin ot va olmoshlarning ko'plikdagi shakli qo'llaniladi.

Ulardan keyin „*us, you, them*“ kabi to'ldiruvchilar qo'llaniladi.

m-n: All of them/us/you are students.

Agar bu olmoshlardan keyin ot kelsa, unda otning oldidan „*the, these, her/his*“ kabi aniqlovchilarni qo'llash lozim bo'ladi.

m-n: None of these books are interesting.

Some of his friends are good.

#### 25. „*Both*“ va „*all*“

„*Both*“ aytib o'tilgan yoki suhbatdoshga 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*“ ko'plikdagi sanaladigan va sanalmaydigan otlar bilan birga kelib, u olamdagi 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.

#### 26. Maqsadni anglatish uchun qo'llaniladigan „*for*“ predlogi

Ba'zida „*for*“ predlogi fe'llar bilan kelib, maqsadni bildirish uchun qo'llaniladi.

m-n: I went there for a party.

We waited for the next bus.

## Грамматический справочник

### 1. Словообразование: суффиксы -tion, -ion

В английском языке некоторые существительные образованы от глаголов при помощи таких суффиксов, как -tion, -ion. Например,  
collect + ion = collection  
suggest + ion = suggestion  
instruct + ion = instruction, и т. д.

Когда существительные образованы таким способом, немая 'е' в конце слов выпадает. Например,  
celebrate + ion = celebration  
decorate + ion = decoration  
educate + ion = education  
congratulate + ion = congratulation  
illuminate + ion = illumination  
participate + ion = participation, и т. д.

Иногда немая 'е' меняется на 'а' или 'i'. Например,  
continue + tion = continuation  
declare + tion = declaration  
imagine + tion = imagination  
invite + ion = invitation  
compete + tion = competition, и т. д.

### 2. Предлоги времени: on, in и before

Предлог **on** используется, когда мы говорим о днях недели, датах и праздничных днях. Например,

My birthday is **on the 5th** of July

They are coming **on Friday**.

We can watch concerts everywhere **on Independence Day**.

Запомните, что предлог **in** используется со словами morning, afternoon, evening и с названиями месяцев, времен года, годов и веков. Например,

Come here **in the morning**.

He was born **in September**.

We don't go to school **in summer**.

He bought this house **in 1999**.

People had no TV **in the 19th century**.

Если обстоятельство времени (дни недели, время суток и т. д.) дополняется каким-либо признаком, используется **on**. Например,

Guests arrive **on Sunday afternoon**.

I remember the day. It was **on a sunny morning** at the weekend.

People make fires **on Bonfire Night**.

Before используется тогда, когда мы говорим о действии, событии и т. д., и ставится до указания даты, времени и т. д.

Например, Some people light fireworks **before November 5th**.

Please, call me **before ten o'clock**.

### 3. Наречие степени: very, too, quite и т. д.

Некоторые наречия степени стоят перед наречиями и прилагательными и определяют их.

Они помогают выразить степень наречия и прилагательного. Например, домашняя работа может быть более или менее трудной, автомобиль может ехать быстрее или медленнее и т. д. Чтобы определить степень наречия, используются такие слова и выражения: too, very, quite, a little, a bit, not very и т. д.

Например, This car runs *very fast*. It is *very helpful*.

This task is *quite difficult* и т. д.



#### 4. Вводные слова для выражения уверенности *certainly, probably*

Эти слова используются тогда, когда мы хотим сказать, насколько мы уверены в чем-либо. Они стоят перед смысловым глаголом, но после вспомогательного или модального глагола.

Например, You are probably right.

He is probably coming.

They will certainly be there.

#### 5. Сравнение: */not/the same as... и different from*

Когда два предмета схожи друг с другом, мы говорим, что один предмет такой же, как и другой.

Например, Your shirt is *the same* colour as mine.

This movie is *the same* as this one. It is boring.

Выражение *not the same...as* употребляется, чтобы сказать, что два предмета отличаются друг от друга.

Например, The size of newspapers in Uzbekistan is *not the same* as the size in the UK.

Также используется выражение *different from*, чтобы сказать о различиях в предметах.

Например, The size of newspapers in Uzbekistan is *different from* the size in the UK.

#### 6. Прямая и косвенная речь

Существуют два способа передачи чужой речи: 1 — при помощи прямой речи, когда мы точно воспроизводим сказанное и 2 — при помощи косвенной речи, когда мы воспроизводим только основной смысл сказанного, используя слова автора с употреблением глаголов в прошедшем времени, (например, сказал, рассказал, ответил и т. д.) союзы, измененные местоимения, времена и другие необходимые слова. Например,

Прямая речь: I said, 'Mrs Smith, you're wrong'.

Косвенная речь: He said Mrs Smith was wrong.

Личные местоимения, используемые в прямой речи, могут меняться в косвенной речи следующим образом:

Личные местоимения		Притяжательные местоимения	
прямая	косвенная	прямая	косвенная
I	s/he	my	his/her
we	they	our	their
you	I/we	your	our/their
s/he, it, they	s/he, it, they	their	their

##### 6.1. Косвенная речь для реальных событий

Если события, о которых говорит автор, реальны и ситуация не изменилась, в косвенной речи глаголы после слов автора стоят в настоящем простом времени.

Другими словами, настоящее время используется в косвенной речи, если мы хотим сказать о реальных событиях или если говорим о будущем.

Например, I saw Malik half an hour ago. He **said** your father **is** ill. And he **said** you **are going** to Urgench tomorrow.

##### 6.2. Косвенная речь с использованием прошедшего времени

После слов автора могут использоваться глаголы прошедшего времени.

Например, прямая речь: Akmal: "I'm strong."

косвенная речь: Akmal said he was strong.

Здесь события в речи Акмаля были реальны в прошлом, но так как время прошло и некоторые события могли измениться и он, возможно, уже не такой сильный, каким был. Использование прошедшего времени в косвенной речи показывает, какими события были в прошлом.

Возможные изменения при замене прямой речи косвенной:

Прямая речь		Косвенная речь
глаголы настоящего времени	→	глаголы прошедшего времени
глаголы настоящего длительного времени	→	глаголы прошедшего длительного времени
am/is	→	was
are	→	were
will	→	would
do/does	→	did
today	→	that day
tomorrow	→	the next day
here	→	there
these	→	those
this	→	that

### 6.3. Косвенная речь с союзом that

Союз that употребляется в косвенной речи после слов автора, чтобы соединить слова автора с мыслями, словами говорящего. После слов автора с наиболее распространенными глаголами said, told может использоваться союз that, но может и опускаться. Например, He said **(that)** he was reading novels.

She told me **(that)** she didn't have any money.

Но с другими глаголами в словах автора союз that не может опускаться.

Например, He replied **that** he didn't know about that.

*Читайте о косвенной речи с прошедшим совершенным временем в параграфе 8.*

*Читайте о повелительных предложениях в косвенной речи в параграфе 15.*

### 7. Прошедшее совершенное время Past Perfect

Прошедшее совершенное время выражает законченное действие в прошлом.

Например, I played tennis yesterday.

Но если мы хотим рассказать о событиях, которые произошли раньше этого времени, мы используем прошедшее совершенное время.

Например, Before I played tennis I **had done** my homework.

Чтобы рассказать о двух действиях, событиях, которые произошли один за другим, используются следующие союзы: when, after, as soon as и т. д.

Например, 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.

Прошедшее совершенное время имеет следующую структуру:

#### Утвердительная форма:

Subject (подлежащее) + **had** + **past participle** (причастие прошедшего времени) + object (дополнение)

I/we/you/they he/she/it	{ <b>had (I'd, we'd, you'd, they'd, he'd, she'd, it'd)</b> }	{ <b>finished lost read</b> }	} the book.
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#### Отрицательная форма:

Subject + **had not** + **past participle** + object

I/we/you/they he/she/it	{ <b>had not (hadn't)</b> }	{ <b>finished lost read</b> }	} the book.
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#### Вопросительная форма:

**Had** + Subject + **past participle** + object

Had	{ I/we/you/they he/she/it	{ finished lost read	} the book?

Причастие прошедшего времени (the Past Participle) — это третья форма глаголов. Причастие прошедшего времени может быть выражено правильным и неправильным глаголом. Причастия прошедшего времени, образованные от правильных глаголов, имеют такую же форму, что и глаголы прошедшего времени, образованные от правильных глаголов. (Прошедшее время правильных глаголов — finished/opened/talked и т. д.) Причастия прошедшего времени, образованные от неправильных глаголов, имеют разные формы. (Например, lost/been/gone/broken/had и т. д.)

*Читайте о причастиях прошедшего времени, образованных от неправильных глаголов, на стр. 111.*

### 8. Косвенная речь с прошедшим совершенным временем

Если говорящий использует в своей речи настоящее совершенное или простое прошедшее время, то при передаче его слов используется прошедшее совершенное время. Например,

Прямая речь: I **enjoyed** the film very much.

Косвенная речь: He said he **had enjoyed** the film very much.

Прямая речь: I **have finished** my work.

Косвенная речь: He said he **had finished** his work.

Следующие изменения могут происходить при замене прямой речи косвенной:

Прямая речь	Косвенная речь
Прошедшее время watched	Прошедшее совершенное время had watched
Настоящее совершенное время has watched	Прошедшее совершенное время had watched
yesterday	that day

### 9. Американское и британское правописание

Существует много различий в правописании американского и британского вариантов. Ниже даются некоторые примеры этих различий.

Американский вариант	Британский вариант
organize	organise
specialize	specialise
realize	realise
theater	theatre
center	centre
practice (v)	practise (v)
auto park	car park
program	programme
traveled	travelled
canceled	cancelled
subway	underground, tube

### 10. Условные придаточные предложения с союзом if

В английском языке существуют разные виды условных предложений. Они используются, чтобы сказать о событиях, которые, возможно, могли бы произойти, или о возможных результатах этих событий. Условные предложения состоят из двух предложений: условного придаточного с союзом if и главного предложения. Условные придаточные предложения с союзом if могут стоять перед и после главного предложения. Главное предложение содержит основной смысл всего предложения.

**10.1.** Настоящее время используется в главном предложении и в условном

придаточном, когда речь идет о чем-то реальном или о том, что часто происходит. Например, If you **heat** ice, it **melts**. If it **is** holiday, pupils usually **don't go** to school.

**10.2.** Когда в условном придаточном предложении используется настоящее время, то в главном предложении глаголы чаще всего стоят в повелительном наклонении. Например, If you **want** to join our club, **send** information about yourself.  
If he **comes**, **phone** me immediately.

**10.3.** Если речь идет о возможных событиях в будущем, тогда в условном придаточном предложении нужно использовать настоящее время, а в главном предложении — будущее.

Например, If I **come** late, I'll **let** you know.  
We **will go** for a walk, if the weather **is** good tomorrow.

**10.4.** В условном придаточном предложении нужно использовать простое прошедшее время, а в главном предложении — would+infinitive, если нет уверенности, что события, о которых идет речь, произойдут.

Например, If I **had** a lot of money, I'd **buy** my family a new house.  
We **would talk** more, if you **came** earlier.

Здесь, после союза if всегда используется глагол were.

Например, A: 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.

#### **11. Принадлежность: with**

With, так же как и глагол have, используется, чтобы выразить принадлежность. Например,

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)

#### **12. Предложения и приглашения: Would you like to.....?**

Would you like to....? используется для предложения сделать что-либо.

Например, Would you like to go to the cinema with me?

Ответ на такой вопрос-предложение может быть **I'd love to** или **Sorry, I can't**.

#### **13. Feel + прилагательное**

Feel используется с личными местоимениями (I, you и т. д.), а после feel нужно использовать прилагательное.

Например, I feel bored.  
She feels happy when she meets her friend.

#### **14. Make + дополнение + глагол**

После make + дополнение используется глагол без частицы to.

Например, It makes me, (**you, him, her, us, them**) feel sad.

#### **15. Косвенная речь: распоряжения**

Если говорящий использует в своей речи распоряжения, то в косвенной речи его слова передаются при помощи неопределенной формы глагола. Неопределенная форма глаголов обычно используется после глаголов tell, ask, order.

Например, прямая речь: 'Do your homework,' he said to them.

косвенная речь: He **told them to do** their homework.

прямая речь: 'Do your homework now!' he ordered to them.

косвенная речь: **He ordered them to do** their homework immediately.

прямая речь: 'I'd like you to do your homework,' he said to them

косвенная речь: He **asked them to do** their homework.

#### **16. Страдательный залог прошедшего времени**

Существует два вида залогов: действительный и страдательный.

Действительный залог показывает, что предмет/человек сам выполняет действие. Например, **They founded** the State museum of Fine Arts in 1918.

**They added** works of art to the collection.

Страдательный залог показывает, что над предметом/человеком выполняется действие.

Например, The State museum of Fine Arts **was founded** in 1918.

Works of art **were added** to the collection.

They — подлежащее, выполняющее какое-либо действие, — действительный залог.

→  
They **added** works of art to the collection.

Works of art — предмет, на который направлено действие, — страдательный залог.

←  
Works of art **were added** to the collection.

Страдательный залог прошедшего времени образуется следующим образом:

Предмет + was/were + причастие прошедшего времени (Past Participle)

(См. причастие прошедшего времени на стр. 106 ( 7. Прошедшее совершенное время Past Perfect)

### 17. Could be/ might be/ perhaps/ may be

could be/might be/perhaps/may be используются, чтобы выразить неуверенность в чем-либо и в то же время выразить предположение.

Could be/might be имеют одинаковое значение и могут использоваться в одной и той же ситуации.

Например, 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/may be тоже имеют одинаковое значение. Они часто используются в речи, но maybe чаще в разговорной.

Например, Maybe/perhaps he is ill.

The President perhaps is arriving soon.

### 18. Remind ... of ...

Remind ...of ... используется, чтобы сказать, что что-то заставляет нас вспомнить о прошлом или заставляет думать о забытых вещах .

Например, It reminds me of my summer holidays.

She reminded me of my childhood.

### 19. Сравнение: look like

Look like используется, чтобы сказать о сходстве двух предметов.

Например, It looks like New Year decorations.

### 20. Предлог: in spite of

In spite of употребляется перед существительными и переводится как *несмотря на ...*

Например,

We waited for him in spite of the cold.

In spite of my headache I did my homework.

### 21. The + прилагательное

The + прилагательное используется для обозначения группы людей.

Например, the blind/the young/the old/the poor/the rich/the sick, и т. д., т. е. указывает на множественное число.

Например,

the blind = the blind people      the rich = the rich people

The sick are given free hospital treatment.

## 22. Модальный глагол **may** для выражения возможности

May используется в предложениях, чтобы сказать о возможных действиях в настоящем и будущем. May not – отрицательная форма.

Например,

I don't know the answer to this question. Let's ask Alex, he **may know**.

It **may rain** tomorrow or **may not**.

## 23. Страдательный залог с модальными глаголами

Be + причастие прошедшего времени ставится после модальных глаголов.

May/might + be done и can/could+ be done используются, чтобы сказать о возможных действиях в страдательном залоге.

Например, If we go there we **may/might be given** a lot of tasks.

**Can/could+ be done** используется в одном и том же значении как **may/might + be done**.

Например, This book **can/could be found** everywhere.

Must+be done обозначает, что что-либо совершенно необходимо сделать.

Например, Your football **must be finished** by 5 o'clock.

Should+ be done обозначает, что было бы не плохо что-либо сделать.

Should+be done используется вместо must+be done, чтобы отдавать распоряжения в вежливой форме.

Например, Your football **should be finished** by 5 o'clock.

## 24. Местоимения: **all of, most of, none of, a lot of, lots of, plenty of, some of, any of, each of, both of, neither of**

Эти местоимения обозначают количество существительных или местоимений.

После них всегда употребляются существительные и местоимения во множественном числе.

После них также могут употребляться косвенные местоимения us, you, them.

Например, All of them/us/you are students.

Если после этих местоимений употребляются существительные, то они должны

использоваться со специальными определителями, такими как the, these, her/his и т. д.

Например, None of these books are interesting.

Some of his friends are good.

## 25. **Both** и **all**

Both используется, чтобы сказать что-либо о двух предметах, которые известны собеседнику. Например, мы говорим о двух телевизорах:

Both TVsets are of good quality.

Запомните, что both употребляется всегда с существительными во множественном числе.

All используется с исчисляемыми и неисчисляемыми существительными во множественном числе, когда сказанное относится к каждому человеку или предмету в какой-либо совокупности.

Например, All people must live in peace.

All boys and girls of the class are wearing uniforms.

## 26. Предлог **for** для выражения цели

Иногда for используется после глаголов для выражения цели действия.

Например, I **went there for a party**.

We waited for the next bus.

Present simple	Past simple	Past participle	Present simple	Past simple	Past participle
be (am, is, are)	was/were	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
blow	blew	blown	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
dig	dug	dug	sell	sold	sold
do	did	done	send	sent	sent
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown/ showed
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	spend	spent	spent
get	got	got	sweep	swept	swept
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	throw	threw	thrown
hold	held	held	understand	understood	understood
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
leave	left	left	write	wrote	written

## GRAMMAR EXERCISES

### Prepositions of time: *in, at, on.*

(*Payt predloglari: in, at, on. Предлоги времени: in, at, on.*)

#### Put *in, at or on.*

- 1 I usually go skiing ..... February.
- 2 We're all going to Samarkand ..... the weekend.
- 3 She finished college ..... 2011.
- 4 My mother usually comes to stay ..... New Year.
- 5 I don't like driving ..... night.
- 6 Our garden looks wonderful ..... spring.
- 7 I usually stop work ..... 5.00 ..... the afternoon.
- 8 I'm never hungry early ..... the morning.
- 9 What are you doing ..... Saturday.
- 10 Can you wake me ..... 6.30.
- 11 The classes start ..... September 2nd.
- 12 I'll be at work late ..... Tuesday morning.
- 13 I have my English lessons ..... 10.00 ..... Wednesdays.
- 14 He is getting married ..... Navruz Monday.
- 15 My new job starts ..... April 17th.
- 16 Can we talk ..... lunchtime ..... Thursday.

### Comparison: (*not*) the same as ... and *different from.*

(*Taqqoslash (Сравнение): (not) the same as ... and different from.*)

#### Rewrite the following sentences with “(not) the same as” and “different from”, keeping the meaning of the sentence.

e.g. Their results and our results are different.

*Their results are different from our results.*

The price of the scarf and the price of the gloves are the same.

*The price of the scarf is the same as the price of the gloves.*

- 1 This book and that book are different.
- 2 The child's height and the height of the table are the same.
- 3 The average rainfall for September and May is not the same.
- 4 The date of the concert and the date of the play are the same.
- 5 The view from the window and the view from the door are different.
- 6 This cake and that cake taste the same.
- 7 The density of water is greater than ice.
- 8 My experiences and your experiences are different.
- 9 His schedule and your schedule are the same.
- 10 The vegetation of Europe and North America differs.
- 11 The taxes in Singapore and Canada are not the same.
- 12 The boiling point of oil is higher than water.

### Direct and indirect speech

(*Ko'chirma va o'zlashtirma gaplar. Прямая и косвенная речь.*)



**1 Put the correct pronouns (I, he etc.) or possessives (my, her etc.)**

- e.g. 'She likes me.' He knew she liked him.
- 'I speak Uzbek.' He said ..... spoke Uzbek.
  - 'I'm sorry.' She said ..... was sorry.
  - 'Ann phoned me.' She said Ann had phoned .....
  - 'We want our money.' They said ..... wanted ..... money.

**2 Rewrite the sentences in indirect speech, changing the tenses. Begin with He/She/They said ...**

- e.g. OBID: 'I'm tired.' He said (that) she was tired.
- AKMAL: 'My sister needs a car.' .....
  - BOTIR: 'I have to phone Said.' .....
  - NODIRA: 'Nobody wants to help me.' .....
  - ADIBA: 'The radio doesn't work.' .....
  - ILKHOM: 'I will be in Karshi in May.' .....
  - MUROD: 'I like the red sweater.' .....
  - SHARIF: 'I can't swim.' .....
  - ZUHRA: 'My parents are travelling.' .....
  - HASAN: 'The lessons are very good.' .....
  - ALI and AMIR: 'We haven't heard from Orif.' .....

**3 Write Abror's thoughts in indirect speech.**

**Here is what he thought when he was small:** 'Animals can talk. Cats have nine lives. My father knows everything. Spaghetti grows on trees. The teacher lives in the school. I will be rich one day. My mother has always been old.'

e.g. He thought animals could talk.  
.....  
.....  
.....

**4 Complete the indirect speech sentences.**

- e.g. 'I'm Uzbek.' He says he's Uzbek.
- 'We live in Uzbekistan.' They say .....
  - 'I went to Andijan yesterday.' She says .....
  - 'I've been ill.' He says .....
  - 'It's going to rain.' She thinks .....
  - 'I'll ask my sister.' She says .....
  - 'We are going to be rich.' They believe .....

**5 A friend of yours said these sentences a month ago in another country. Now you are telling somebody what she said.**

<b>A friend</b>	<b>You</b>
e.g. 'I'm not happy here.'	She said she wasn't happy <u>there</u> .
1 'I hate this place.'	She said she hated .....
2 'I left home last week.'	She said she had left home .....
3 'I wrote to my father yesterday.'	She said she had written .....
4 'Are you leaving today.'	She asked me if I was leaving .....
5 'I'll phone you tomorrow.'	She said she would phone me .....

**6 Another friend of yours said these sentences two weeks ago in another town. Now you are telling somebody what she said.**

e.g. 'I'm really happy here.' He said he was really happy there.

- 1 'I love this place.' .....
- 2 'I saw a great film yesterday.' .....
- 3 'I'm going to another party today.' .....
- 4 'My girlfriend will be here next week.' .....

**7 Write past indirect speech sentences.**

e.g. JASUR: Abror, could you close the window? (*ask*)

Jasur asked Abror to close the window.

THE TEACHER: Sobir, don't talk so loud. (*tell*)

The teacher told Sobir not to talk so loud.

1 ASROR: Ali, please give me your phone number. (*ask*)

2 LOLA: Farida, don't tell Vali about Madina. (*ask*)

3 THE DIRECTOR: Dear teachers, please be in time. (*told*)

4 THE POLICEMAN: Don't cross the street. (*ask*)

### Past Perfect Tense

(*O'tgan tugallangan zamon. Прошедшее совершенное время.*)

**1 Make past perfect sentences (+ positive, – negative, ? question).**

e.g. I couldn't get in because I had forgotten my keys. (*forget +*)

Ann wasn't at home. Where had she gone? (*go ?*)

The telephone wasn't working because we hadn't paid the bill. (*pay –*)

- 1 The woman told me that she ..... in China a few years before. (*work +*)
- 2 Everything in the garden was brown because it ..... (*rain –*)
- 3 The bathroom was full of water. What .....? (*happen ?*)
- 4 I knew I ..... that man somewhere before. (*see +*)
- 5 We were surprised to see Mark, because we ..... his letter. (*get –*)
- 6 After three days the dogs came back home. Where .....? (*be ?*)
- 7 They gave me some money back because I ..... too much. (*pay +*)
- 8 There was nothing in the fridge. I could see that Peter ..... the shopping (*do –*)

**2 Put in the past simple or past perfect.**

e.g. Bill didn't tell anybody how he had got into the house. (*not tell; get*)

Emma went to France last week. Before that, she had never been outside Ireland. (*go; be*)

- 1 When their mother ..... home, the children ..... all the sweets. (*get; eat*)
- 2 Yesterday I ..... a man who ..... at school with my grandmother. (*meet; be*)
- 3 It ..... to rain, and I ..... that I ..... my window. (*start; remember; not close*)
- 4 I ..... a letter on my desk that I ..... never ..... (*find; open*)
- 5 I ..... Bob I couldn't go to the theatre, but he ..... already ..... the tickets. (*tell; buy*)

### 3 Circle the correct answers.

e.g. I didn't recognise / *hadn't recognised* Helen, because she *cut* / had cut her hair very short.

- 1 No one *understood* / *had understood* how the cat *got* / *had got* into the car.
- 2 Joe *didn't play* / *hadn't played* in the game because he *hurt* / *had hurt* his arm.
- 3 When I *looked* / *had looked* in all my pockets for my keys, I *started* / *had started* to get very worried.
- 4 Lis *never travelled* / *had never travelled* by train before she *went* / *had gone* to Europe.
- 5 I *arrived* / *had arrived* at the shop at 5.30, but it *already closed* / *had already closed*.
- 6 I *didn't have* / *hadn't had* much money after I *paid* / *had paid* all my bills last week.

### Real conditional clauses with *if*

(„If“ *bog'lovchili real shart ergash gaplar. Реальные условные придаточные предложения с союзом if*)

#### 1 Make sentences with *if*.

→ I'm afraid the bus will be late.

e.g. get to work late again *If the bus is late, I'll get to work late again.*

e.g. lose my job *If I get to work late again, I'll lose my job.*

- not find another job .....
- lose my flat .....
- move back to my parents' house .....
- get very bored .....
- go swimming every day .....
- look very good .....
- meet interesting people .....
- go to lots of parties .....
- have a wonderful time .....

#### 2 Put in the correct verb forms.

e.g. If it *rains*, we *will have* the party inside. (*rain; have*)

- 1 I ..... happy if I ..... my exam. (*be; pass*)
- 2 If you ..... now, you ..... the train. (*leave; catch*)
- 3 John says he ..... as a taxi-driver if he ..... money. (*work; need*)
- 4 If I ..... free tomorrow again, I ..... you on Friday. (*not be; see*)
- 5 Mary ..... Chinese next year if she ..... time. (*study; have*)
- 6 I ..... you to the station if I ..... find my car keys. (*drive; can*)
- 7 If he ..... her, he ..... a happy life. (*marry; not have*)
- 8 ..... you ..... smoking if the doctor ..... you that you must? (*stop; tell*)
- 9 If we ..... to the boss very politely, ..... he ..... to us? (*talk; listen*)
- 10 If I ..... time tonight, I ..... the novel I'm reading. (*have; finish*)
- 11 If he ..... at 6 o'clock, I ..... him to give me a lift. (*be leaving; ask*)
- 12 If they ..... all afternoon, they ..... a cup of tea. (*work; probably need*)
7. If I ..... the job this weekend, I ..... to get it done during the weekend. (*can't finish; try*)

## Unreal conditional clauses with *if*

(„If“ bog'lovchili noreal shart ergash gaplar. Нереальные условные придаточные предложения с союзом *if*)

### 1 Put in the correct forms of the verbs.

e.g. If people *had* four arms, life *would be* easier. (*have; be*)

- 1 If my cat ..... open the fridge, it ..... all my food. (*can; eat*)
- 2 If Ann and Bill ..... here, they ..... what to do. (*be; know*)
- 3 If I ..... the answer, I ..... you. (*know; tell*)
- 4 If your boss ..... you to work on Sunday, ..... you ..... it? (*ask; do*)
- 5 If you ..... read people's thoughts, what ..... you .....? (*can; do*)

### 2 Complete each sentence with the correct forms of the correct verbs.

- 1 I ..... a car if I ..... enough money. (*have, buy*)
- 2 If I ..... you to marry me, what ..... you .....? (*say, ask*)
- 3 Alex ..... his work on time if he ..... so much. (*finish, not talk*)
- 4 I ..... Chinese if I ..... more time. (*have, study*)
- 5 If the programmes ..... better, I ..... more TV. (*be, watch*)
- 6 This ..... a nice country if it ..... so much. (*not rain, be*)
- 7 I ..... Nasiba better if she ..... about herself all the time. (*not talk, like*)

### 3 Make sentences in two ways.

e.g. My parents don't live near here, so I don't see them at weekends.

*If my parents lived near here, I would see them at weekends.*

*I would see my parents at weekends if they lived near here.*

- 1 We won't play cards because Jane and Peter aren't here.
- 2 We haven't got enough money so we won't buy a new car.
- 3 Farid doesn't answer letters, so I don't write to him.
- 4 I won't take your photo because I can't find my camera.
- 5 I don't enjoy opera because I can't understand the words.

## Passive

(*Majhul nisbati. Страдательный залог.*)

### 1 Put simple past passive verbs into these sentences.

e.g. Our passports *were taken* by a tall woman in a uniform. (*take*)

- 1 These books ..... in the classroom yesterday. (*leave*)
- 2 I don't think this room ..... yesterday. (*clean*)
- 3 We ..... at the airport by a driver from the university. (*meet*)
- 4 Nobody ..... what was happening. (*tell*)
- 5 He ..... away to school when he was twelve. (*send*)

### 2 Make simple past passive negatives and questions.

e.g. 'We *weren't paid* when we finished the work'. (*not pay*)

'When *were you paid?*' 'Two months later.'

- 1 'My father ..... in England.' (*not educate*)  
'Where ..... ' 'In Germany.'
- 2 'The letters ..... on Thursday.' (*not post*)  
'When ..... ' 'On Tuesday.'
- 3 'This ..... in butter.' (*not cook*)  
'How ..... ' 'In margarine.'

### 3 Make passive sentences with modals.

e.g. Someone must send this letter. This letter *must be sent*.

- 1 People should plant tomatoes in the spring. Tomatoes ..... in the spring.
- 2 People cannot control the weather. The weather .....
- 3 People can reach me at 555-3815. I ..... at 555-3815.
- 4 You can find flowers everywhere. Flowers ..... everywhere.
- 5 People may cook carrots or eat them raw. Carrots ..... or ..... raw.
- 6 If the river floods, water could destroy the village. The village ..... if the river floods.
- 7 You must keep medicine out of the reach of children. Medicine ..... out of the reach of children.
- 8 You shouldn't pronounce the "b" in "lamb". The "b" in "lamb" .....

### Might be/do, may be/do

#### Rewrite the sentences with *could/might/may be*

e.g. Perhaps Sardor's ill. *Sardor may/might be ill.*

Perhaps we'll go out. *We may/might go out.*

- |                                 |   |
|---------------------------------|---|
| 1 Perhaps it won't rain.        | 5 Perhaps the baby's hungry.              |
| 2 Perhaps we'll buy a car.      | 6 Perhaps I won't change my job.          |
| 3 Perhaps Jalil is not at home. | 7 Perhaps she's married.                  |
| 4 Perhaps Anora needs help.     | 8 Perhaps he doesn't want to talk to you. |

### All (of), most (of), none (of), a lot of, some (of), any (of), both (of), each (of), neither (of)

#### Write "of" if necessary. Write "X" if not necessary.

e.g. Some X students are lazy. Most X students are hard-working.

Some of the students in Mrs. Gulnora's class are a little lazy.

- 1 Most ..... books have an index.
- 2 Most ..... Ali's books are written in Arabic.
- 3 Have you taken any ..... trips lately?
- 4 Sam hasn't met any ..... the students in the other class.
- 5 I usually get a lot ..... mail.
- 6 A lot ..... the mail I get is junk mail.
- 7 Out of all ..... students, Ali usually asks the most ..... questions during class. Most ..... his questions are about grammar.
- 8 Both ..... those books are mine.
- 9 I bought two books. Both ..... books were expensive.
- 10 Almost all ..... students study hard for exams.
- 11 All ..... birds have wings, but not all ..... birds can fly.
- 12 I have two brothers. Neither ..... my brothers are in school.
- 13 Most ..... people have difficulty using the currency in a foreign country for a few ..... days after they first arrive.
- 14 Some ..... fish are big. Others are small.
- 15 Some ..... the fish we caught were too small to keep.
- 16 Almost all ..... the fish in Jennifer's aquarium died.
- 17 Each ..... the children got a present.
- 18 Mr. Azimov gave a present to each ..... child.

## Wordlist

*adj* – adjective – sifat – прилагательное

*adv* – adverb – ravish – наречие

*conj* – conjunction – bog'lovchi – союз

*det* – determiner – aniqlovchi – определение

*n* – noun – ot – существительное

*phr v* – phrasal verb – iborali fe'l – глагольная фраза

*pl* – plural – ko'plik – множественное число

*prep* – preposition – predlog – предлог

*v* – verb – fe'l – глагол

English	Uzbek	Russian
<b>A</b>		
about <i>adv</i> [ə'baʊt]	taxminan	около, почти
about <i>prep</i> [ə'baʊt]	1. haqida, to'g'risida; 2. atrofida, bo'ylab; yaqinida	1. о, относительно; 2. вокруг, по; около
above <i>prep</i> [ə'bʌv]	1. tepasida, yuqorisida; 2. ortiq, oshiq	1. над, выше; 2. более, свыше
absent <i>adj</i> [æbsənt]	yo'q bo'lgan, kelmagan, qatnashmagan, hozir bo'lmagan	отсутствующий
be absent	yo'q bo'lmoq; ishtirok etmaslik	отсутствовать
absorb <i>v</i> [əb'sɔ:b]	yutmoq, so'rmoq	поглощать
absorber <i>n</i> [əb'sɔ:bə]	absorbent, yutgich	поглотитель, абсорбент
academician <i>n</i> [ækədə'mi:n]	akademik	академик
accept <i>v</i> [əksept]	olmoq, qabul qilmoq; tan olmoq	принимать; признавать
accompany <i>v</i> [əkəmpəni]	1. jo'r bo'lmoq (musiq); 2. birga bormoq	1. подпевать; 2. сопровождать
according to <i>adv</i> [əkɔ:diŋ tə]	...ga ko'ra, ...ga muvofiq, ...ga binoan, bo'yicha	согласно ..., в соответствии с
accuracy <i>n</i> [ækjʊrəsi]	tartibli, to'g'rilik	точность, правильность
accurate <i>adj</i> [ækjʊrət]	tartibli, to'g'ri	точный, правильный
achievement <i>n</i> [ə'tʃi:vmənt]	yutuq	достижение
acoustic <i>adj</i> [ə'ku:stɪk]	akustik; ovozli	акустический; звуковой
acre <i>n</i> [eɪkə]	akr ( <i>taxminan 0,4047 gektar</i> )	акр ( <i>около 0,4047 га</i> )
across <i>adv</i> [ə'krɔs]	1. kesimida, ko'ndalangiga, eniga; 2. biror narsaning narigi tarafiga	1. поперёк; в ширину 2. на той стороне, по ту сторону
across <i>prep</i> [ə'krɔs]	orqali, orasidan, ichidan	через, сквозь
act <i>n, v</i> [ækt]	1. parda, ko'rinish ( <i>pyesada</i> ); 2. (rolni) ijro etmoq	1. действие (в пьесе); 2. играть (роль)
act on smth.	ta'sir ko'rsatmoq	влиять, действовать
action <i>n</i> [ækʃən]	1. ish, harakat; 2. faoliyat; 3. ta'sir, ta'sir etish; 4. ( <i>yuridik</i> ) da'vo, ish	1. действие; 2. деятельность; 3. воздействие; 4. ( <i>юридический</i> ) иск, дело
active <i>adj</i> [æktiv]	faol, g'ayratli, serg'ayrat, serharakat	активный; энергичный
active <i>n</i> [æktiv]	( <i>grammatikada</i> ) aniq nisbat	( <i>грамматика</i> ) активный залог
activity <i>n</i> [æk'tɪvɪti]	mashg'ulot, faoliyat, harakat	деятельность, занятие
actor <i>n</i> [æktə]	aktyor	актер
actress <i>n</i> [æktɪs]	aktrisa	актриса
add <i>v</i> [æd]	1. qo'shmoq, solmoq, qo'shimcha qilmoq; 2. ( <i>matematikada</i> ) qo'shmoq	1. прибавлять, добавлять; 2. ( <i>математика</i> ) складывать

address <i>n</i> [ə'dres]	1. manzil; 2. murojaat; chiqish; nutq	1. адрес; 2. обращение, выступление, речь (грамматика) прилагательное администрация
adjective <i>n</i> [ædʒɪktɪv]	sifat ( <i>grammatikada</i> )	
administration <i>n</i> [əd'mɪnɪ'streɪʃn]	ma'muriyat, boshqarma	
admire <i>v</i> [əd'maɪə]	zavqlanmoq	восхищаться
admirer <i>n</i> [əd'maɪərə]	muxlis	поклонник
adventure <i>n</i> [əd'ventʃə]	sarguzasht	приключение
advice <i>n</i> [əd'vaɪs]	maslahat, nasihat	совет
advise <i>v</i> [əd'vaɪz]	maslahat (nasihat) bermoq	советовать
aeronautics <i>n</i> [eərəʊ'nɔ:tɪks]	aeronavtika, havoda uchish	аэронавтика
affect <i>v</i> [ə'fekt]	ta'sir qilmoq	влиять
after <i>adj</i> [ɑ:ftə]	keyingi, so'nggi	последующий
after <i>adv</i> [ɑ:ftə]	keyin, so'ng, so'ngra, keyinchalik	потом, затем
after <i>prep</i> [ɑ:ftə]	1. vaqt haqida so'ng, keyin; o'tgach, o'tgandan keyin; 2. joy haqida orqasida(n), ketida(n); keyin	1. (последовательность) после, за, через; 2. (местонахождение) за, позади
after a while [ɑ:ftə'weɪl]	bir ozdan so'ng	через некоторое время
after that [ɑ:ftəðæt]	(b)undan keyin	после того
again <i>adv</i> [ə'geɪn]	1. yana, qaytadan; 2. undan tashqari	1. снова, опять; 2. кроме того
against <i>adv</i> [ə'geɪnst]	1. qarshi; 2. (to guard, to warn bilan) haqida, to'g'risida, xususida ... yoshida, ... yoshga kirganda	1. против; 2. (с to guard, to warn) от, о
at the age of	1. qo'shilmov (fikrga); kelishmoq, gapni bir yerga qo'yuv; 2. ko'n-mov, rozi bo'lmoq	в возрасте
agree <i>v</i> [ə'gri:]	qishloq xo'jaligi	1. соглашаться; договариваться; 2. соглашаться, давать согласие
agriculture <i>n</i> [ægrɪkʌltʃə]	qishloq xo'jaligi (hisoboti) yangilik-lari	сельское хозяйство
agricultural report <i>n</i> [ægrɪkʌltʃrəl rɪ'pɔ:t]	kasallik	сельскохозяйственный отчет (новости)
ailment <i>n</i> ['eɪlmənt]	havo probkasi	нездоровье, недуг
airlock <i>n</i> ['eə'lɒk]	samolyot	воздушная пробка
airplane <i>n</i> ['eəpleɪn]	albom	самолёт
album <i>n</i> ['ælbəm]	to'liq, butunlay, tamoman; juda	альбом
all <i>adv</i> [ɔ:l]	hamma, barcha, butun, bari, jamiki	всцело, целиком
all <i>det, pron</i> [ɔ:l]	har xil turdagi, har turli, turli	весь; всё
all kinds of	butun tun bo'yi,	всевозможные, разные
all night	butun dunyoda	всю ночь
all over the world	har xil turdagi	во всём мире
all sorts of	yil bo'yi	разные
all year round	hamma vaqt, doim, doimo, hamisha	целый год
at all times	ruxsat bermoq	всегда
allow <i>v</i> [ə'laʊ]	deyarli, qariyb	разрешать
almost <i>adv</i> [ɔ:lməʊst]	aloy, sabur (dorivor o'simlik)	почти
aloe <i>n</i> ['æləʊ]	1. oldinga; 2. ... bilan; ... bilan birga	алоэ (растение)
along <i>adv</i> [ə'lɒŋ]	ovoz chiqarib	1. вперёд; 2. с, вместе с
aloud <i>adj</i> [ə'laʊd]	allaqachon	вслух
already <i>adv</i> [ɔ:ɪ'reɪdɪ]		уже

also <i>adv</i> [ɔ:lsəʊ]	ham, shuningdek	также, тоже, к тому же
alternative <i>adj</i> [ɔ:ltə:natɪv]	muqobil, oʻrmini bosadigan	альтернативный
American <i>adj</i> [ə'merɪkən]	Amerika va amerikaliklarga oid; Amerika ...; amerikalik(lar) ...	американский
American <i>n</i> [ə'merɪkən]	amerikalik erkak; amerikalik ayol	американец; американка
amount <i>n</i> [ə'maʊnt]	miqdor; yig'indi; mablag', summa	количество, сумма
anaemia <i>n</i> [ə'ni:miə]	kamqonlik xastaligi	анемия
ancient <i>adj</i> [eɪnʃənt]	1. antik; 2. qadimiy, qadimgi	1. античный; 2. древний, старинный
ancient times [-.taɪnz]	qadimgi davrlar	древние времена
anecdote <i>n</i> [ænikdəʊt]	latifa, xanda	анекдот
animal <i>adj</i> [ænɪml]	hayvonlarga xos; hayvonot ...	животный
animal <i>n</i> [ænɪml]	hayvon, jonivor, maxluq	животное
anniversary <i>n</i> [ænrɪvɜ:səri]	yillik bayram	годовщина
announce <i>v</i> [ə'naʊns]	e'lon qilmoq	объявлять
annually <i>adj</i> [ænjuəli]	yillik, har yilgi	ежегодный
another <i>adj</i> [ə'nʌðə]	boshqa bir, boshqa	другой, ещё один
answer <i>n</i> [ɑ:nsə]	1. javob; 2. yechim, yechilish, javob madhiya	1. ответ; 2. решение
anthem <i>n</i> [ænthəm]		гимн
any <i>adv</i> [eni]	1. (so'roq gaplarda) biror bir, hech, oz-moz bo'lsa ham; 2. (inkor gaplar- da) hech bir, sira ham, hech qanday	1. (в вопросах) сколько- нибудь; 2. (в отрицательных предложениях) несколько
any <i>pron</i> [eni]	1. kimdir, birov, allakim, kimdir-birov; biror narsa; 2. (inkor gaplarda) hech kim, hech bir inson; hech narsa, hech nima; 3. xohlagan, istagan, istalgan	1. кто-нибудь, что-нибудь; 2. (в отрицательных предло- жениях) никто, ничто; 3. лю- бой
at any time	har qanday (istalgan) paytda	в любое время
anyone <i>pron</i> [eniwʌn]	1. har kim, har bir kishi, har kimsa; 2. kimdir, birov, biror kishi	1. всякий; 2. кто-нибудь
anything <i>pron, adv</i> [eniθɪŋ]	1. biror narsa, nimadir; 2. inkor gapda hech narsa; 3. tasdiq gapda hamma narsa, har qanday narsa	1. что-нибудь; 2. отриц. предлож. ничего; 3. утвер- предлож. всё
ape <i>n</i> [eɪp]	maymun	обезьяна
appear <i>v</i> [ə'piə]	1. ko'rinmoq, paydo bo'lmoq; 2. tu- yulmoq, ...bo'lib ko'rinmoq; 3. hozir bo'lmoq, yetib kelmoq, kelmoq	1. появиться; 2. казаться; 3. являться
appearance <i>n</i> [ə'piərəns]	ko'rinish	внешность, наружность
applause <i>n</i> [ə'plɔ:z]	olqish, qarsak	аплодисменты
application <i>n</i> [æplɪkeɪʃn]	ariza	заявление, прошение
appropriate <i>adj</i> [ə'prəʊpriət]	to'g'ri keladigan, loyiq, mos, munosib, muvofiq	соответствующий, подходящий
area <i>n</i> [eəriə]	1. keng sath, maydon, yer maydoni; 2. hudud, maydon, joy; 3. (ilmiy tekshirish, tadqiqot) soha, doira	1. пространство, площадь; 2. район, область; 3. сфера, область (исследования)
argue <i>v</i> [ɑ:gju:]	1. bahslashmoq, tortishmoq; 2. dalil keltirib isbotlamoq, isbot qilmoq	1. спорить; 2. аргументиро- вать, доказывать
argument <i>n</i> [ɑ:gjʊmənt]	bahs, munozara	спор, аргумент



around <i>prep</i> [ə'raʊnd]	atrofida, tevaragida	вокруг
arrange <i>v</i> [ə'reɪndʒ]	tartibga keltirmoq, tashkillashtirmoq	организовывать
arrangement <i>n</i> [ə'reɪndʒmənt]	1. reja; dastur; 2. kelishuv; 3. tartibga keltirilgan narsa	1. план; программа; 2. договорённость; 3. что-то упорядоченное
art <i>n</i> [ɑ:t]	san'at	искусство
article <i>n</i> [ɑ:tɪkl]	1. maqola; 2. ( <i>yuridik</i> ) modda, band; 3. artikl ( <i>grammatikada</i> )	1. статья; 2. ( <i>юридический</i> ) пункт, параграф ( <i>соглашения</i> ); 3. ( <i>грамматика</i> ) артикль
artist <i>n</i> [ɑ:'tɪst]	rassom	художник
as <i>conj, adv</i> [æz; æz]	1. ...sifatida, ...bo'lib ( <i>biror kishining ishi haqida gapirilganda</i> ); 2. ...dek, ...day, kabi; 3. sababli, tufayli; chunki	1. как ( <i>когда речь идёт о работе кого-л.</i> ); 2. как ( <i>в сравнениях</i> ); 3. потому что, так как
as old as [əz'əʊldəz]	...chalik (...dek, kabi) eski	такой старый, как
as a result [əzə'tɪzəlɪ]	natijada	в результате
as well as [əz'weləz]	hamda, shuningdek	так же как
ash tree <i>n</i> [æʃ'tri:]	shung, shumtol ( <i>daraxti</i> )	ясень
ask <i>v</i> [ɑ:sk]	1. so'ramoq, savol bermoq; 2. so'ramoq, iltimos qilmoq; 3. ( <i>ushlik va sh.k. ga</i> ) taklif qilmoq	1. спрашивать; 2. (по)просить; 3. приглашать ( <i>на обед и т.п.</i> )
asleep <i>adj</i> [ə'sli:p]	uxla(yot)gan, uyquga ketgan	спящий
assistant <i>n</i> [ə'sɪstnt]	yordamchi	помощник
astronaut <i>n</i> [æstrə'nɔ:t]	astronavt, fazogir	астронавт, космонавт
astronomer <i>n</i> [ə'strɒnəmə]	astronom, astronomiya olimi ( <i>mutaxassisi</i> )	астроном
astronomical <i>adj</i> [æstrə'nɒmɪkl]	1. astronomiyaga oid; astronomik; 2. g'oyat katta, juda katta, ulkan	1. астрономический; 2. огромный, астрономический
astronomy <i>n</i> [ə'strɒnəmi]	astronomiya	астрономия
attend <i>v</i> [ətend]	qatnamoq	посещать
attention <i>n</i> [ətənʃn]	diqqat, e'tibor	внимание
attract <i>v</i> [ət'rækt]	jalb qilmoq, o'ziga tortmoq	притягивать; прельщать
audience <i>n</i> [ɔ:diəns]	zal; tinglovchilar	аудитория; слушатели
Australia <i>n</i> [ɔ'streɪlɪə]	Avstraliya	Австралия
author <i>n</i> [ɔ:θə]	muallif; yozuvchi, adib	автор; писатель
authority <i>n</i> [ɔ:θɒrɪti]	hokimiyat, boshqarma	власть, управление
autobiography <i>n</i> [ɔ:tə'baɪɒgrəfi]	tarjimaiy hol ( <i>shaxsiy</i> )	автобиография
automatic <i>adj</i> [ɔ:tə'mætɪk]	1. avtomatik ravishda ishlaydigan, avtomatik, avtomat; 2. beixtiyor, beixtiyor qilingan, bexos	1. автоматический; 2. машинальный
autumn <i>n</i> [ɔ:təm]	1. kuz; 2. kuzgi, kuz ...	1. осень; 2. осенний
available <i>adj</i> [ə'veɪləbl]	mavjud, bor, topsa bo'ladigan	доступный, имеющий
average <i>adj</i> [ævɪrɪdʒ]	o'rtacha	средний
aviation <i>n</i> [eɪvɪ'eɪʃn]	samolyotsozlik, aviatsiya	авиация
avoid <i>v</i> [ə'vɔɪd]	qochmoq	избегать
awake <i>adj</i> [ə'weɪk]	uyg'oq, bedor	бодрствующий
award <i>n, v</i> [ə'wɔ:d]	1. mukofot; 2. mukofotlamoq	1. награда; 2. награждать

**B**

<p>baby <i>n</i> ['beɪbi] back <i>adj</i> [bæk] back <i>adv</i> [bæk]</p>	<p>chaqaloq, go'dak, bola, yosh bola orqa ..., orqadagi, keyingi, ketingi 1. orqaga(da), orqa tomoniga(da), orqa-siga(da); 2. qaytarib, javob tariqasida</p>	<p>младенец, ребёнок задний 1. сзади, позади; 2. обратно:</p>
<p>back <i>n</i> [bæk]</p>	<p>1. orqa; 2. suyanchiq (o'rindiqda); 3. orqa tomon, orqa tomondagi qism orqa fon</p>	<p>1. спина; 2. спинка (кресла); 3. задняя, тыльная часть фон, задний план</p>
<p>background <i>n</i> [ˈbækgraʊnd] background informa- tion <i>n</i> [ˌɪnfə'meɪʃn]</p>	<p>1. tajriba; 2. muqaddim ma'lumotlar</p>	<p>1. опыт; 2. предыстория</p>
<p>bacteria <i>n</i> [bæktəriə]</p>	<p>bakteriya</p>	<p>бактерия</p>
<p>baddie <i>n</i> [ˈbædi]</p>	<p>salbiy qiyofa (asarda)</p>	<p>злодей, отрицательный тип</p>
<p>badly <i>adv</i> [ˈbædli]</p>	<p>1. yomon (holda); 2. juda, qattiq, jiddiy</p>	<p>1. плохо; 2. очень, сильно</p>
<p>a bag of skin</p>	<p>charm xalta</p>	<p>кожаный мешок</p>
<p>bake <i>v</i> [beɪk]</p>	<p>pishirmoq</p>	<p>выпекать, печь</p>
<p>balance <i>v</i> [ˈbæləns]</p>	<p>muvozanat saqlamoq</p>	<p>сохранять равновесие</p>
<p>ballet <i>n</i> [ˈbæleɪ]</p>	<p>balet</p>	<p>балет</p>
<p>band <i>n</i> [bænd]</p>	<p>orkestr, guruh</p>	<p>оркестр, группа</p>
<p>bang <i>v</i> [bæŋ]</p>	<p>bang'illamoq, taraqlamoq</p>	<p>ударить, грохнуть</p>
<p>bank <i>n</i> [bæŋk]</p>	<p>1. (daryo, ko'ldagi) qirg'oq, sohil;</p>	<p>1. берег (реки, озера); 2. вал,</p>
<p>bank <i>n</i> [bæŋk]</p>	<p>2. ko'tarma, uyib yasalgan tepalik</p>	<p>насыпь</p>
<p>Bank holiday</p>	<p>bank</p>	<p>банк</p>
<p>banner <i>n</i> [ˈbænə]</p>	<p>belgilangan dam olish kunlari</p>	<p>установленные дни отдыха</p>
<p>bard <i>n</i> [bɑːd]</p>	<p>bayroq</p>	<p>знамя</p>
<p>basket <i>n</i> [ˈbɑːskɪt]</p>	<p>shoir</p>	<p>бард, поэт</p>
<p>battle <i>n</i> [ˈbætl]</p>	<p>savat, kajava</p>	<p>корзина, корзинка</p>
<p>be on <i>phr.v</i> [ˈbiɒn]</p>	<p>jang, urush, kurash</p>	<p>битва; сражение, бой</p>
<p>beat <i>n</i> (music) [bi:t]</p>	<p>bo'lmoq (film, spektakl va h.k.)</p>	<p>идти (фильм, спектакль и т.п.)</p>
<p>beautiful <i>adj</i> [ˈbjʊtɪfl]</p>	<p>marom, vazn, ritm (musiqada)</p>	<p>ритм, такт (музыка)</p>
<p>because <i>conj</i> [brkoz]</p>	<p>chiroyli, go'zal, ko'rkam, ajoyib</p>	<p>красивый, прекрасный</p>
<p>because of</p>	<p>chunki, negaki, shuning uchunki</p>	<p>потому что, так как</p>
<p>become <i>v</i> [brkam]</p>	<p>sababli, tufayli, uchun, natijasida</p>	<p>из-за</p>
<p>before <i>adv</i> [brfo:]</p>	<p>bo'lmoq, bo'la boshlamoq, aylanmoq</p>	<p>делаться, становиться</p>
<p>before <i>conj</i> [brfo:]</p>	<p>1. oldin, ilgari, avval; 2. oldida, oldinda</p>	<p>1. раньше; 2. впереди</p>
<p>before <i>prep</i> [brfo:]</p>	<p>(birov ish qilishdan) oldin, avval</p>	<p>прежде чем, раньше чем</p>
<p>begin <i>v</i> [brɪn]</p>	<p>1. oldidan; oldin; 2. oldida, ro'parasida</p>	<p>1. до, перед; 2. перед</p>
<p>beginning <i>n</i> [brɪnɪŋ]</p>	<p>boshla(n)moq, boshlab bermoq</p>	<p>начинать(ся)</p>
<p>at the beginning</p>	<p>boshlanish (joyi), boshi, uchi</p>	<p>начало</p>
<p>behave <i>v</i> [br'hev]</p>	<p>boshlanishida, boshida, avvalida</p>	<p>в начале</p>
<p>believe <i>v</i> [brli:v]</p>	<p>o'zini tutmoq</p>	<p>вести себя</p>
<p>bell <i>n</i> [bel]</p>	<p>1. ishonmoq; 2. ...deb o'ylamoq (bilmoq)</p>	<p>1. верить; 2. думать, полагать</p>
<p>belong <i>v</i> [brlɒŋ]</p>	<p>qo'ng'iroq</p>	<p>звонок, колокол</p>
<p>bend <i>v</i> [bend]</p>	<p>birovga qarashli (tegishli) bo'lmoq</p>	<p>принадлежать, относиться</p>
<p>benefit <i>n</i> [ˈbenɪt]</p>	<p>buk(il)moq, qayirmoq, eg(il)moq</p>	<p>гнуть(ся), наклонять(ся)</p>
<p>best <i>adj</i> [best]</p>	<p>1. foyda, naf, bahra; manfaat;</p>	<p>1. польза, выгода; 2. пособие,</p>
<p></p>	<p>2. nafaqa</p>	<p>пенсия</p>
<p></p>	<p>eng yaxshi, a'lo</p>	<p>лучший</p>

best-known <i>adj</i> [ˈbestnəʊn]	taniqli, hammaga ma'lum, mashhur; atoqli, dong'i chiqqan (ikki narsa) orasida, o'rtasida, oralig'ida	известный, знаменитый; популярный между
between <i>prep</i> [brwi:n]		
bike ride <i>n</i> [ˈbaɪkraɪd]	velosipedda sayr qilish	прогулка на велосипеде
billion <i>num</i> [ˈbɪljən]	milliard	миллиард
biography <i>n</i> [ˈbaɪɒgrəfi]	biografiya	биография
births <i>n</i> [ˈbɜːθs]	tug'ilgan kunlar	дни рождения
biscuit <i>n</i> [ˈbɪskɪt]	biskvit, pechenye	бисквит, (сухое) печенье
bite <i>v</i> [baɪt]	1. tishlamoq, qopmoq, tishlab olmoq; 2. (hasharot va ilonlar haqida) chaqmoq; 3. achitib gapirmoq, piching qilmoq achchiq	1. кусать; 2. (о насекомых и змеях) жалить; 3. язвить, колоть горький
bitter <i>adj</i> [ˈbɪtə]	1. ko'r, so'qir; 2. o'ylamay qilingan	1. слепой; 2. безрассудный
blind <i>n</i> [blaɪnd]	oqmalla, sarg'ish	белокурый
blond <i>adj</i> [ˈblɒnd]	kalta qilib qir qilgan dum	обрезанный хвост
bob-tail <i>n</i> [ˈbɒbteɪl]	1. organ; 2. tana, gavda; 3. jasad, mur- da, o'hik; 4. asosiy qism; tana, gavda	1. орган; 2. тело, туловище; 3. труп; 4. главная часть; корпус
body <i>n</i> [ˈbɒdi]	quyuq (rang haqida)	жирный (о цвете)
bold <i>adj</i> [bəʊld]	bomba	бомба
bomb <i>n</i> [bɒm]	gulxan	большой костер
bonfire <i>n</i> [ˈbɒnfəɪə]	etik, botinka	ботинок
boot <i>n</i> [bu:t]	kioska, do'koncha; budka	киоск, палатка; будка
booth <i>n</i> [bu:ð]	1. tug'ilgan; 2. tug'ma, tug'ilishdan	1. рождённый; 2. прирождён- ный
born <i>adj</i> [bɔ:n]		брать в долг
borrow <i>v</i> [ˈbɒrəʊ]	qarzga olmoq	хозяин; босс
boss <i>n</i> [bɒs]	xo'jayin, ega, boshliq, boss	как..., так и...
both ... and <i>conj</i>	...ham, ...ham; nafaqat..., shuningdek	обе стороны
both sides [ˈbəʊθ- saɪdz]	har ikkala tomoni	
bottom <i>n</i> [ˈbɒtəm]	tag, ost, tub	дно, низ
at the bottom	ribida, ostida, pastida	внизу, в глубине
bow <i>v, n</i> [baʊ]	1. egilmoq; 2. g'ijjak kamonchasi	1. кланяться; 2. смычок
box <i>n</i> [bɒks]	1. quti, quticha; yashik; sandiq; 2. (teatrda) loja	1. коробка; ящик; сундук; 2. (v teatre) ложа
Boxing Day <i>n</i> [ˈbɒksɪŋ deɪ]	„Sovg'alar kuni“ (Rojdestvoning 2-kuni; 26-dekabr)	“День подарков” (второй день Рождества; 26 декабря)
bracket <i>n</i> [ˈbræktɪ]	qavs	скобка
brass <i>n</i> [ˈbrɑːs]	mis musiqa asboblari	медные духовые инструменты
brave <i>adj</i> [breɪv]	qo'rqmas, jasur, dovyurak, jur'atli	смелый
braveheart <i>adj</i> [ˈbreɪvheɪt]	dovyurak	отважный
break down <i>phr. v</i> [ˈbreɪk ˈdaʊn]	bo'lmoq (qismlarga)	разбивать
breath <i>n</i> [breθ]	nafas	дыхание
bright <i>adj</i> [braɪt]	yorqin, yorug'	яркий
bring <i>v</i> [brɪŋ]	keltirmoq, olib kelmoq	приносить, привозить

broad <i>adj</i> [brɔ:d]	keng	широкий
broadcast <i>v</i> [brɔ:dkɑ:st]	eshittirmoq, olib bermoq	транслировать
broadcaster <i>n</i> [-ə]	suxandon, diktor	диктор
brush <i>v</i> [brʌʃ]	1. choʻtkalamoq, choʻtkalab tozalamoq; 2. (sochni) taramoq	1. чистить щёткой; 2. причёсывать ( <i>волосы</i> )
budget <i>n</i> [ˈbʌdʒɪt]	budget	бюджет
build <i>v</i> [bɪld]	qurmoq, bino (barpo, bunyod) qilmoq	строить; создавать
building <i>n</i> [ˈbɪldɪŋ]	bino, imorat	здание
burn <i>v</i> [bɜ:n]	1. oʻt olmoq, kuymoq, yonmoq; 2. kuydirmoq, yondirmoq, yoqmoq	1. гореть, пылать; 2. сжигать, обжигать
burst <i>v</i> [bɜ:st]	yorilmoq, portlamoq	лопаться, взрываться
business news <i>n</i> [ˈbɪznəs ˈnju:z]	biznes xabarlar	бизнес-новости
busy <i>adj</i> [ˈbɪzi]	1. ishi koʻp, ish bilan band; 2. qizgʻin, dolzarb, ishga toʻla (payt)	1. занятой; 2. напряжённый (время)
but <i>conj</i> [bət; bʌt]	1. lekin, ammo, biroq; shunga qaramasdan; 2. -dan boshqa (tashqari, boʻlak)	1. но, а, тем не менее; 2. кроме, за исключением
butterfly <i>n</i> [ˈbʌtəflaɪ]	kapalak	бабочка
buy <i>v</i> [baɪ]	sotib olmoq	покупать
by <i>prep</i> [baɪ]	1. yonida, yaqinida; 2. <i>paytni bildiradi</i> : -gacha, -ga qadar; 3. orqali, tomonidan	1. рядом; 2. к, около ( <i>время</i> ); 3. через, посредством
by the end	oxirida, oxiriga kelib	к концу

### C

called <i>adj</i> [kɔ:ld]	...deb atal(adi)gan	называемый
calm <i>adj</i> [kɑ:m]	( <i>odam haqida</i> ) oʻgʻir, vazmin, beozor	спокойный ( <i>о человеке</i> )
camera <i>n</i> [kæməərə]	kamera ( <i>foto; video</i> )	камера ( <i>фото; видео</i> )
be on camera	video kameraga tushmoq	быть снятым на камеру
can be <i>adv</i> [kænbi]	boʻlishi mumkin	может быть
cancer <i>n</i> [ˈkænsə]	rak, saraton ( <i>kasallik</i> )	рак ( <i>болезнь</i> )
candle <i>n</i> [ˈkændl]	shagʻam	свеча
candy <i>n</i> [ˈkændi]	shirinlik, konfet	конфета
canteen <i>n</i> [kænˈti:n]	oshxona	буфет, столовая
capital <i>adj</i> [ˈkæpɪtl]	( <i>harf haqida</i> ) bosh	( <i>о букве</i> ) заглавный
capital <i>n</i> [ˈkæpɪtl]	roytaxt	столица
capture <i>n</i> [ˈkæptʃə]	tutqin, oʻlja	захват, добыча
card <i>n</i> [kɑ:d]	1. otkritka, ochiq xat; 2. karton qogʻoz; 3. kartochka, guvohnoma, bilet	1. открытка; 2. картон; 3. карточка, билет
cardboard <i>n</i> [ˈkɑ:dbɔ:d]	karton	картон
car-free <i>adj</i> [kɑ:fri:]	mashinasiz, mashinalardan xoli	без машин
caring <i>adj</i> [ˈkeərɪŋ]	gʻamxoʻr, mehribon, jonkuyar, kuyinchak	заботливый
carol <i>n</i> [ˈkærəl]	quvnoq qoʻshiq	веселая песня
carriage <i>n</i> [ˈkæridʒ]	vagon	вагон
carry <i>v</i> [kæri]	1. koʻtarmoq; tashimoq, eltmoq, olib bormoq; 2. oʻz ichiga olmoq	1. нести, носить; возить; 2. содержать
cartoon <i>n</i> [kɑ:tu:n]	multiplikatsion film	мультипликационный фильм
carve <i>v</i> [kɑ:v]	(yogʻochga, suyakka) oʻyib yozmoq, oʻyib naqsh solmoq; qirqib yasamoq	вырезать, резать ( <i>по дереву, кости</i> )

carving <i>n</i> [ˈkɑ:vɪŋ]	o'ymakorlik; o'ymakorlik ishi	резьба; резная работа
catalogue <i>n</i> [ˈkætəlɒɡ]	katalog	каталог
catastrophe <i>n</i> [ˈkætəstrəfi]	halokat, falokat, mudhish hodisa, fojia	катастрофа
catch <i>v</i> [kætʃ]	1. ushlamoq, tutmoq; 2. tutib olmoq, qo'l-ga tushirmoq; 3. fahmlamoq (ma'noni) sabab bo'lmoq	1. поймать, схватить; 2. захватить; 3. уловить ( <i>смысла</i> ) быть причиной
cause <i>v</i> [kɔ:z]	nishonlamoq, bayram qilmoq	праздновать
celebrate <i>v</i> [ˈselɪbreɪt]	markaz; o'rta; to'plangan joy, o'choq	центр; середина; средоточие
centre <i>n</i> [ˈsentə]	asr, yuz yillik vaqt	столетие, век
century <i>n</i> [ˈsentʃəri]	sopol, keramika	керамика
ceramics <i>n</i> [ˈsɪræmɪks]	ma'lum	определенный
certain <i>adj</i> [ˈsɜ:tn]	chori, to'pon	мякина
chaff <i>n</i> [tʃɑ:f]	1. imkoniyat, qulay fursat, imkon;	1. возможность; 2. случай,
chance <i>n</i> [tʃɑ:ns]	2. tasodif, tasodifiy hol	случайность
change <i>v</i> [tʃeɪndʒ]	1. o'zgar(tir)moq; 2. almash(tir)moq, ayirboshlamoq; 3. ( <i>pulni</i> ) maydalamoq	1. менять(ся); 2. обменивать(ся); 3. разменивать, менять ( <i>деньги</i> )
channel <i>n</i> [ˈtʃænl]	kanal	канал
chapter <i>n</i> [ˈtʃæptə]	bob	глава
character <i>n</i> [ˈkærəktə]	1. tabiat, fe'l-atvor; 2. personaj, qahramon; 3. biror odam, shaxs: zot, arbob	1. характер; 2. персонаж; 3. фигура, личность
characteristic <i>n</i> [ˈkærɪktə'rɪstɪk]	xarakter, tabiat, o'ziga xos xususiyat	характерная черта
charcoal <i>n</i> [ˈtʃɑ:kəʊl]	pista ko'mir	древесный уголь
chart <i>n</i> [tʃɑ:t]	1. diagramma; 2. dengiz xaritasi	1. диаграмма; 2. морская карта
chat show <i>n</i> [tʃæt ʃəʊ]	taniqli kishilar bilan suhbat, intervyu	ток-шоу, интервью
check <i>v</i> [tʃek]	tekshirmoq, tekshirib ko'rmoq	проверять
chemical <i>adj</i> [ˈkemɪkl]	kimyoviy	химический
chemicals <i>n</i> [ˈkemɪklz]	ximikatlار, kimyoviy mahsulotlar	химикалии
chemistry <i>n</i> [ˈkemɪstri]	kimyo	химия
cherry <i>n</i> [ˈtʃeri]	olcha daraxti	вишня
chief <i>adj</i> [tʃi:f]	bosh	главный
childhood <i>n</i> [ˈtʃɪldhʊd]	bolalik chog'lari, bolalik davri; bolalik	детство
children <i>n</i> [ˈtʃɪldrən]	bolalar, bola-chaqa, bola-baqra	дети, ребята
chocolate <i>n</i> [ˈtʃɒklət]	shokolad	шоколад
choir <i>n</i> [ˈkwaiə]	xor	хор
choirboy <i>n</i> [ˈkwaiəbɔɪ]	xorda kuylovchi bola	певец в хоре
choirgirl <i>n</i> [ˈkwaiəgɜ:l]	xorda kuylovchi qiz	певца в хоре
choose <i>v</i> [tʃu:z]	tanlamoq, saylamoq; tanlab olmoq	выбирать; отбирать; подбирать
chop <i>v</i> [tʃɒp]	qiymalamoq, maydalamoq	рубить, нарезать
choreography <i>n</i> [ˈkɔrɒɡrəfi]	xoreografiya	хореография
Christmas <i>n</i> [ˈkrɪsməs]	Rojdestvo bayrami	Рождество
city <i>n</i> [ˈsɪti]	katta shahar	большой город
classical <i>adj</i> [ˈklæsɪkl]	klassik, mumtoz; antiqa, an'anaviy, odat (an'ana) bo'lib qolgan	классический, античный, традиционный
classmate <i>n</i> [ˈkla:smet]	sinfdosh	одноклассник
clause <i>n</i> [klaʊz]	gap	предложение
clay <i>n</i> [kleɪ]	loy, tuproq, gil	глина

clean <i>adj</i> [kl:n]	1. toza, ozoda; 2. yangi, toza, sof, muşaffo; 3. aralashmasiz; toza	1. чистый; 2. свежий; 3. без примесей; цельный
clear <i>adj</i> [klɪə]	1. aniq, ravshan, yaqqol; 2. tiniq, shaf-fof; ochiq, bulutsiz; 3. aniq, tushunarli	1. ясный, светлый; 2. прозрачный; 3. отчётливый; понятный
clearly <i>adv</i> ['klɪəli]	1. ochiq; aniq qilib; 2. shubhasiz, aniq	1. ясно; 2. несомненно
clever <i>adj</i> ['klevə]	1. aqlli, dono; 2. talantli, iste'dodli	1. умный; 2. талантливый
clothes <i>n</i> ['kləʊðz]	kiyim, kiyim-kechak, ust-bosh, libos	одежда
coal <i>n</i> [kəʊl]	ko'mir	уголь
coast <i>n</i> [kəʊst]	qirg'oq	побережье
coin <i>n</i> [kɔɪn]	tanga	монета
collect <i>v</i> [kəlekt]	1. to'pla(n)moq, yig'(il)moq; kolleksiya to'plamoq; 2. olmoq, birga olib ketmoq to'plam, kolleksiya	1. собирать(ся); коллекционировать; 2. забирать коллекция
collection <i>n</i> [kəlektʃn]	axlat to'planadigan maxsus joy	специальное место для мусора
collection point <i>n</i> [kəlektʃn 'pɔɪnt]		
collector <i>n</i> [kəlektə]	1. yig'uvchi, to'plovchi; 2. kolleksioner	1. сборщик; 2. коллекционер
colonel <i>n</i> ['kɔ:nl]	polkovnik	полковник
colonist <i>n</i> ['kɒləntst]	mustamlakachi	колонист
colony <i>n</i> ['kɒləni]	mustamlaka	колония
colour <i>n</i> ['kʌlə]	1. rang, tus; 2. bo'yoq; 3. kolorit, yorqinlik, ko'zga tashlanadiganlik	1. цвет, тон; 2. краска; 3. колорит, яркость
column <i>n</i> ['kɒləm]	1. ustun, ustuncha; 2. ustun, kolonka, grafa, katak, xona	1. колонна; столб(ик); 2. столбец, колонка; графа
come <i>v</i> [kʌm]	1. kelmoq; 2. yetib kelmoq, yetmoq	1. приходить, приезжать; 2. доходить, достигать
come from		1. происходить; 2. приходить
comedian <i>n</i> [kə'mi:diən]	1. kelib chiqmoq; 2...dan kelmoq askiyachi, qiziqchi	комик
comedy <i>n</i> ['kɒmɪdi]	kulgili film, komediya	комедия
commentary <i>n</i> ['kɒmentri]	izoh, sharh	комментарий
commercial <i>adj</i> [kə'mɜ:ʃl]	tijoratga oid	коммерческий
committee <i>n</i> [kə'mɪti]	qo'mita (saylanma organ)	комитет
common <i>adj</i> ['kɒmən]	1. umumiy; ijtimoiy, jamiyat...; 2. oddiy; hamma qabul qilgan; 3. odatdagi, doim bo'lib turadigan jamoat, jamiyat	1. общий; общественный; 2. обычный, общепринятый; 3. обыкновенный общество
community <i>n</i> [kə'mju:niti]		
complete <i>v</i> [kəmpli:t]	tugatmoq, tamom qilmoq, tugallamoq	заканчивать, завершать
composer <i>n</i> [kəm'pəʊzə]	bastakor	композитор
composition <i>n</i> [kɒmpə'zɪʃn]	1. insho, yozma ish; 2. (musiqiy va h.k.) ijod, asar; 3. kompositsiya	1. сочинение; 2. произведение (муз. и т.п.); 3. композиция
concert <i>n</i> ['kɒnsət]	konsert	концерт
concluding paragraph [kənkludɪŋ 'pærəgrɑ:f]	xulosa yasovchi (oxirgi) paragraf	заключительный параграф
conductor <i>n</i> [kən'dʌktə]	dirijor	дирижер

cone <i>n</i> [kaʊn]	1. konus; 2. g'udda, so'ta	1. конус; 2. шишка
congratulate <i>v</i> [kən'grætʃuleɪt]	tabrikلامoq, qutلامoq	поздравлять
congress <i>n</i> ['kɒŋɡres]	kongress	конгресс
connect <i>v</i> [kə'nekt]	bog'la(n)moq, aloqa bog'lamoq; qo'-sh(il)moq, ula(n)moq, birlash(tir)moq	связывать(ся); соединять(ся)
conservatoire <i>n</i> [kən'sɜ:vətwa:]	konservatoriya	консерватория
consist of [kən'sɪstəv]	...dan tashkil topmoq	состоять из
conspiracy <i>n</i> [kən'spɪrəsi]	til birlaktrib olish, fitna	заговор
contain <i>v</i> [kən'teɪn]	o'z ichiga olmoq	содержать
container <i>n</i> [kən'teɪnə]	idish, konteyner, maxsus idish	сосуд; вместилище; контейнер
contaminate <i>v</i> [kən'tæmɪneɪt]	zaharlamoq, ifloslamoq, buzmoq	загрязнять, портить
contempt <i>n</i> [kən'tempt]	nafrat	презрение
contest <i>n</i> [kən'test]	1. bahs, tortishuv; 2. musobaqa, bel-lashuv, kuch sinashuv, kimo'zar	1. спор; 2. соревнование;
continuation <i>n</i> [kən'tɪnju'eɪʃn]	biror narsaning davomi	состязание
contribute <i>v</i> [kən'trɪbjʊ:t]	hissa qo'shmoq	продолжение
control <i>v</i> [kən'trəʊl]	1. tekshirmoq, nazorat qilmoq; 2. boshqarmoq	вносить вклад
control room <i>n</i> [-ru:m]	nazorat xonasi	1. проверять, контролировать; 2. управлять
conversation <i>n</i> [kɒnvə'seɪʃn]	suhbat, gaplashish, so'zlashish	контрольная комната
convert <i>v</i> [kən've:t]	aylantirmoq	разговор
cook <i>n, v</i> [kʊk]	1. oshpaz, oshpaz ayol; 2. taom tayyorlamoq, ovqat pishirmoq	превращать
cookies <i>n</i> ['kʊkɪz]	pishiriqlar, pecheniy	1. повар, кухарка; 2. готовить
cool <i>adj</i> [ku:l]	1. salqin; 2. sovuqqon, bosiq, vazmin	пищу, стрелять
cope <i>v</i> [kəʊp]	uddalamoq, uddasidan chiqmoq	печенье
corn <i>n</i> [kɔ:n]	don, makkajo'xori	1. прохладный; 2. холоднокровный
corporation <i>n</i> [kɔ:pə'reɪʃn]	korporatsiya, tashkilot	справиться
correct <i>adj</i> [kə'rekt]	1. to'g'ri, rost; 2. mos, muvofiq	зерно, кукуруза
costume <i>n</i> ['kɒstjʊ:m]	kiyim, libos; kastum	корпорация
cough <i>v</i> [kɒf]	yo'talmoq	1. правильный; 2. подходящий
could be <i>adv</i> ['kʊdbi]	bo'lishi mumkin	костюм
could <i>v</i> [kəd; kʊd]	„can“ ning o'tgan zamoni	кашлять
country <i>n</i> ['kʌntri]	1. mamlakat, davlat; 2. vatan, ona yurt; 3. qishloq, qishloq joy	могло быть
country music <i>n</i>	folklor musiq	<i>прошедшее время от can</i>
countryside <i>n</i> [ˈkʌntrɪsaɪd]	shahardan tashqaridagi joy	1. страна; 2. родина;
cover <i>v</i> [kʌvə]	1. o'ramoq, bekitmoq; 2. qoplamoq (xarajatlarni); 3. yashirmoq, bekitmoq	3. деревня, сельская местность
cowboy <i>n</i> ['kaʊbɔɪ]	kovboy, cho'pon	фольклорная музыка
		сельская местность
		1. покрывать, закрывать; 2. покрывать (расходы); 3. скрывать
		ковбой, пастух

cracker <i>n</i> [ˈkrækə] cranberry <i>n</i> [ˈkrænbəri] crazy <i>adj</i> [ˈkreɪzi]	poqildoq klukva (qizil, nordon mevali buta) 1. aqldan ozgan, jinni, savdoyi, telba; 2. biror narsaga ishqiboz, shaydoyi yaratmoq ijodiy, ijodkor jinoyat	хлопушка клюква 1. сумасшедший; 2. помешанный на чём-л. создавать творческий преступление
create <i>v</i> [kriˈeɪt] creative <i>adj</i> [kriˈeɪtɪv] crime <i>n</i> [kraɪm] criss-crossed <i>adj</i> [ˈkrɪskrɒst]	biri ustiga ikkinchisini ko'ndalang qilib qo'yilgan, krest shaklida joylashgan hosil krest (o'zaro kesishgan ikki chiziq) to'da bir to'da ... 1. yig'lamoq; 2. baqirmoq, qichqirmoq madaniy davolamoq qiziquvchan hozirgi, joriy o'quv rejasi	расположенный крест-накрест, перекрещивающийся урожай крест толпа толпа ... 1. плакать; 2. кричать культурный лечить любопытный текущий учебный план
crop <i>n</i> [krɒp] cross <i>n</i> [krɒs] crowd <i>n</i> [kraʊd] a crowd of cry <i>v</i> [kraɪ] cultural <i>adj</i> [ˈkʌltʃərəl] cure <i>v</i> [kjʊə] curious <i>adj</i> [kjʊəriəs] current <i>adj</i> [ˈkʌrənt] curriculum <i>n</i> [kəˈrɪkjʊləm] curved <i>adj</i> [kɜːvd] custom <i>n</i> [ˈkʌstəm] cut <i>n</i> [kʌt] cut down [ˈkʌtdaʊn]	qiyshiq, qayrilma urf-odat 1. kesik, kesilgan joy; 2. qisqartirish kesmoq, qisqartirmoq	изогнутый, кривой обычай 1. порез; разрез; 2. сокращение рубить, сокращать
<b>D</b>		
daily <i>adj</i> [ˈdeɪli] dance <i>n</i> [dɑːns] dance <i>v</i> [dɑːns] dance company <i>n</i> [ˈdɑːnsəni] dancer <i>n</i> [ˈdɑːnsə] dark <i>adj</i> [dɑːk]	kunlik, kundalik, kunda bo'ladigan 1. raqs, o'yin; 2. raqs musiqasi 1. raqsqa tushmoq; 2. gir-gir aylanmoq raqs ansambli  raqqos, raqqosa, o'yinchi 1. qora, qoramtir, to'q; 2. qorong'i; qorong'ilik bosgan; 3. mash'um, mudhish shoshilib chiqmoq sana, oy-kun; davr tug'ilgan kuni nashr sanasi	ежедневный; повседневный 1. танец; 2. музыка для танцев 1. танцевать; 2. кружиться танцевальный ансамбль  танцор, танцовщица 1. тёмный; 2. мрачный; 3. зловещий бросать(ся) дата; период дата рождения дата публикации
dash <i>v</i> [dæʃ] date <i>n</i> [deɪt] date of birth <i>n</i> [ˈbɜːθ] date of publication <i>n</i> [ˈpʌblɪkətʃn] dawn <i>n</i> [dɔːn] dead <i>adj</i> [ded] deal with [diːlwɪð] death <i>n</i> [deθ] decide <i>v</i> [dɪsəɪd] declaration <i>n</i> [ˌdeklə'reɪʃn] decorate <i>v</i> [ˈdeko'reɪt] decoration <i>n</i> [ˌdeko'reɪʃn]	tong o'lgan mashg'ul bo'lmoq, shug'ullanmoq o'lim ahd (qaror) qilmoq, xulosaga kelmoq deklaratsiya  bezamoq bezak	рассвет мертвый иметь дело с смерть решать декларация  украшать украшение



dedicate <i>v</i> [ded'kert]	bag'ishlamoq	посвящать
dedication <i>n</i> [ded'keiʃn]	bag'ishlov	посвящение
deep <i>adj</i> [di:p]	chuqur	глубокий
definition [defi'nʃn]	1. ta'rif, tavsif; 2. aniqlik, ravshanlik	1. определение; 2. чёткость
deforestation <i>n</i> [di:for'isterʃn]	o'rmonlarni kesish	вырубка лесов
degrade <i>v</i> [di'greɪd]	yomonlash(tir)moq; pasaytirmoq	ухудшать; понижать(ся)
delicious <i>adj</i> [dɪliʃəs]	mazali, lazzatli, totli, shirin, xushxo'r	очень вкусный
demand <i>v</i> [dɪmə:nd]	talab qilmoq, qattiq (qat'iy) so'ramoq	требовать
department <i>n</i> [dɪ'pɑ:tmənt]	1. bo'lim; kafedra; 2. boshqarma, idora, mahkama; (AE) vazirlik	1. отдел; кафедра; 2. ведомство; (AE) министерство
describe <i>v</i> [dɪskraɪb]	tasvirlamoq, tavsiflamoq, ta'riflamoq	описывать; изображать
description <i>n</i> [dɪ'skripʃn]	tavsif, tasvir, bayon, ta'rif	описание, изображение
desert <i>n</i> [dezət]	cho'l, dasht, sahro, biyobon	пустыня
desertification <i>n</i> [dezətɪfɪ'keɪʃn]	cho'lga aylanish	опустынивание
design <i>n</i> [dɪ'zaɪn]	1. reja; loyiha; chizma; 2. dizayn, dizayn san'ati; 3. bezak, gul, naqsh	1. план; проект; чертёж; 2. дизайн, искусство дизайна; 3. узор
design <i>v</i> [dɪ'zaɪn]	1. reja (loyiha) tuzmoq, yasamoq; 2. mo'ljallamoq, mo'ljallab qo'yumoq	1. составлять план (проект), конструировать; 2. предназначать
destroy <i>v</i> [dɪ'strɔɪ]	buzmoq, vayron qilmoq	разрушать
detail <i>n</i> [di:teɪl]	tafsilot	подробность, деталь
detective <i>n</i> [dɪ'tektɪv]	izquvar	детектив
detective story <i>n</i>	detektiv hikoya	детективный рассказ
detector <i>n</i> [dɪ'tektə]	detektor	детектор
determine <i>v</i> [dɪ'tɜ:mɪn]	aniqlamoq; qaror qilmoq	определять; решить
devastate <i>v</i> [devəsteɪt]	vayron qilmoq, talafot yetkazmoq	опустошать, разорять
develop <i>v</i> [dɪ'veləp]	1. rivojlan(tir)moq, taraqqiy et(tir)moq; 2. ishlab chiqmoq	1. развивать(ся); 2. разрабатывать
development <i>n</i> [dɪ'veləpmənt]	rivojlanish; taraqqiyot	развитие
dialogue <i>n</i> [daɪələʊg]	dialog; so'zlashuv, suhbat	диалог; разговор
dictate <i>v</i> [dɪktet]	1. diktant o'qimoq, aytib yozdirmoq; 2. buyruq bermoq amr qilmoq	1. диктовать; 2. предписывать
dictionary <i>n</i> [dɪkʃənri]	lug'at	словарь
die <i>v</i> [daɪ]	o'lmoq	умирать
difference <i>n</i> [dɪfrəns]	1. farq; 2. kelishmovchilik, ixtilof	1. разница; 2. разногласие
different <i>adj</i> [dɪfrənt]	turli, farqli, har xil, turli-tuman	разный, различный
different from	...dan farqli, o'zgacha	отличающийся от
difficulty <i>n</i> [dɪfɪkəlti]	qiyin(chi)lik, og'irlik, mushkullik	трудность
digital <i>adj</i> [dɪdʒɪtəl]	elektronik, raqamli	цифровой
director <i>n</i> [dɪ'rektə]	1. rejissor; 2. direktor	1. режиссер; 2. директор
Director General <i>n</i> [dɪ'rektə 'dʒenrəl]	bosh direktor	генеральный директор
direct speech <i>n</i> [dɪ'rekt spi:tʃ]	ko'chirma gap	прямая речь

disappoint <i>v</i> [disə'pɔɪnt]	ko'ngil qol(dir)moq	разочаровывать(ся)
disaster <i>n</i> [dɪ'zɑːstə]	ofat, falokat, kulfat; musibat	бедствие
discover <i>v</i> [dɪ'skʌvə]	kashf etmoq; fosh qilmoq	открывать, обнаруживать
discovery <i>n</i> [dɪ'skʌvəri]	kashfiyot	открытие
discuss <i>v</i> [dɪ'skʌs]	muhokama qilmoq, munozara qilmoq	обсуждать, дискутировать
disease <i>n</i> [dɪ'ziːz]	kasallik	болезнь
dish <i>n</i> [dɪʃ]	taom	блюдо
dishonest <i>adj</i> [dɪ'sɒnɪst]	vijdotsiz	нечестный
dislike <i>v</i> [dɪ'slaɪk]	yoqtirmaslik, yomon ko'rmoq	не любить
display <i>n, v</i> [dɪ'spleɪ]	1. ko'rsatish; 2. ko'rsatmoq	1. показ; 2. показывать
distance <i>n</i> [dɪ'stəns]	masofa	расстояние
distant <i>adj</i> [dɪ'stənt]	uzoq (olis) masofadagi	далекый, отдаленный
distinguish <i>v</i> [dɪ'stɪŋɡwɪʃ]	farqlamoq	отличать
disturb <i>v</i> [dɪ'stɜːb]	bezovta qilmoq	тревожить
divert <i>v</i> [dɪ'vɜːt]	chalg'itmoq	отвлекать, забавлять
divide <i>v</i> [dɪ'vaɪd]	bo'lakka bo'lmoq, ajratmoq, bo'lmoq	делить, отделять, разделять
divine <i>adj</i> [dɪ'vaɪn]	ilohiy	божественный
documentary <i>n</i> [dɒkjʊ'mentəri]	hujjati film	документальный фильм
domestic plays <i>n</i> [də'mestɪk pleɪz]	oilaviy munosabatlar haqidagi pye-salar	пьесы о семейных отношениях
donation <i>n</i> [dəʊ'neɪʃn]	sovg'a qilish	дарение
doorway <i>n</i> [dɔː'weɪ]	eshik oldi, bo'sag'a, kiraverish	вход
double glazed windows	ikki qavatli deraza	окна с двойными стеклами
downhill <i>adv</i> [daʊnhɪl]	pastga, pastga qarab; tog' etagiga	вниз; под гору
draft <i>n</i> [drɑːft]	eskiz, xomaki qo'l yozma, reja	набросок, эскиз, план
dragon <i>n</i> [drægən]	ajdarho	дракон
drainage <i>n</i> [dreɪnɪdʒ]	drenaj	дренаж
drama <i>n</i> [drɑːmə]	drama	драма
dramatic <i>adj</i> [drə'mætɪk]	dramatik, drama ...; jiddiy, fojiali	драматический; драматичный
draw <i>v</i> [drɔː]	1. rasm solmoq, chizmoq, tasvir etmoq; 2. sudramoq, tortmoq; 3. tortmoq, jalb qilmoq ( <i>diqqatni</i> )	1. рисовать, чертить; изображать; 2. тащить, тянуть; 3. привлекать ( <i>внимание</i> )
dreadful <i>adj</i> [dredfl]	yomon, rasvo	ужасный
dream <i>n</i> [dri:m]	1. orzu, xayol; 2. tush	1. мечта; 2. сон
dress <i>n</i> [dres]	kiyim; libos, ust-bosh, sarpo	одежда; платье
drop <i>v</i> [drɒp]	1. tushirib yubormoq; 2. tushib ketmoq	1. ронять; 2. падать; спадать
droppings <i>n</i> [drɒpɪŋz]	hayvonlar axlati (tezagi, qumalog'i)	помёт животных
drug <i>n</i> [drʌg]	1. dori; 2. narkotik	1. лекарство; 2. наркотик
drum <i>n</i> [drʌm]	baraban ( <i>musiqiy asbob</i> )	барaban
drumstick <i>n</i> [drʌmstɪk]	baraban tayuqchasi	барабанная палочка
dry <i>adj</i> [draɪ]	1. quruq, qurigan; 2. quri(til)gan	1. сухой; 2. засохший, сухой
dull <i>adj</i> [dʌl]	zerikarli	скучный
dung <i>n</i> [dʌŋ]	go'ng, o'g'it	удобрение, навоз
during <i>prep</i> [dʒuərɪŋ]	davomida, mobaynida	в течение
dwarf <i>n</i> [dwoːf]	juda past bo'yli odam; pakana, mitti	карлик
dynamic <i>adj</i> [daɪ'næmɪk]	faol, g'ayratli	энергичный

## E

each <i>adj, pron</i> [i:tʃ]	har, har bir, har qaysi sizlarning har biringiz	каждый каждый из вас
each of you	Yer ( <i>sayyora</i> )	Земля
Earth <i>n</i> [ɜ:θ]	osonlik bilan, osongina, bemashaqqat	легко
easily <i>adv</i> [i:zɪli]	Pasxa ( <i>xristianlar diniy bayrami</i> )	Пасха
Easter <i>n</i> [i:stə]	sharqqa oid; sharqdagi; sharqiy	восточный
eastern <i>adj</i> [i:stən]	1. yemoq; 2. yemirmoq (away, into)	1. есть; 2. разьедать (away, into)
eat <i>v</i> [i:t]	iqtidos, xalq xo'jaligi;	экономика, народное хозяй-
economics <i>n</i>	iqtidos (o'quv fani)	ство; урок экономики
[ekə'nɒmɪks]	chekka	край
edge <i>n</i> [edʒ]	muharir	редактор
editor <i>n</i> [edɪtə]	bosh maqola	передовая статья
editorial <i>n</i> [edɪtɔ:riəl]	ma'rifiy, ta'limiy	образовательный
educational <i>adj</i>		
[edʒəkətʃnəl]	ta'limiy resurs	образовательный ресурс
educational resource <i>n</i>		
[edʒəkətʃnəl ˈrɪsɔ:s]	ta'sir	эффект
effect <i>n</i> [ɪfekt]	harakat, say-harakat	попытка, усилие
effort <i>n</i> [ɪfət]	ham ( <i>inkor gaplarda</i> )	также ( <i>в отриц. предлож.</i> )
either <i>conj</i> [aɪðə]	tok bilan ishlaydigan	электрический
electric <i>adj</i> [ɪˈlektɪk]	yana, tag'in	ещё
else <i>adv</i> [els]	to'liqlantiradigan	эмоциональный
emotional <i>adj</i> [ɪməʊʃnəl]	bo'm-bo'sh, ichi bo'sh, bo'sh	пустой
empty <i>adj</i> [ɛmptɪ]	bo'm-bo'sh, ichi bo'sh, bo'sh	конец
end <i>n</i> [end]	oxir, nihoya, yakun, poyon, intih	конец
at the end	oxirida, yakunida	в конце
the ending	oxiri, nihoyasi, poyoni; xotima	конец, окончание
energetic <i>adj</i> [enədʒetɪk]	g'ayratli, serg'ayrat, serharakat, faol	энергичный
engine <i>n</i> [endʒɪn]	1. dvigatel, motor; 2. parovoz	1. двигатель; 2. паровоз
engineering <i>n</i>	texnika; muhandislikka oid ish	техника; инженерное дело
[endʒɪnɪərɪŋ]		
enjoy <i>v</i> [ɪn'dʒɔɪ]	maza qilmoq, rohatlanmoq	получать удовольствие
enjoyment <i>n</i>	xursandchilik, o'yin-kulgi;	удовольствие; наслаждение
[ɪn'dʒɔɪmənt]	rohat, zavq	
enough <i>adj</i> [ɪnʌf]	yetarli	достаточно
enrich <i>v</i> [ɪn'ri:tʃ]	boyi(t)moq	обогащать(ся)
ensemble <i>n</i> [ɒnsəmbəl]	ansambl	ансамбль
enter <i>v</i> [ɛntə]	1. kirmoq, qadam qo'ymoq;	1. входить, вступать; 2. посту-
	2. (o'qiniv muassasasiga) kirmoq	пать ( <i>в учебное заведение</i> )
entertaining <i>adj</i>	1. qiziqarli, maroqli, ko'ngilochar;	1. занимательный;
[ɛntə'teɪnɪŋ]	2. qiziq, ajib, g'alan, kulgili, alomat	2. забавный
entertainment <i>n</i>	o'yin-kulgi, ko'ngil ochish	развлечение
[ɛntə'teɪnmənt]		
entrance <i>n</i> [ɛn'trəns]	1. kiraverish; 2. kirish huquqi	1. вход; 2. доступ, право входа
entry <i>n</i> [ɛntri]	1. kirish, kirish yo'li; 2. kirish huquqi	1. вход; 2. право входа
entwine <i>v</i> [ɪn'twaɪn]	chirmashmoq, chigallashmoq	переплетать(ся)
environment <i>n</i>	atrof-muhit	окружающая среда
[ɪn'vaɪrənmənt]		
equinox <i>n</i> [i:kwɪnɒks]	kun bilan tunning tenglashishi	равноденствие

equipment <i>n</i> [ɪkwɪpmənt]	jihaz, asbob-uskuna	оборудование
era <i>n</i> [ɪərə]	era, davr	эра
erosion <i>n</i> [ɪrəʊʒn]	yemirilish	эрозия, разъедание
especially <i>adv</i> [ɪspeʃli]	ayniqsa	особенно
essayist <i>n</i> [ˈeseɪ-ɪst]	ocherk yozuvchi	тот, кто пишет очерки
establish <i>v</i> [ɪˈstæblɪʃ]	1. qurmoq, yaratmoq; asos solmoq; 2. oʻrnatmoq, yoʻlga qoʻymoq	1. основывать, учреждать; 2. устанавливать
etc. = etcetera [ɪtˈsetərə]	va hokazolar, va shu kabilar (qisqargan shakli: va h.k., va sh.k.)	и так далее; и тому подобное (сокращённое: и т.д., и т.п.)
evaluation <i>n</i> [ɪvæljuːeɪʃn]	baho	оценка
even <i>adv</i> [iːvn]	hatto, hattoki; hatto ... ham	даже
evening <i>adv</i> [iːvniŋ]	kechqurun, kechki payt, kech oqshom	вечер
event <i>n</i> [ɪˈvent]	1. voqea, hodisa; 2. musobaqa	1. событие; 2. состязание
ever <i>adv</i> [evə]	shu paytgacha, hech, ilgari, umringizda	когда-либо
ever after/since	oʻsha vaqtdan buyon, oʻsha vaqtdan beri	с тех пор
every <i>adj</i> [evri]	1. har; har bir; 2. har xil, har qanday	1. каждый; 2. всяческий
everyday <i>adj</i> [evrɪdeɪ]	har kuni boʻladigan, har kungi, kundalik	ежедневный, повседневный
everyone <i>pron</i> [evriwʌn]	har bir kishi; hamma, barcha, har kim	каждый человек
ever-youthful <i>adj</i> [evəˈjuːθfl]	qarimaydigan, eskirmaydigan, doim yosh	вечно молодой
everything <i>pron</i> [ˈevriθɪŋ]	har narsa, har bir narsa	всё
evil <i>adj</i> [iːvl]	yovuz	злой
example <i>n</i> [ɪɡzɑːmpl]	misol, namuna	пример, образец
excellent <i>adj</i> [ˈeksələnt]	juda yaxshi (soz), ajoyib, aʻlo darajadagi	превосходный
excited <i>adj</i> [ɪkˈsaɪtɪd]	hayajonli, hayajonlangan; asabi	возбуждённый
be excited	hayajonda boʻlmoq	быть взволнованным
exciting <i>adj</i> [ɪkˈsaɪtɪŋ]	hayajonli, zavqlanarli	захватывающий
exhibition <i>n</i> [ˌeksɪbɪʃn]	koʻrgazma	выставка
expand <i>v</i> [ɪkˈspænd]	kengay(tir)moq, tarqa(t)moq, yoy(il)moq	расширять(ся), распростра- нять(ся)
expect <i>v</i> [ɪkˈspekt]	1. kutmoq; 2. umid qilmoq, umid bogʻ- lamoq; 3. taxmin qilmoq, ...deb oʻylamoq	1. ожидать; 2. надеяться; 3. предполагать
expectation <i>n</i> [ˌekspekˈteɪʃn]	1. ishonch; 2. umid, orzu	ожидание
expensive <i>adj</i> [ɪkˈspensɪv]	qimmat, narxi baland, qimmatbaho	дорогой
experience <i>v</i> [ɪkˈspɪəriəns]	amalda sinab koʻrmoq, boshdan kechir- moq, totmoq, chekmoq	испытывать, узнавать по опыту
experiment <i>n</i> [ɪkˈspɪrɪmənt]	tajriba, sinov; sinash, sinab koʻrish	опыт, эксперимент
explain <i>v</i> [ɪkˈspleɪn]	tushuntirmoq	объяснять
exploration <i>n</i> [ˌekspləˈreɪʃn]	tadqiq qilish, oʻrganish	исследование
explore <i>v</i> [ɪkˈsploː]	tadqiq qilmoq, oʻrganmoq	исследовать, изучать
express <i>v</i> [ɪkˈspres]	ifoda etmoq, ifodalamoq; izhor etmoq	выражать
expression <i>n</i> [ɪkˈspreʃn]	ibora, ifoda (shu bilan birga yuzdagi ifoda ham), taʼbir, gap, soʻz; nutq oboroti	выражение (также и выраже- ние лица), оборот речи
extensively <i>adv</i> [ɪkˈstensɪvli]	keng, keng koʻlamda, har taraflama	пространно, широко
extra <i>adj</i> [ˈekstrə]	qoʻshimcha	добавочный

**F**

face <i>n</i> [feɪs]	1. yuz, bet, bashara; 2. yuza, bet, sirt; 3. (soatga nisbatan) siferblat	1. лицо; 2. поверхность; 3. (о часах) циферблат
face <i>v</i> [feɪs]	1. yuz tutmoq, biror tomonga qaragan bo'lmoq; 2. yuzma-yuz (duch) kelmoq qulaylik; imkoniyat	1. стоять, быть обращённым к; 2. сталкиваться лицом к лицу
facility <i>n</i> [fə'sɪlti]	1. fakt, dalil, isbot; 2. fakt, bor narsa; 3. haqiqat	1. факт; 2. факт, событие; 3. истина
factory <i>n</i> [fæktəri]	zavod	завод
fail <i>v</i> [feɪl]	qila olmaslik	потерпеть неудачу
failure <i>n</i> [fɛɪljə]	baxtsizlik, omadsizlik	неудача, провал
fairytale <i>n</i> [fɛəntɛɪl]	1. ertak, cho'pchak; 2. uydurma, to'qima, afsona, bo'lmag'ur gap, safsata	1. сказка; 2. выдумка, небылица
fall <i>v</i> [fɔ:l]	1. yiqilmoq, qulamoq, yiqilib tushmoq; 2. pasaymoq, kamaymoq, ozaymoq	1. падать, опускаться; 2. снижаться
fall asleep [-ə'sli:p]	uxlab qolmoq, uyquga ketmoq	заснуть
famous <i>adj</i> [fɛməs]	mashhur, atoqli, dongdor	знаменитый
fan <i>n</i> [fæn]	ishqiboz, muxlis, jonknyar, tashabbuskor	энтузиаст, болельщик
fanatic <i>n</i> [fə'nætɪk]	fanat, ishqiboz; fidoyi, mutaassib	фанатик, изувер
fantastic <i>adj</i> [fæntæstɪk]	ajoyib; fantastik	фантастический
far away [fɑ:rəweɪ]	yiyoq, uzoq, olis	отдалённый; далёкий
farewell <i>n</i> [fɛəwel]	xayrlashuv, vidolashuv	прощание
farming page <i>n</i> [fɑ:mɪŋ 'peɪdʒ]	qishloq xo'jaligi haqidagi sahifa	страница о сельском хозяйстве
fashion <i>n</i> [fæʃən]	moda, odatga (rasmga) kirgan narsa	мода
fashion page <i>n</i> [fæʃən 'peɪdʒ]	moda haqidagi sahifa	страница о моде
fast <i>v</i> [fɑ:st]	ro'za tutmoq	поститься
fast-growing <i>adj</i> [fɑ:stgrəʊɪŋ]	tez o'sadigan; tez o'sayotgan	быстрорастущий
fault <i>n</i> [fɔ:l]	ayb, gunoh	вина
favourite <i>adj</i> [fɛvəɪt]	sevimli, yoqimli, yoqtirgan	любимый, излюбленный
fear <i>n</i> [fɪə]	qo'rqinch, qo'rquv; qo'rqish, hadiksirash	страх; опасение
feature film <i>n</i> [fi:tʃəfɪlm]	badiiy film	художественный фильм
feed <i>v</i> [fi:d]	ovqatlan(tir)moq, ovqat bermoq, boqmoq	питать(ся), кормить(ся)
feel <i>v</i> [fi:l]	his qilmoq, sezmoq	чувствовать
feel afraid [-ə'freɪd]	o'zini qo'rqqandek his qilmoq, qo'rqmoq	испугаться
feel nervous [-nɜ:vəs]	bezovta (xavotir) bo'lmoq; hayajonlanmoq	волноваться, беспокоиться
feeling <i>n</i> [fi:lɪŋ]	his-tuyg'u, sezgi, hissiyot	чувство, ощущение; эмоция
fence <i>n</i> [fens]	to'siq	забор
fertiliser <i>n</i> [fɜ:tlɪzə]	oziqlantiruvchi modda, o'g'it	удобрение
festival <i>n</i> [festəvɪ]	bayram, festival	празднество, фестиваль
fiancé <i>n</i> [frɒnsɛɪ]	kuyov bo'lmish, qalliq, unashirilgan yigit	жених
fictional <i>adj</i> [fɪkʃənəl]	fantastik	фантастический
field <i>n</i> [fi:ld]	1. dala; 2. soha	1. поле; 2. область, сфера
fight <i>n, v</i> [faɪt]	1. kurash; 2. kurashmoq	1. борьба; 2. бороться
fill <i>v</i> [fɪl]	1. to'ldirmoq; 2. plombalamoq (tishni)	1. заполнять; 2. запломбировать

filmmaking <i>n</i> [ˈfɪlmmeɪkɪŋ]	kinofilmi suratga olish, kinofilmlar yaratish	снятие кинофильма, производство кинофильмов
filmstar <i>n</i> [ˈfɪlmstɑː]	kinoyulduz	кинозвезда
final <i>adj</i> [ˈfaɪnəl]	yakunlovchi, yakuniy, oxirgi, soʻnggi	последний, заключительный
finally <i>adv</i> [ˈfaɪnəli]	nihoyat, oxiri, axiyri, pirovardida	в конце концов
financial <i>adj</i> [ˈfaɪnænsɪəl]	moliyaviy	финансовый
find <i>v</i> [faɪnd]	1. topmoq, topib olmoq; 2. ochmoq, kashf qilmoq; aniqlamoq	1. находить; 2. открывать; обнаруживать
find out <i>phv. v</i> [ˈfaɪnd aʊt]	topmoq, bilib olmoq	узнать, выяснять
fine art <i>n</i> [ˈfaɪnɑːt]	amaliy sanʼat	изобразительное искусство
finish <i>v</i> [ˈfɪnɪʃ]	tuga(t)moq, tugallamoq, tamom qilmoq	кончать(ся); завершить(ся)
fire <i>n</i> [ˈfaɪə]	olov, oʻt	огонь
firework <i>n</i> [ˈfaɪəwɜːk]	mushak	фейерверк
first <i>adv</i> [fɜːst]	avvalo, oldin, dastavval, dastlab	сперва, сначала
first name <i>n</i> [ˈfɜːst neɪm]	( <i>familiyadan farqli ravishda</i> ) ism	имя ( <i>«отличие от фамилии»</i> )
fit <i>adj</i> [fɪt]	sogʻ, sogʻlom, tani sogʻ; tetik, dadil	здоровый
fit <i>v</i> [fɪt]	1. loyiq boʻlmoq, toʻgʻri (mos) kelmoq; 2. mosla(shtir)moq, muvofiq lashtirmoq	1. годиться, быть в пору; 2. пригонять, приспособливать
flamingo <i>n</i> [ˈflæmɪŋɡəʊ]	flamingo, qizil gʻoz	фламинго
flat <i>adj</i> [flæt]	1. yassi, yalpoq, yapaloq; tep-tekis, kaftdek tekis; 2. zerikarli, qizigʻi yoʻq	1. плоский, ровный; 2. неинтересный, скучный
flee <i>v</i> [fliː]	qochmoq, qochib qolmoq (ketmoq)	бежать, спастись бегством
float <i>v</i> [fləʊt]	qalqib (suzib) turmoq	плыть, плавать
floor <i>n</i> [flɔː]	1. pol; 2. qavat, etaj	1. пол; 2. этаж
flour <i>n</i> [ˈflaʊə]	un	мука
flower <i>n</i> [ˈflaʊə]	1. gul, chechak; 2. gullash, gul ochish	1. цветок; 2. расцвет, цветение
flute <i>n</i> [fluːt]	fleyta	флейта
fold <i>n</i> [fəʊld]	tax, qat, burma, egik, bukik	складка, стиб
folk music <i>n</i> [ˈfəʊk mjuːzɪk]	xalq musiqasi	народная музыка
follow <i>v</i> [ˈfɒləʊ]	1. ketidan (izidan) bormoq, ergashmoq; 2. kuzatmoq, kuzatib bormoq	1. следовать, идти за; 2. следить
following <i>adj</i> [ˈfɒləʊɪŋ]	1. quyidagi, tubandagi; 2. keyingi	1. следующий; 2. последующий
food <i>n</i> [fuːd]	taom, ovqat; oziq-ovqat; oziq, oziqqa	пища, питание, корм
fool <i>n</i> [fuːl]	jinni, ahmoq	дурак
foot <i>n</i> ( <i>pl feet</i> ) [fuːt]	1. oyoq kaffi (tagi), oyoq; 2. fut = (30,48 sm); 3. osiki qism, tag, etak ...ning etagida (tagida)	1. ступня, нога; 2. (мера) фут = 30,48 см; 3. подножие, подошва у подножья
at the foot of	uchun, ...sababli; chunki, negaki	так как, потому что
for <i>conj</i> [fə; fɔː]	masalan, misol uchun, chunki	например
for example	1. uchun, yoʻlida, yoʻliga; -ga; ...deb;	1. для, ради; 2. (показывает намерение) для; 3. в течение, на; 4. (показывает направление) в, к; 5. (показывает расстояние) на протяжении, на
for <i>prep</i> [fə; fɔː]	2. uchun, maqsadda; 3. davomida, moybaynida, ichida; 4. (yoʻnalishni bildiradi) sari, qarab, tomon; 5. (masofani ifodalash uchun) -ga, masofaga	1. иностранный 2. чуждый
foreign <i>adj</i> [ˈfɔːrɪn]	1. xorijiy, chet, tashqi; 2. begona, yot	зарубежные новости
foreign news [-ˈnjuːz]	xorij xabarlari	иностранец
foreigner <i>n</i> [ˈfɔːrɪnə]	xorijlik, chet ellik, ajnabiy	

forget v [fə'get]	unutmoq, yoddan chiqarmoq	забывать
form n [fɔ:m]	1. shakl, ko'rinish, qiyofa; 2. blank, anketa, forma; 3. ( <i>maktabda</i> ) sinf	1. форма, внешний вид; 2. анкета, бланк; 3. класс ( <i>в школе</i> )
form v [fɔ:m]	1. shakl bermoq (olmoq); 2. shakllan(tir)moq, yuzaga kel(tir)moq, yaratmoq, barpo etmoq, qurmoq	1. придавать или принимать форму; 2. формировать(ся); создавать
formal adj [fɔ:məl]	1. rasmiy; 2. takallufli, takalluf bilan	1. официальный; 2. церемонный
fossil fuel [fɒsɪ'fju:əl]	qattiq yoqilg'i	твердое топливо
found v [faʊnd]	asos solmoq	основывать
be founded	asos solinmoq	быть основанным
founder n [faʊndə]	asoschi, asos solgan shaxs, ta'sis etuvchi	основатель, учредитель
freedom n ['fri:dəm]	ozodlik, hurlik, erkinlik	свобода
freezing adj ['fri:zɪŋ]	muzdek, muzlatadigan, juda sovuq	ледяной; охлаждающий
French n [frentʃ]	fransuz tili (xalqi)	французский язык (народ)
fresh adj [frefʃ]	1. sof, toza; 2. yangi, yangi uzilgan; 3. (ichimlik haqida) salqin	1. свежий; 2. новый; 3. (о напитке) прохладный
friendly adj ['frendli]	1. do'stona, do'stlarcha, samimiy; 2. kimsaga yaxshilik istovchi, xayrixoh	1. дружеский; 2. доброжелательный
frighten v [fraɪn]	qo'rqitmoq	пугать
frightening adj [fraɪnɪŋ]	qo'rqinchli, dahshatli	страшный, ужасный
front adj [frʌnt]	oldingi, old tomondagi	передний
front n [frʌnt]	1. bino old tomoni, fasad; 2. ( <i>harbiy</i> ) front; 3. ( <i>ob-havo</i> ) iliq va sovuq havo oqimi o'rtasidagi chegara	1. фасад; передняя часть; 2. ( <i>военный</i> ) фронт; 3. фронт ( <i>погода</i> )
frozen adj ['frəʊzn]	yaxlagan, muzlagan, sovuq qotgan	замёрзший
fruit n [fru:t]	meva, meva-cheva	фрукты
fun n [fʌn]	vaqtchog'lik, vaqtxushlik, o'yin-kulgi	шутка; забава
funny adj ['fʌni]	1. kulgili, kulgi qistatadigan; 2. g'alati, alomat, g'ayrioddiy	1. забавный, смешной; 2. странный, чудной
funny story n ['stɔ:ni]	kulgili hikoya	смешной рассказ
furniture n ['fɜ:nɪtʃə]	uy jihozlari, mebel	мебель, обстановка
furthest adj ['fɜ:ðɪst]	(„far“ ning ortirma darajasi) eng uzoq; eng uzoqdagi (yiroqdagi, olisdagi)	( <i>превосходная степень от far</i> ) самый дальний
furthest adv ['fɜ:ðɪst]	(„far“ ning ortirma darajasi) hammasidan uzoq (yiroq, olis)	( <i>превосходная степень от far</i> ) дальше всего
future n ['fju:tʃə]	kelajak, istiqbol	будущее
<b>G</b>		
gadget n ['gædʒɪt]	moslama, asbob, jihoz	приспособление
gain v [geɪn]	ortitmoq, olmoq	приобретать
gallant n [gælənt]	botir, qo'rqmas	храбрый
gallery n [gæləri]	ko'rgazmalar zali, galereya	галерея
garbage can n [gɑ:bɪdʒkæn]	axlat qutisi	мусорный ящик
gather v [gæðə]	yig'(il)moq, to'pla(n)moq	собирать(ся)
generation n [dʒenə'reɪʃn]	avlod	поколение

genius *n* ['dʒiːnjəs]  
gentle *adj* ['dʒentl]  
geometric *adj*  
[dʒiə'metrik]  
geometry *n* [dʒiə'metri]  
Germany *n* [dʒɜːməni]  
get *v* [get]  
get better *n* ['getbetə]  
get into the act  
gift *n* [gift]  
gifted *adj* ['giftɪd]  
gigantic *adj* [dʒaɪgəntɪk]  
give birth *v* ['gɪv 'bɜːθ]  
give up *phr. v* ['gɪv 'ʌp]  
glare *n* [glɛə]  
glass *n* [glɑːs]  
glasses *n* [glɑːsɪz]  
gleam *n* [gliːm]  
glitter *n* ['glɪtə]  
global warming *n*  
[gləʊbl'wɔːmɪŋ]  
glue *n, v* [gluː]  
goal *n* [gəʊl]  
God *n* [gɒd]  
gold *n, adj* [gəʊld]  
good *adj* [gʊd]  
  
good *n* [gʊd]  
be good at smth.  
goodie *n* ['gʊdi]  
gossip newspaper *n*  
['gɒsɪp'njuːspetəp]  
government *n*  
['gʌvnmənt]  
grandson *n* ['grændsən]  
grass *n* [grɑːs]  
gravity *n* ['grævɪti]  
great *adj* [grett]  
  
Greece *n* [griːs]  
greeting *n* ['griːtɪŋ]  
grey *adj* [greɪ]  
grey-haired *adj*  
['greɪheəd]  
ground *n* [graʊnd]  
  
group *n* [gruːp]

bilimdon, geniy  
muloyim; xushfē'l, rahmdil, mehribon  
geometrik, geometriya...

geometriya  
Germaniya  
olmoq, erishmoq  
tuzalmoq, yaxshi bo'la bormoq  
harakat qilmoq  
sovg'a, in'om  
talantli, iste'dodli  
ulkan, bahaybat, juda katta  
tug'moq; bunyod etmoq  
biror narsa qilishni to'xtatmoq  
kuchli yorug'lik, yog'du  
1. shisha; 2. stakan  
ko'zoynak  
yorug'lik, nur, shu'la  
yaltiroq qog'oz qiyqimlari  
iqlimning dunyoviy isishi

1. yelim; 2. yelimlamoq  
maqsad  
Xudo  
1. oltin, tilla; 2. tillarang  
1. yaxshi, tuzuk, durust; 2. yaxshilikni  
ayamaydigan, marhamatli, rahmdil  
1. yaxshilik, ezgulik; 2. foyda  
biror narsani yaxshi bilmoq  
ijobiy qahramon  
oldi-qochdi gazeta

hukumat

nevara  
1. o't, o't-o'lan; 2. yaylov, o'tloq  
tortishish kuchi  
1. buyuk, ulug'; 2. katta, ulkan, azim;  
3. dabdabali, serhasham, ajoyib  
Gretsiya  
salomlashish; tabrik, qutlov  
kulrang  
oq sochli

1. yer, tuproq; 2. (sport) maydoncha,  
maydon; 3. asos, sabab, bois

guruh, to'da, to'p; turkum, tabaqa

гений  
мяткий, добрый  
геометрический

геометрия  
Германия  
получать, доставать  
становиться лучше  
действовать  
подарок, дар  
одаренный  
гигантский  
родить  
прекратить делать что-то  
блеск  
1. стекло; 2. стакан  
очки  
отблеск, луч  
блестящее конфетти, блески  
всемирное потепление

1. клей; 2. клеть, приклеивать  
цель  
Бог

1. золото; 2. золотистый цвет  
1. хороший; 2. добрый, добро-  
желательный  
1. добро; благо; 2. польза  
быть способным к чему-л.  
положительный герой  
несерьезная развлекательная  
газета  
правительство

правнук  
1. трава; 2. пастбище  
сила притяжения  
1. великий; 2. большой; 3. ве-  
ликолепный  
Греция  
приветствие; поздравление  
серый  
седой

1. почва, земля; 2. (спортив-  
ная) площадка; 3. основание,  
причина  
группа



grow <i>v</i> [grəʊ]	1. o'smoq, unmoq; 2. (sabzavot va sh.k. ni) o'stirmoq, yetishtirmoq; 3. bo'lmoq, bo'la boshlamoq	1. расти; 2. выращивать (овощи и т.п.); 3. становиться, делаться
grow old <i>v</i> [grəʊ 'əʊld]	qarimoq, keksaymoq, qarib qolmoq	стариться
grow weak <i>v</i> [grəʊ 'wi:k]	kuchsizlanib qolmoq, quvvati ketmoq	ослабеть, становиться слабым
growing <i>adj</i> ['grəʊɪŋ]	o'sib (kattalashib) borayotgan	растущий
growth <i>n</i> [grəʊθ]	o'sish	рост
guess <i>n</i> [ges]	taxmin, faraz, o'ylab topilgan narsa	предположение, догадка
guess <i>v</i> [ges]	1. taxmin (faraz) qilmoq, deb o'ylamoq; 2. o'ylab topmoq, aniqlamoq	1. предполагать, полагать; 2. угадывать
guest <i>n</i> [gest]	mehton	гость
guide <i>n</i> [gaɪd]	1. gid; yo'l boshlovchi (ko'rsatuvchi); 2. yo'lko'rsatkich; o'quv qo'llanma	1. гид; проводник; 2. путеводитель; учебное пособие
guitar <i>n</i> [ɡɪtɑ:]	gitar	гитара
guy <i>n</i> [ɡaɪ]	odam, yigit	парень
gymnasium <i>n</i> [dʒɪm'neɪzɪəm]	gimnastika zali	гимнастический зал

## H

habit <i>n</i> ['hæbɪt]	odat	привычка
hail <i>v</i> [heɪl]	salomlashmoq, ko'rishmoq	приветствовать
half <i>n</i> [hɑ:f]	yarim qismi, yarim	половина
Halloween <i>n</i> [hæləʊ'n]	Xelouin bayrami (31-oktabr)	Хелоуин (31 октября)
hamster <i>n</i> ['hæmstə]	og'maxon	хомяк
hand <i>n</i> [hænd]	1. qo'l; 2. (soatda) mil; 3. yordam, ko'mak; 4. dastxat, yozuv, xat	1. рука; 2. (часы) стрелка; 3. помощь; 4. почерк
hand in <i>phr.v</i> [hænd 'ɪn]	topshirmoq, qo'liga tutqizmoq	подавать, вручать
hang <i>v</i> [hæŋ]	1. osmoq, ilmoq; 2. dorga osmoq	1. висеть 2. вешать (казнить)
happen <i>v</i> ['hæpən]	sodir (voqe) bo'lmoq, yuz bermoq	случаться, происходить
happy <i>adj</i> ['hæpi]	xursand, shod, baxtiyor, baxtli	счастливый
harbour <i>n</i> ['hɑ:bə]	gavan, bandargoh	гавань
hard <i>adj</i> [hɑ:d]	og'ir, vazmin, qattiq	тяжёлый; твёрдый
hare <i>n</i> [heə]	quyon, tovushqon	заяц
harp <i>n</i> [hɑ:p]	arfa ( <i>musiqiy asbob</i> )	арфа ( <i>муз. инструмент</i> )
harvest <i>n</i> ['hɑ:vɪst]	hosil	урожай
hatred <i>n</i> ['hætrɪd]	nafrat	ненависть
healthy <i>adj</i> ['helði]	sog', sog'lom; toza, sog'lik uchun yaxshi	здоровый
hear <i>v</i> [hɪə]	1. eshitmoq; 2. biror narsa haqida eshitmoq, eshitib qolmoq (bilmoq)	1. слышать; 2. услышать, узнать
on hearing <i>adv</i> [ɒn'hɪərɪŋ]	eshitiboq, eshitgan zahoti	услышав
heart <i>n</i> [hɑ:t]	yurak; ko'ngil, dil, qalb, bag'ir, ko'ks	сердце; душа
heat <i>n</i> [hi:t]	issiqlik	жара
heat resistant <i>adj</i> [hi:t'rɪzɪstənt]	issiqlikka chidamli	теплостойкий
heating system <i>n</i> [hi:tɪŋ'sɪstəm]	isitish tizimi	система отопления
heavy <i>adj</i> ['hevi]	1. og'ir, zil-zambil; 2. qattiq, kuchli ( <i>qor, yomg'ir</i> ); mo'l ( <i>hosil</i> ); 3. og'ir, qiyin	1. тяжёлый; 2. сильный ( <i>снег, дождь</i> ); обильный ( <i>урожай</i> ); 3. тяжёлый, трудный

heavy rain <i>n</i> [ˈhevi:rem]	kuchli (sharros) yomg'ir, jala	ливень
hectare <i>n</i> [ˈhekteə]	gektar	гектар
hedgerow <i>n</i> [ˈhedʒrəʊ]	o'simlik devori, jonli devor	(живая) изгородь
help <i>v</i> [help]	yordam bermoq, yordamlashmoq	помогать
henna <i>n</i> [ˈhɛnə]	xina	хна
here <i>adv</i> [hiə]	1. bu (shu) yerda; 2. bu yoqqa	1. здесь; 2. сюда
hero <i>n</i> [ˈhɪərəʊ]	qahramon, botir	герой
heroine <i>n</i> [ˈhɪərəʊn]	qahramon ayol	героиня
hi <i>int</i> [haɪ]	salom	привет
hide <i>v</i> [haɪd]	yashir(in)moq	прятаться
high-pitched <i>adj</i> [ˈhaɪptʃɪt]	baland, yuqori	высокий, возвышенный
hill <i>n</i> [hɪl]	tepalik, tepa, do'nglik, balandlik	холм, возвышенность
hillside <i>n</i> [ˈhɪlsaɪd]	tepalik yonbag'ri	склон холма
hilltop <i>n</i> [ˈhɪltɒp]	tepalik cho'qqisi	вершина холма
hilt <i>n</i> [hɪlt]	sop, dasta, tutqich; efes	рукоятка, эфес
himself <i>pron</i> [ˈhɪmself]	1. o'zini, o'ziga; 2. o'zi	1. себя; -ся; себе; 2. сам
history <i>n</i> [ˈhɪstri]	tarix	история
hit <i>v</i> [hɪt]	urmoq	ударять
hold <i>v</i> [həʊld]	1. ushlamoq, tutmoq; 2. ushlab (tutib) tutmoq; 3. o'z ichiga olmoq, ichida (tarkibida) biror narsa bo'lmoq; 4. o'tkazmoq ( <i>majlis, namoyish</i> )	1. держать; 2. удерживать; 3. содержать в себе, вмещать; 4. проводить ( <i>собрание, демонстрацию</i> )
hole <i>n</i> [həʊl]	teshik, tuynuk, o'ra	дыра, яма
holiday <i>n</i> [ˈhɒlɪdi]	1. bayram; dam olish kuni; 2. ta'til	1. праздник; день отдыха; 2. каникулы
home <i>n</i> [həʊm]	1. uy ( <i>yashash joyi</i> ); 2. vatan, yurt	1. дом ( <i>место проживания</i> ); 2. родина
home news <i>n</i> [-ˈnju:z]	ichki xabarlar	внутренние новости
honest <i>adj</i> [ˈɒnɪst]	halol, pok, vijdonli, sofdil, samimiy	честный, искренний
honour <i>n, v</i> [ˈɒnə]	1. izzat-ikrom, shon, sharaf, hurmat; 2. ulug'lamoq, hurmatlamoq	1. честь, уважение, почтение; 2. почитать, чтить
hope <i>v</i> [həʊp]	umid qilmoq, umidvor bo'lmoq	надеяться
horoscope <i>n</i> [ˈhɒrəskəʊp]	goroskop, munajjim bashorati	гороскоп
horrible <i>adj</i> [ˈhɒrɪbl]	dahshatli, rasvo	ужасный
horror film <i>n</i> [ˈhɒrə film]	qo'rqinchli film	фильм ужасов
hotel <i>n</i> [həʊtel]	mehmonxona, musofirxona	гостиница, отель
hour <i>n</i> [aʊə]	(vaqt haqida) soat	час
house <i>v</i> [haʊs]	uy-joy bermoq; boshpana (joy) bermoq	предоставлять жилище
housework <i>n</i> [ˈhaʊswɜ:k]	uy yumushlari	домашняя работа
how <i>adv</i> [haʊ]	qanday qilib? qay darajada? qay tarzda?	как? каким образом?
how many <i>adv</i> [haʊmeni]	nechta?	сколько?
how many of you	sizlardan nechtagiz?	сколько из вас?
how much <i>adv</i> [haʊmʌtʃ]	qancha?	сколько?
however <i>conj</i> [haʊevə]	ammo, biroq, lekin	однако, тем не менее
huge <i>adj</i> [hju:dʒ]	ulkan, azim, katta, bahaybat	огромный
human <i>n</i> [ˈhju:mən]	inson	человек
Hungary <i>n</i> [ˈhʌŋgri]	Vengriya	Венгрия
hurry <i>v</i> [ˈhʌri]	shoshil(tir)moq	спешить

idea <i>n</i> [aɪdɪə]	1. g'oya; fikr; 2. tasavvur, tushuncha	1. идея, мысль; 2. представление
idol <i>n</i> [aɪdɪl]	sanam	идол
if <i>conj</i> [ɪf]	agar, agarda, bordi-yu	если
if necessary [ɪf'nesəsəri]	agar kerak bo'lsa	если необходимо
if not [ɪf'nɒt]	agar unday bo'lmasa	если не так
if so [ɪf'səʊ]	agar shunday bo'lsa	если так
ill <i>adj</i> [ɪl]	kasal, xasta, betob, bemor;	больной
illness <i>n</i> ['ɪlnɪs]	kasal, kasallik, xastalik, dard, og'riq	болезнь
illogical <i>adj</i> [ɪ'lɒdʒɪkl]	mantiqsiz, mantiqi yo'q, bemantiq	нелогичный
illumination <i>n</i> [ɪ'ljuːmɪneɪʃn]	yoritish, illuminatsiya	иллюминация, освещение
illustrate <i>v</i> [ɪ'ləstreɪt]	illustratsiyalar bilan bezamoq	иллюстрировать
illustration <i>n</i> [ɪ'ləstreɪʃn]	bezak, rasm, surat	иллюстрация
image <i>n</i> ['eɪmɪdʒ]	siymo, qiyofa	образ
imaginary <i>adj</i> [ɪ'mædʒɪnəri]	tasavvuriy, xayoliy	воображаемый
imagination <i>n</i> [ɪ'mædʒɪneɪʃn]	tasavvur, xayol	воображение
imaginative <i>adj</i> [ɪ'mædʒɪnətɪv]	xayoliy, tasavvuriy	воображаемый
imagine <i>v</i> [ɪ'mædʒɪn]	tasavvur qilmoq, ko'z oldiga keltirmoq	воображать, представлять себе
import <i>v</i> [ɪm'pɔ:t]	tashib keltirmoq, import qilmoq	ввозить, импортировать
important <i>adj</i> [ɪm'pɔ:tnt]	muhim, zarur, ahamiyatli	значительный, важный
impossible <i>adj</i> [ɪm'pɔsəbl]	1. bo'lishi mumkin bo'lmagan, imkonsiz; 2. chidab bo'lmas, juda og'ri	1. невозможный; 2. невыносимый
impressive <i>adj</i> [ɪm'presɪv]	zo'r taassurot qoldiradigan	впечатляющий
improve <i>v</i> [ɪm'pru:v]	tuzatmoq, yaxshilamoq	улучшать
inappropriate <i>adj</i> [ɪnə'prɔpriət]	noto'g'ri, to'g'ri kelmaydigan	неподходящий
include <i>v</i> [ɪn'klu:d]	o'z ichiga olmoq, qamrab olmoq	содержать в себе, включать
increase <i>v</i> [ɪn'kri:s]	kengaytirmoq, ko'paytirmoq	увеличивать
independence <i>n</i> [ɪndɪpendns]	mustaqillik	независимость
index <i>n</i> ['ɪndeks]	mundarija; ko'rsatkich	содержание; индекс
information <i>n</i> [ɪnfə'meɪʃn]	ma'lumot, axborot	информация
ingredient <i>n</i> [ɪn'grɪ:dɪənt]	tarkibiy qism, tarkib	компонент, ингредиент
inheritance <i>n</i> [ɪn'hɪrɪtəns]	me'ros	наследие
inscription <i>n</i> [ɪn'skrɪpʃn]	ustiga yozilgan yozuv, xat	надпись
insect <i>n</i> [ɪn'sekt]	hasharot, qurt-qumursqa	насекомое
inside <i>prep</i> [ɪn'saɪd]	ichida, ichiga	внутри
inspector <i>n</i> [ɪn'spektə]	nazoratchi	инспектор
instead of <i>adv</i> [ɪn'stedəv]	...ning o'rniga	вместо чего-либо
instruction <i>n</i> [ɪn'strʌkʃn]	1. dars; 2. ko'rsatma	1. урок; 2. инструкция
instrument <i>n</i> [ɪn'strəmənt]	asbob, anjom, uskuna; musiqiy asbob	инструмент, прибор, орудие
insulation <i>n</i> [ɪn'sjuːleɪʃn]	himoya, qobiq, izolatsiya	изоляция
interest <i>n</i> ['ɪntrɪst]	1. qiziqish, e'tibor; 2. foyda, naf; 3. foiz (yuzdan bir bo'lak)	1. интерес; 2. выгода; 3. процент
interesting <i>adj</i> ['ɪntrɪstɪŋ]	qiziqarli, qiziq, qiziqtiradigan	интересный
international <i>adj</i> [ɪntənəʃnəl]	xalqaro, davlatlararo, millatlararo	международный
the Internet <i>n</i> ['ɪntənət]	Internet	Интернет

interpret <i>v</i> [ɪn'tɜ:pri:t]	1. (og'zaki) tarjima qilmoq; 2. sharhlamoq, izohlamoq tarjima qilmoq uchrashuv, subbat; intervyu intervyu oluvchi	1. переводить (устно); 2. интерпретировать, толковать переводить встреча, беседа; интервью интервьюирующий
interview <i>n</i> [ɪntə'vju:]		
interviewer <i>n</i> [ɪntə'vju:ə]		
introduce <i>v</i> [ɪntrə'dju:s]	1. joriy qilmoq, amalga oshirmoq; 2. tanishtirmoq, tanitmoq	1. вводить; 2. представлять, знакомить
invent <i>v</i> [ɪn'vent]	kashf, ixtiro qilmoq	изобретать
invention <i>n</i> [ɪn'venʃn]	ixtiro	изобретение
invite <i>v</i> [ɪn'vaɪt]	taklif qilmoq, chaqirmoq, aytmoq	приглашать
iron <i>n</i> [aɪən]	temir	железо
irrigate <i>v</i> [ɪrɪ'geɪt]	sug'ormoq	орошать
island <i>n</i> ['aɪlənd]	orol	остров
Italian <i>adj</i> [ɪ'tæliən]	italiyancha; Italiya..., italiyan(lar)...	итальянский
Italian <i>n</i> [ɪ'tæliən]	italiyalik (ayol yoki erkak)	итальянец; итальянка
item <i>n</i> [aɪtəm]	(ro'yxat va sh.k. da) har bir alohida narsa; modda, band; paragraf	каждый отдельный предмет (в списке и т.п.); пункт; параграф
itself <i>pron</i> [ɪt'self]	o'zi, o'zini, o'ziga, o'ziga o'zi	себя, самого себя, -ся, -сь

## J

jeer <i>v</i> [dʒɪə]	tirjaymoq, ustidan kulmoq	насмехаться
jingle <i>v</i> ['dʒɪŋɡəl]	juringlamoq	звенеть
join <i>v</i> [dʒɔɪn]	qo'sh(il)moq, ula(n)moq, birlash(tir)moq	соединять(ся), связывать(ся)
joke <i>n, v</i> [dʒəʊk]	1. hazil, latifa; 2. hazillashmoq	1. шутка; 2. подшутить
journalist <i>n</i> ['dʒɜ:nəlɪst]	jurnalist	журналист
journey <i>n</i> ['dʒɜ:ni]	safar yoki sayohat, sayt	поездка, путешествие
joy <i>n</i> [dʒɔɪ]	xursandchilik	радость
jump <i>v</i> [dʒʌmp]	1. sakramoq, hatlab o'tmoq, sakrab boshqasiga o'tmoq; 2. seskanib ketmoq	1. прыгать; подпрыгивать; перескакивать; 2. вздрагивать
jumping <i>n</i> ['dʒʌmpɪŋ]	sakrash	прыжки, прыгание
Jupiter <i>n</i> ['dʒu:pɪtə]	Yupiter ( <i>sayyora</i> )	Юпитер ( <i>планета</i> )
just <i>adv</i> [dʒʌst]	1. xuddi, naq, ayni, aniq; 2. faqat, xolos; bor-yo'g'i; 3. hozirgina	1. именно, как раз; 2. только; просто; 3. только что

## K

kangaroo <i>n</i> [kæŋgə'ru:]	kenguru	кенгуру
keep <i>v</i> [ki:p]	saqlamoq, asramoq, avaylamoq	хранить; беречь
keep on reading [-ɒnri:dn]	o'qishni davom ettirmoq	продолжать чтение
key <i>n</i> [ki:]	1. nota; 2. tugma (bosiladigan)	1. нота; 2. клавиша
kid <i>n</i> [kɪd]	bola, go'dak	ребенок
kidney <i>n</i> ['kɪdni]	buyrak	почка
kill <i>v</i> [kɪl]	o'ldirmoq	убивать
kind <i>adj</i> [kaɪnd]	mehribon, machamatli; rahmdil; xushmuomala, shirinso'z	добрый; сердечный; ласковый
kind <i>n</i> [kaɪnd]	tur, xil, nav	сорт, разновидность
a kind of	...ning bir turi	наподобие
king <i>n</i> [kɪŋ]	qiro, podsho	король
kit <i>n</i> [kɪt]	1. kiyim-bosh, aslaha-anjom; 2. komplekt, to'plam, sidra	1. снаряжение; экипировка; 2. комплект, набор

knock <i>v</i> [nɒk]	taqillatmoq	стучать
know <i>v</i> [nəʊ]	1. bilmoq; 2. xabardor (vofiq) bo'lmog	1. знать; 2. быть знакомым
know-how <i>n</i> ['nəʊhəʊ]	1. biror narsa qila olish qobiliyati, bilarnonlik; 2. texnologiya	1. умение, знание дела; 2. технология
knowledge <i>n</i> ['nɒlɪdʒ]	1. bilim, ilm, ma'lumot; 2. bilganlik, xabardor ekanlik; yaxshi bilish, vofiqlik	1. знание, познания; 2. осведомленность, сведения
known <i>adj</i> [nəʊn]	ma'lum, tanish, hamma biladigan	известный
koala <i>n</i> [kəʊɑ:lə]	koala	коала
<b>L</b>		
label <i>n</i> ['leɪbl]	yorliq, yozuv, etiketka	ярлык, этикетка
laboratory <i>n</i> [ləbɒrətəri]	laboratoriya	лаборатория
labour <i>n</i> ['leɪbə]	ish, mehnat	труд
lady <i>n</i> ['leɪdi]	1. xonim, bonu; 2. ledi ( <i>mayqe</i> )	1. дама; 2. леди ( <i>титул</i> )
lamb <i>n</i> [læm]	qo'zi	ягненок
land <i>n</i> [lænd]	1. yer, zamin, quruqlik; 2. tuproq	1. земля, суша; 2. почва
land area <i>n</i> ['-eəriə]	yerli (tuproqli) hudud	почва
land management <i>n</i> ['-mænɪdʒmənt]	yerga ishlov berish	обработка земли
landmark <i>n</i> ['lændmɑ:k]	1. (yer ustidagi) orientir (daraxt, tepalik va sh.k.); 2. chegara belgisi, qozig'i	1. (наземный) ориентир; 2. межевой знак, вежа
landscape <i>n</i> ['lændskerp]	landshaft, tabiat manzarasi	пейзаж
language <i>n</i> ['læŋgwɪdʒ]	til, nutq	язык, речь
lantern <i>n</i> ['læntən]	fonus, chiroq	фонарь
large <i>adj</i> [lɑ:dʒ]	1. katta, keng, bepoyon; 2. ( <i>qarash va sh.k. haqida</i> ) keng	1. большой, обширный; 2. ( <i>o'vzglada</i> va <i>t.n.</i> ) широкий
large amounts of money	katta miqdordagi pul	большое количество денег
laser <i>n</i> ['leɪzə]	lazer	лазер
last <i>adj</i> [lɑ:st]	1. oxirgi, so'nggi; 2. o'tgan, o'tib ketgan	1. последний; 2. прошлый
at last [ət 'lɑ:st]	nihoyat, oxiri, natijada, pirovardida	наконец
last <i>v</i> [lɑ:st]	davom etmoq, cho'zilmoq	продолжаться
later <i>adj</i> ['leɪtə]	keyingi, oxirgi paytlardagi; keyinroq	в последнее время, попозже
latest <i>adj</i> ['leɪtɪst]	eng so'nggi	самый последний
latest news <i>n</i> ['-nju:z]	(eng) so'nggi xabarlar	последние новости
laugh <i>v</i> [lɑ:f]	kulmoq	смеяться
laugh at smb.	birovning ustidan kulmoq, mazaq qilmoq	смеяться над кем-л.
launch <i>v</i> [lɔ:ntʃ]	1. suvga tushirmoq; 2. ( <i>raketa va sh.k. ni</i> ) uchirmoq; 3. boshlamoq, kirishmoq, boshlab bermog	1. спускаться на воду; 2. запускать ( <i>raketa</i> va <i>t.n.</i> ); 3. начинать, предпринимать
leader <i>n</i> ['li:də]	rahbar, yo'lboshchi, rahnamo, dohiy	руководитель; вождь; лидер
leading <i>adj</i> ['li:dɪŋ]	yetakchi; rahbarlik qiluvchi; rahbar	ведущий; руководящий
leaf <i>n</i> ( <i>pl leaves</i> ) [li:f]	1. barg, yaproq; 2. bet, sahifa, varaq	1. лист; 2. страница
learn <i>v</i> [lɜ:n]	1. o'qimoq, o'rganmoq; sabog olmoq; 2. bilmoq, bilib olmoq	1. учиться, учить что-л.; 2. узнавать
learner <i>n</i> ['lɜ:nə]	o'rganuvchi, o'quvchi; talaba; shogird	учащийся; ученик
at least [ət 'li:st]	eng kamida; hech bo'lmaganda, loqal	по крайней мере
leave <i>v</i> [li:v]	1. ketmoq, jo'nab ketmoq, tark etmoq; 2. unutilib qoldirib ketmoq; berib ketmoq	1. уезжать, уходить; 2. оставлять
leaves ( <i>pl of leaf</i> ) [li:vz]	barglar, yaproqlar	листья

leek <i>n</i> [li:k]	poray piyozi	лук-порей
leg <i>n</i> [leg]	oyoq ( <i>sondan tovangacha</i> )	нога ( <i>от бедра до ступни</i> )
legend <i>n</i> [ˈledʒənd]	afsona, rivoyat	легенда
legendary <i>adj</i>	afsonaviy	легендарный
[ˈledʒndəri]		
length <i>n</i> [leŋθ]	uzunlik	длина
lens <i>n</i> [lenz]	linza	линза
letter <i>n</i> [ˈletə]	1. xat, noma, maktub; 2. harf	1. письмо; 2. буква
license <i>n</i> [ˈlaɪsəns]	litsenziya, ruxsatnoma	лицензия
life <i>n</i> ( <i>pl lives</i> ) [laɪf]	hayot, turmush, umr, yashash	жизнь, существование
light <i>v</i> [laɪt]	1. yonmoq, yoqmoq; 2. yoritmoq	1. зажигать(ся); 2. освещать
light <i>n</i> [laɪt]	1. chiroq; 2. yorug'lik	свет
lighting technician <i>n</i>	chiroq ustasi, yorug'lik texnigi	техник по свету
[ˈlaɪtɪŋ tekniʃn]		
like <i>adj</i> [laɪk]	o'xshash, o'xshagan, singari, kabi	подобный, похожий
it is like ...	xuddi ...ga o'xshamoq	это как ...
like <i>adv</i> [laɪk]	bunday, shunday, bunga o'xshab	подобно, так
like <i>v</i> [laɪk]	1. yaxshi ko'rmoq; 2. istamoq, xohlamoq	1. нравиться; 2. хотеть
line <i>v</i> [laɪn]	( <i>ichini boshqa narsa bilan</i> ) qoplamoq	покрывать ( <i>внутри чем-то</i> )
list <i>n, v</i> [lɪst]	1. ro'yxat; 2. ro'yxatga kiritmoq	1. список; 2. вносить в список
listen <i>v</i> [ˈlɪsn]	quloq solmoq, tinglamoq	слушать, прослушиваться
listener <i>n</i> [ˈlɪsənə]	tinglovchi	слушатель
litter <i>n</i> [ˈlɪtə]	axlat, supurindi	мусор
little <i>adj</i> [ˈlɪtl]	1. kichkina; 2. yoshi kichik; 3. bir oz, ozgina, uncha ko'p bo'lmagan	1. маленький; 2. младший; 3. малый, незначительный
	jigar	печень
liver <i>n</i> [ˈlɪvə]	jonli inventar; uy hayvonlari	живой инвентарь; домашний скот
livestock <i>n</i> [ˈlaɪvstɒk]		скот
	jonzod, tirik jon	живое существо
living being <i>n</i>		
[ˈlɪvɪŋ ˈbiɪŋ]		
local <i>adj</i> [ˈləʊkəl]	mahalliy, tub, yerli, shu joyga xos	местный
local <i>n</i> [ˈləʊkəl]	mahalliy aholi, tub joy xalqi, yerli xalq	местный житель
local news <i>n</i> [-nju:z]	mahalliy xabarlar	местные новости
local radio <i>n</i>	mahalliy radio	местное радио
[-ˈreɪdɪəʊ]		
location <i>n</i> [ləʊkeɪʃn]	joylashgan joy	местоположение
log <i>n</i> [lɒg]	xoda, g'o'la	бревно
log on <i>phr.v</i> [ˈlɒɡɒn]	kompyuter tizimiga kirmoq	войти в систему ( <i>компьютер</i> )
logical <i>adj</i> [ˈlɒdʒɪkəl]	1. mantiqiy; 2. mantiqan to'g'ri	1. логический; 2. логичный
long <i>adj</i> [lɒŋ]	1. uzun, cho'ziq; 2. uzoq davom etgan; uzoq muddatli; davomli	1. длинный; 2. долгий; длительный
	ancha oldin (burun, ilgari), o'tmish	давно
long ago <i>adv</i>	(ertak, afsonalarda) qadim zamonda	давным-давно
a long time ago	astoydil xohlamoq, istamoq, orzu qilmoq	страстно желать, стремиться
long <i>v</i> [lɒŋ]	chuqur ildiz otgan	с длинными корнями
long rooted <i>adj</i>		
[ˈlɒŋru:tid]		
look <i>n</i> [lʊk]	1. qarash, boqish, nigoh; 2. yuzda aks etgan belgi, holat; 3. ko'rinish, ko'rk	1. взгляд; 2. выражение ( <i>лица</i> ); 3. вид, внешность

look v [lʊk]	1. qaramoq, boqmoq, nazar tashlamoq; 2. o'xshamoq, ko'rinmoq biror kimsaga g'amxo'rlik qilmoq atrofni ko'zdan kechirmoq biror kishi (narsa) ga qaramoq biror kishiga o'xshamoq janob, lord 1. yo'qotmoq; 2. yutqazmoq ko'p ko'p qattiq, baland ovozli sevmoq, yaxshi ko'rmoq sevgi qissasi, ishqiy sarguzasht omadli, baxti kulgan; muvaffaqiyatli link	1. смотреть, глядеть; 2. выгля- деть ухаживать за кем-л. осмотреться смотреть на быть похожим на кого-то лорд 1. (по)терять; 2. проигрывать масса, много много громкий любить любовная история счастливый; удачливый лирический
<b>M</b>		
machine n [məʃi:n] madame n [mædəm] magazine n [mægə'zi:n] magic n [mædʒɪk]  magical adj [mædʒɪkl] magnet n [mægnɪt] main adj [meɪn] major adj [meɪdʒə] make v [meɪk]  make a place untidy make friends with make smb. happy make smb. interested make smb. think make smb. want make smth. possible make sure of/that make the bed make up n [meɪkʌp] make-up artist n [meɪkʌp'ɑ:tɪst] man n [mæn] man-made adj [mænɪmeɪd] many adj [meni] map n [mæp] mark n, v [mɑ:k]	mashina, mexanizm, dastgoh madam, xonim ( <i>murojaat shakli</i> ); beka jurnal  1. sehr, jodu, afsun; sehrgarlik; 2. fusunkorlik, tarovat, joziba sehrlyaydigan, sehlri; sirli  ohangrabo asosiy, bosh, eng muhim bosh, katta 1. yasamoq; ishlab chiqarmoq; 2. maj- bur qilmoq; 3. (pul) ishlab topmoq biror joyni to'zitmog do'st orttirmoq; do'stlashmoq kimsani xursand qilmoq kimsada qiziqish uyg'otmoq kimsani o'ylashga undamoq kimsada xohish uyg'otmoq biror narsani haqiqatga aylantirmoq ishonch hosil qilmoq (yotishga) o'rin, joy solmoq grim grimchi  1. er kishi, erkak; kishi; 2. inson sun'iy, inson qo'li bilan qilingan  ko'p sonli, ko'p, bir talay (geografik) xarita; chizma (plan) 1. baho; baholamoq; 2. belgi; belgilamoq	машинa, механизм, станок мадам, госпожа ( <i>обращение</i> ) журнал  1. магия; волшебство; 2. оча- рование волшебный  магнит главный, основной главный 1. делать; производить; 2. зас- тавливать; 3. зарабатывать (деньги) насорить подружиться делать кого-то счастливым заинтересовать кого-л. заставить кого-то думать заставить кого-то желать... сделать что-л. возможным убедиться, удостовериться стелить постель грим художник по гриму  1. мужчина; 2. человек искусственный, созданный руками человека многочисленные, много (географическая) карта; план 1. оценка; ставить оценку; 2. отметка; отмечать

marriage <i>n</i> ['mæɪrɪdʒ]	nikoh to'yi	брак; свадьба
Mars <i>n</i> [mɑ:z]	Mirrib, Mars ( <i>sayyora</i> )	Марс ( <i>планета</i> )
marvellous <i>adj</i> ['mɑ:vvləs]	zo'g, ajoyib	чудесный
mask <i>n</i> [mɑ:sk]	niqob	маска
mass <i>n</i> [mæs]	omna	масса
mass audience <i>n</i> [-'ɔ:diəns]	omnaviy auditoriya	массовая аудитория
mass entertainment <i>n</i> [-'entə'teɪnmənt]	omnaviy tomosha	массовые зрелища
mass media <i>n</i> [mæs 'mediə]	omnaviy axborot vositalari	средства массовой информации
master <i>n</i> ['mɑ:stə]	1. xo'jayin, ega; 2. ustoz, muallim; 3. buyuk rassom	1. хозяин; 2. учитель; 3. мастер, великий художник
master of art <i>n</i> [-'ræv 'ɑ:t]	san'at ustasi	мастер искусства
masterpiece <i>n</i> ['mɑ:stəpi:s]	mumtoz (nodir) asar	шедевр
masterwork <i>n</i> [mɑ:stəwɜ:k]	shedevr, buyuk san'at asari	шедевр
match <i>v</i> [mætʃ]	1. mos (loyiq) bo'lmoq, kelmoq; 2. mos ikkinchi qismni topmoq	1. подходить, гармонизировать; 2. подбирать пару
material <i>n</i> [mə'tɪəriəl]	1. material, resurs; ma'lumot; 2. material, gazlama, gazmol, mato balki, ehtimol	1. материал; 2. материя  может быть
maybe <i>adv</i> ['metbi]	ovqat, taom	еда
meal <i>n</i> [mi:l]	1. dalolat bermoq; 2. ko'zda tutmoq	1. значить 2. иметь в виду
mean <i>v</i> [mi:n]	ma'no, ma'ni, mazmun, mag'iz	значение, смысл
meaning <i>n</i> ['mi:nɪŋ]	omnaviy axborot vositalari	средства массовой информации
media <i>n</i> ['mi:diə]	dori	лекарство
medicine <i>n</i> ['medsn]	1. uchrashmoq; 2. duch kelmoq, yo'liqmoq; 3. tanishmoq	1. встречать(ся); 2. встретить; 3.знакомиться
meet <i>v</i> [mi:t]	melodrama	мелодрама
melodrama <i>n</i> [melə'drɑ:mə]	kuy, obang	мелодия
melody <i>n</i> ['melədi]	a'zo	член
member <i>n</i> ['membə]	a'zolik	членство
membership <i>n</i> ['membəʃɪp]	yodgorlik, xotira	памятник, память
memorial <i>n</i> [mɪ'mɔ:riəl]	(gap orasida) eslatmoq, tilga olmoq	упоминать
mention <i>v</i> ['menʃən]	savdogar, do'kondor	купец, торговец
merchant <i>n</i> ['mɜ:tʃənt]	Merkuriy ( <i>sayyora</i> )	Меркурий
Mercury <i>n</i> ['mɜ:kjʊəri]	sho'x, shodon, shod, xursand	весёлый, радостный
merry <i>adj</i> ['meri]	Rojdestvo bayramingiz bilan!	Счастливого Рождества!
Merry Christmas!	maktub, noma, xat; xabar, axborot	послание; записка, сообщение
message <i>n</i> ['mesɪdʒ]	metall	металл
metal <i>n</i> [metl]	meteorit	метеор
meteor <i>n</i> ['mi:tiə]	metr ( <i>uzunlik o'lchovi birligi</i> )	метр ( <i>мера длины</i> )
metre <i>n</i> ['mi:tə]	roytaxtga xos bo'lgan; roytaxt...	столичный
metropolitan <i>adj</i> [metrə'pɒlɪtən]	juda kichik	микроскопический
microscopic <i>adj</i> [maɪkrə'skɒptɪk]	mikroto'lqinli pech	микроволновая печь
microwave <i>n</i> [maɪkrəweɪv]	mikroto'lqinli pech	микроволновая печь
microwave oven <i>n</i> [-'ʌvn]	bo'lishi mumkin, balki, ehtimol	может быть
might be <i>adv</i> [maɪtbi]	yumshoq	мягкий
mild <i>adj</i> [maɪld]	harbiy	военный
military <i>adj</i> [mɪltəri]		



mill *n* [nɪl]  
 millionaire *n* [ˌmɪljəˈneɪ]  
 millions of [ˈmɪljənzəv]  
 mince pie *n* [ˌmɪnsˈpaɪ]  
 mind *n* [maɪnd]  
 mine *pron* [maɪn]  
 miniature *n* [ˌmɪniətʃə]  
 mirror *n* [ˈmɪrə]  
 miss *v* [mɪs]

mission *n* [ˈmɪʃn]  
 misletoe *n* [ˌmɪslɪtəʊ]  
 misunderstanding *n*  
 [ˌmɪsʌdəˈstændɪŋ]  
 mix *v* [mɪks]  
 mixture *n* [ˈmɪkstʃə]  
 model *n* [ˈmɒdl]  
 modern *adj* [ˈmɒdn]  
 Moon *n* [mu:n]  
 moral *adj* [ˈmɒrəl]  
 moral issue *n* [ˌˌɪʃuː]  
 moral *n* [ˈmɒrəl]  
 mosque *n* [ˈmɒsk]  
 mostly *adv* [ˈməʊstli]  
 motion *n* [ˈməʊʃn]  
 motion picture *n* [ˌˌpɪktʃə]  
 motto *n* [ˈmɒtəʊ]  
 moustache *n* [ˈmɒːstɑːʃ]  
 move *v* [mu:v]  
 movement *n* [ˈmu:vmənt]  
 movie *n* [ˈmu:vi]  
 moving *adj* [ˈmu:vɪŋ]  
 murder *n* [ˈmɜːdə]  
 museum *n* [ˌmjuːˈziəm]  
 music *n* [ˈmju:zɪk]  
 music director *n* [ˌˌdrɛktə]  
 music selector *n* [ˌˌsɪlektə]  
 musical *adj* [ˈmju:zɪkl]  
 musical *n* [ˈmju:zɪkl]  
 musician *n* [ˌmju:ˈziʃn]  
 Muslim *n* [ˈmʌzɪm]  
 must be *adv* [ˈmʌstbi]

mysterious *adj* [mɪˈstɪəriəs]

tegirmon  
 millioner  
 millionlab  
 mayzli pirog  
 aql; fikr; miya  
 meniki, menga tegishli (qarashli)  
 miniatura (kichik hajmdagi asar)  
 ko'zgu  
 1. o'fikazib yubormoq; 2. tegmay qolmoq; 3. sog'inmoq, qo'msamoq  
 topshiriq  
 omela (*yashil buta*)  
 tushunmovchilik, anglashilmovchilik  
 aralash(tir)moq, qorish(tir)moq  
 1. aralashma; 2. qorishtirish  
 model; namuna; nusxa; andoza  
 zamonaviy, hozirgi kundagi, yangi  
 Oy  
 axloqiy, odob-axloq...; ma'naviy  
 axloqiy masala  
 xulosa, ma'no, qissadan hissa  
 masjid  
 ko'pincha, asosan, ko'proq, aksari  
 harakat  
 kino, kinofilm (AE)  
 1. shior, 2. (kitobda) epigraf  
 mo'ylov  
 harakatlanmoq, siljimoq, surilmoq  
 harakat  
 kino, kinofilm, film (AE)  
 to'lqinlantiradigan  
 o'ldirish, o'ldirib ketish; qotillik  
 muzey  
 musiqa  
 musiqiy rahbar  
 musiqa sintizatori  
 musiqaga oid; musiqiy, musiqa ...  
 musiqali komediya  
 musiqachi  
 musulmon  
 bo'lishi kerak (*biror narsa haqida ko'proq ishonch bilan so'zlanda*)  
 sirli, maxfiy; ajib, g'alati

## N

nail *n* [neɪl]  
 nasty *adj* [ˈnɑːsti]  
 nation *n* [ˈneɪʃn]

tinmoq  
 yomon  
 1. millat, xalq; 2. mamlakat, davlat

мельница  
 миллионер  
 миллионы  
 пирожное с изюмом  
 ум, мнение; мозг  
 мой; моя; моё, мои  
 миниатюра  
 зеркало  
 1. промахнуться; 2. не достать цели; 3. скучать  
 миссия  
 омела (*растение*)  
 недоразумение  
 смешивать(ся)  
 1. смесь; 2. смешивание  
 модель  
 современный; новый  
 Луна  
 моральный  
 моральный вопрос  
 мораль  
 мечеть  
 большей частью  
 движение  
 кинофильм (AE)  
 1. девиз; 2. (в книге) эпиграф  
 усы  
 двигаться  
 движение  
 кино, кинофильм (AE)  
 волнующий  
 убийство  
 музей  
 музыка  
 музыкальный руководитель  
 музыкальный синтезатор  
 музыкальный  
 мюзикл, музыкальная комедия  
 музыкант  
 мусульманин  
 должен быть (*когда более уверенно говорится о чем-л.*)  
 таинственный

national *adj* [ˈnæʃnəl]  
 national film *n* [ˌnæʃnəl fɪlm]  
 nationality *n* [ˈnæʃənəliːti]  
 native *adj* [ˈneɪtɪv]  
 nature *n* [ˈneɪtʃə]

nature programme *n*  
 [ˈneɪtʃə ˈprəʊɡræm]  
 naughty *adj* [ˈnɔːti]  
 nearly *adv* [ˈniːli]  
 necessary *adj* [ˈnesəsəri]  
 need *v* [niːd]  
 Neptune *n* [ˈneptjuːn]  
 nervous *adj* [ˈnɜːvəs]

news *n* [njuːz]  
 newspaper *n* [ˈnjuːspəpə]  
 nominate *v* [ˈnɒmɪneɪt]  
 no-one *pron* [nəʊwʌn]  
 normal *adj* [ˈnɔːml]

note *n* [nəʊt]

nothing *pron* [ˈnʌθɪŋ]  
 nothing special [ˌnʌθɪŋ ˈspeʃl]  
 notice *n* [ˈnəʊtɪs]  
 notice *v* [ˈnəʊtɪs]  
 novel *n* [ˈnɒvl]  
 novelist *n* [ˈnɒvlɪst]  
 nuclear power *n*  
 [ˌnjuːkliəˈpaʊə]  
 a number of *phr*  
 nut *n* [nʌt]  
 nutrient *n* [ˈnjuːtriənt]

milliy, davlatga qarashli, davlat...  
 milliy film  
 millati; biror millatga mansublik  
 mahalliy, oʻz; jonajon, aziz  
 1. tabiat, xususiyat, xislat; 2. mijoz,  
 tabiat, xulq, feʼl-atvor, xarakter  
 tabiat toʻgʻrisidagi koʻrsatuv

quloqsiz, qapga kirmaydigan; shoʻx  
 1. deyarli, qariyb; 2. taxminan  
 zarur, muhim, zaruriy, kerakli  
 kerak boʻlmoq

Neptun (*sayyora*)  
 1. asab...; asabiy, tajang; 2. xavo-  
 tirlangan; qoʻrqan, choʻchigan  
 yangilik(lar), (yangi) xabar: axborot  
 gazeta

nomzod qilib koʻrsatmoq  
 hech kim  
 1. normal, odatdagi; 2. oʻrtacha,  
 oʻrta, oʻrtamiyona

1. qaydnoma, eslab qolish uchun  
 yozilgan yozuvlar; 2. (musiqiy)  
 nota; 3. eslatma, izoh  
 hech narsa

aytarli hech narsa (emas)  
 eslatma; bildirish, eʼlon, xabarnoma  
 sezmoq, bilib qolmoq  
 roman  
 romanchi, roman yozuvchi  
 yadro (atom) energiyasi

bir nechta, bir qator, bir talay  
 yongʻoq  
 ozuqa moddasi

национальный, государственный  
 национальный фильм  
 национальность  
 родной, отечественный  
 1. природа; 2. натура, характер,  
 нрав  
 программа о природе

непослушный; шаловливый  
 1. почти; 2. приблизительно  
 необходимый, нужный  
 нуждаться

Нептун (*планета*)  
 1. нервный, нервозный; 2. бояз-  
 ливый, беспокоящийся о чём-л.  
 новость, новости: известие  
 газета

выдвигать кандидатуру  
 никто  
 1. нормальный, обычный;  
 2. средний

1. заметки, записи; 2. (*музыкаль-  
 ная*) нота; 3. примечание;  
 ссылка  
 ничего

ничего особенного  
 извещение; объявление  
 замечать  
 роман  
 романист  
 ядерная энергия

ряд, несколько  
 орех  
 питательное вещество

○

oak *n* [əʊk]  
 object *n* [ˈɒbdʒɪkt]  
 observatory *n* [əbˈzɜːvətəri]  
 occasion *n* [əˈkeɪʃn]  
 occupy *v* [ˈɒkjupaɪ]

offer *n, v* [ɒfə]  
 oil *n* [ɔɪl]  
 old *adj* [əʊld]  
 old times *n* [ˈəʊld ˈtaɪmz]  
 once *adv* [wʌns]  
 once *n* [wʌns]

eman daraxti  
 1. narsa; 2. toʻldiruvchi  
 rasadxona  
 ayyom, arafa, munosabati bilan  
 1. (*oʻrin, lavozim, vaqt*) egallamoq,  
 olmoq; 2. bosib olmoq, zabt etmoq

1. taklif; 2. taklif qilmoq  
 neft  
 qari, keksa; eski, eskirgan  
 eski (buningi) paytlar, uzoq oʻtmish  
 bir kuni, kunlardan bir kun  
 bir marotaba, bir marta

дуб  
 1. предмет; 2. дополнение  
 обсерватория  
 случай, повод  
 1. занимать (*место, долж-  
 ность, время*); 2. оккупировать

1. предложение; 2. предлагать  
 нефть  
 старый  
 давние времена  
 однажды; когда-то  
 один раз

one-third <i>adv</i> ['wʌnθɜːd]	uchdan biri	одна треть
online address <i>n</i> [ˈɒnlɪnˌædres]	Internetdagi manzil	адрес в Интернете
only <i>adj</i> [ˈəʊnli]	birdan bir, yolg'iz; yakka-yu yagona	единственный
only <i>adv</i> [ˈəʊnli]	faqat, faqatgina, atigi	только, единственно
opening <i>n</i> [ˈəʊpɪŋ]	1. ochilish; 2. teshik, tirqish	1. открытие; 2. отверстие
opening sentence <i>n</i> [ˈəʊpɪŋ ˈsentəns]	kirish gap	вступительное предложение
opera <i>n</i> [ˈɒpərə]	opera	опера
opinion <i>n</i> [əˈpɪnjən]	fikr, mulohaza	мнение
opportunity <i>n</i> [ˌɒpətʃuːnɪti]	imkoniyat	возможность
orbit <i>n</i> [ˈɔːbɪt]	orbita	орбита
orchestra <i>n</i> [ˈɔːkɪstrə]	orkestr	оркестр
order <i>n</i> [ˈɔːdə]	1. tartib; saranjomlik, sarishtalik; 2. buyruq, farmoyish; 3. buyurtma	1. порядок; 2. приказ, распоряжение; 3. заказ
order <i>v</i> [ˈɔːdə]	buyruq bermoq	приказывать
ordinary <i>adj</i> [ˈɔːdnəri]	oddiy	обыкновенный
organise <i>v</i> [ˈɔːɡənɪz]	tashkillashtirmoq, yo'lga qo'yimoq	организовывать
organism <i>n</i> [ˈɔːɡənɪzəm]	jonzot, organizm	организм
origin <i>n</i> [ˈɒrɪdʒɪn]	1. ibtidosi, boshlanishi; 2. kelib chiqish, tarix, asli, yaratilishi	1. начало; возникновение; 2. происхождение
original <i>adj</i> [əˈrɪdʒənəl]	1. dastlabki, boshlang'ich, ibtidoiy; 2. asl, chin, haqiqiy, chinakam	1. первоначальный, первый; 2. подлинный
originally <i>adv</i> [əˈrɪdʒɪnəli]	aslida	первоначально
orphan <i>n</i> [ˈɔːfən]	yetim	сирота
orphanage <i>n</i> [ˈɔːfənɪdʒ]	mehribonlik uyi	детский дом
outdoors <i>adv</i> [aʊt ˈdɔːz]	tashqarida, ochiq havoda	на открытом воздухе
outer space <i>n</i> [aʊtə speɪs]	tashqi dunyo, kosmik fazo	космическое пространство
outside <i>n</i> [aʊtˈsaɪd]	tashqari tomon	снаружи
outstanding <i>adj</i> [aʊtˈstændɪŋ]	taniqli, mashhur	выдающийся
over <i>prep</i> [əʊvə]	1. tepasida, ustida; 2. ...dan (oshib); 3. ...ning narigi yog'ida, tomonida; 4. ...dan ko'p (ziyod, ortiq, oshiq)	1. над; 2. через, по; 3. по ту сторону; за; 4. свыше, сверх,
be over <i>phr.v</i>	tugamoq, tamom bo'lmoq	больше
overhang <i>n</i> [əʊvəˈhæŋ]	(imoratlarda) qosh	заканчиваться
own <i>v</i> [əʊn]	egalik qilmoq	выступ, свес
ozone layer <i>n</i> [əʊzəʊnlɛɪə]	ozon qatlami	владеть
	<b>P</b>	озоновый слой

pacemaker <i>n</i> [ˈpeɪsmekə]	yurak stimulatori	стимулятор сердечной деятельности
paint <i>v</i> [peɪnt]	1. bo'yamoq, rang surtmoq; 2. bo'yoq bilan rasm solmoq	1. красить, окрашивать; 2. писать красками, рисовать
painting <i>n</i> [ˈpeɪntɪŋ]	rasm, kartina	картина
pair <i>n</i> [peə]	1. juft, par; 2. qo'sh, qo'shaloq	1. пара; вещь; 2. чета
palm <i>n</i> [pɑːm]	kaft	ладонь
paper <i>n</i> [ˈpeɪpə]	1. qog'oz; 2. hujjat, rasmiy qog'oz	1. бумага; 2. документ
parade <i>n</i> [ˈpærɪd]	namoyish, parad	парад

paragraph <i>n</i> ['pærəgrɑ:f]	1. paragraf; 2. abzas; xat boshi	1. параграф; 2. абзац
parking lot <i>n</i> ['pɑ:kɪŋ lɒt]	avtomobil to'xtash (turadigan) joyi	стоянка
part <i>n</i> [pɑ:t]	qism, bo'lak, parcha, ulush	часть, доля
particular <i>adj</i> [pə'tɪkjələ]	ma'lum bir alohida	особенный
partly <i>adv</i> [pɑ:tlɪ]	qisman, bir qadar, ma'lum darajada	отчасти, частично
pass <i>v</i> [pɑ:s]	1. o'tmoq, o'tib ketmoq; 2. uzatmoq, uzatib yubormoq	1. проходить, проезжать; 2. передавать
passenger <i>n</i> ['pæsɪndʒə]	yo'lovchi	пассажир
past <i>n, adj</i> [pɑ:st]	1. o'tmish; 2. o'tgan, o'tib ketgan, moziy	1. прошлое, прошедшее; 2. прошлый, минувший
patent <i>n, v</i> ['peɪnt]	1. patent; 2. patent olmoq, bermoq	1. патент; 2. получать, выдавать патент
path <i>n</i> [pɑ:θ]	yo'lak, so'qmoq	тропинка, дорожка
pay <i>n, v</i> [peɪ]	1. to'lov; 2. to'lamoq	1. плата; 2. платить, оплачивать
peasant <i>n</i> ['peɪznt]	dehqon	крестьянин
perform <i>v</i> [pə'fɔ:m]	bajarmoq, ijro etmoq	представлять, играть
performance <i>n</i> [pə'fɔ:məns]	ijro; spektakl	представление, спектакль
performer <i>n</i> [pə'fɔ:mə]	ijrochi, ijro etuvchi; artist	исполнитель; артист
perhaps <i>adv</i> [pə'hæps]	balki, ehtimol	может быть, возможно
perilous <i>adj</i> ['perɪləs]	xavfli	опасный
person <i>n</i> ['pɜ:sn]	shaxs, odam, kishi, inson, zot	лицо, личность, человек
personal <i>adj</i> ['pɜ:sənəl]	shaxsiy, xususiy, o'z	личный
personality <i>n</i> [pɜ:sənəliɪti]	shaxs	личность
persuade <i>v</i> [pə'sweɪd]	ko'ndirmoq, ishontirmoq	убеждать
pesticide <i>n</i> ['pestɪsaɪd]	hasharotlarga qarshi dori, pestitsid	пестицид
phonetics <i>n</i> [fə'netɪks]	fonetika	фонетика
photograph <i>n</i> ['fəʊtəgrɑ:f]	fotosurat, rasm, fotografik surat	фотография
physical <i>adj</i> ['fɪzɪkl]	jismoniy	физический
physics <i>n</i> ['fɪzɪks]	fizika	физика
picture <i>n</i> ['pɪktʃə]	1. rasm, surat; 2. fotosurat, rasm; 3. kinofilm, kinokartina, film	1. картина; картинка; 2. фотография; 3. кинофильм, кинокартина
make a picture [meɪk ə 'pɪktʃə]	rasmga (suratga) olmoq	фотографировать
piece <i>n</i> [pi:s]	bo'lak, parcha, burda; bir bo'lak	кусок; часть
piece of dramatic writing <i>n</i>	drama usulida yozilgan asar	драматическое произведение
piece of music <i>n</i> ['-mju:zɪk]	musiqasi	музыкальное произведение
pillow case <i>n</i> ['pɪləukeɪs]	yostiq jildi	наволочка
pine <i>n</i> [paɪn]	qarag'ay; qarag'ay yog'ochi	сосна; сосновая древесина
pink <i>adj</i> [pɪŋk]	pushtirang, och qizil, qizg'ish	розовый
pipe <i>n</i> [paɪp]	trubka	трубка
pity <i>n</i> ['pɪti]	achinish	жалость
plain <i>n</i> [pleɪn]	tekislik	равнина
plan <i>v</i> [plæn]	1. rejalashtirmoq, rejasini tuzmoq; 2. o'ylab qo'yimoq, niyat qilmoq	1. планировать; 2. замышлять, намереваться
planet <i>n</i> ['plænɪt]	sayyora	планета
plant <i>n, v</i> [plɑ:nt]	1. o'simlik; 2. o'tqazmoq ( <i>daraxt</i> )	1. растение; 2. сажать
plastic <i>n</i> ['plæstɪk]	plastik; plastmassa	пластик; пластмасса
platform <i>n</i> ['plætfo:m]	platforma, peron	платформа, перрон
play <i>n</i> [pleɪ]	1. o'yin; 2. pyesa	1. игра; 2. пьеса

play <i>v</i> [pleɪ]	1. o'yinamoq; vaqtini chog' qilmoq; 2. (rol, musiqiy asarni) ijro etmoq	1. играть, забавляться; 2. испол- нять (роль, муз. произведение)
player <i>n</i> [pleɪə]	1. (sport) o'yinchi; 2. aktyor	1. игрок; 2. актёр
playwright <i>n</i> [pleɪraɪt]	dramaturg	драматург
plot <i>n</i> [plɒt]	mazmun, sujet	сюжет
Pluto <i>n</i> [ˈpluːtəʊ]	Pluton (sayyora)	Плутон (планета)
poem <i>n</i> [ˈpəʊɪm]	poema, doston; she'r, she'riy asar	поэма; стихотворение
poet <i>n</i> [ˈpəʊt]	shoir	поэт
poetic <i>adj</i> [ˈpəʊetɪk]	she'riy; shoirona, go'zal, nafis	поэтический
poetry <i>n</i> [ˈpəʊətri]	1. she'riyat; 2. she'r, nazm, she'riy asar	1. поэзия; 2. стихи, поэтичес- кое произведение
point <i>v</i> [pɔɪnt]	1. (at, to) ko'rsatmoq, ishora qil- moq (qo'l bilan); 2. (at) o'qtalmoq	1. указывать, показывать (at, to); 2. наводить, нацеливать (at)
point out <i>phr.v</i> [pɔɪnt 'aʊt]	1. ko'rsatmoq, ko'rsatib bermoq; 2. ta'kidlamoq, uqtirib o'tmoq	1. указывать; 2. подчёркивать
poisonous <i>adj</i> [ˈpɔɪzənəs]	zaharli, og'uli	ядовитый
policeman <i>n</i> [ˈpəliːsmən]	politsiyachi	полицейский
polite <i>adj</i> [ˈpəliːt]	xushmuomala, odobli, adabli	вежливый
political <i>adj</i> [pə'litɪkl]	siyosiy	политический
politician <i>n</i> [ˌpɒlɪˈtʃɪn]	siyosatdon	политик
pollute <i>v</i> [pə'luːt]	ifloslantirmoq	загрязнять
pollution <i>n</i> [pə'luːʃn]	ifloslanish	загрязнение
pond <i>n</i> [pɒnd]	hovuz	пруд
poor <i>adj</i> [puə]	1. kambag'al, nochor, faqir (odam), (hosil va sh.k. haqida) juda oz; 2. yomon, sifati past, bo'lmag'ur	1. бедный (человек) скудный (урожай, обед и т.н.); 2. плохой, низкого качества
pop <i>n</i> [pɒp]	pop, mashhur (musiqa)	популярный
population <i>n</i> [ˌpɒpjʊleɪʃn]	1. aholi, xalq; 2. (biologiyada)	1. население 2. (в биологии)
portion <i>n</i> [ˈpɔːʃn]	populatsiya (ko'payish)	популяция
portrait <i>n</i> [ˈpɔːtrɪt]	porsiya, bo'lak, qism	порция
positive <i>adj</i> [ˈpɒzɪtɪv]	surat, portret	портрет
possibility <i>n</i> [ˌpɒsɪ'bɪlɪti]	1. ijobiy, yomonlik qilmaydigan; 2. (odam haqida) dadil, qat'iy	1. положительный; 2. (о чело- веке) уверенный
possible <i>adj</i> [ˈpɒsɪbl]	iloj, yo'l, mumkinlik, ehtimollik, yuz berishi (bo'lishi) mumkinlik	возможность, вероятность
postcard <i>n</i> [ˈpəʊstkaːd]	imkoni bor, bo'lishi mumkin; amal- ga oshirsa bo'ladigan	возможный, вероятный
powder <i>n</i> [ˈpaʊdə]	pochta otkritkasi	почтовая открытка
power <i>n</i> [ˈpaʊə]	kukun	порошок
practical <i>adj</i> [ˈpræktɪkl]	quvvat, qudrat, hokimiyat	сила, власть
practise <i>v</i> [ˈpræktɪs]	1. amaliy, amaldagi, amalda bo'la- digan; 2. omilkor, tajribali, mohir	1. практический; 2. практич- ный
pray <i>v</i> [preɪ]	1. amalda ishlatmoq, qo'llamoq, tatbiq qilmoq; 2. amaliyotda qo'lla- moq; 3. biror ish, faoliyat bilan	1. практиковать(ся); 2. приме- нять на практике; 3. занимать- ся деятельностью
preceding <i>adj</i> [ˌpriːsiːdɪŋ]	shug'ullanmoq	молиться
	sig'inmoq	предшествующий
	oldingi, ilgarigi	

prefer *v* [prɪfɜː]  
 prepare *v* [prɪpeə]  
 present *adj. n* [preznt]  
 present *v* [prɪznt]  
  
 presenter *n* [prɪzntə]  
 pretty *adj* [prɪti]  
  
 pretty *adv* [prɪti]  
 prevent *v* [prɪ'vent]  
 pride *n* [praɪd]  
 priest *n* [priːst]  
 print *v* [prɪnt]  
 prize *n* [praɪz]  
 probably *adv* [prɒbəbli]  
 produce *v* [prə'djuːs]  
  
 producer *n* [prə'djuːsə]  
 product *n* [prɒdʌkt]  
 production *n* [prə'dʌkʃn]  
 professional *n* [prə'feʃnəl]  
 professor *n* [prə'fesa]  
 programme *n* [prə'græm]  
 programme presenter *n*  
 [prə'græm prɪzntə]  
 prolong *v* [prə'loŋ]  
 pronounce *v* [prə'naʊns]  
 pronunciation *n*  
 [prə'nʌnsi'eɪʃn]  
 proof *n* [pruːf]  
 prop *n* [prɒp]  
 properly *adv* [prɒpəli]  
 protest *n* [prə'test]  
 prove *v* [pruːv]  
 public *n* [pʌblɪk]  
 publish *v* [pʌblɪʃ]  
 pudding *n* ['puɪdɪŋ]  
 pulp *n* [pʌlp]  
 pump *v* [pʌmp]  
 punish *v* ['pʌnɪʃ]  
 pupil *n* ['pjʊːpl]  
 puppet *n* ['pʌpɪt]  
 puppeteer *n* [pʌp'ɪtɪə]  
 purple *adj* [pɜːpl]  
 purpose *n* [pɜːps]  
 put *v* [pʊt]

afzal ko'rmoq, ma'qul ko'rmoq  
 tayyorla(n)moq, hozirla(n)moq  
 1. hozirgi; 2. sovg'a  
 1. taqdim qilmoq; tortiq (hadya,  
 sovg'a) qilmoq; 2. (teatrdə) namo-  
 yish qilmoq, ko'rsatmoq, qo'ymoq  
 (tele- yoki radio-) boshlovchi  
 (ayol, bolaga nisbatan) dilrabo, dil-  
 bar, yoqimli, yaxshigina, chiroyligina  
 ancha, anchagina; ko'p, bisyor  
 oldini olmoq  
 faxr, iftixor, g'urur  
 ruhoniy  
 nashr etmoq  
 mukofot, qo'shimcha haq, sovrin  
 ehtimol, balki  
 chiqarmoq, ishlab chiqarmoq;  
 yetishtirmoq, tayyorlamoq  
 produsser, mahsulotchi  
 mahsulot  
 1. ishlab chiqarish; 2. mahsulot  
 o'z kasbining ustasi  
 professor  
 1. dastur; 2. reja, kun tartibi  
 ko'rsatuvni olib boruvchi  
  
 uzaytirmoq  
 talaffuz qilmoq, aytmoq  
 talaffuz  
  
 isbot  
 teatr anjomlari  
 tuzukroq, to'g'ri  
 qar'iy norozilik, norozilik, e'tiroz  
 isbotlamoq  
 xalq, ommə  
 bosib chiqarmoq; ommalashtirmoq  
 puding  
 pulpa (maydalangan narsa)  
 tortmoq (*shv. nefi*)  
 jazolamoq, jazo bermoq  
 1. o'quvchi; 2. tarbiyalanuvchi  
 qo'g'irchoq  
 qo'g'irchoq o'ynatuvchi  
 alvon, to'q qizil  
 maqsad  
 1. qo'ymoq, solmoq, joylamoq;  
 2. ifodalamoq, aytmoq; 3. yozmoq

предпочитать  
 готовить(ся), подготавливать(ся)  
 1. настоящий; 2. подарок  
 1. преподносить, дарить;  
 2. (театр) показывать, давать,  
 играть  
 (теле- или радио-) ведущий  
 милый, привлекательный; хоро-  
 шенький (о женщине, ребенке)  
 довольно, достаточно  
 предотвращать  
 гордость  
 священник  
 печатать  
 награда, премия, приз  
 вероятно  
 производить; выпускать;  
 вырабатывать  
 продюссер  
 продукт  
 1. производство; 2. продукция  
 профессионал  
 профессор  
 1. программа; 2. план  
 ведущий программы  
  
 продлевать  
 произносить  
 произношение  
  
 доказательство  
 театральный реквизит  
 правильно  
 протест  
 доказывать  
 народ, публика  
 опубликовать; обнародовать  
 пудинг  
 пульпа, мякоть  
 качать, работать насосом  
 наказывать, карать  
 1. ученик; 2. воспитанник  
 марионетка, кукла  
 кукловод  
 бордовый  
 цель  
 1. класть, ставить; положить;  
 2. выражать; 4. записывать

<p>put back <i>phr.v</i> ['put 'bæk]  put smth. down <i>phr.v</i>  put on <i>phr.v</i> ['put 'ɒn]</p> <p>puzzle <i>v</i> ['pʌzl]  puzzled <i>adj</i> ['pʌzld]</p>	<p>qaytarib o'z joyiga qo'ymoq  yozmoq, yozib qo'ymoq (olmoq)  1. kiymoq; 2. (chiroq, gaz, radioni)  qo'ymoq, yoqmoq, yondirmoq  o'ylantirib qo'ymoq  o'yg'a tolgan, boshi qotgan</p>	<p>класть, ставить обратно  записывать  1. надевать; 2. включать, зажига-  ть (<i>свет, газ, радио</i>)  озадачивать  озадаченный</p>
<b>Q</b>		
<p>quality newspaper <i>n</i>  ['kwɒlɪtɪ'nju:spetpə]  quarrel <i>v</i> ['kwɒrəl]  quiet <i>adj</i> ['kwaɪət]  quietly <i>adv</i> ['kwaɪətli]  quiz <i>n</i> [kwɪz]  quotation <i>n</i> [kwəʊteɪʃn]</p>	<p>ijtimoiy-siyosiy gazeta    urishmoq  tinch, sokin  shovqin solmasdan, jim, ohista  viktorina (savol-javob o'yini)  sitata (<i>matn parchasi</i>)</p>	<p>общественно-политическая  газета  ссориться  тихий, бесшумный  тихо, бесшумно  викторина  цитата</p>
<b>R</b>		
<p>rabbit <i>n</i> ['ræbɪt]  raindrop <i>n</i> ['reɪndrɒp]  raise <i>v</i> [reɪz]  raise awareness [-ə'weəns]  Ramadan <i>n</i> ['ræmə'dɑ:n]  rampart <i>n</i> ['ræmpɑ:t]  raw material <i>n</i>  [rɔ:mə'tɪəriəl]  ray <i>n</i> [reɪ]  reach for <i>phr.v</i> ['ri:tʃfɔ:]  realise <i>v</i> ['ri:əlaɪz]</p> <p>reality <i>n</i> ['ri:əltɪ]  really <i>adv</i> ['ri:əli]  reason <i>n</i> ['ri:zn]  receive <i>v</i> ['ri:si:v]  recent <i>adj</i> ['ri:snt]  recently <i>adv</i> ['ri:sntli]  recognise <i>v</i> ['rekəɡnaɪz]</p> <p>recommend <i>v</i> ['rekə'mend]  recorder <i>n</i> ['rɪkɔ:də]  recruit <i>v</i> ['rɪkru:t]  rectangular <i>adj</i>  [rek'tæŋɡjələ]  recycle <i>v</i> ['ri:saɪkl]  reduce <i>v</i> ['rɪdju:s]  reflect <i>v</i> ['rɪflekt]  reforestation <i>n</i>  [ri:fɔ:restetʃn]  refuse <i>v</i> ['rɪfju:z]  regional <i>adj</i> ['ri:dʒənəl]</p>	<p>quyon  yomg'ir tomchisi  ko'tarmoq; oshirmoq, orttirmoq  ma'lumotini (bilimini) oshirmoq  Ramazon  qal'a devori  xomashyo</p> <p>nur, shu'la, yog'du  qo'lini cho'zmoq, uzalmoq  1. amalga oshirmoq; 2. tushunib  yetmoq  voqelik, haqiqiylik, chinlik  rostdan ham, rostdan, chindan  1. sabab, vaj, bois, bahona; 2. asos  qabul qilmoq, olmoq  yaqindagi, yaqinda bo'lib o'tgan  yaqinda (<i>vaqt</i>)  1. tanimoq; 2. e'tirof qilmoq, tan  olmoq  tavsiya qilmoq  yozuvchi (<i>tasmaga</i>)  yangi a'zo tanlab olmoq  to'g'ri to'rtburchak</p> <p>chiqindini qayta ishlamoq  kamaytirmoq  aks et(tir)moq  o'rmonlarni qayta tiklash</p> <p>rad qilmoq, voz kechmoq  viloyat ...; hududiy; mahalliy</p>	<p>кролик  дождевая капля  поднимать; увеличивать  повышать знание  Рамазан  крепостной вал, защита  сырье</p> <p>луч  вытягивать, протягивать (руку)  1. осуществлять; 2. осознать</p> <p>реальность, действительность  действительно, в самом деле  1. причина; 2. основание  получать  недавний; новый  недавно  1. узнавать; 2. признавать</p> <p>рекомендовать  тот, кто ведет запись  набирать новых членов  прямоугольный</p> <p>перерабатывать утильсырьё  сокращать(ся)  отражать  восстановление лесных  массивов  отказываться  местный, региональный</p>

regularly *adv* [ˈregjʊləli]  
rehearse *v* [rɪˈhɜːs]  
relax *v* [rɪˈlæks]  
relaxed *adj* [rɪˈlæksɪd]  
religious *adj* [rɪˈlɪdʒəs]  
religious affairs *n* [ˈrɪʃəz]  
remains *n* [rɪˈmeɪnz]  
remind *v* [rɪˈmaɪnd]  
remove *v* [rɪˈmuːv]  
renewable *adj* [rɪˈnjuːəbl]  
repair *v* [rɪˈpeə]  
reply *n, v* [rɪˈplai]  
reporter *n* [rɪˈpɔːtə]  
research *n* [rɪˈsɜːtʃ]  
researcher *n* [rɪˈsɜːtʃə]  
resource *n* [rɪˈsɔːs]  
respect *v* [rɪˈspekt]  
responsive *adj* [rɪˈsponsɪv]  
restore *v* [rɪˈstɔː]  
result *n* [rɪˈzʌlt]  
return *v* [rɪˈtɜːn]  
reuse *v* [rɪˈjuːz]  
review *n* [rɪˈvjuː]  
rhythm *n* [ˈrɪðəm]  
ride *v* [raɪd]

ridiculous *adj* [rɪˈdɪkjʊləs]  
rise *v* [raɪz]

roar *n* [rɔː]  
robbery *n* [ˈrɒbəri]  
robe *n* [rəʊb]  
rock *n* [rɒk]  
rocket *n* [ˈrɒkɪt]  
rodeo *n* [rəʊdiəʊ]  
role *n* [rəʊl]  
roll *v* [rəʊl]  
romance *n* [rəʊˈmæns]

romantic *adj* [rəʊˈmæntɪk]

romantic *n* [rəʊˈmæntɪk]  
root *n* [ruːt]  
roots *n* [ruːts]  
rotate *v* [rəʊˈteɪt]  
rough *adj* [rʌf]  
rubbish *n* [ˈrʌbɪʃ]  
rule *n* [ruːl]

muntazam, doimiy ravishda  
repetitsiya qilmoq, tayyorlanmoq  
bo'shashmoq, yengil tortmoq  
xotirjam, yumshoq, muloyim  
diniy  
diniy masalalar  
qoldiq  
eslatmoq, esga solmoq  
olib tashlamoq, yo'q qilmoq  
yangilasa bo'ladigan  
ta'mirlamoq, tuzatmoq, yamamoq  
1. javob; 2. javob bermoq  
jurnalist, muxbir  
tadqiqot, izlanish  
tadqiqotchisi  
qazilma, manba, resurs  
hurmat qilmoq, e'zozlamoq  
kuyunchak  
tiklamoq, qayta qurmoq  
natija  
qayt(ar)moq, qaytib kel(tir)moq  
qayta ishlatmoq (foydalanmoq)  
1. obzor; 2. taqriz  
vazn, marom, sur'at, ritm  
1. o'tda yurmoq, ot minmoq;  
2. velosiped va h.k.ni minmoq  
kulgisi  
1. yuqorilamoq, o'smoq; 2. (*qiyosh, oy*) chiqmoq, ko'tarilmoq  
bo'kirish, na'ra; shovqin-suron  
talon-taroj; talonchilik, o'g'irlik  
xalat  
1. rok (*musiqat*); 2. qoya  
raketa  
rodeo  
1. rol; 2. rol, tutgan o'rin  
o'ramoq; dumalamoq  
1. ishqiy sarguzasht; 2. ishqiy munosabatlar; 3. romantika  
xuddi romandagidek, romanga o'xshagan: ishqiy; romantik  
xayolparast  
ildiz, tomir  
kelib chiqish, ildiz  
aylantirmoq  
dag'al  
keraksiz narsa  
1. qonun, qoida; 2. boshqarish

регулярно  
репетировать  
ослаблять(ся), расслаблять(ся)  
расслабленный, смягченный  
религиозный  
религиозные дела  
остатки  
напоминать  
убирать  
восстановимый  
ремонттировать; исправлять  
1. ответ; 2. отвечать  
репортер  
исследование  
исследователь  
ресурс  
уважать  
отзывчивый  
восстанавливать  
результат  
возвращать(ся)  
использовать повторно  
1. обзор; 2. рецензия  
ритм  
1. ехать верхом на лошади;  
2. ехать на велосипеде и т.п.  
смешной, нелепый  
1. подниматься, вставать;  
2. всходить (*солнце, луна*)  
рѣв; шум  
грабѣж; ограбление  
халат  
1. рок (*муз.*); 2. скала  
ракета  
родео  
1. роль (*кино, театр*); 2. роль  
завертывать; катиться  
1. любовная история; 2. роман;  
3. романтика  
романтический; романтический  
романтик  
корень  
корни, происхождение  
вращать(ся)  
грубый  
ненужная вещь, чепуха  
1. правило; 2. правление



ruler <i>n</i> [ˈru:lə]	1. hukmdor; 2. chizg'ich	1. правитель; 2. линейка
run <i>v</i> [rʌn]	1. yugurmoq; 2. oqmoq ( <i>surv</i> )	1. бегать; 2. течь
run out <i>phr.v</i> [rʌn ˈaʊt]	tugamoq, tamom bo'lmoq	истощаться, истекать
rural <i>adj</i> [ˈrʊərəl]	qishloq joy	сельский
rush <i>v</i> [rʌʃ]	shoshilib yurmoq, yelmoq	мчаться
<b>S</b>		
sacrifice <i>v</i> [ˈsækrɪfaɪs]	qurbon(lik) qilmoq	жертвовать
safe <i>adj</i> [seɪf]	xavfsiz	безопасный
safety <i>n</i> [ˈseɪfti]	xavfsizlik	безопасность
sail <i>n</i> [seɪl]	yelkan	парус
saline <i>adj</i> [ˈseɪlɪn]	tuzli, sho'r	соляной, соленый
salinisation <i>n</i> [səˈlɪnɪz(ə)ʃ(ə)n]	sho'rlanish	засаливание территорий
the same <i>adj</i> [ðəˈseɪm]	1. o'shaning o'zi, xuddi o'zi; 2. bir xil, bir xilda bo'lgan, o'xshash ... bilan bir xil; ...ga o'xshash	1. тот же самый, этот же, один и тот же; 2. одинаковый
the same as <i>adv</i> [-əz]	qum	такой же, как
sand <i>n</i> [sænd]	Santa Klaus ( <i>gor bobo</i> )	песок
Santa Claus <i>n</i> [sæntəklaus]	yo'ldosh	Санта Клаус
satellite <i>n</i> [ˈsætəlɪt]	qoniq(tir)moq; qanoatlanmoq	спутник
satisfy <i>v</i> [ˈsætɪsfaɪ]	Saturn ( <i>sayyora</i> )	удовлетворять(ся)
Saturn <i>n</i> [ˈsætən]	qayla	Сатурн ( <i>планета</i> )
sauce <i>n</i> [sɔ:s]	( <i>bog', polizda</i> ) qo'niqchi	соус
scarecrow <i>n</i> [ˈskeəkroʊ]	sahna; parda, ko'rinish	пугало ( <i>в саду, огороде</i> ); чучело
scene <i>n</i> [si:n]	sahna rassomi	сцена
scene-painter <i>n</i> [-ˈpeɪntə]	1. bezak ( <i>sahnada</i> ); 2. ko'rinish, manzara	художник по декорациям
scenery <i>n</i> [ˈsi:nəri]	olim	1. декорация ( <i>в сцене</i> ); 2. вид, пейзаж
scholar <i>n</i> [ˈskolə]	olim	ученый
schoolmate <i>n</i> [ˈsku:lmeɪt]	maktabdosh	школьный товарищ
science <i>n</i> [ˈsaɪəns]	1. fan; 2. tabiiy fanlar	1. наука; 2. естественные науки
science fiction <i>n</i> [-ˈfɪkʃ(ə)n]	ilmiy fantastika	научная фантастика
science programme <i>n</i> [ˈsaɪəns ˈprəʊgræm]	ilmiy ommabop ko'rsatuv	научная программа
scientific <i>adj</i> [ˌsaɪənˈtɪfɪk]	ilmiy	научный
scientist <i>n</i> [ˈsaɪəntɪst]	olim	учёный
screen <i>n</i> [skri:n]	1. to'siq, g'ov, to'sqinlik; 2. himoya, pana joy; 3. ekran	1. перегородка; 2. защита, прикрытие; 3. экран
screen <i>v</i> [skri:n]	1. pana qilmoq, to'smoq; 2. ekranlashtirmoq, ekranda ko'rsatmoq	1. прикрывать, укрывать; 2. экранизировать
sculptor <i>n</i> [ˈskʌlptə]	haykaltarosh	скульптор
sculpture <i>n</i> [ˈskʌlptʃə]	haykaltaroshlik	скульптура
seat <i>n</i> [si:t]	o'rindiq, joy	место, сидение
section <i>n</i> [ˈsekʃ(ə)n]	bo'lim, qism	раздел, секция
seek <i>v</i> [si:k]	izlamoq, qidirmoq, axtarmoq	искать, разыскивать
seem <i>v</i> [si:m]	nyulmoq, bo'lib ko'rinmoq	казаться, представляться
select <i>v</i> [sɪˈlekt]	tanlamoq, olmoq	отбирать
selector <i>n</i> [sɪˈlektə]	tanlovchi	тот, кто отбирает
selfless <i>adj</i> [ˈselfləs]	fidokor, beg'araz	самоотверженный, бескорыстный

semi-desert <i>n</i> [semɪdʒeɪt]	yarim cho'l	полупустыня
sentimental <i>adj</i> [sentɪmentl]	hissiy, hissiyotga beriluvchan	сентиментальный
serious <i>adj</i> [ˈsɪəriəs]	jiddiy	серьезный
serve <i>v</i> [sɜ:v]	1. ishlamoq, xizmat qilmoq; 2. (taom) suzmoq, suzib bermoq, keltirmoq	1. служить; 2. подавать; обслуживать
service <i>n</i> [ˈsɜ:vɪs]	xizmat	служба, сервис
setting <i>n</i> [ˈsetɪŋ]	1. badiiy bezak; dekoratsiya; 2. voqea sodir bo'lish joyi ( <i>teatr</i> )	1. художественное оформление; декорация; 2. место действия ( <i>teatr</i> )
several <i>adj</i> [ˈsevrəl]	1. bir qancha (qator); 2. turli, har xil	1. несколько; 2. различный
shake hands [ʃeɪk'hændz]	qo'l berib ko'rishmoq	пожать руку
share <i>v</i> [ʃeə]	bo'lishmoq, baham ko'rmoq	1. делить(ся), распределять
sheriff <i>n</i> [ˈʃerɪf]	sherif	шериф
shining <i>adj</i> [ˈʃaɪnɪŋ]	yarqiroq, yaltiroq, charaqlab turgan	сияющий
ship <i>n</i> [ʃɪp]	1. kema; 2. samolyot	1. корабль, судно; 2. самолёт
shocking <i>adj</i> [ˈʃɒkɪŋ]	dovdiratib qo'yadigan	шокирующий
shoemaker <i>n</i> [ˈʃu:meɪkə]	etikdo'z, poyabzal ustasi	сапожник
shout <i>v</i> [ʃaʊt]	qichqirmoq, baqirmoq, hayqirmoq	кричать
show <i>n, v</i> [ʃəʊ]	1. shou, ko'rsatuv; 2. ko'rsatmoq	1. шоу; 2. показывать
shrink <i>v</i> [ˈrɪŋk]	qurimoq; kichraymoq	усыхать, сокращаться
side <i>n</i> [saɪd]	1. taraf, tomon, yoq; 2. yon, yonbosh; 3. (tog'da) qiyalik, yonbag'ir	1. сторона; 2. бок; 3. склон (горы)
on one side <i>adv</i>	bir tomondan (jihatdan)	с одной стороны
side-by-side <i>adv</i>	yonma-yon	рядом
sign <i>n, v</i> [saɪn]	1. belgi; 2. imzo, imzo chekmoq	1. знак; 2. подписывать
silence <i>n</i> [ˈsaɪləns]	sukunat, jim-jitlik	тишина, молчание
silly <i>adj</i> [ˈsɪli]	1. tentak; 2. esi past, anqov, aqlsiz	1. глупый; 2. неразумный
silver <i>adj</i> [ˈsɪlvə]	1. kumushdan qilingan; 2. kumushsimon; kumushrang	1. серебряный; 2. серебристый
silver <i>n</i> [ˈsɪlvə]	1. kumush, nuqra; 2. kumush tangalar; 3. kumush buyumlar	1. серебро; 2. серебряные монеты; 3. серебряные изделия
similar <i>adj</i> [ˈsɪmələ]	o'xshash	подобный
simple <i>adj</i> [ˈsɪmpl]	oddiy	простой
simulator <i>n</i> [ˈsɪmjuleɪtə]	simulator	симулятор
simultaneously <i>adv</i> [sɪmʌlteiniasli]	bir vaqtning o'zida	одновременно
sky <i>n</i> [skaɪ]	osmon, ko'k, samo, falak	небо, небеса
sleigh <i>n</i> [sleɪ]	chana	сани
slightly <i>adv</i> [ˈslaɪtli]	bir oz	чуть-чуть, слегка
smithy <i>n</i> [ˈsmɪði]	temirchilik ishxonasi (sixi)	кузница
smoke <i>n, v</i> [sməʊk]	1. tutun; 2. chekmoq	1. дым; 2. курить
so <i>conj</i> [səʊ]	1. shunday ekan (qilib), shuning uchun, shu sababli; 2. ...shi uchun	1. следовательно, поэтому; 2. для того, чтобы
so that <i>phr</i> [səʊ ðæt]	...shi uchun, maqsadida	для того, чтобы
soap <i>n</i> [səʊp]	sovun	мыло
soap opera <i>n</i> [səʊp.ɒpərə]	teleserial	мыльная опера, сериал
social <i>adj</i> [səʊʃəl]	ijtimoiy	социальный

society <i>n</i> [sə'saɪəti]	jamiyat	общество
sock <i>n</i> [sɒk]	paypoq	носок
soil <i>n</i> [sɔɪl]	tuproq	почва
solar plant <i>n</i> [səʊlə'plɑ:nt]	quyoshdan olinadigan energiya	предприятие, работающее на солнечной энергии
solar power <i>n</i> [səʊlə'paʊə]	hisobida ishlaydigan zavod	солнечная энергия
solar system <i>n</i> [səʊlə'sɪstəm]	quyosh energiyasi	солнечная система
soloist <i>n</i> [ˈsəʊləɪst]	quyosh tizimi	солист
solve <i>v</i> [sɒlv]	yakkaxon, solist	решать; разрешать
soon <i>adv</i> [su:n]	yechmoq, hal qilmoq	скоро, вскоре
sorrow <i>n</i> [sɒrəʊ]	tezda, tez kunda, hademay	печаль
sort <i>n</i> [sɔ:t]	g'am, anduh, g'ussa	вид, род; сорт
soul <i>n</i> [səʊl]	nav, tur, xil, ko'rinish	душа
sound <i>n</i> [saʊnd]	qalb	звук; шум
sound technician [-teknɪn]	tovush, ovoz, sado; shovqin	звукотехник
source <i>n</i> [sɔ:s]	ovoz ustasi	источник
souvenir <i>n</i> [su:və'nɪrə]	manba	сувенир
space <i>n</i> [speɪs]	esdalik sovg'a	1. пространство; площадь;
space race <i>n</i> [ˈreɪs]	1. bo'shliq; keng sath, maydon;	2. расстояние; 3. космос
spaceship <i>n</i> [ˈspeɪsʃɪp]	2. masofa, ora; 3. kosmos, olam	космическая гонка
spangle <i>v</i> [ˈspæŋɡl]	kosmik musobaqa	космический корабль
Spartacus <i>n</i> [ˈspɑ:təkəs]	kosmik (fazoviy) kema	украшать блестками
speaker <i>n</i> [ˈspi:kə]	bezamoq (yaltiroq narsa bilan)	Спартак
	Spartak	1. докладчик, оратор;
	1. ma'ruzachi, notiq; va'zxon;	2. громкоговоритель
	2. radiokamay	специальный; особый
special <i>adj</i> [speʃl]	maxsus; o'ziga xos, alohida	специалист
specialist <i>n</i> [speʃəlɪst]	mutaxassis	1. тратить, расходовать;
spend <i>v</i> [spend]	1. sarflamoq, sarf qilmoq; 2. (vaqt haqida) o'tkazmoq	2. проводить (время)
	ruh	дух
spirit <i>n</i> [ˈspɪrɪt]	-ga qaramasdan, qaramay	вопреки, несмотря на
in spite of <i>prep</i>	-ligiga qaramasdan	несмотря на тот факт
in spite of the fact that	jusus	шпион
spy <i>n</i> [spaɪ]	maydon	площадь
square <i>n</i> [skweə]	xodimlar, kadrlar	персонал; кадры
staff <i>n</i> [stɑ:f]	1. bosqich; 2. sahna	1. этап; 2. сцена
stage <i>n</i> [steɪdʒ]	(pyesa) qo'yimoq; sahnalashfirmoq	ставить (пьесу)
stage <i>v</i> [steɪdʒ]	sahnaga qo'yilmoq	идти на сцене
be on stage <i>v</i>	rejissor	режиссёр
stage director [-daɪrɪkta]	dekoratsiya; surat (kino) olinadigan maydoncha	декорация; съёмочная площадка
stage set <i>n</i> [-set]	standard; andaza, mezon; me'yor	стандарт; эталон, критерий
standard <i>n</i> [ˈstændəd]	1. yulduz; 2. yulduz, mashhur	1. звезда; 2. звезда, выдающийся спортсмен (и т.п.)
star <i>n</i> [stɑ:]	sportsmen (va h.k.)	начинать(ся); приступать
start <i>v</i> [stɑ:t]	boshla(n)moq; kirishmoq	1. государство; 2. штат
state <i>n</i> [steɪt]	1. davlat, mamlakat; 2. shtat	1. утверждение, заявление;
statement <i>n</i> [ˈstetmənt]	1. (aytilgan) fikr, bayonot; axborot, xabar; 2. rasmiy hisobot	2. официальный отчёт

station *n* [ˈstetʃn]  
 statue *n* [ˈstætʃuː]  
 stick *n* [stɪk]  
 still *adv* [stɪl]  
 still life *n* [stɪlˈlaɪf]  
 stocking *n* [ˈstɒkɪŋ]  
 stone *n* [stəʊn]  
 strange *adj* [streɪndʒ]  
 straw *n* [strɔː]  
 stream *v* [striːm]  
 stretch *v* [stretʃ]  
 string *n* [strɪŋ]  
 stripe *adj* [straɪp]  
 studio *n* [ˈstjuːdiəʊ]  
 studio audience *n*  
 [ˈstjuːdiəʊˈɔːdiəns]  
 studio engineer *n*  
 [ˈstjuːdiəʊˌendʒɪnɪr]  
 stupid *adj* [ˈstjuːpɪd]  
 style *n* [stɑɪl]  
 stylish *adj* [ˈstaɪlɪʃ]  
 successful *adj* [səkˈsesfəl]  
 such *adj* [sʌʃ]  
 such as *conj* [ˈsʌʃˈæz]  
 suddenly *adv* [ˈsʌdnli]  
 suggestion *n* [səˈdʒestʃən]  
 suitable *adj* [ˈsuːtəbl̩]  
 Sun *n* [sʌn]  
 sunlight *n* [ˈsʌnlɑːt]  
 sunrise *n* [ˈsʌnraɪz]  
 sunshine *n* [ˈsʌnʃaɪn]  
 superb *adj* [ˈsjuːpəːb]  
 support *v* [səˈpɔːt]  
 supporting fact *n* [-nɪfækt]  
 surname *n* [ˈsɜːneɪm]  
 surprise *v* [səˈpraɪz]  
 surprised *adj* [səˈpraɪzd]  
 surprising *adj* [səˈpraɪzɪŋ]  
 survey *n* [ˈsɜːveɪ]  
 survive *v* [səˈvaɪv]  
 swan [swɒn]  
 sway *v* [sweɪ]  
 sweater *n* [ˈswetə]  
 Sweden *n* [ˈswiːdn̩]  
 sweetheart *n* [ˈswiːthɑːt]  
 sweethearts *n* [ˈswiːthɑːts]  
 sword *n* [sɔːd]

1. bekat; 2. stansiya  
 haykal  
 hassa; tayoq  
 hanuz, hali ham, haligacha, hamon  
 naturmort  
 uzun paypoq  
 1. tosh; 2. danak, don  
 g'alati  
 xas, cho'p, somon  
 oqmoq  
 uzay(tir)moq, cho'z(il)moq  
 1. ip, bog'ich; 2. tor  
 yo'l-yo'l  
 studiya  
 studiya zali

studiya muhandisi

ahmoq, jinni, tentak  
 uslub  
 bashang, bashang kiyingan  
 muvaffaqiyatli; yaxshi natijali  
 shunday, bunday, bunga o'xshash  
 kabi; misol uchun, masalan  
 to'satdan, qo'qqisdan, bexosdan  
 1. taklif; 2. maslahat  
 mos, muvofiq; munosib, bop  
 Quyosh  
 quyosh nuri  
 quyosh chiqishi  
 (charaqlagan) quyosh yorug'ligi  
 a'lo, yuqori darajadagi, ajoyib  
 qo'llab-quvvatlamoq  
 asoslovchi dalil  
 familiya  
 hayron qol(dir)moq, lol qol(dir)moq  
 ajablangan, hayratlangan  
 kutilmagan, lol qoldiradigan  
 1. ko'rib chiqish; 2. izlanish  
 jon saqlab qolmoq  
 oqqush  
 1. tebranmoq; chayqalmoq; 2. kim-  
 gadir, nimagadir ta'sir etmoq  
 sviter (kiyim)  
 Shvetsiya  
 oshiq, ma'shuq; ma'shuqa  
 sevishganlar  
 qilich, shamshir, tig', xanjar

1. остановка; 2. станция  
 статуя  
 палка  
 до сих пор, всё ещё  
 натюрморт  
 чулок  
 1. камень; 2. косточка, зернышко  
 странный  
 солома  
 струиться, течь  
 простираться  
 1. бечевка, веревка; 2. струна  
 полосатый  
 студия  
 зал в студии

инженер в студии

плуный  
 стиль  
 модный, элегантный  
 удачный; успешный  
 такой, подобный  
 как например: такой как  
 внезапно, вдруг  
 1. предложения; 2. совет  
 подходящий  
 Солнце  
 солнечный свет  
 восход солнца  
 (яркий) солнечный свет  
 превосходный, великолепный  
 поддерживать  
 подкрепляющий фактор  
 фамилия  
 удивлять, поражать  
 удивленный  
 удивительный  
 1. осмотр; 2. обследование  
 выживать  
 лебедь  
 1. качаться, колебаться; 2. иметь  
 влияние на кого-л., что-л.  
 свитер  
 Швеция  
 возлюбленный  
 влюбленные  
 меч; сабля

symbol <i>n</i> [ˈsɪmbəl]	1. ramz, emblema; 2. belgi, alomat	1. символ; эмблема; 2. знак
symphony <i>n</i> [ˈsɪmfəni]	simfoniya	симфония
system <i>n</i> [ˈsɪstəm]	1. tizim; sistema; 2. usul, yo'l	1. система; 2. метод, способ
<b>T</b>		
tabloid <i>n</i> [ˈtæblɔɪd]	(kichik hajmdagi) tuturiqsiz gazeta	бульварная газета
tangerine <i>n</i> [ˈtændʒəri:n]	mandarin	мандарин
tap <i>n</i> [tæp]	jo'mrak, kran	кран
task <i>n</i> [tɑːsk]	1. vazifa, topshiriq; 2. burch, vazifa	1. задача, урок; 2. обязанность
taste <i>n</i> [teɪst]	1. did; 2. ta'm	вкус
tear <i>n</i> [tɪə]	ko'z yoshi, yosh	слеза
technology <i>n</i> [teknolədʒi]	texnologiya; texnika	технология; техника
teenager <i>n</i> [ˈtiːneɪdʒə]	o'smir, o'spirin	подросток
telescope <i>n</i> [ˈtelɪskəʊp]	teleskop	телескоп
television <i>n</i> [ˈtelɪvɪʒn]	1. televideniye; 2. televizor	1. телевидение; 2. телевизор
tell jokes <i>v</i> [tel ˈdʒəʊks]	hajviyalar aytmoq	рассказывать шутки
tell lies <i>v</i> [tel ˈlaɪz]	aldamoq, yolg'on gapirmoq	обманывать
tension <i>n</i> [ˈtenʃn]	zo'riqish	напряжение
terrace <i>n</i> [ˈterɪs]	1. terrasa, pog'ona-pog'ona bo'lib turadigan; 2. ayvon, peshayvon; 3. ko'cha bo'ylab qurilgan uylar	1. терраса, уступ; 2. терраса, веранда; 3. ряд домиков вдоль улицы
terrible <i>adj</i> [ˈterəbl]	dahshatli, yomon, qo'rqinchli	страшный, ужасный
terror <i>n</i> [ˈterə]	qo'rqinch, terror	ужас, террор
test-drive <i>n</i> [testdraɪv]	sinov uchun haydash mashqi	испытательный пробег
thankful <i>adj</i> [θæŋkfl]	minnatdor	благодарный
be thankful <i>v</i>	minnatdor bo'lmoq	быть благодарным
that <i>conj</i> [ðæt, ðæt]	(bog'lovchi) -ki; -ligi, -ligini	что; чтобы
that <i>pron</i> [ðæt]	1. bu, shu, ushbu, ana shu; 2. ...gan, qaysiki, ya'ni	1. это, эта, этот; вот что; 2. который, которая, которые
that day <i>n</i> [ðæɪdeɪ]	o'sha kuni	тот день
theatre <i>n</i> [θiətə]	teatr	театр
theatre-lover <i>n</i> [θiətələvə]	teatmi yaxshi ko'ruvchi	театрал
theme <i>n</i> [θi:m]	mavzu	тема
thief <i>n</i> [θi:f]	o'g'ri	вор
think <i>v</i> [θɪŋk]	1. o'ylamoq, fikrlamoq; 2. ...deb o'ylamoq (bilmoq)	1. думать, мыслить; 2. полагать, считать
thriller <i>n</i> [θrɪlə]	triller, qo'rqinchli film	триллер
thrilling <i>adj</i> [θrɪlɪŋ]	ajoyib	замечательный
through <i>prep</i> [θru:]	orqali	через, сквозь
throughout <i>prep</i> [θru:'aʊt]	butun	повсюду, по всему
throw <i>v</i> [θrəʊ]	1. uloqtirmoq, otmoq; 2. (o'zini) tashlamoq, tashlanmoq, otarmoq	1. бросать, кидать; 2. бросаться, кидаться
throw away [θrəʊ ə'veɪ]	otib yubormoq	выбросить
thyroid <i>n</i> [θaɪrɔɪd]	qalqonsimon bez	щитовидная железа
tight-rope walker <i>n</i>	dorboz	канатоходец
[ˈtaɪt-rəʊp'wɔːkə]		
tinsel <i>n</i> [ˈɪnzl]	zar ip (archa bezagi)	мишура
tired <i>adj</i> [taɪəd]	charchagan, horigan, toliqqan	усталый, утомлённый

tobacco *n* [tə'bækəʊ]  
 together *adv* [tə'geðə]  
 tonight *adv* [tə'naɪt]  
 top *n* [tɒp]  
 topic *n* ['tɒpɪk]  
 toss *v* [tɒs]  
 total *n* ['təʊtəl]  
 tourist *n* ['tuəɪst]  
 tradition *n* [trə'dɪʃən]  
 traditional *adj* [trə'dɪʃənəl]  
 tragedy *n* ['trædʒɪdɪ]  
 trait *n* [treɪ, treɪt]  
 translate *v* [træns'leɪt]  
 transport *n* ['træns'pɔ:t]  
  
 transport *v* [træns'pɔ:t]  
 traveler *n* [træ'velə]  
 treat *n, v* [tri:t]  
  
 tribe *n* [traɪb]  
 trick *n, v* [trɪk]  
 trick or treat [trɪk:tri:t]  
 truthful *adj* ['tru:θfl]  
 tube *n* [tju:b]  
 tuberculosis *n*  
 [tju:bə:kjə'ləʊsɪs]  
 tune *n* [tju:n]  
 turkey *n* ['tɜ:ki]  
 turn *n* [tɜ:n]  
 TV guide [tv'gɑ:d]  
 twice *adv* [twɑ:s]  
 twilight *n* ['twɑɪlaɪt]  
 twist *v* [twɪst]  
 typical *adj* ['tɪpɪkl]  
 tyre *n* ['taɪə]

tamaki  
 birga, birgalikda, birgalashib  
 (bugun) kechqurun  
 cho'qqi, yuqori  
 mavzu, muhokama mavzusi  
 otmog, uloqirmog  
 butun (yaxlit); yig'indi, jami  
 turist  
 an'ana, urf, odat  
 an'anaviy  
 tragediya; fojia, falokat, dahshat  
 xoslik, xususiyat  
 tarjima qilmoq  
 1. (transportda) tashish; 2. trans-  
 port vositasi  
 tashib bormog (transportda)  
 sayohatchi, sayyoh  
 1. siylov; siylamoq; 2. muomala  
 qilmoq  
 qabila, urug', aymog  
 1. ayyorlik; 2. aldamoq  
 aldov yoki siylov  
 rostgo'y  
 1. truba, quvur; 2. metropoliten  
 sil (*kasallik*)  
  
 kuy  
 kurka  
 1. burilish; 2. navbat  
 television dastur  
 ikki marta, ikki karra, ikki hissa  
 oqshom  
 buramoq  
 odatdagi, tipik, o'xshash  
 shina

табак  
 вместе, совместно  
 сегодня вечером  
 верх  
 тема; предмет обсуждения  
 подбрасывать  
 целое; итог  
 турист  
 традиция  
 традиционный  
 трагедия  
 черта  
 переводить  
 1. перевозка; 2. транспорт  
  
 транспортировать  
 путешественник  
 1. угощение, угощать; 2. отно-  
 ситься  
 племя, род  
 1. хитрость; 2. обманывать  
 трюк или угощение  
 правдивый  
 1. труб(к)а; 2. метрополитен  
 туберкулез  
  
 мелодия  
 индюшка  
 1. поворот, изгиб; 2. очередь  
 телевизионная программа  
 дважды; вдвое  
 сумерки  
 вертеть  
 типичный, типический  
 шина

## U

UFO *n* (*unidentified flying  
 object*) ['ju:fəʊ, ju:efəʊ]  
 ugly *adj* [ʌgli]  
 unable *adj* [ʌ'neɪbl]  
 under *prep* [ʌndə]  
 underground *n*  
 [ʌndə'graʊnd]  
 universe *n* ['ju:nɪvɜ:s]  
 unkind *adj* [ʌn'kaɪnd]  
 unlike *prep* [ʌn'lɑ:k]  
 unnecessary *adj*  
 [ʌn'nɛsəəri]

NUJ (*noma'lum uchuvchi jism*)  
 xunuk, badbashara  
 qila olmaydigan, uquvsiz, no'noq  
 tagida, ostida  
 metro, yer osti yo'li  
  
 koinot  
 zolim, shafqatsiz, johil, yovuz  
 ...ga o'xshamasdan  
 keraksiz

НЛО (*неопознанный летаю-  
 щий объект*)  
 уродливый  
 неспособный; не умеющий  
 под  
 метро, подземка  
  
 вселенная  
 злой; недобрый, жестокий  
 не такой, как  
 ненужный

<p>unseen <i>adj</i> [ʌn'si:n]  unsmiling <i>adv</i> [ʌn'smaɪlɪŋ]  unusual <i>adj</i> [ʌn'ju:ʒuəl]  unveil <i>v</i> [ʌn'veɪl]</p> <p>unwanted <i>adj</i> [ʌn'wʌntɪd]</p> <p>up to date <i>adj</i> [ʌp'tə'deɪt]  Uranus <i>n</i> ['juərənəs,  ju'renəs]  useful <i>adj</i> ['ju:sfɪl]</p>	<p>ko'rinmas, ko'zga ko'rinmaydigan  kulmasdan, jiddiy  noodatiy, g'alati  1. yoping'ich, pardani yechmoq;  2. (<i>haykalni</i>) tantanali ochmoq</p> <p>1. tashlandiq, qarovsiz; 2. istalmagan, xohlانmagan, kerak bo'lmagan zamonaviy, eng so'nggi  Uran (<i>sayyora</i>)</p> <p>foydali, kerakli, yaroqli</p>	<p>невидимый, невидный  серьёзно, не улыбаясь  необычный  1. снимать покрывало, вуаль; 2. (<i>монумент</i>) торжественно открывать  1. заброшенный; 2. ненужный, нежеланный  современный  Уран (<i>планета</i>)</p> <p>полезный, пригодный</p>
<b>V</b>		
<p>valuable <i>adj</i> ['væljuəbəl]  value <i>v</i> ['vælju:]  variety <i>n</i> [və'reɪtɪ]  a variety of <i>n</i> [əvə'reɪtɪəv]  varsity <i>n</i> ['vɑ:sɪtɪ]  Venus <i>n</i> ['vi:nəs]  viewer <i>n</i> ['vi:jə]  villain <i>n</i> ['vɪləɪn]  violin <i>n</i> [vaɪəlɪn]  vocabulary <i>n</i> [və'kæbjʊləri]  voice <i>n</i> [vɔɪs]</p>	<p>qadri, qimmatli  qadrlamoq  turli xillik  turli xil  universitet  Zulro, Venera (<i>sayyora</i>)  sharhlovchi  yovuz, yaramas  skripka  lug'at, lug'at boyligi  ovoz</p>	<p>ценный  оценивать  разнообразие  разнообразный  университет  Венера (<i>планета</i>)  обозреватель  злодей, негодяй  скрипка  словарь, словарный запас  голос</p>
<b>W</b>		
<p>walk on stilts <i>v</i>  [ˌwɔ:kən'stɪltɪz]  war <i>n</i> [wɔ:]  wardrobe mistress <i>n</i>  [ˌwɔ:drəʊb'mɪstrɪs]  watch <i>v</i> [wɒtʃ]  waterway <i>n</i> ['wɔ:təweɪ]  wave <i>v</i> [weɪv]  wealth <i>n</i> [welθ]  will <i>n, v</i> [wɪl]  windmill <i>n</i> ['wɪnd,mɪl]  wise <i>adj</i> [waɪz]  witch <i>n</i> [wɪtʃ]  wood <i>n</i> [wud]  wood chips <i>n</i> [ˌwudtʃɪps]  work <i>n</i> [wɜ:k]  worm <i>n</i> [wɜ:m]  worry <i>v</i> ['wɒri]  worth <i>adj</i> [wɜ:θ]  wrap <i>v</i> [ræp]  www.ft.com</p>	<p>cho'p oyoqda yurmoq</p> <p>urush  (<i>jeatrdə</i>) garderob bekasi,  kostumer ayol  kuzatmoq, qarab turmoq  kanal, daryo  1. silkimoq (qo'l); 2. hilpiramoq  boyluk, farovonlik  xohish, istak; xohlamoq, istamoq  shamol tegirmoni  dono  jodugar  yog'och; o'rmon, daraxt  yog'och qipig'i, bo'laklari  1. ish; 2. asar (san'at)  qurt  tashvish tortmoq, xavotirlanmoq  arzigulik  o'tamoq  Internet manzillaridan biri</p>	<p>ходить на ходулях</p> <p>война  костюмерша (<i>meatr.</i>)</p> <p>смотреть  канал, река  1. махать; 2. развеяться  благосостояние, богатство  желание, воля; желать  ветряная мельница  мудрый  ведьма  дерево, древесина  стружки, щепки  1. работа; 2. произведение  червяк  беспокоиться  достойный  заворачивать  адрес в Интернете</p>

**Ijaraga berilgan darslik holatini ko'rsatuvchi jadval**

T/r	O'quvchining ismi va familiyasi	O'quv yili	Darslikning olingandagi holati	Sinf rahbari-ning imzosi	Darslikning topshirilgan-dagi holati	Sinf rahbari-ning imzosi
1						
2						
3						
4						
5						
6						

**Darslik ijaraga berilib, o'quv yili yakunida qaytarib olinganda yuqoridagi jadval sinf rahbari tomonidan quyidagi baholash mezonlariga asosan to'ldiriladi:**

Yangi	Darslikning birinchi marotaba foydalanishga berilgandagi holati.
Yaxshi	Muqova butun, darslikning asosiy qismidan ajralmagan. Barcha varaqlari mavjud, yirtilmagan, ko'chmagan, betlarida yozuv va chiziqlar yo'q.
Qoniqarli	Muqova ezilgan, birmuncha chizilib, chetlari yedirilgan, darslikning asosiy qismidan ajralish holati bor, foydalanuvchi tomonidan qoniqarli ta'mirlangan. Ko'chgan varaqlari qayta ta'mirlangan, ayrim betlariga chizilgan.
Qoniqarsiz	Muqovaga chizilgan, u yirtilgan, asosiy qismidan ajralgan yoki butunlay yo'q, qoniqarsiz ta'mirlangan. Betlari yirtilgan, varaqlari yetishmaydi, chizib, bo'yab tashlangan. Darslikni tiklab bo'lmaydi.