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Fly High

ENGLISH 9

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Xalq ta'limi vazirligi tasdiqlagan

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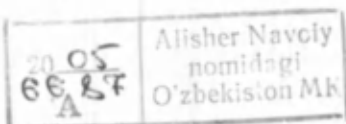
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Dear Pupil,

Welcome to *Fly High 9*.

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 cassette which you can use with your teacher or at home to develop your listening skills.

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

We hope you will enjoy using this course and that your own English will continue to fly even higher!

Have fun.

The Authors

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1 COMMUNICATIONS

Lesson 1 On the telephone

1a Look and match.



- 1 telephone
- 2 the emergency services
- 3 fire brigade
- 4 ambulance



1b Work in groups. Ask and answer the questions.

- 1 Do you have a telephone at home?
If not, where do you go to make a telephone call?
- 2 If so, what kind of telephone have you got?
- 3 What is your telephone number?
What is the telephone number of your school?
What is the emergency number for the police, fire brigade or ambulance?
- 4 Do you use the telephone?
If so, who do you talk to on the telephone?
Why do you talk to them?
Do you use the telephone often?
How many phone calls did you make yesterday?
- 5 Do you enjoy making and receiving phone calls?
- 6 Do you ever speak in English on the telephone? If so, what words or phrases do you use?

2a Copy and read. Listen and write answers to the questions.

- 1 Who does Jane telephone?
 - 2 Why does she telephone?
- S: (ring, ring) Hello. Basilidon
 J: Hello. ..., please?
 S: Yes.
 J: Hi, It's Jane here.
 S: Oh, hi. How are you?
 J: Fine, thanks. I'm phoning to say ...
 I wish you happiness, health, success and all the best in the world.
 S: Thanks.
 J: Have a wonderful day. Bye.
 S: ...



2b Listen again and write:

- 1 What you say when you answer the telephone.
- 2 How you ask for the person you want.
- 3 How the person tells you that they are on the line.

3 Work in pairs. Sit back to back. Take turns to phone each other.

Phone your friend. Wish him/her 'Happy New Year!'

Phone your friend. Ask him/her to go shopping with you.

Phone your friend. Ask him/her to go to a concert with you.

Phone your friend. Ask him/her to help you with your homework.

4a Copy and read. Listen and say what the problem is.

J: Hello. It's John here. Could I speak to Nick, please.

P: I'm sorry. ... Can I ... ?

J: Yes. Could you tell him John called.

Could you ask him to ...

P: OK. I'll tell him. Goodbye.

J: Bye.

2c Listen again and write how they finish the conversation.

- 2d Translate the conversation. Say what is similar and what is different between telephone conversations in your language and in English.

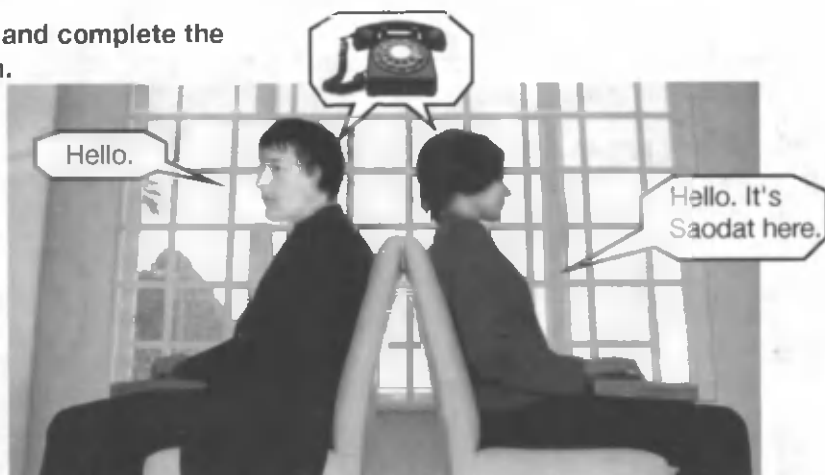
4c Translate the conversation.

4d Work in pairs. Take turns to phone each other.

Phone your friend. S/he is not there. Leave a message.

Phone your friend. S/he is not there. Leave a message.

4b Listen again and complete the conversation.



Homework

Write the telephone conversations in order.

A: Hello. Could I speak to Chris, please.

C: Hello. Cambridge 390485.

A: 6.30.

C: OK. See you then. Thanks for calling.

A: Bye.

C: Speaking.

C: Bye.

A: Oh, Chris, hello. There's a football match on TV tonight. Would you like to come and watch it with me?

C: Yeah. I'd love to. What time is it on?

S: Goodbye.

M: You're welcome. Goodbye.

S: Yes. Could you tell her that Susan called and I'll call back again later.

M: OK, I'll tell her.

M: Hello. Cambridge 394822.

S: Hello. It's Susan here. I'd like to speak to Victoria, please.

S: Thanks.

M: Sorry, she's out. Can I take a message?

Lesson 2 Business phone calls

1a Look and match.

answerphone mobile phone
telephone directory

1b Work in groups. Ask and answer the questions.

- 1 Have you used a telephone directory? What can you find in it?
- 2 Have you ever used a mobile phone? Do you know anyone who has a mobile phone?
- 3 Have you ever seen an answering machine? What does it do?



- 4 Have you ever talked to an answering machine? If so, what was the message you heard? What was the message you left on the machine?

1c Jamila phones Uztech International. Listen and say what the problem is.

1d Jamila phones again later, but there is still a problem. What is it?

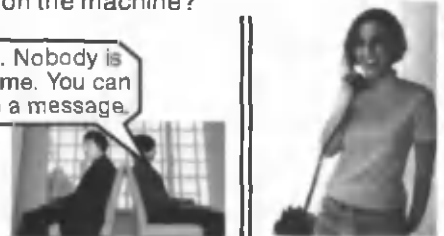
1e Work in pairs. Think of a name for your company. Take turns to phone the company and say the answerphone message.

2b Read and match the telephone calls and the messages.

- 1 A: Hello.
P: Could I speak to Mr. S..., please?
A: I'm sorry, he isn't here at the moment. Can I take a message?
P: It's Mr. Procter. Please ask him to ring me back as soon as possible.

- 2 K: Hello. Could I speak to Mr. S...?
R: I'm afraid Mr. S... isn't here today.
K: Is that Rosa?
R: Yes. Who's speaking, please?
K: It's Kate here, Mr Petrov's secretary. How are you, Rosa?
R: Fine, thanks. Can I help you?
K: Yes. Could you give Mr. S... a message?

Hello. Nobody is at home. You can leave a message.



2a Find the expressions in the Wordlist.

hold on wrong number

- A: I'm sorry I didn't get your name. It's a bad line. Could you spell your name, please?
P: P - R - O - C - T - E - R.
My telephone number is 0207-135545.
A: Right. I'll tell him.
P: Thanks very much. Goodbye.
A: Goodbye.

- R: Certainly.
K: I'm phoning about the meeting tomorrow at 10. Ask him to come to our office, please.
R: OK. I'll tell him.
K: Goodbye, then.
R: Bye.

a Message

Date: 10 September
For: Mr Smirnov
From: Mr Petrov
Message: Please go to Mr Petrov's office tomorrow at 10.00

b Message

Date: 10 September
For: Mr Smith
From: Mr Procter
Message: Please call him back on 0207-135545.

2c Listen to the telephone calls and note down each message.

Lesson 3 At the post office

1a Work in groups. Ask and answer.

- How far is the local post office from your place?
- When did you last go to the local post office? What did you do there?
- What can you do there?

1b Read and say what the dialogue is about.

- A: Excuse me, I'm in Tashkent for the first time and I want to go to the main post office. How do I get there?
- B: It's not far from here. Go along this street as far as the bank and then turn right. You'll see it on the opposite corner.
- A: Thank you very much.
- B: You're welcome.

1c Work in pairs. Ask and answer.

You are a new pupil at the school. You want to get to:
 the nearest post office to your school
 the nearest post office to your home

2b Which of these things have you done in a post office?

3a Read and find the words and expressions in the Wordlist and write the translation.

cash a postal order weigh/weight sign/signature by air mail
 an express telegram a registered letter per kilo

3b Listen to the four conversations in the post office and say what the customer does in each one.

- a send a registered letter c send a parcel by airmail
 b send a telegram d cash a postal order

4 Work in pairs. Take turns to be a customer and clerk in the post office.

You want to send a letter. You want to send a parcel.
 You want to cash a postal order. You want to send a telegram.

Homework

(for lesson 2)

Read the phone conversation and write the message John leaves for Jane.

- Gemma: Hello. I'd like to speak to Jane, please.
 John: Hello, Gemma. It's John here. Jane's brother. I'm sorry Jane's out. Can I take a message?
 Gemma: Yes, please. Can you tell her she's invited to my birthday party on Saturday.
 John: That sounds nice. What time?
 Gemma: At 6.
 John: OK. I'll tell her. Bye.
 Gemma: Goodbye and thanks.

2a Read the poster and say what you can do in a post office.

Distance	ordinary	air mail
up to 600 km	60 soums	80 soums
More than 600 km	80 soums	132 soums

Complete telegram and registered letter forms.



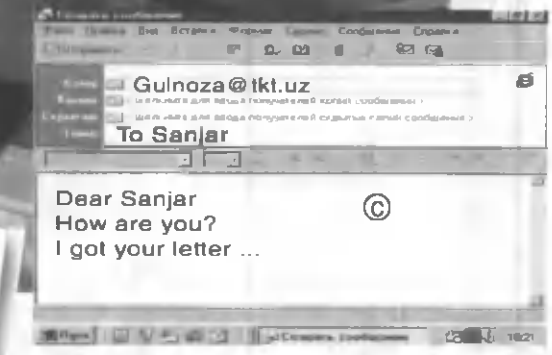
Lesson 4 Letters

1a Answer the questions.

- 1 Do you have computers at school/ college/home?
- 2 Can you work with a computer?
- 3 Do you use e-mail?
- 4 Do you use the Internet? If yes, what for?

1b Match the pictures with the words.

- | | |
|------------|---------------|
| 1 e-mail | 4 computer |
| 2 post box | 5 letter |
| 3 fax | 6 fax machine |



ATTENTION: ⓔ

Mr Shaykat Akhmedov
 Fax no:
 Address:
 Date:

2a Match the phrases and what they are used for.

e.g. 1 Greeting Dear ...

- | | |
|-------------------------------------|---------------------------------------|
| 1 greeting | 6 giving bad news |
| 2 making reference to something | 7 showing it is the end of the letter |
| 3 explaining the reason for writing | 8 referring to future contact |
| 4 apologising | 9 closing |
| 5 giving good news | |

Unfortunately ...

I am pleased to tell you ...

Dear ...

I apologise for ...

Thank you for your letter of 22 September ...

I'm looking forward to seeing you ...

I am writing to tell you about ...

Yours sincerely

Please let me know ...



Dear Kate
 I am glad to get a letter from
 you. I was in London this
 month so...

①



2b Can you think of other phrases you could use? Are they more or less formal than the phrases in 2a?

2c Write the letter in the correct order. Is it a fax, a postal letter or an e-mail?

With best wishes, Rustam

Date: 26 09 2002

I'm very sorry I haven't been able to write for a long time. I

I'm looking forward to seeing you soon.

Thank
 ver.

Congratulations! I'm very glad that you were successful in the competition and that you'll come to England to study.

I like Bristol very much and I'm sure you won't be bored here. It's great being near the seaside in the summer.

successful in the competition and that you'll come to England to study.

Dear Lobar

To: Lobar

If you would like any information about the city or anything else, please contact me. I'll be pleased to help you.

Thank you for your kind letter.

I want to show you everything, and I want you to meet all my friends. I didn't know that I could make so many friends here.

Subject: Your trip to Bristol.

Homework

1 This is the letter that Lobar wrote to Rustam. Find the hidden message.

DEARRUSTAMITWASGREATTOHEARFROMYOUTHANKSFORYOURCONGRATULATION
 SIMPLEASEDTOINFORMYOU THAT I AM ARRIVING IN THE CITY ON 12TH OCTOBER!
 HOPE THAT YOU'LL HELP ME WITH EVERYTHING THERE I'LL HAVE LOTS MORE TO TELL YOU
 WHEN I COME I'M LOOKING FORWARD TO MEETING YOU SOON LOBAR.

2 Write the letter with correct punctuation and capital letters where appropriate.

Lesson 5 Fax, Internet, e-mail ... what next?

1a Work in groups. Ask and answer. Look at the pictures in Lesson 4.

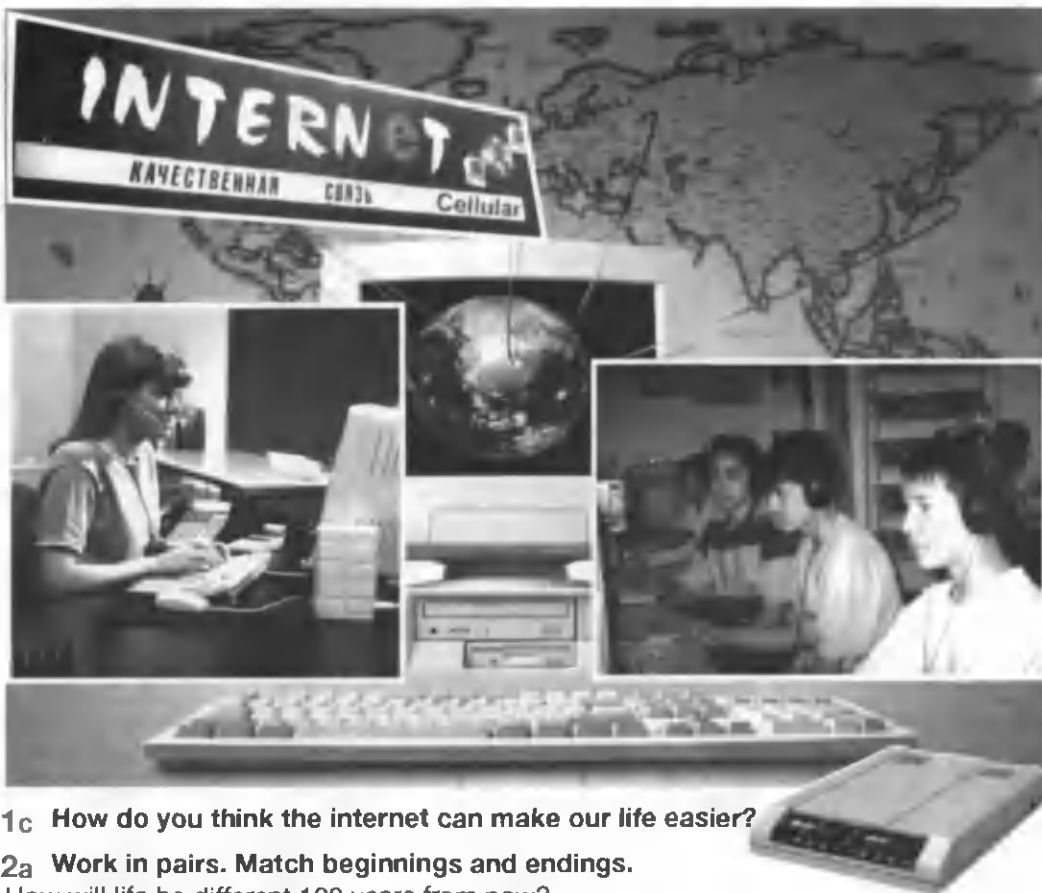
- 1 Which of the ways in 1b is the quickest way to send a message?
- 2 Which of the ways is the cheapest way to send a message?
- 3 Which is the easiest way to send a message?
- 4 Which ways have you used?
- 5 When did the idea of the Internet begin?
- 6 Which year did we begin to use the internet in Uzbekistan?

1b Read and check.



The Internet was invented in the late 1960s by the US Defense Department's Advanced Research Projects Agency. In 1969, there was a network of just four mainframe computers. A mainframe computer is a large, powerful computer, shared by many users. The idea of the electronic mailbox was born when users looked for a way to talk to each other electronically. By 1984, the Internet had begun to develop into the form we know today. Electronic mail is much faster than traditional mail, because once the message is typed out, it arrives in the electronic mail box of the recipient within minutes. It's better to use e-mail to contact friends rather than phone them, because e-mail is cheaper for long distances than the phone. People can share their interests through the Internet and it makes it very easy to exchange ideas and information. Internet access in Uzbekistan began around 1997.

The fax machine is a very convenient aid to contact companies and friends because messages are transmitted immediately. Fax machines work like photocopiers. They make a copy of a document and then send it down a telephone line to another fax machine. In this way they can send and receive information from each other. You can send any kind of things by fax, but it is more expensive than e-mail.



1c How do you think the internet can make our life easier?

2a Work in pairs. Match beginnings and endings.

How will life be different 100 years from now?

e.g. 1 Many people will live on the Moon in 2112.

1 Many people will live

2 All our news will

3 Everyone will

4 Maybe even newspapers will

5 Not only schools but kindergartens will

6 Each family will

7 People will

8 Computers will

a translate from one language to another.

b on the Moon in 2112.

c come through computers.

d also have computers.

e have a computer for each of their children.

f have disappeared.

g own a mobile phone.

h have their holidays on Mars and Jupiter.

2b Work in groups. Imagine you are in 2112. Use the expressions in the cloud.

Live on Mars/to exchange information on computers/each person will have their own supercars, they will run on water too/spend holidays on Pluto/robots will help with the housework.

Talk about

Where you will live

What kind of newspapers/TV-sets/computers/transport/telephone you will have

Where you will spend your holiday

Do you think that robots will do the housework

Do you think that the future will be happy

Homework

Imagine that you are in 2112. Write a diary about your day off.

Lesson 6 The future language

1a Read the interview.

- Reporter:** You know that millions of people all over the world speak English as a foreign or second language. We are interested in speaking English in the next century. So we interviewed teenagers about how they imagine the future multi-lingual society and if English will still be important in the future. Here is what they said.
- Nodir:** I think languages change all the time. English is changing very quickly. But we need an International language. So I think English will continue to be the International language. It is the language of many countries – the USA, Canada, Australia, the UK, New Zealand, and an official language of many others such as South Africa.
- Zokir:** The language in the next century? I think it depends on people. There are more than one billion people in China. It's the biggest single group in the world. I think Mandarin Chinese will be the International language in the future. And there are a lot of Spanish speakers too in Latin America and Central America – in the United States it's the fastest growing language ... I'm not sure ...
- Allie:** I like English very much. I began learning English at kindergarten. But there are so many English words and expressions to learn and they are changing very quickly. Sometimes I feel sorry that it isn't my first language. But I'm very happy I can speak English fluently now. I think English will be the first language in future too.
- Nargiza:** English is the future? I don't know. I try to speak English well but I know I make a lot of mistakes. That's why I am shy about speaking English but I'm a first year student at the moment. Maybe in four or five years I'll be able to speak it fluently. I want English to be an International language.
- Sobir:** English is the first world language? Maybe. I've never thought about it.
- Nigora:** Everyone will speak English soon. The world is a very small place. We all need to understand each other. English will be the first world language in future. I'm sure of it because it's the language of computers and business, of diplomacy – all the big agencies like the UN, the World Health Organisation, the World Bank and Asian Development Bank, NATO – they all work in English, international conferences for most subjects are in English – medicine, law, banking. I think English has a bright future!

1b Work in groups. What do you think? Discuss your ideas and give reasons for your opinions.

1c Write an essay on the theme 'What is the future of English as a world language?'

Make sure you understand the task.

For example, this is a disguised 'for and against' composition. So you should write reasons why English might be a future world language and why it might not.

2 Collect some facts to support your view.

e.g. How many people in the world speak Chinese, Spanish, English as mother tongue, English as a foreign language – and compare them.

Homework

Prepare for the Progress Check.

3 Organise your ideas and your writing.

- 1 Write an opening sentence which says ...
- 2 Write a sentence which says what the first paragraph will be about ...
- 3 Then give your ideas with supporting evidence.
- 4 Then write another paragraph with other views and the supporting evidence for them.
- 5 Write a final paragraph where you weigh up the evidence and give your conclusion.

4 Plan the language you will use.

facts – simple present
possibilities – may/might/could be
predictions – will

5 Write your first draft.

6 Read and check it. Ask yourself:

Is it logical? Are the ideas in a suitable order?
Do you need to give more evidence?
Have you repeated any ideas?

7 Give your work to a friend to check.

Unit 1 Grammar

Grammar Exercise 1

Use verbs from the cloud to complete the sentences.

Use each verb once.

ask find out tell get give wish
invite say

e.g. I'm phoning to tell you there's an interesting programme on TV.

- 1 I'm phoning ... you there's an interesting programme on TV.
- 2 I'm phoning ... you 'Happy Navro'z'.
- 3 I'm phoning ... you a message for Raisa.
- 4 I'm phoning ... you to a party on Saturday.
- 5 I'm phoning ... some help with my homework.
- 6 I'm phoning ... hello and find out all the news.
- 7 I'm phoning ... if you are feeling better.
- 8 I'm phoning ... if you are going to the party tonight.

Grammar Exercise 2

Read the message and write the telephone conversation.

Mum

Anora phoned this morning to wish us 'Happy Navro'z'. She said her family is going to cook palov this evening. She told me that her family invited us to go to their house to have palov at 6 o'clock. I told her we would be happy to visit them and that we were looking forward to it.

Grammar Exercise 3

Write definitions.

e.g. A fax machine is a machine which can send photocopies of letters and papers to another fax machine in a different place.

- 1 An answerphone
- 2 A telephone directory
- 3 A post office
- 4 A registered letter
- 5 An e-mail
- 6 A mobile phone

Grammar Exercise 4

1 Read the examples and the explanation.

Do you have a telephone at home?
If so, what kind of telephone have you got?

If not, where do you go to make a telephone call?

'So' and 'not' are words which can be used to replace a clause.

They are used to give short answers.

2 Give suitable short answers with 'so' and 'not' and the verbs in the cloud.

be afraid expect hope think

e.g. Are you a good cook?

I think so./I'm afraid not.

- 1 Are you a good singer?
- 2 Are you a good friend to have?
- 3 Are you a careful person?
- 4 Do people complain about you for any reason?
- 5 Are you successful?
- 6 Do people enjoy your company?
- 7 Are you good at English?
- 8 Have you got all these answers right?

Word Building

- 1 Find four n+n combinations with telephone in this unit.
- 2 Translate these word combinations.

2 THE WORLD OF WORK

Lesson 1 Attitudes to work

1 What do your parents do?

e.g. My father's an engineer and my mother's a doctor. What about yours?

2a Answer the questions.

- 1 Why do your parents work?
- 2 What is work?
- 3 What is the difference between work, a job and a profession?
- 4 What is the difference between a wage and a salary?

2b Read and choose three statements which define work.

- work is what you do every day as a paid job
- work is anything that you get paid for
- work is what you don't enjoy doing, but have to do
- work can be anything – cooking, washing clothes, gardening – the things we have to do in our daily life
- work is hard – it's what we do outside our free time
- work is the opposite of leisure

3a Read people's opinions about their job and find who:

- 1 sometimes earns a lot of money.
- 2 thinks that she doesn't get enough money for the job.
- 3 gets more money than just a salary.
- 4 wants to find another job to get more money.

Being a high school teacher is very **demanding**. I teach five classes a day with thirty-five kids to a class. I spend my evenings preparing lessons and correcting papers. At the end of the day I am very tired but I like my job. I'm pleased by young minds. I think I should be paid more.

I enjoy working as a waitress. I like the people who visit our place and those who I work with. That's why I **keep working** here. I guess I should look for a job in a restaurant where I can get **more** money. Everything seems to be more expensive lately. I wish I had a job with **perks**.

The **construction trade union** gets me work in projects all over the city, and makes sure that I get two weeks of **paid vacations** a year plus public holidays. I make **extra** money by doing small jobs for people who need work on their houses.

Rita



Susan

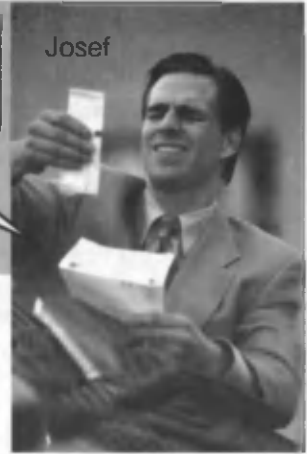


Mike



I'm a **trader** in Chicago. Trading starts at 7am and finishes at 3.15pm. The whole time I'm competing against other traders to buy and sell. I have to be very **aggressive**, and my job is very stressful, but the work is exciting... I like risk, and I can make a lot of **money**.

Josef



3b Read again. Guess the meaning of the words in bold and the part of speech. Then check your guesses in the Wordlist. Say how you could guess.

3c Say why Susan, Rita, Mike and Josef like their job.

4a Read and find what kind of job you would like/not like.

- | | |
|----------------------------------|---|
| 1 work in an office | 7 work during the evening and at weekends |
| 2 work outdoors | 8 work for a big company |
| 3 work indoors | 9 have a lot of responsibility |
| 4 deal with a lot of people | 10 help people |
| 5 spend a lot of time travelling | 11 work with my hands |
| 6 work with children | 12 wear a uniform |

4b Work in pairs. Share your ideas about jobs.

e.g. I would enjoy working outdoors, because...

Homework

1 Write what you would like to be and the qualities you need for that job.

I would like to be a ...

- It would be ... (fun, a challenge, dangerous, different every day)
- I would have to be ... (good with my hands, good at listening, strong)
- I would be able to ... (make things, help people, travel, make a lot of money)
- I would enjoy it most when I ... (did things well, went on a holiday, was outside)
- I would not enjoy it when I ... (made a mistake, got cold, had to work late)
- My boss would expect me to be ... (on time, careful, smart, polite)
- I would have to wear ... (smart clothes, everyday clothes, a special uniform)
- I prefer to work ... (on my own, with other people, in an office, slowly)

2 Interview your parents. Write answers.

Look at 3a.

- job/profession
- qualities they need
- why they chose their job

e.g. Qudrat G'afurov, father, a driver. He became a driver because he likes to travel and he likes big cars. He has a big lorry/truck. He likes engines. He would rather work on his own. He thinks a driver must be strong, clever and careful on the road.

Remember:

Find **someone who** earns a lot of money.
I wouldn't like a **job where** I have to wear a uniform.
Work is **anything that/which** you get paid for.
I don't want a **job which** is very demanding.

Lesson 2 Personal qualities and jobs

1a Read the words and guess the professions.

Do you know any more which end in -ist?

biology – biologist economy – economist sociology-sociologist ecology – ecologist
hair style - stylist

1b Say what you know about these professions.

e.g. A biologist is a person who studies people's bodies, animals and plants.

1c These professions are popular today in many countries. Why?

e.g. An ecologist works with the environment. Maybe s/he checks pollution or organises the protection of trees or animals. Pollution is a problem for us now.

2 Say what you want to be and why.

3a Read the extract from the book 'How to choose a profession' and choose the main idea.

1 how to get a job in a shop

2 how to choose the right job

3 about personal strengths and weaknesses

4 how to become an engineer

It's not difficult to see that having certain abilities means that you can do certain jobs much better. If you have an ability to make friends quickly and get on with other people, it would be easier for you to work in a shop. If you are good at technical machinery and interested in operational problems you should be an engineer. We should think about our personal strengths and weaknesses so that we can choose something more in line with our natural abilities.

3b Read and identify your personal qualities.

I enjoy physical activity. I am active.

I like to be around a lot of people.
I am sociable.

I have a lot of energy. I am energetic.

I like to be around children. I am fond of children. I am good with children.

I enjoy being outside. I am an outdoor type.

I like to talk on the telephone. I am good with people.

I like sitting at a desk. I am good at paperwork.

I am a quiet person. I am quiet.

I like to fix things and figure out how things work. I am good at problem-solving.

I like being around animals and taking care of animals. I am fond of animals. I am good with animals.

3c Write what qualities you need for your future profession.

e.g. I want to be a teacher. A teacher should love children, be patient and open-minded.

4a Listen to the interviews and copy and tick the qualities people need for their job.

Quality you need for your job	Mary Cliff a hair stylist	Mark Davis a waiter	Sarah Hodson a clerk
have a friendly manner be smart be strong be pleasant be polite be interested in fashion and beauty be responsible			



4b Write the qualities people need for these jobs:

1 dentist 2 lawyer 3 policeman 4 computer programmer



4c Work in groups. Choose who in your group could be a doctor, a lawyer, a policeman or a computer programmer. Explain why.

Homework

Interview your parents. Ask what qualities they need for their job.

Write a report.

Remember:

- I am good at paperwork/problem-solving.
- I am good with people/animals/children/machines.
- I am interested in fashion and beauty.
- I am fond of children/animals.
- I am active/strong/polite.

Lesson 3 Applying for a job

1a Answer the questions.

- 1 Where can you find information about different jobs?
- 2 What do you know about applications and interviews?

2a Answer the questions.

- 1 What should you wear for the interview?
- 2 How should you behave at the interview?

2b Read the suggestions about what not to wear for an interview and how to behave.

- no hats
- no sunglasses
- not too much jewellery
- no food, drink or gum
- no mobile phones
- be on time
- try to look relaxed
- look directly at your interviewer from time to time
- if you do not understand a question, ask for an explanation
- if you have no questions, say that you have all the information you need
- thank the interviewer and smile
- if you are not successful, it might be useful experience for the future

1b Listen to the interview and complete the application form.

Application form

First name:

Surname:

Sex:

Date of birth:

Address:

Phone number:

When can work:

Character/Personality:

Interests:

2c Work in pairs. Write other suggestions about clothes and behaviour.

3a Look at the picture: these people have come for an interview. Choose one person and say why you chose him/her.

3b Say why you have not chosen the other people.



Homework

1 You need a childminder for your girl aged 6 from 5 to 8 every day, except Sunday. Write the questions you will ask the person you interview. e.g. What are your interests?

Remember:

If you do not understand, ask a question.
Try to relax/listen carefully/be smart.

2 Say what jobs you can do to get some money for your extra lessons or other things. e.g. I like to cook and I'd like to work in a restaurant.

Lesson 4 A day in the life of...

1a Read and guess the meaning of these words. Check them in the Wordlist and write.

full-time job part-time job flexi-time job

1b Answer the questions.

- 1 What kind of job do you want – full, part or flexi-time?
- 2 What are the advantages and disadvantages of a full/part/flexi-time job?

2a Listen to Anna Moran and say what you would like and dislike about her job.

3a Read the letter and say what 'Take your daughter to work' day is.

Dear Zilola

It was great to hear from you. I always enjoy reading your letters.

Yesterday was 'Take your daughter to work' day. It's not a holiday like Mother's Day in your country. It's the day when mothers (and fathers) take their daughters to work with them. The daughters spend the whole day with them at work. They see what their parents do and they begin to understand the world of work. Everyone takes part in it when they are in year 11 at school, that is when they are 15-16. It helps us to prepare for getting a job.

I really enjoyed the day. When we arrived at work there were other women with their daughters. It was interesting to see what it is like to be in an office all day, to answer the phone, to type a letter and I did some filing too, which was a bit difficult. I found out I'm not very good at a,b,c ... I was very proud to see that people respect my mother for her efficiency and her pleasant manner, which helps her to solve problems. Now I know what she means when she talks about 'her team' and being part of a team. They all work together, helping each other. It was a nice feeling. I felt part of it too. We took some photos, which I'll send next time I write.

Looking forward to hearing from you soon.

Love

Christy Moran

2b Listen again and complete Anna's timetable for a day.

e.g. 7.30 am - Anna gets up
8.30 am 9.00 am 11.00 am
8.45 am 10.30 am 11.30 am

2c Answer the questions.

- 1 Do your parents have a full/part/flexi-time job?
- 2 How do your parents get to work?
- 3 Have you ever visited the place where they work?



3b Answer the questions.

- 1 Why does Christy like 'Take your daughter to work' day?
- 2 Why does she think it is useful for her to spend a day at work with her mother?

3 Why is Christy proud of her mother?

4 Work in groups. Ask and answer the questions.

- 1 Have you ever visited your parents' workplace? Would you like to?
- 2 What do you want to know or learn there?
- 3 Do you want to do the same job as your parents? Why/why not?

Remember:

a part-time job n+n=adj n

It's the day when ...

I took some photos, which I'll send next time.

Homework

Interview your parents and write about their working day.

Lesson 5 A worthwhile job

❏ 1a Work in groups. List the most popular professions in Uzbekistan.

1b Say why you think these professions are popular.

❏ 2a Copy and complete the table for these professions.

10=most useful, 1=least useful

pop singer teacher cleaner mechanic fireman policeman journalist shop worker

Job	How useful	How much responsibility	Stress/Dangers	Qualifications/skills
e.g. doctor	10	10	8	10



2b Work in pairs. Compare your table with your partner's table.

e.g. I think doctors are the most useful because they are responsible for people's lives and they must have good qualifications and skills.

3 You want to know more before you choose a job. Read what some people wrote in a questionnaire about their jobs and say which job you would prefer and why.

e.g. I would prefer to be a ... because I ... and because it's important ...

Questionnaire.

- 1 Name.
- 2 Job.
- 3 Brief description of the job.
- 4 What do you like about the job?
- 5 What don't you like about the job?
- 6 What abilities do you need for the job?
- 7 Is the job well-paid or badly-paid?
- 8 Are there any perks?

- 1 Ron Stewart
- 2 Engineer
- 3 Testing that electronic goods work properly
- 4 The feeling of success when difficult work is done well; a good salary
- 5 The environment in my work place.
- 6 A focus on getting the job done, ability to work in a team, being able to manage your work and yourself
- 7 The pay is OK
- 8 Not really

- 1 Oliver Bennet
- 2 Computer network manager
- 3 Supporting people who use the computer network
- 4 I love helping people to use their computers more efficiently. Also, there is something new to learn all the time.
- 5 Monday.
- 6 You must be able to work in a team. And you must be ready to work at night or early in the morning.
- 7 Could be a little more!
- 8 Free e-mail and Internet.



- 1 Julie Golos
- 2 Year 2 teacher
- 3 Teaching spelling, maths and reading.
- 4 Seeing improvements in my students. I just love to teach.
- 5 The pay is not very good. The students' behaviour and attitudes can be difficult to handle.
- 6 Patience, gentleness, love of children and teaching, desire to do everything possible to reach the students.
- 7 No.
- 8 Free breakfast and lunch.

4a Think about the job you would like to have. Write answers for the questionnaire.

4b Work in pairs. Interview each other and take notes.

Homework

Interview your parents and write a report. Use the questionnaire in 3.



Lesson 6 Project

1 Preparation

Work in groups. You are in a hot air balloon. The balloon is too heavy so all except one person must leave the balloon or it will crash. Think of reasons why you should be the person who stays in the balloon because your job is the most important for society. Write your reasons.

e.g.

- 1 I should be saved because my job is the most important. I'm a ... and a ... is a very important job.
- 2 I know ... I have ... qualification. I am strong I
- 3 When you ... I When you ... I You all need me. Without a ... you cannot ...
- 4 You don't need a ... or a You can manage without a ... but you ... can't manage without a ... so I am the most important and I must be saved.

2 Presentation and judging

a In your group, take turns to explain why you should be saved. The rest of the class will listen. When all the groups have finished, the class will vote – and you will know which one person will be saved!

- b You will listen to the members of other groups explain why they should be saved. For each group, write the name and job of the person who you think gives the best reasons to be saved.

e.g. Group1

Saadat – architect. She's right, everyone needs buildings to live in. Without them we would die of cold and heat.

3 Voting

You may vote for one person in each group to be saved. Use the notes you made while you were listening to help you. The person in each group who gets the most votes is the winner.



Homework

Prepare for the Progress Check.

Unit 2 Grammar

Grammar Exercise 1

Write about yourself.

e.g. I'm good at *telling* jokes.

in at of about on at

- 1 I'm good ...
- 2 I'm interested ...
- 3 I'm crazy ...
- 4 I'm fond ...
- 5 I'm not keen ...
- 6 I'm hopeless ...

Grammar Exercise 2

What advice would you give to a friend who is going for a job interview?

e.g. Go to bed early the night before.

Don't stay up late.

- 1 be nervous
- 2 wear old jeans
- 3 have a good breakfast – and eat it all
- 4 think of questions to ask
- 5 breathe deeply, stay calm
- 6 talk too fast
- 7 be aggressive

Now add two more suggestions of your own.

Grammar Exercise 3

What happens if ... ? These things are always true. Complete the sentences.

e.g. If you stand in the cold for a long time, you catch a cold.

- 1 If you stand in the cold for a long time, ...
- 2 If you run fast, ...
- 3 If you don't get enough sleep, ...
- 4 If you eat too much, ...
- 5 If you cool water to 0° centigrade, ...
- 6 ... , you get a headache.
- 7 ... , you get toothache.
- 8 ... , you lose weight.

Word Building Exercise 1

Answer the questions.

multi- flexi- well-

e.g. I'd like a multi-coloured dress so that you can't see any stains.

- 1 What kind of dress would you like? (colour)
- 2 What sort of job would you like? (pay)
- 3 What sort of job would you like? (hours)
- 4 If a bi-lingual person can speak two languages what do we call someone who can speak three or more languages?
- 5 What kind of secretary do you want? (organised)

Word Building Exercise 2

Write the jobs with the suffix -ist.

e.g. He looks after your teeth. He's a dentist.

- 1 He looks after your teeth. He's a ...
- 2 She works with plants. She's a ...
- 3 He works in a laboratory. He's a ...
- 4 He works with chemicals. He's a ...

3 EDUCATION

Lesson 1 Education in Uzbekistan and the USA

1 Look and answer the questions.

Types of schools	Age	Grade
Kindergarten	3 - 6	0
Ordinary school	7 - 16	1 - 9
Specialized school	6 - 16	1 - 9
Specialized boarding school	7 - 16	1 - 9
Academic lyceum and college	16 - 18	10 - 12

- 1 What types of school are there in Uzbekistan?
- 2 Did you go to kindergarten? What age do children go there?
- 3 How old were you when you started school? What is the usual age for starting school?
- 4 When you finish class 9, where will you go?



The High School That Works!

18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

2a Read about education in the USA. Guess the meaning of the words you don't know. Check your guesses in the Wordlist.

Education in the USA

There are five types of schools in the US educational system. They are: kindergarten, elementary school, middle school, high school and private school. Children go to kindergarten when they are 5 years old. They go to elementary school from ages 6 through 11 (1-5 grades), middle school from ages 12 through 14 (6-8 grades) and high school from ages 15 through 19 (9-12 grades).

About 90 percent of all children attend public school, which is free. The other 10 percent go to private schools, which often include religious education. They are similar to the public schools but parents must pay for their children to go to these schools. About half of all private schools are run by Catholics.

In the United States, education is mainly the responsibility of state and local governments, not the national government. The amount of money spent on education differs from state to state. The subjects studied also differ a little. The school year usually runs from September to June.

At the high school level, there are some specialized schools. They include schools that emphasize vocational subjects like business or auto mechanics. Most high schools are general schools. High school students are often involved in the non-academic activities that their school offers - for example, in drama clubs, sports teams, or the school newspaper.

2b Read again. Copy and complete the table for the USA.

Types of schools	Age	Grade
Kindergarten		
Elementary		
Middle		
High		
Private		

2c Work in groups. Find and discuss similarities and differences in education between Uzbekistan and the USA.

e.g. In Uzbekistan and in the USA children go to kindergarten, but in Uzbekistan they go at three years old and in the USA at five years old.

13 Find the following words on page 26. Write what these words are in British English. Check your answers in the Wordlist.

emphasize specialized auto ages 15 through 19



Homework

1a Read the Huntsville City schools School Calendar for 2001-2002. Find the following words and guess their meaning. Then check in the Wordlist.

Labor Day, In-Service, Parenting Day, Conference, Thanksgiving Holiday, Graduation

Huntsville City Schools School Calendar 2001-2002

August 13 (Monday)	Teacher Work Day
August 14 (Tuesday)	Teacher Institute (1/2 Student Day)
September 3 (Monday)	Labor Day Holiday
October 5 (Friday)	In-Service (No Students)
October 25 (Thursday)	Parenting Day (No Students)
	Parenting Conference 1:00-7:00 PM
November 12 (Monday)	Veteran's Day Holiday
November 21-23 (Wed.-Fri.)	Thanksgiving Holiday
December 20	End of First Semester (1/2 Student Day)
December 21-January 4	Holiday for Students
December 21-January 2	Holiday for Teachers
January 3 (Thursday)	Teacher Work Day (No Students)
January 4 (Friday)	Teacher In-Service (No Students)
January 7 (Monday)	School Response (Full Day)
January 21 (Monday)	Martin Luther King, Jr. Holiday
February 18 (Monday)	Presidents' Day Holiday
February 19 (Tuesday)	Parenting Day (No Students)
	Parenting Conference 1:00-7:00 PM
March 25-29	Spring Break
April 19 (Friday)	Weather Day (Teachers and Students)
May 22 (Wednesday)	Last Student Day (1/2 Student Day)
May 23 (Thursday)	Teacher Work Day
May 23-24 (Thurs.-Fri.)	Graduation

1b Write a similar calendar for schools in your place.

Lesson 2 Education in England and Wales

1a Make phrases with the word 'school' and guess the meaning.

nursery primary infant junior comprehensive.

e.g. nursery school.

1b Read and check your guesses.

Education in England and Wales

There are four types of schools in the English and Welsh education system – nursery, primary, secondary and private schools. Scotland has its own education system, which is different.

Children start school at the age of five, but there is some free nursery-school education before that age. The state nursery schools are not for all. They are for some families, for example for families with only one parent. In most areas there are private nursery schools. Parents who want their children to go to nursery school pay for their children under 5 years old to go to these private nursery schools.

Primary school is divided into infant school (pupils from 5 to 7 years old) and junior school (from 8 to 11 years old). In some areas there are middle schools instead of junior schools, which take pupils from 9 to 12 years old. Primary schools have from 50–200 pupils.

Secondary schools are usually much larger than primary schools and most children – over 80 per cent – go to a comprehensive school at the age of 11. These schools are for all. Pupils do not need to pass an exam to go to these schools. These schools are large. They have from 1,200 – 2,500 pupils. School lasts all day in the UK, so there is only one shift. In some areas there are grammar schools. Pupils must pass special exams to go to these schools.

Some parents prefer private education. In England and Wales, private schools are called public schools. They are very expensive. Only 5 per cent of the school population goes to public schools. Public schools are for pupils from 5 or 7 to 18 years old. Some public schools are day schools, but many public schools are boarding schools. Pupils live in the school and go home in the holidays.

1c Answer the questions.

- 1 What types of schools are there in England and Wales?
- 2 What age do children go to school in England and Wales?
- 3 What types of primary schools are there?
- 4 What is the difference between comprehensive schools and grammar schools?
- 5 What are private schools called in England and Wales?

1d Copy and complete the table.

Types of schools	Age	Year*
Nursery		
Infant		
Junior		
Comprehensive		
Private		

*The word 'grade' is not used in England and Wales.

1e Find similarities and differences in education between Uzbekistan, the USA and England and Wales. Use 'is different from' and 'is the same as' and 'is not the same as'.

e.g. Kindergarten in the USA is different from kindergarten in Uzbekistan and in England and Wales. Children in the USA go to kindergarten when they are 5 years old, and in Uzbekistan children under 6 years old can go to kindergarten. Nursery school in England and Wales is a little different but the same as kindergarten in Uzbekistan. Children under 5 years old can go to nursery school.

2a Look at the text above. Find and translate the sentences with 'which'.

2b Translate the following sentences.

1 About 90 percent of all children in the USA attend public school, which is free. The other 10 percent go to private schools, which often include religious education.

2 American specialized schools include schools that emphasize vocational subjects like business or auto mechanics too. High school students are often involved in non-academic activities that their school offers – for example, in drama clubs, sports teams, or the school newspaper.

3 In Estover Community College in England, pupils develop their understanding of the past, which will help them to live successfully in the present.

4 Estover Community College teaches pupils who will be responsible people in the future.

Remember:

Adding extra information – use a comma and which. Formal and mostly in writing. e.g. About 90 percent of all children in the USA attend public school, **which** is free.

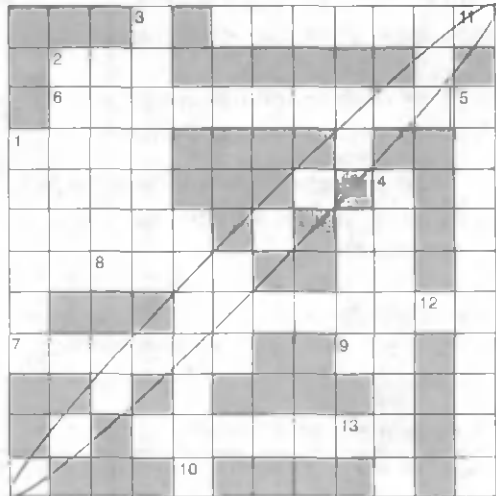
Telling us which person/thing/place/time – no comma and who/which or that/where/when. Use in speech.

Where's the pupil **who** needs a copy of the textbook?

Referring to a whole sentence – **which**.

Homework

Copy the crossword and complete it. Then look at the diagonal mark and find the type of school.



Clues - down

- 1 After grade 9 pupils in Uzbekistan go to ...
- 2 English people pay for this school.
- 3 Junior and infant school.
- 4 Pupils live and study in this school.
- 5 An American school for grades 1-6.

Clues - from left to right

- 6 Higher education.
- 7 Before high school in America.

Clues - up

- 8 An English school for children from 5-7.
- 9 Upper school in America.
- 10 After grade 9 pupils in Uzbekistan go to ... and learn a profession.

Clues - from right to left

- 11 A school for very young children in England.
- 12 An American pay school.
- 13 English pupils go to secondary school after ... school.

Lesson 3 Estover Community College

1a Read the text. Guess the meaning of the bold words. If necessary look in the Wordlist.

Estover Community College is in Plymouth in the south-west of England. It is an exciting centre for learning. It offers high quality education to pupils from 11 to 18 years old.

The College's **aims** for pupils are that they should:

Develop into lively pupils who can ask questions and argue logically

Think and act **creatively** and with imagination

Gain knowledge, **skills** and understanding of the fast-changing world and be able to solve problems independently

Develop an understanding of the past, which will help them to live successfully in the present and to plan **intelligently** for the future

Grow in confidence and independence and experience the **value** of cooperation

Understand the feelings of others, respect their values and respect their own attitudes, values and **beliefs**

Be proud of their **achievements** and take pleasure in the achievements of others

Participate in the wider community



1b Read Estover Community College's aims for pupils and answer the questions.

- 1 Does your school have aims for pupils? What are they?
- 2 If your school does not, what aims can you suggest?

2a Read the second part of the school brochure. Find the new words and guess the meaning. If necessary look in the Wordlist.

The College offers the following subjects:

Years 7, 8 and 9 (for students 11-14)	English and Drama, Mathematics, Science (Biology, Chemistry, Physics), Art, Design and Technology, Humanities (Geography, History, Religious Education), Information and Communication Technology, Modern Foreign Languages (French or Spanish), Music, Personal and Social Education, Physical Education, Tutorial
Years 10 and 11 (for students 14-16)	English (including Language, Literature and Media Studies), Mathematics, Double Science, A Modern Foreign Language (French or Spanish), Personal and Social Education, Physical Education, Religious Education

	Humanities choice	1 Arts Choice	1 Design Technology Choice	1 Free Choice
Years 10 and 11 also learn 1 additional subject they choose from:	Business Studies Geography History Religious Studies Curriculum Plus	Drawing and Painting Fashion and Textiles Fine Art Graphic Design 3 Dimensional Studies Drama	Food Technology Graphic Products Resistant Materials Electronic Products Textile Technology	Art Business Studies Child Development Geography History Information Technology Music Office Applications Physical Education

The Year 12 and 13 students (students from 16 to 18 years old) learn academic and vocational courses such as Accounting, Administration, Animal Care, Beauty Therapy, Bench Joinery, Brick Laying, Business, Care, Carpentry, Electrical Installation, Electronics, Forestry, etc.

- 2b** Find and write the subjects which will help to fulfil the College's curriculum aims in 1a.

- 2c** Find the subjects pupils of your age study, and talk about the similarities and differences with Uzbekistan.
e.g. In Uzbekistan many of the subjects we study are the same as ... but some are different. For example we study ... but in England and Wales pupils of our age study ...

- 3** Listen to the Principal of Estover Community College and say what the curriculum does for students.



Homework

Make a poster. Write your school's aims. Write the subjects which will help to fulfil each aim.

e.g. Our school aim is for us to know our history and famous people. History and Literature will help to fulfil this aim.

Lesson 4 A day in the life of a pupil

1a Read and translate the sentences.

- 1 Before reading a book, I look through it.
- 2 Before going to school, I check my school things.
- 3 Before speaking, I think.
- 4 After doing my homework, I have a rest.
- 5 Before going to bed, I brush my teeth.

1b Chain Drill.

- A: Before going to bed, I watch TV. What do you do before going to bed?
B: Before going to bed, I iron my uniform. What do you do before going to bed?



2a You are going to interview the pair next to you about their day. Write 10 questions.

e.g. When do you get up? What do you do before going to school?

2b Interview your partner. Use your questions.

2c Report your interview.

e.g. Tohir gets up at 7 o'clock but Salim gets up at 6:30. Before going to school, both of them have breakfast.

3a Read about an English pupil's day. Guess the meaning of these words.

registration standard a set book instead the top set available

A typical day at school starts at 8.50 a.m., with the first of many bells. We must go to registration, which lasts until 9 o'clock. After registration, lessons begin. Year 12 and 13 pupils attend the subject lessons that they have chosen, either at GCSE level or at 'A' level standard. My first lesson on a Wednesday morning is English. During this lesson, we usually read a set 'A' level book, and discuss it. For English we have several set books – you know, works of literature which we have to study for the exam: a Shakespeare play, a novel... etc. After this I have two 'free' periods. Lessons last 45 minutes each.

The courses chosen by Year 12 and 13 pupils are all mixed, and last for different amounts of time, depending on the subjects you have chosen. For example, pupils who do science have to do practical laboratory work and that takes a long time. So we have some free periods. In these periods we work privately and independently. After my two free periods, it's breaktime. During the break, we can buy drinks, sweets and crisps from the school shop. I'm on a diet now so I try not to buy sweets during the break. I bring an apple to school instead. After break I have double geography. I'm in the top set. You know, there are two groups for geography so the fastest pupils are in the top set and the slower pupils are in the second set.

Then it's lunchtime. Many pupils bring sandwiches for lunch, but hot and cold meals are available in the school canteen. School orchestra practice is at 1.45 on Wednesday. It's quite a big orchestra with about 30 members. Lessons begin again at 2.20. Most Year 12 pupils have personal and social education on a Wednesday afternoon, which is held in the library, and taken by the Principal. This lesson lasts until 3.20 – the end of school.

After school I go home and spend a couple of hours on my homework. Three times a week I go to the sports centre. I'm a member of the gymnastics club. Sometimes I read novels. After doing my homework or going to the sports centre, I mostly watch TV. I like films, especially thrillers. Before going to bed I often chat to my friends on the phone. I go to bed around 10 o'clock.

3b Copy and complete the table for the English pupil.

- Time she gets up:
- Time the school starts:
- Length of lessons:
- Number of lessons:
- Routine things pupils do before lessons:
- Types of lunch:
- Time schools ends:
- Activities after school:
- Evening activities:
- Time she goes to bed:

3c Talk about the differences between Uzbek and English pupils' days.

e.g. Here school starts at 8 o'clock but in England and Wales it starts at 8.50.



Remember:

After doing my homework, I have a rest.
Before going to bed, I brush my teeth.

Homework

Ask and write about the day of one of your family members or friends.

Lesson 5 State versus private education

1 Work in groups. Answer the following questions.

- 1 Do you know what private school is? Have you heard about it?
- 2 Do we have private schools here in Uzbekistan?
- 3 What do you think of private school? Would you like private schools in Uzbekistan?
- 4 Do you think we will have private schools in the future? Why/why not?
- 5 Which schools do you think are better: private or public schools?

2a Read the interview with Vince Aquila, the Principal of an American private school - the Catholic High School, Huntsville, Alabama and answer the question.



Would you study for the price shown in the text if you lived in America? Why/Why not?

Interviewer: What percentage of students attends private schools here in Huntsville?

Principal: There are approximately 22,000 students in Huntsville City Schools. We have 18 private schools. About 5-6 percent out of the 22,000 go to private schools.

Interviewer: What age groups are the private schools for?

Principal: Private schools accept students from the elementary school ages. So there are private elementary, middle and high schools. Private elementary and middle schools are mostly in the same building.

Interviewer: Why do parents send their children to private schools?

Principal: Parents prefer private schools because private schools teach religion, have smaller classes and have stricter discipline compared to public schools. Also there are greater opportunities for pupils to attend extra-curricular activities.

Interviewer: How much does it cost to go to a private school? How much is the cheapest and the most expensive?

Principal: Private elementary and middle schools cost \$3,000 for a year. For private high schools like ours it costs \$4,700 for a year. The highest price is \$8000. In that school each pupil gets a laptop computer and other facilities that are superior to other schools.

Interviewer: Are there any famous private schools? What are their names? Where are they in the US?

Principal: I don't know about other states, but the most famous here is Randolph Academy.

Interviewer: Do private schools have a uniform?

Principal: Yes. For example our uniform is beautiful. Look around and you'll see it.

Interviewer: Are private schools co-ed or single sex?

Principal: All of the private schools in Huntsville are co-ed. But I know some single sex private schools in Washington DC.

2b Work in groups. Discuss the questions and write notes.

- 1 What are the advantages of private schools?
- 2 What are the disadvantages of private schools?

Homework

Write similarities and differences between private and public schools.

Lesson 6

1a Listen to the programme about private schools and say who thinks they are good: teachers, pupils, or parents.

1b Listen to the programme again. Which statements are true and which are false?

- 1 Private schools are very good with all kinds of students: the very talented, those of average ability, and those in trouble.
- 2 At private school you have to overcome lots of things and work harder to learn.
- 3 In private schools the teachers make you learn; in public schools it is up to the pupil.
- 4 At private schools, school is the only thing in your life.
- 5 Students don't get help from anybody in private schools.
- 6 Private schools must satisfy parents' requirements.
- 7 In private schools traditions and moral education are strong because both the Principal and the teachers make students learn and behave.

2 You are going to take part in a debate. The motion is 'Every pupil should have the same opportunities. We do not want private schools in our town/region.'

Preparation

Work in groups.

Group A: You agree with the motion. Write reasons why private schools are a bad idea.

Group B: You do not agree with the motion. Write reasons why private schools are a good thing.

Activity

Have a debate. Remember to use all the phrases you know.

I think/believe/agree/disagree/know that ...
So do I/I do too/Nor do I/Neither do I ...
In my opinion ...

Homework

Prepare for the Test.

Unit 3 Grammar

Grammar Exercise 1

Make one sentence out of two. Use 'which' or 'who' and commas.

e.g. Labor Day, which is not a holiday in the UK, is a holiday in the USA.

- 1 Labor Day is a holiday in the USA. It is not a holiday in the UK.
- 2 The elementary schools are not usually in the same building as the comprehensive schools. They are called primary schools in England and Wales.
- 3 Secondary schools are called comprehensive schools. They are much larger than primary schools.
- 4 The Abdumavlomov brothers are karate champions. They live in Bekobod.
- 5 Pygmalion is an interesting play. Most British children read it at school.
- 6 A secretary's job is not well paid. It is quite demanding.
- 7 Shakespeare lived in Stratford upon Avon. He is the best known British playwright.
- 8 I want to be a software engineer. It is a job that is interesting.
- 9 The doira is a type of drum. It is a traditional Uzbek musical instrument.

Grammar Exercise 2

Complete the sentences. Use a preposition from the list.

e.g. I'm good at sport.

about at of at on in

- 1 I'm fond ...
- 2 I'm good ...
- 3 I'm crazy ...
- 4 I'm interested ...
- 5 I'm not keen ...
- 6 I'm hopeless ...

Grammar Exercise 3

Match the instructions and the situations.

- 1 Before printing out the letter, check that there are no mistakes.
- 2 Turn off the electricity before opening.
- 3 Check the contents carefully before signing for them.
- 4 After completing the application form, post it to this address: BBC, Bush House, London WC1 1NN.
- 5 Before signing the contract, check that all the figures are correct.
- 6 After completing the telegram form, take it to the counter and the clerk will send it.
- 7 Before leaving the office, check that all the machines are switched off.
- 8 Wash all the equipment carefully. After washing, dry it and replace it in its box.
 - a You receive a parcel.
 - b You are going to give your boss a letter to sign.
 - c You are applying for a job.
 - d The photocopier is not working. You want to find out why.
 - e You are in the post office. You want to contact your friend quickly.
 - f The laboratory technician is looking after the thing in the laboratory.
 - g You are closing the office.
 - h You are going to do business with a foreign company.

Word Building Exercise

Write four words beginning with the prefix tele-.

Say what tele- means.

4 SCHOOL AND COMMUNITY

Lesson 1 School rules in Uzbekistan, the UK and the USA

1 Work in groups. How well do you know your school rules? Write the rules you know.

e.g. Come to school on time.

Hello! My name's Steve. I'm fifteen and I'm in Year 11 at Estover Community School. Our school rules are very strict – but I think that's good. We need clear rules!



2a Read Estover Community School Rules.

Which rules are the same as yours?

Which are different? Are there any rules that you would like to add to your own school rules?

As a member of this school I will:

- listen when a member of staff is talking to me
- concentrate and allow others to learn
- respect people and their property
- wear the school uniform correctly
- come to school with an appropriate hair style and colour
- eat and drink only in the canteen
- walk in the corridor
- arrive on time
- prepare everything for all lessons (pens, pencils, ruler, crayons, calculator, geometry set, English dictionary)

Don't bring radios, electronic games or mobile phones.

Don't wear shorts, very short skirts, high-heeled shoes, caps or hats on the school site.

Don't bring jewellery to school.

If you need to leave the campus during school hours you must have written permission. And you must sign out at Reception before you leave.

If you are absent from school you must bring a letter from your parents or guardian explaining the absence.

2b Read Pleasant Valley High School Rules. Which rules are the same as yours? Which are different? Are there any that you would like to add to your school rules?

Be in the yard no earlier than 7.30 a.m. and no later than 8.30 a.m.

Be at the bus stop on time. Buses can't wait.

Keep your head and hands inside the bus.

Move around school quietly.

Don't bring chewing gum to school.

Don't bring toy guns, water pistols, radios, tape-players, electronic games or cell phones to school.

Don't spend so much time improving yourself that you have no time left to give feedback to others.

Be better than you were yesterday.

Hi! I'm a junior at the Pleasant Valley High School. Tenth and eleventh grade students are called juniors, twelfth are seniors. Look at our school rules. Do you think they are strict?!



3a Look at the school rules from the UK and the USA again. Find and write words which mean:

- 1 the things which belong to someone
- 2 the place where the school is and all the school buildings
- 3 rings, earrings, etc. made of gold and silver
- 4 the place where visitors to the school must report and where pupils must report if they leave the school
- 5 the person who is responsible for you but is not your mother or father
- 6 a letter which says you can leave

4 Translate the school rules in 2a.

5 Work in pairs. Imagine pupils are in charge of the school. Write your rules.

You can use the words in the cloud.

e.g. Teachers must wear uniform.

3b Look at the school rules from the UK and the USA again. How many different ways of expressing the rules can you find? Name the different structures/tenses.

3c Look and say: What other words can be used to say rules? Which way of saying rules in English do you like best?

Pupils must wear identity badges at all times.

Pupils should keep their fingernails short and clean.

No animals should be brought to school.

smile, no homework, high marks
be beautiful, sing the lesson
lessons in the garden, be kind
not be angry



Homework

Write the rules for a school club. Use the words in the cloud.

attend pay complete, tasks and
projects
work together with class

Rules for school
Drama club

Be on time for club meetings.

Lesson 2 School policy in Uzbekistan, the UK and the USA

1 Look at the picture and answer the questions.

- What is happening in the picture?
- Has something like this ever happened to you?
- Why did someone punish you?
- Did it hurt?
- Do you think it was good for you?



2a Find these words in the Wordlist, write the part of speech and the translation.

bully detain discipline exclude expel
maintain punish truant permit

2b Match the words in 2a with these nouns.

punishment expulsion detention
truancy permission exclusion
bullying maintenance

3a Read the text and answer the questions.

- 1 Who is the text written for?
- 2 What does the writer of the text want?
- 3 The school uses two ways to help pupils behave well. What are they?

2c Find the words where the stress is different in the verb and the noun. Say the words.

2d Chain drill.

- e.g. Pupil 1: detain.
 Pupil 2: detention.
 Pupil 3: permit.
 Pupil 4: permission.

Estover School Discipline Policy

We expect a high standard of behaviour from our pupils at all times. We hope that parents will support us in developing the good behaviour of their children.

A copy of the school rules is given below for parents' information.

It is important that pupils behave well in class. Bad behaviour affects the learning of other pupils and is unacceptable.

Bullying is not tolerated in this school. There is a separate policy on bullying at the back of this information pack.

Truancy is a serious matter. Repeated truancy may result in exclusion from the school.

Teachers and pupils are responsible for maintaining discipline. Our policy is to encourage good behaviour. The form teacher will help pupils with personal problems, and give academic advice about exams and school reports. All our teachers are trained to help pupils improve their behaviour. Teachers will punish pupils who break the rules. If the matter is serious, pupils must see the Head Teacher.

3b Read the second part of the text. Match the pictures and the punishments.



Punishments used in Estover School include:

Lines: when a teacher gives a pupil 'lines' s/he must write the same sentences again 50 or 100 times. For example, 'I will never be late for school again'.

Detention: If a pupil is on detention s/he must stay after school to do extra work, e.g. lines for half an hour.

Report: If a pupil is on report s/he has a card which s/he gives to the teacher at the end of every lesson. Each teacher reports if s/he has behaved well or badly.

Exclusion: If a pupil is excluded s/he can't come to school for a few days or weeks. His/her parents must see the Headmaster. Exclusion is serious.

Expulsion: If a pupil is expelled s/he is sent away from the school. This is very serious. The pupil has to go to another school where the teachers all know about his/her bad record.

Please note: it is against the law to use physical punishment. No pupil can be hit, beaten or punished in any other physical way.

3c Compare the punishments with punishments in Uzbekistan. Use 'the same as', 'different from' and 'not the same as'.

e.g. Physical punishment is against the law in the UK the same as in Uzbekistan.

4a Look and say what is happening in this picture.



4b Listen and answer the questions.

- 1 What is bullying?
- 2 Does bullying happen in your school?
- 3 Is bullying a serious offence?

4c Listen again and write T for True and F for False

- 1 Bullying is a serious offence.
- 2 Bullying happens when somebody physically attacks a strong pupil.
- 3 The school cannot tolerate bullying.
- 4 Parents are happy when bullying happens.

3d Work in groups. Read the text again and say what you think about the punishments. Agree or disagree with your classmates.

e.g. I think lines are good/bad because ...
So do I. I do too./Sorry, I don't agree...
I don't think detention is good because ...
Nor do I. Neither do I./Sorry, I don't agree ...

Remember and translate:

If a pupil is on detention, s/he must stay after school.

When a pupil has lines, s/he must write 50 sentences.

Pupils must behave well. Pupils who behave badly ...

Good behaviour is encouraged. Bad behaviour is not tolerated.

Homework

1a Look at the list of offences below and say which are bullying.

- 1 pulling somebody's hair
- 2 beating another pupil
- 3 fighting on the floor in the classroom
- 4 running in the corridor
- 5 sleeping during the lesson
- 6 bringing a knife to school
- 7 frightening another pupil so that he or she gives you money

1b Have you ever seen bullying at school or on the way home from school? Write about it.

Lesson 3 Extra-curricular activities

1 Look and say who you can see and what they are doing.



2a Look, read about extra-curricular activities in the USA and the UK and say which are the same in your school.

Field trips: geography biology modern languages history

Other trips: museum exhibition factory monument theatre cinema castle
France

School clubs: sports photography

Activities: video debating choir dance radio school newspaper drama
orchestra

2b Listen and say which clubs/activities Lucy goes to.

2c Listen again and look at the list of advantages of clubs/activities. Say which of the advantages Lucy mentions.

Clubs are good because we can:

- learn to work in a team
- make the best of our time
- have fun
- be more active

Homework

1 Write a plan for a new club in your school.

e.g. Our club will be called the ... Our aims are: to have fun, to ... We will meet ... We will organise the following activities: ... Our leader will be ... We hope to find ... members. Members will have the opportunity to ...

learn to take responsibility
learn interesting things
prepare for our future life

2d Answer the questions.

- 1 Which clubs do you belong to?
- 2 What are the advantages, in your opinion?
- 3 What is your role in the club?
- 4 What could you do to be more active in the club?


Use this list of points to help you.

name
goal
how often, when, what days
what activities
teacher
members
roles for the members

Lesson 4 School Council

1a Look at the picture and answer the questions.

- 1 Who can you see?
- 2 Where do you think he is?
- 3 What do you think he is doing?

 1b Listen to Michael talking about himself and check your answers in 1a.



1c Listen again and answer the questions.

- 1 What position does Michael hold?
- 2 How did he get the job?
- 3 What is his area of responsibility?
- 4 How many people are in his group?

2a Find the words you don't know in the Wordlist. For each word say if it is a noun, verb or adjective.

elect vote govern senate finance
constitution election voter
government senator financial

2b Work in groups. Read the speeches. Say who you would vote for and why.

2

Hello. My name is Saodat Zakirova and I am hoping you will vote for me to represent you on the School Council. If you vote for me, we will:

- help all the elderly people in our mahalla
- invite them to the school once a week and put on a show for them
- use our voluntary hours well
- make our school into a model school
- provide extra help for pupils who have low marks to help them raise the school standard

Do better at school! Look after our people! Vote for me as your representative and we'll all have a bright future.



1d Answer the questions.

- 1 Do you have a school council in your school?
If yes, how do you choose the members?
If not, why don't you have one?
- 2 What does your school council do?
Of, if you have no school council, what would you like it to do?
- 3 Would you like to be a member of a school council? Why/why not?

1

Hello. My name is Shuhrat Tursunov. I hope you will vote for me. I want to represent you on the School Council. I want to make our school more aware about the environment. If you vote for me, we will:

- keep the school cleaner
 - recycle more and reduce the amount of garbage the school produces
 - start a school garden to encourage wildlife
 - join Ecosan and help protect the environment in Uzbekistan
 - have litter days when we clean up litter in the school and in the mahalla
- Live better! Live cleaner! Vote for me as your representative!

Homework

What would you do if you were a member of the council of your school? Write a speech with your ideas. Use the speeches in 2b to help you.

Lesson 5 School as a centre for community

1 Answer the questions.

- 1 Who uses the school building apart from teachers and pupils?
- 2 Which parts of the building do they use?
- 3 What do they use it for?

2a Read the page from Estover Community College's brochure and say what your family can do at the school.

e.g. My father can use the library. My grandmother can ...

IT'S YOUR SCHOOL

We try to include the whole community in our work. We are here for YOU! Please let us know how we can help you – and we will let you know how you can help US! Together we can do more.

Our school is ...

- A place to hold meetings
- We have rooms of all sizes
- A library
- A dance hall
- A place for shows and plays
- A place where adults can learn too
- Come and enjoy our garden
- Use our gym and tennis court and mini-nature reserve
- Entertainment for parents
- A 'mothers and babies' clinic
- Health education classes
- An environmental centre
- A place to keep fit
- A place for a cup of tea and chat
- Day and evening classes for all

2b Say which of the things your family can do in your school.

2c Say what the community can do for the school.

e.g. The factory can give us some paper.

4a Work in groups Discuss the following problems. Say what the problems are and what is needed.

Group A: the public welfare problem
Group B: family and children services
Group C: the school building

4c Answer the question. What is your school's and your role in solving these problems. Is it important? Why? Why not?

e.g. I think we can help to solve the ... problem. We can do It is important for us to solve our ... because ...
I don't think there is much we can do. It is not important for us to solve our ... because ...

3 Work in groups.

Take turns describing your ideal community school and compare your ideas.

e.g. I think an ideal community school is a school which is/where ...

4b Work in pairs. Choose one topic from 4a. Find a person, agency or service in the telephone directory to help. Note how the person/organisation can help in the table.

Problems:

Solutions:

We need ...

Name of the person/organisation:

Address:

Phone number:

Type of help:

Homework

Write about the ideal community school which you discussed in class.

e.g. I think ...

Lesson 6 Project

1 Preparation

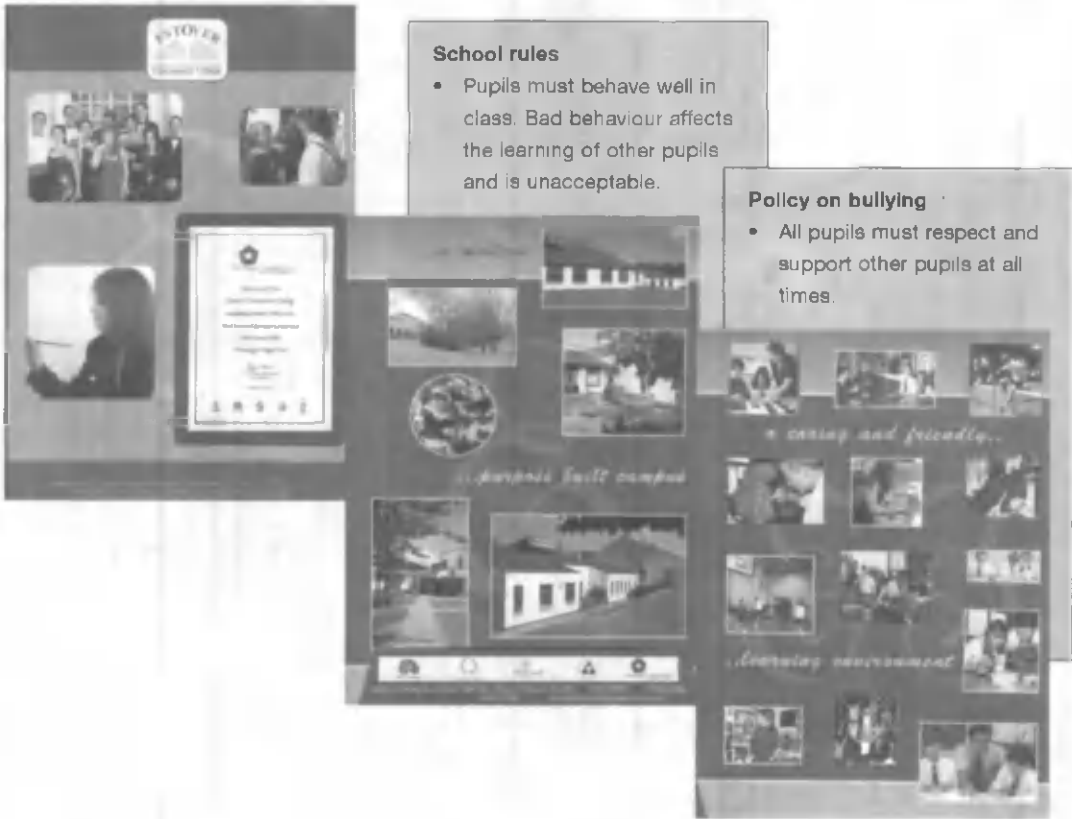
Design a brochure for your school. The brochure should include pictures and information about the school. The brochure is for new pupils and their parents, and for visitors to the school.

Include the following things:

- a plan of the school
- a picture of the school and some pupils
- details of the school's facilities
- details of the study programme and timetable
- details of the extra-curricular activities the school offers
- details of the school uniform for boys and for girls
- a copy of the school rules
- a copy of the school policy on discipline and bullying
- a calendar for this year with all the holidays marked on it

2 Presentation

Display your brochure. Walk round and look at other groups' brochures.



3 Evaluation

Say what you think are the best points about each group's brochure.

Homework

Prepare for the Progress Check.

Unit 4 Grammar

Grammar Exercise 1

Make one sentence out of two. Use 'which' 'where' and commas.

e.g. The weather is wonderful here, which will make your holiday a success.

- 1 The weather is wonderful here. It will make your holiday a success.
- 2 I liked *The Secret*. It is written by Arthur C Clarke.
- 3 Arthur C Clarke lives in Sri Lanka. He has a house in the capital, Colombo.
- 4 Bullying must be stopped. It is becoming a problem in many schools now.
- 5 The National Curriculum of the UK includes maths, English, science, a modern foreign language and design and technology. These subjects are compulsory.
- 6 The food in the canteen is very cheap. It is tasty.
- 7 The sculpture of Amir Temur is very impressive. It is in the central square in Shakhrisabz.
- 8 American Independence Day is celebrated with fireworks, parties and other special ceremonies. It is on 4th July.

Grammar Exercise 2

In the UK on 31 December people make New Year's Resolutions. They are promises to do things better in the new year. Write five promises you will make. Use the words in the cloud to help you.

e.g. I will make my bed and keep my room tidy.

be kind and generous
be polite and patient
do my homework on time
help my mother with the housework

Grammar Exercise 3

Complete the sentences with the Present Passive.

e.g. Bullying is not tolerated in this school.

- 1 Bullying ... (tolerate) in this school.
- 2 In Wales lessons ... (teach) in Welsh.
- 3 Physical punishment ... (permit) in schools in the UK.
- 4 Food and drink... (not allow) in the computer laboratory.
- 5 Knives... (not permit) on the school campus.
- 6 Good behaviour... (encourage) in this school.
- 7 Chewing gum... (not allow) in this school.
- 8 All pupils... (encourage) to take part in clubs and other extra-curricular activities.

Grammar Exercise 4

Say and write sentences about your ideal things.

e.g. My ideal person is a person who is honest and kind.

e.g. My ideal place is a place where there is good weather all year round.

e.g. My ideal book is a book which has an unusual ending.

e.g. My ideal time is the evening when it's quiet and I can think.

Word Building Exercise

1 **Write the person who does these things. Be careful. Some are with -er and some with -or. (And there are some words which can take both!)**

e.g. drive – driver; visit – visitor; advise – adviser, advisor.

- | | |
|--------------|-----------|
| 1 teach | 8 drive |
| 2 organise | 9 work |
| 3 telephone | 10 vote |
| operate | 11 elect |
| 4 garden | 12 govern |
| 5 child mind | 13 senate |
| 6 instruct | 14 train |
| 7 manage | |

And remember: a cook is a person, a cooker is a machine for cooking!

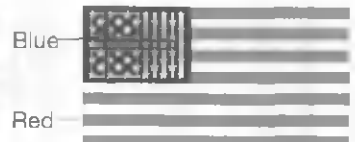
2 Use the words in sentences.

e.g. A senator is someone who works in government or on a school council or senate

5 GOVERNMENT AND POLITICAL STRUCTURE

Lesson 1 National flags and emblems

1a Look at the flags and say what country they represent.



1b Work in pairs/fours. Play 'What flag is it?'

e.g. It's got a blue background. In the top left-hand corner is the Union flag. It's got six stars. Five of them have seven points and one five points. The stars represent the different states of the country. What flag is it?

2a Look and answer.



2b Look, read and guess the meaning.



- stripes
- crescent
- wheat ears
- cotton cloves
- garland
- frame
- eight-pointed star



What are the official names of Uzbekistan, the USA and the UK?

2c Listen and repeat.

3a Work in pairs. Match the emblem and the country.

1



2



3



4



5



6



Australia
Canada
New Zealand
UK
USA
Uzbekistan

3b Read the descriptions and match them with the parts of the emblem.

- 1 It is a symbol of
- 2 It consists of
- 3 on the right
- 4 on the left
- 5 at the top
- 6 at the bottom

The British emblem consists of a standing lion on the left and a standing unicorn on the right. At the bottom there is a motto. At the top there is a crown and another lion. There is a shield in the centre.

4a Match the words and phrases with the parts of the emblem.

- 1 flowering valley
- 2 shining Sun
- 3 spreading wings
- 4 wheat ears
- 5 cotton seed heads
- 6 eight-pointed star

4b Work in pairs. Describe the national emblem of Uzbekistan.

Remember:

v + ing = adjective
flower + ing = flowering
shine + ing = shining

Homework

Draw an emblem for an English club (or another club).

Describe the emblem. Write:
what it consists of
where the parts are
what the things represent
when it was adopted

Lesson 2 Democracy in Uzbekistan

1 Look and answer.

- 1 What is the name of this building?
- 2 Where is it situated?



2a Find the words in the Wordlist and write.

executive, legislative, judicial,
government, democratic, sovereign, law,
court.

2b Read and match the definitions. Be careful – there is one extra answer!

- 1 constitution
- 2 government
- 3 representative
- 4 supreme

- a) the highest (about a body, court, etc.)
- b) the system of laws and principles for governing a country or an organisation
- c) believing in or practising the principle of equality
- d) the group of people who govern
- e) a person who has been chosen to act for someone else or for a group of people

3a Work in pairs. Answer the questions.

- 1 When was our constitution adopted?
- 2 Who is the head of our state?
- 3 How many regions does Uzbekistan consist of?
- 4 What is the legislative branch of Uzbekistan?

3b Read the text and check your answers.

The sovereign Republic of Uzbekistan was founded on 31 August, 1991. The country is situated in the central and north-western part of Asia. Uzbekistan consists of 12 regions and the Republic of Karakalpakstan. The state language is Uzbek, and Karakalpak in Karakalpakstan. The state currency is soum. The Constitution of Uzbekistan was adopted on December 8, 1992. According to the constitution, the President is the Head of State, elected generally and directly by secret ballot. His term of office is seven years, with a right to re-election. The President is also Head of the Supreme Committee of the Executive Branch of the Cabinet of Ministers.

The supreme legislative body is the Oliy Majlis. There are 250 deputies in the Oliy Majlis.

4 Look at the leaflets and write sentences.

e.g. A Deputy is responsible for expressing the wishes of the people in the area he or she represents.

The responsibilities of Deputies in the assemblies

There are various assemblies in Uzbekistan to which Deputies are elected. These include the Oliy Majlis, regional and district assemblies, and City Councils.

The responsibilities of Deputies in the assemblies are:

- to express the wishes of the people in the area he or she represents
- to raise questions for discussion
- to take part in debates so that matters being considered are discussed
- to help their assembly make good laws

The responsibilities of Deputies in their areas

The responsibilities of Deputies in their areas are:

- to take part in discussions with citizens at places of work and at community centres
- to study what people in their area need and to understand their wishes
- to explain to people the main questions that the assembly is considering
- to explain the policy of the assembly by writing in newspapers, and by contributing to radio and television programmes
- to listen to specific complaints and problems affecting anyone living in their area and to help find solutions

Homework

1 Write your family members' and your responsibilities at home.

e.g. My father is responsible for financial support of our family.

2 Write the officers of the English club (or other club) and say what they are responsible for.

Lesson 3 The USA is a republic

1a Look and answer.

Constitution			
Legislative	Executive	Judicial	
Congress	The President	Supreme Court	Federal District Court

- 1 What kind of state is the USA?
- 2 What is the legislative branch of the country?
- 3 What is the executive branch of the country?
- 4 How many courts does the judicial branch consist of?

11c Write the verbs in the correct form. Use the Present Simple Passive.

- 1 The US federal government (divide) into three branches.
- 2 The executive branch (head) by the president.
- 3 The legislative branch (make) up of two houses: the Senate and the House of Representatives.
- 4 The US president (elect) for four years.
- 5 Federal judges (appoint) by the president with the approval of the Senate.

1b Listen and check.

2a Copy and complete the table.

Country	Official name	Capital	State Structure	Head Branch of government	Constitution adopted
Uzbekistan		Tashkent		Oliy Majlis	
	United States of America		Federal Republic		1788

2b Work in groups. Answer the questions. Use the table in 2a to help you.

- 1 What is similar in the state structure of Uzbekistan and the state structure of the USA?
- 2 What is different?

e.g. The US government has the same branches as Uzbekistan has.
The adoption date of the US Constitution is different from Uzbekistan's.

Homework

Write a leaflet about your English Club.

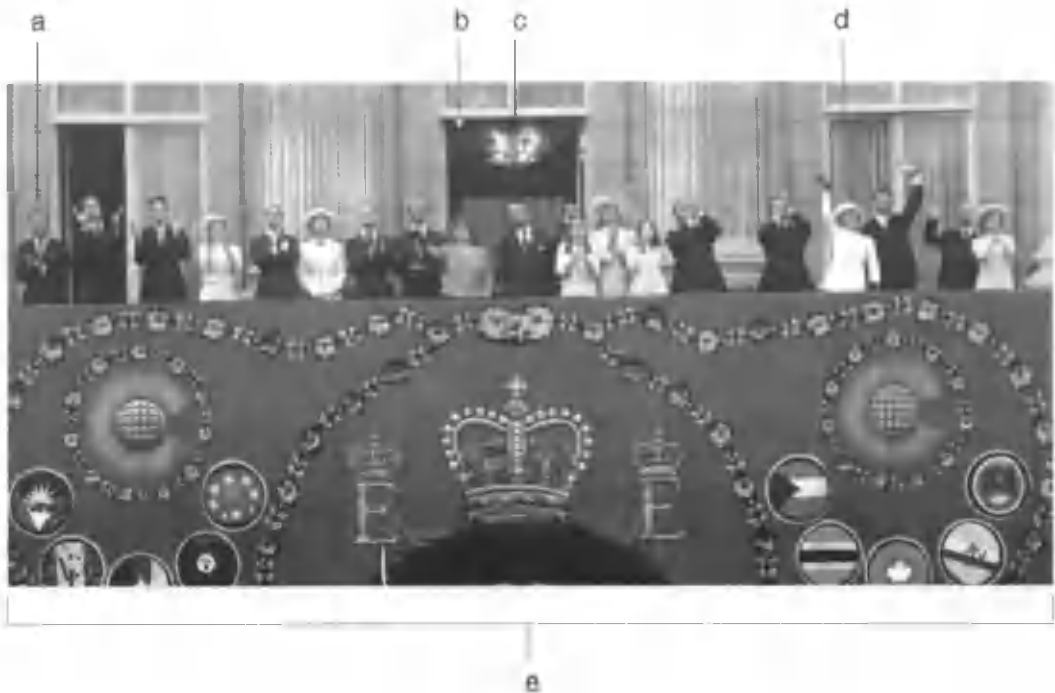
Include the emblem you prepared in Lesson 1.
Write when the constitution was adopted. Describe the membership card.
Include the list of officers it has and what they are responsible for, which you prepared in Lesson 2.

Lesson 4 The UK is a constitutional monarchy

1a Look and match.



Buckingham Palace



- | | |
|----------------------|---|
| 1 Queen Elizabeth II | 4 Princess Anne |
| 2 Prince Phillip | 5 The caption for the picture is The Royal Family |
| 3 Prince Charles | |

1b Answer the questions.

- 1 Where does the Queen of England live?
- 2 What is the name of the British National Anthem?

2a Read and check.

Since 1066 there have been forty monarchs in England, thirty-five kings, five queens and seven dynasties. Only fourteen monarchs have stayed on the throne for more than twenty-five years, one of them is Queen Elizabeth II.

Every royal house or 'dynasty' has a surname. In Britain's case that name is Windsor. Queen Elizabeth II is the fourth Windsor monarch. She is also the head of a very large family. She has three sons, one daughter, and many grandsons and granddaughters.

The most famous British royal home is Buckingham Palace. But it is not the only one. The Queen and her family have several other castles, official residences and country houses too. Today Buckingham Palace is the best known palace in the world. It stands at the end of a long boulevard called The Mall and it has 600 rooms on three floors, 400 staff, and 300 clocks.

After Queen Elizabeth II, Britain's next monarch will probably be Prince Charles, the Prince of Wales. He will be King Charles III. Even further in the future his son, Prince William, will become king too. His title will be King William V. The National Anthem is called 'God save the Queen'. But if Prince Charles becomes King, it will be 'God save the King'.

2b Choose the best title.

- 1 The life of the monarchy.
- 2 The Royal Family.
- 3 Buckingham Palace.

2c Find and write the words from the text. Guess their meaning and write the translation.

dynasty	monarch
throne	palace
residence	boulevard
castle	

3a Read and write the missing words.

God save our gracious (1) ...
(2) ... live our noble Queen
God save (3) ... Queen
Send her victorious
Happy and glorious
(4) ... to reign over us
God (5) ... the Queen.

3b Listen and check.

2d Answer the questions.

- 1 How many dynasties have there been in the British monarchy up to date?
- 2 Where is the official residence of the Queen?
- 3 Who will be the next monarch?

2e Find the phrases in the text and say why 'the' is used.

the Queen, the Mall, the best known, the Prince of Wales

e.g. Today Buckingham Palace is **the** best known palace in the world.

Homework

1 Put the articles in the right place.

- 1 I love listening to (a, the) wind.
- 2 He is (a, the) oldest in my family.
- 3 Mary lives in (the, —) England.
- 4 (The, A) Irish have their own language.
- 5 I want to see (a, the) President.
- 6 (A, The) sky is beautiful tonight.

2 Learn the British national anthem.

Lesson 5 Westminster and Washington

1 Find the words in the Wordlist and write.

convention alter confederation Capitol Hill



◀ The Houses of Parliament at Westminster in London

The Capitol in Washington



2a Read the interview and answer the questions.

- 1 How many parts does the UK Parliament consist of?
- 2 Who elects the Prime Minister of the UK?
- 3 What is another name for the Houses of Parliament?

Good morning. My name is James McLenan. I work here at Westminster. And I'm going to be your guide to the House of Commons. Britain is a parliamentary democracy with a constitutional monarch – Queen Elizabeth II – as Head of State. The British Constitution, unlike those of most other countries, is not written in one document. Instead it is made up of statute law, common law and conventions from the last 1,000 years.

Parliament is the legislature and the supreme authority. It consists of three elements – the Monarchy, the House of Lords and the House of Commons. These meet together only for special ceremonies. The House of Lords and the House of Commons meet in the Houses of Parliament, which are known as Westminster. The government is formed by the political party with the most MPs (members of parliament). The Queen then appoints its leader as Prime Minister. The Prime Minister's official residence is at 10 Downing Street in central London. As head of the government, the Prime Minister appoints about 100 ministers, 20 of them are in the Cabinet – the senior group which takes major policy decisions.

 2b Copy and complete the table for the UK.

Country and capital city	State Structure	Head of State	Head of the Government	Constitution adopted	Name of Government Building

3 Read the interview and answer the questions.

- 1 What is the capital of the USA?
- 2 What is the name of the government of the USA?
- 3 What is the name of the place where the government buildings are?

Hello I'm John Tolbertson. I'm a representative of the Senate and I'm going to tell you about Washington, which is the nation's capital. The city of Washington is in the District of Columbia on the Potomac River. Its population is more than 3.4 million. The US Congress meets in the Capitol, where government officers discuss new laws and make decisions. Under the constitution the states delegate much of their sovereignty to this central government in Washington. But they keep many important powers for themselves. Each of the 50 states, for example, retains the right to run its own public school system, to license its doctors and other professionals, to provide police protection for its citizens and to maintain its roads.

Homework

Find information in your school library about another country. Do not write the name of the country. Write notes about its:

flag, national emblem, state structure, capital city, type of government, head of state, constitution and government building. Do not write the name of the country.

Lesson 6 Project

You are going to set up a club with a self-governing committee. Decide on the club (it could be the one you worked on in lessons 1 and 2 of this unit).

1a Work in groups. Create and describe your self-governing committee. Your committee should include the following:

- What is it called?
- Who may join?
- What are its objectives?
- What is its slogan?
- What does it cost to join?
- What else is special about it?

1b Prepare the following:

- A committee membership card
- A committee constitution or list of rules
- An application form

1c Present your club and its committee to the class.

e.g.

The New English Club for Class 9

Aim

To give members opportunities to use English outside the classroom

Activities

- A meeting every week for a debate, a talk by a visitor, a quiz, or similar activities
- An exhibition every term
- A party for invited native speakers of English

The committee

Chairperson: Aziza Ga'afurova

Deputy chairperson: Abdurahim Tursunov

Secretary: Timur Sharipov

Treasurer: Rustam Niyozov

Events organizer: Slava Minaychenko

Exhibition planner: Gulnora Nizamova

Officers: Shahnoza Ikromova,
Katya Kozinskaya, Saodat
Azizhojaeva

Rules of The New English Club for Class 9

1. The club meets 4:00-6:00 p.m. every Wednesday during term time.
2. There is no membership fee.
3. Members are expected to attend every meeting.
4. Members must take it in turns to tidy the meeting room after each meeting.
5. English must be spoken during the meetings.

Application for membership of The New English Club for Class 9

Name:

Class:

Home address:

How good is your English?

	Speaking	Listening	Reading	Writing
Excellent				
Good				
Poor				

Special interests:

- Art
- Sport
- Reading
- Films

Unit 5 Grammar

Grammar Exercise 1

Use the -ing adjectives below to say what you think of these things. You can use them more than once.

exciting amusing boring shocking
interesting frightening annoying tiring
terrifying worrying

- 1 Computer games are ...
- 2 Exams can be ...
- 3 Adverts on TV are ...
- 4 Boxing is ...
- 5 Navro'z is ...
- 6 Horror films are often ...
- 7 Small children can be ...
- 8 Yoshlar TV channel is ...

Grammar Exercise 2

Write the following sentences with *the*, *a*, or with *no article*.

- 1 (the, —) Lake Issyk Kul is a popular place for holidays.
- 2 Sergei and Oleg live in (the, —) St Petersburg.
- 3 Go'zal is (the, a) youngest in my family.
- 4 Don't sit in (the, a) sun too long. You'll get a headache.
- 5 My father met (the, —) Prince Charles when he visited Tashkent in 1996.
- 6 (the, —) British national anthem is called "God save (the, a) Queen".
- 7 Termez is in (the, —) south of Uzbekistan.
- 8 Yuri Gagarin was (the, a) first man in space.

Grammar Exercise 3

Complete the sentences with the Present Passive.

e.g. Uzbekistan is divided into twelve regions.

- 1 The Aral Sea ... (divide) between Uzbekistan and Kazakhstan.
- 2 The British monarch... (not elect).
- 3 When ... Independence Day ... (celebrate)?
- 4 The British Houses of Parliament ... (situate) right beside the River Thames.
- 5 The legislative branch of the British government ... (make) up of two houses – the Lords and the Commons.
- 6 The party ... (lead) by an experienced politician.
- 7 In Britain government ministers ... (appoint) by the Prime Minister.
- 8 Uzbekistan ... (divide) into twelve regions and the Republic of Karakalpakstan.

Grammar Exercise 4

Write descriptions of the national flags of Kazakhstan and Turkmenistan. Use prepositional phrases such as:

on the right on the left at the top
at the bottom in the middle

e.g. The flag of Kazakhstan has a blue background. In the middle there is a bright yellow sun ...

6 POLITICAL PARTIES

Lesson 1 Political parties in Uzbekistan and Great Britain

1a Work in pairs. Answer the questions.

- 1 How many political parties are there in Uzbekistan?
- 2 What are they?
- 3 What electoral system does Uzbekistan have?

1b Listen and check your answers.

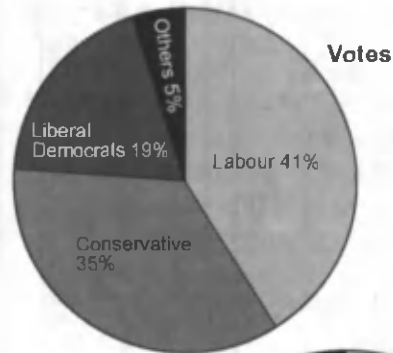
2a Read and answer the questions.

- 1 What is the difference between the British and Uzbekistan electoral systems?
- 2 What is similar?

Every five years, British people over the age of 18 can vote in a general election. People vote for the candidate they want in their region. The candidate who wins becomes their MP in the House of Commons, even if he or she gets only one vote more than the candidate who is second. This is called the first-past-the-post system. The first-past-the-post electoral system in Britain usually makes two parties powerful, while smaller parties do not have many MPs. Since the 1920s, the two main parties have been the left-wing Labour Party and the right-wing Conservative Party. The Liberal Democratic party is not happy with the first-past-the-post electoral system. This is because it is a party which does not win many seats in Parliament, but comes second in many regions. It would prefer a system of proportional representation where the number of MPs is based on the number of people who vote for the party in the whole of the country.

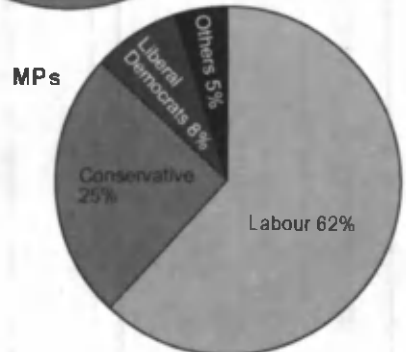
2b Look at the diagrams and answer the questions.

- 1 What party has the highest percentage of votes?
- 2 What party has the highest percentage of MPs?
- 3 Why is the percentage of votes and MPs different?



2c Talk about the parties in the diagrams in 2b.

Use the example in the Remember box.



Remember:

The number of Labour MPs is greater/higher than the number of Conservative MPs.

The number of Conservative MPs is fewer/lower than the number of Labour MPs.

Read *A Guide to British Political Parties*. Write a Guide to a political party in Uzbekistan.

A Guide to British Political Parties

The Conservative Party

History The party developed from the group of MPs known as the Tories in the early nineteenth century and still often known informally by that name (especially in newspapers, because it takes up less space!)

Traditional outlook The party stands for hierarchical authority and minimal government interference in the economy. It gives great importance to national defence and internal law and order.

Organisation The leader has a great degree of freedom to direct policy.

The Labour Party

History It was formed at the beginning of the twentieth century.

Traditional outlook It stands for equality for the weaker people in society, and for more government involvement in the economy.

Organisation In theory, policies must be agreed at the annual conference, but in practice, the leader has a great deal of power.

Lesson 2 Local government

1a Work in pairs. Answer the question.

How is local government in Uzbekistan organized?

1b Read and compare local government in Uzbekistan and in the UK.

Local Government in the UK

England and Wales are divided into:

53 County Councils

Normally County Councils have between 250,000 and 1 million residents. County Councils provide the large-scale services – motorway maintenance, the police and the fire service.

369 District Councils (in London called Borough Councils)

They provide the smaller-scale services like refuse collection.

Scotland and Northern Ireland have their own systems.



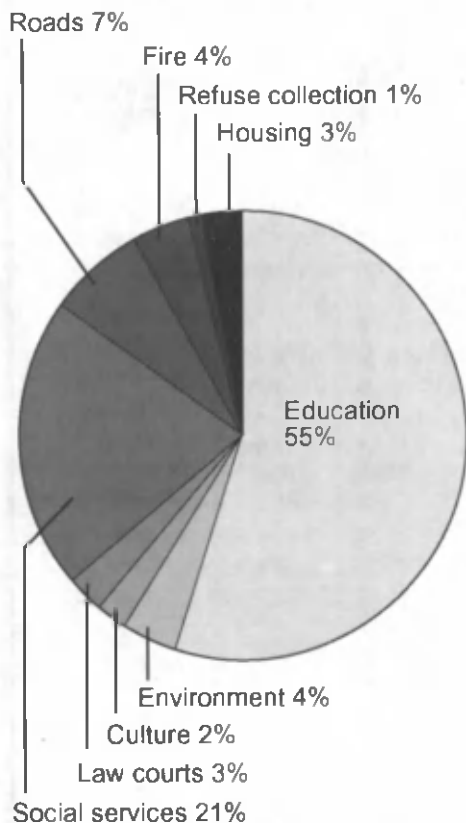
2 Listen and answer the question.

Why is local government important for people?

3a Work in groups. Imagine you are councillors. Look at the pie chart and make a finance plan for a year.

3b Report.

e.g. We hope to spend more money on House Refuse Collection, because we need more equipment.



Local government expenditure

Remember:

We hope to spend more money on house refuse collection.

We hope not to spend so much on street cleaning.

Homework

Read and answer the questions.

- 1 What are the general policies for Chiswick School?
- 2 Who controls the school?
- 3 Who can be a governor of the school?
- 4 What is the difference between the way Chiswick School is managed and your school?

Like most schools in Britain, Chiswick School is under the control of elected local government – not the central government in Westminster. The council of the London Borough of Hounslow pays for the school, and makes general policies for it – for example, the council decided that it should be co-educational and not single-sex. Hounslow is the employer of the teachers and other staff, such as cleaners. The council is a democratic body, with elections every five years. So if the people of Hounslow do not like the way the Labour Party runs their schools, they can vote Conservative or Liberal Democrat.

More directly in control of the school are the governors – a committee including councillors, the head teacher, a parent, a teacher and a representative from the Church. They meet about once a month. On a day-to-day basis the head teacher runs the school.

Lesson 3 Small political parties in the USA

1a Read the page from the Website and answer the question.

What is the traditional outlook of the Green Party USA?

G/GPUSA

PO Box 1406
Chicago, Illinois 60690
1-866-GREENS2
gpusa@igc.org



[HOME](#)

Quick Navigation 

Please join us as we build towards a more democratic, cooperative, cleaner, safer world where we the people, not the corporations, make the decisions that affect our lives.

Our [Program](#) and [Platform](#) are here for you to read. If you generally agree with our positions, please [Join](#) us as we fight to save Earth. We subsist solely on members' dues and donations, and do not accept corporate money, so when you [Join](#) please be generous.

If you'd like a packet of printed materials including our newspaper Green Politics and Syntheses/Regeneration, a magazine of Green thought, please submit an [Information Request](#). If you like what you read, you can get two other Green friends and form a Green Party USA local or caucus. With five or more people, your group can have decision making votes in our national meetings.

We're heavily involved in the antiwar movement ([see Statements](#)) as well as many environmental and social justice battles, and we need your help. Please [Join](#) us today.

Thanks for helping us build a better world.
National Coordinating Committee
Greens/Green Party US

1b Work in pairs. Read 'Statements of Green Party USA' and answer the questions.

- 1 What disaster was it?
- 2 Why does the world need new leaders?
- 3 What alternatives does the party suggest?

Statements

September 14, 2001

Greens/Green Party USA
226 South Wabash, 6th floor
Chicago, IL 60690
1-866-GREENS2

Just and Positive Alternatives:
Green Party USA Statement on the Disasters

All good people abhor the death and destruction of this past week. People of the world want peace. But they also want justice.

Looking past today, we need to learn how to stop terrorism, how to break the cycle of hatred and revenge. We need to come up with JUST AND POSITIVE ALTERNATIVES.

Clearly, the way countries now deal with one another isn't working. The world needs leaders who will set good examples for Earth's peoples.

Can we not be grown-ups and use this latest Disaster as a starting point for working together towards peace? There is no security in revenge, only a continuous escalation of killing once the hatreds are solidified.

What can we do so people do NOT feel they have to attack others?

1c Work in pairs. Write a letter to the National Coordinating Committee of Green Party USA.

Begin like this:
Dear friends
We think that ...
We want ...
We need ...

2 Work in pairs. Answer the questions.

- 1 Are small parties like Green Party USA important?
- 2 What can small parties do for people?
- 3 What can you do?

3a Listen to the BBC 1 programme and answer the question.

What do people in Newbury want?

3b Work in pairs. Compare your answers.

Homework

Write three ideas your group can work on.
e.g. There is no park in our area for children. There should be one.

Lesson 4 This party believes that ...

1a Work in groups of 5/6. Compare the ideas you wrote for homework.

1b Put your ideas into different categories.

e.g. Water pollution



1c Class discussion.

1d Write an action plan. Use the sentences:

It is important to ...

It is (high) time (we, they) ...

It is necessary to ...

Write about:

- the problem (describe the situation)
- what you are going to do
- who will do it, whose help you need
- how you are going to get support
- what things you need

1e Listen and write two sentences for each group presentation.

e.g. I like your idea to get support from the maxalla committee.

You can get support from the local newspaper too.

Action plan to repair broken streetlights

- List location of all broken streetlights.
- Visit office responsible for repairs. Ask for report on what will be done and by when.
- Check which lights are repaired.
- If nothing happens, plan action campaign.
 - Write letters to newspapers.
 - Visit influential people to ask for their support and ideas.

Homework

Imagine you are going to interview a leader of a political party. Write ten questions for your interview.

e.g. When did you start your political life?

Lesson 5 Our manifesto

1a Work in pairs. Use the questions you wrote for homework to interview your partner.

1b Write about your partner.

e.g. Mr Abdugarimov started his political life when he was a student.

2a Work in pairs. Write three statements with your policy. Encourage voters to vote for you! Tell them what you have already done. Then tell them what it's time to do now.

If we had more money, we would have done more last year. As it is we did a lot.
e.g. We controlled advertising. If we hadn't controlled advertising, nobody would have done it.

- 1 We controlled advertising.
- 2 We also built new classrooms.
- 3 We built new houses.
- 4 We put up new streetlights.
- 4 We built a sports complex.
- 5 We built a health centre.
- 6 We organised clean water.
- 7 We cleaned up corruption.

Vote for us again. Now it's time to clean our streets and yards.
It's time to ...

2b Play *Find Someone Who*.

Remember:

If we had had more money, we would have done even more.
If we hadn't controlled advertising, nobody would have done it.

Ballot paper

School election

Jenny Armstrong (Conservative)

Ann White (Independent)

Paul Smith (Labour)

1c Check your partner's report about you.

2c Work in groups of 4-5. Write your party policy leaflet. Use the information in Lesson 1 homework to help you.

Write about:

History Traditional outlook Organisation

Vote for the Labour Party in the school elections

- Support the party that will give most money for education.
- Should all health care be free? If you think so, support Labour.
- Support the party that will reduce crime among young people by providing work opportunities for all.
- Fair pay for work. Labour will ensure that everyone working will receive enough money.

Homework

Prepare some ballot slips. Your teacher will tell you how many.

Lesson 6 Vote for us!

 **1a Work in groups of 6. Prepare for your group 'party' presentation.**

Write:

- 1 the name of your party
- 2 the history of your party
- 3 the traditional outlook
- 4 organisation
- 5 what you have done
- 6 what is your action plan (see Unit 6 Lesson 4 Activity 1d)

1b Present your 'party'.

1c Hold an election.

2 Class discussion.

e.g. Here is what pupils at Estover School wrote in answer to the questions in 1a.

- 1 Young Parliamentarians
- 2 It was formed in October 2000
- 3 It stands for equality of young people with adults to influence life in society and to have the rights to make decisions. It stands for a democratic, cooperative, cleaner and safer world.
- 4 Policies must be agreed at the annual conference.
- 5 Last year our party achieved a great deal. We:
 - persuaded the local government to open a health centre in Estover Community school
 - persuaded the local government to spend more money on House Refuse Removal
 - helped the local government to build a playground for kids on wasteland in the centre of Estover Community
 - organised a School Reading Room, where junior pupils help primary school kids with reading
 - organised clean water in the school
- 6 We must clean up our environment. A clean environment is not only clean streets and classrooms. A clean environment is life without alcohol and smoking. It's time to stop this dangerous behaviour. We're going to:
 - raise this problem on local TV, on the radio and in local newspapers
 - carry out a survey of young people and inform the community about the real situation and the real facts
 - discuss the problem with adults
 - get support from all parents, teenagers, children and local government

*We work together to fight this problem!
Vote for us and live cleaner! Live better!*

Unit 6 Grammar

Grammar Exercise 1

- 1 Complete the sentences with 'We hope to' and a suitable verb from the cloud.

get win organize buy build

e.g. We hope to build an extra classroom.

- 1 ... build an extra classroom.
- 2 ... new clubs after school.
- 3 ... the English Olympiad in our region.
- 4 ... new textbooks for our library.
- 5 ... more computers.

- 2 Write three more sentences of your own.

Grammar Exercise 2

- 1 Complete the sentences.

e.g. Tuesday was a terrible day. I woke up late.

If I hadn't woken up late, things would have been OK.

- 1 If I (not wake up) late, things (be) OK.
- 2 I was in a hurry and I spilled my tea over my clean white shirt.
If I (not be) in a hurry, I (not spill) my tea over my shirt.
- 3 I ran and ran, but I missed the bus.
If I (not wake up) late, I (not spill) my tea and I (not miss) the bus.
- 4 I was late for work. My boss was angry.
If I (not miss) the bus, I (not late) for work and my boss (not be) angry.
- 5 Because I was late for work, my boss said I must stay late.
If I (not late) for work, I (not stay) late.
- 6 I stayed at work until 7 o'clock. My family was worried about me.
If I (not wake up) late, I (not be) late for work. If I (not be) late for work, I (not stay) late. If I (not stay) late, I (not get) home late and my family (not be) worried.

- 2 Add two more sentences to the story.

Grammar Exercise 3

Write about what the Jackson family think the district council should do to improve their town.

e.g. improve the street lighting (Dad)

Dad thinks they should improve the street lighting.

- 1 improve the street lighting (Dad)
- 2 keep the streets cleaner (Mum)
- 3 build a new sports centre (Jack and Paul)
- 4 modernise the local library (Sue and Tracy)
- 5 provide a free bus service for pensioners (Grandad)
- 6 stop kids writing on walls (Granny)
- 7 reduce local taxes (most people)

Grammar Exercise 4

Here are some questions a politician was asked by a journalist. Imagine you are the politician. Tell your wife/husband (in reported speech) what the journalist asked you.

e.g. Why did you choose politics as a career?

She asked me why I chose politics as a career.

- 1 Why did you choose politics as a career?
- 2 When did you enter parliament?
- 3 What does your party stand for?
- 4 How many MPs does your party have in parliament?
- 5 Do you believe in nuclear disarmament?
- 6 Why do MPs shout so much during debates?
- 7 Where is your constituency?
- 8 Are you an honest politician?

7 ADVERTISING AND MARKETING

Lesson 1 What's marketing and promotion?

1a Work in pairs. Ask and answer the questions.

- 1 Who wants to have their own business?
- 2 Who wants to sell things for a company?
- 3 What will you sell?
- 4 How will you tell people about your company and products?

- 5 How will you get your products to your customers?
- 6 How will you make sure customers buy your products and not another company's products?

1b Find in the Wordlist and translate.

product persuade

2a Match the words and the definitions.

- 1 promotion
- 2 marketing
- 3 advertising

- a telling customers about your products
- b persuading your customers to buy your products
- c deciding on a product, its price, how to get it to the customer and making

2b Work in pairs. You are all customers or consumers. You buy and use products. What persuades you to buy a product?

see on TV hear about on the radio
 read an advert in a magazine
 a friend recommended it cheap price
 evaluation in the newspaper
 it looks nice



2c You are going to hear a talk about marketing. You will listen to the programme twice. Listen and complete the notes.

- 1 The four parts of marketing are ...
- 2 The four parts of promotion are ...

2d What is the difference between a wholesaler and a retailer? Translate these words into your mother tongue. Do you have any wholesale markets in your region?

e.g. I bought because I saw an advert for it on TV.

3 We asked some teenagers their opinions about promotion. This is what they said. Do you agree with them? Work in groups and say what you think.

What's promotion?



I think promotion is the main element of business. Without promotion companies cannot achieve anything.



In my opinion promotion is advertising. It helps companies to develop and to be famous.



Promotion can be helpful. I wrote to a company in my area and they gave us paper for our projects. We all felt very happy and we like that company.



It seems to me that promotion is to make money. It helps to pay for TV, radio, newspapers and magazines.

Homework

Look in your cupboards at home, watch TV, listen to radio, read the newspaper or magazines, go on the Internet – and find examples of promotions. Copy them into your exercise book and bring them to the next lesson. They can be in any language.

Lesson 2 Special offers

1a Work in groups. Look at the promotions or 'special offers' you found. Can you find examples of:

- a price cut or discount
- a free gift
- a free small size extra product (called a sample)
- a money back offer
- a coupon (a small piece of paper which you can use to get the next packet you buy cheaper)
- a token (a piece of paper printed on the packet. You collect two or three and then you can get a free packet or a cheaper packet)

1b Answer the questions.

- 1 Which kind of promotion do you like best?
- 2 Which ones are very popular in Uzbekistan?

2a Look at the logo and answer the questions.

- 1 What kind of company is it?
- 2 Do you know any other companies that sell the same products?



2b Read and answer the questions.

- 1 Why do companies develop new promotion techniques?
- 2 How did the customer make money with this promotion?
- 3 How did Shell make sure the promotion wouldn't cost them too much money?
- 4 What evidence is there that 'Make Money' was a successful promotion?

New promotion techniques

Techniques which are used to win customers include coupons, samples, money back, competitions, etc. Many of these techniques are over a hundred years old. New promotion techniques are not often developed and, even when they are, there is always a risk that they will not please customers. So why do companies still try to develop new promotion techniques? The answer is because companies which do develop a successful new promotion can win many customers because they are the first to use the technique.

The oil company Shell invented a new 'matching-half' promotion called 'Make Money'. Each time people bought a Shell product they were given half of a bank note. If they got the other half of the note they could get the money for the two halves. So for example, if they got two halves of a 500 soum note, they could get 500 soum in cash in the Shell shop. The competition was very successful because it was simple, it was easy to win and people liked getting cash immediately. Shell liked it because it could control the amount of money it had to pay. It printed a limited number of matching halves. 'Make Money' was a very successful promotion and paid for itself many times over. It helped Shell to increase its sales by 50% over a ten week period. When the promotion was over, sales remained high for several months. This was because some motorists who had changed to buy Shell products during the promotion continued to buy them after the promotion ended.

3 Look at the pictures and answer the questions.

- 1 Where we can see this kind of promotion?
- 2 Which of these promotions might attract you? Why?
- 3 Which ones would you ignore? Why?



1 for 55 soums 2 for 100 soums



Monday March 27th
FREE DEMONSTRATION
Come and see for yourself

FREE TEA TOWEL
with just six tokens
Offers ends December 30th

4a Work in groups. Make your future company. Decide on:

Name:
Product:
Price:
Placement:
Promotion technique:

Homework

- 1 Find and copy advertisements from magazines. Bring them to the next class.
- 2 Find and translate all the passive sentences in the text.

4b Tell the class about your company.

Lesson 3 The power of advertising

1a Work in groups. Look at the adverts you wrote down in your exercise books and say:

- 1 where you found them
- 2 what products are advertised
- 3 which adverts you like and why
- 4 which, if any, you don't like and why

e.g. I found this advert in on a hoarding in the middle of the road. It advertises a new fruit drink. I like it because it shows a happy family in Uzbekistan. They look healthy and happy and that is how I would like to feel too.

1b Answer the questions.

- 1 What jobs are there in the advertising industry?
e.g. There is the person who writes the advertising slogan.
- 2 Would you like to work in the advertising industry? Why/why not?
- 3 What kind of knowledge, skills and personal qualities do you need to work in advertising?
e.g. You need to ...

be creative be good at drawing
be original be witty
have a good sense of humour
know how to touch people's hearts
be good with language
know how people's minds work
be able to work fast
be able to work under pressure
be able to accept failure

- 4 How do adverts work? Why do they influence us, do you think?

2a Read the text on page 73 and check your answer to question 4 in 1b.

Advertising as persuasion

Advertisements want to persuade us to buy particular products. How do they do it?

Let's imagine You're watching TV. It's a hot evening. You feel thirsty. You see an advert for a refreshing drink. You see people looking cool and relaxed. You notice the name of the refreshing drink because you think it could be useful for you to satisfy your thirst.

Advertisers study how people learn so that they can 'teach' them to respond to their advertising. They want us to be interested, to try something, and then to do it again. These are the elements of learning: interest, experience and repetition. If an advert can achieve this, it is successful. If an advert works well, the same technique can be used to advertise different things. So, for example, in winter if the weather is cold and you see a family having a warming cup of tea and feeling cosy, you may be interested and note the name of the tea ... Here the same technique is being used as with the cool, refreshing drink.

If advertisements are to be learned, there is a need for lots of repetition. But advertisers have to be careful because too much repetition can result in consumer tiredness and the message may fall on 'deaf ears'.

Consumers learn to generalize from what they have learned. So advertisers sometimes copy a highly successful idea that has been well learned by consumers. For example, the highly successful 'Weston Tea Country' advertising for different tea has led to 'DAEWOO Country' for automobile dealers and 'Cadbury Country' for chocolate bars.

2b Read the text again and answer the questions.

- 1 Why do we need to see advertisements several times?
- 2 What is the importance of 'generalization' in advertising?

3 Work in groups. Write an advertising slogan for the product you described in Lesson 2 Activity 4a.

Homework

Write five sentences about the effects of advertising.

e.g. If I hadn't seen the advertisement, I wouldn't have bought the product.

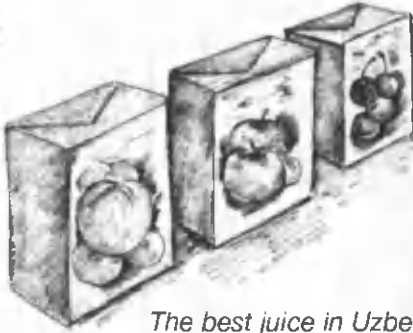
Lesson 4 Advertising standards

1 Find in the Wordlist and translate.

claim code of practice decent authority withdraw

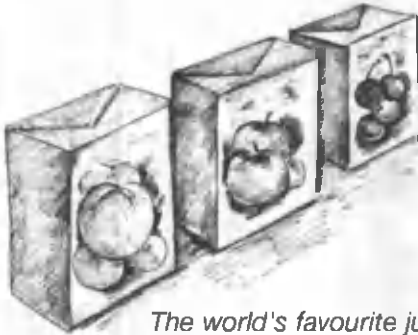
2a Work in pairs. Read the adverts. Do you believe their claims? Why/why not?

1



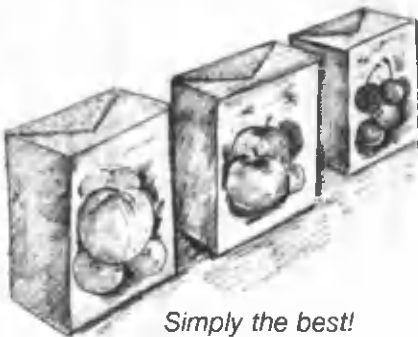
The best juice in Uzbekistan

2



The world's favourite juice

3



Simply the best!

2b Work in pairs. Answer the questions.

What other adverts do you know?
Do you believe them?

3a Read about the Advertising Code and say what the purpose of the code is.

What is an advertising code?

In some countries advertising is controlled. For example, in Britain there are rules called a 'Code of Advertising Practice'. The code contains the standards for advertisements. It guides companies about what they can claim in their adverts. It is also the standard for evaluating adverts. Adverts must be honest, fair and decent. So, for example, if an advert claims that a car is the fastest in the world, the company must be able to show that this is true.

3b Read and say what happens if an advert breaks the code.

What happens if an advert breaks the code?

There is an authority and a committee which checks adverts. If you have a complaint, you can write to them. Sometimes adverts break the regulations. In such a case the Advertising Standards Authority requests the company to withdraw the advert. Usually the company agrees. But if they do not, the Authority can 'persuade' them to do so. They can do this by publishing a report. Companies do not like this because everyone can read and hear about their dishonest or unfair advertising in the media. This makes people think that the company is bad, not just the advert. So the company gets negative advertising. Copies of all Advertising Standards Committee Reports are available in public libraries.

3c Work in pairs. Look at the adverts in 2a and answer the questions.

- 1 Would they pass the code? Why/why not?
- 2 How could you re-write them to make them pass?

4 Work in pairs. Answer the questions.

- 1 Do you think that many adverts in Uzbekistan would pass this code?
- 2 Do we have a code in Uzbekistan?
- 3 Do you think it would be a good idea to have one?

e.g.

Yes, it's worth having an advertising code because ...

Advertisers would soon find out it's not worth breaking the code ...

- 4 What would you include in it?

e.g. If we had an advertising code in Uzbekistan I would include ...

decent clear fair true
only for healthy products
honest beautiful moral clear
value for money
only for useful products good
according to the culture of Uzbekistan
informative

Homework

Do Grammar Exercise 4 – and any other Grammar Exercises which you have not done yet.

Remember:



It's worth having an advertising code.

It's not worth breaking the code.


Lesson 5 I want to make a complaint

1a You see an advert which is not true. What would you do?

 1b Find in the Wordlist and translate.
caller employee

 2a Listen to the telephone call to the Advertising Standards Authority and answer the questions.  3a Read the memo the Advertising Standards Authority employee wrote after the phone call. Correct his mistakes.

- 1 Why does the caller phone?
- 2 What does he want?

 2b Listen again. Say what the Advertising Standards Authority employee agrees to do.

 2c Listen and complete the notes.

CALL NOTES:

Name: _____

Date: _____

Address: _____

Tel.No. _____


Purpose of call: _____

Details: _____

Name of person who took the call: _____

Action: _____

 2d Listen and write how the telephone conversation begins and ends.

 2e Listen and write how the caller explains the problem.

 2f Write the questions the Advertising Standards Authority employee asks.

 2g Listen and check if you are correct.

A message for: Yusuf Pulatov
From: Shavkat Rasulov on tel # 169 – 04 –64

To solve the problem with the firm 'Princess'. The meeting is the 21st of March at 10 p.m. at the office.

3b Work in threes. Role play a complaint to the Advertising Standards Authority.

Pupil A – Mr Yarrulin. Read this page.

Pupil B – Mrs Nazarova is an Advertising Standards Authority employee. Read page 77.

Pupil C – The director of the firm Navro'z. Read page 85.

Pupil A – Mr Yarrulin, makes the first phone call.

You saw an advert about a special offer from the firm Navro'z. They advertised 1000 high quality personal business cards made for a cheap price. You ordered some cards. You received your cards. You were not satisfied because Navro'z printed your business cards on cheap paper. But their advert said they would print them on card. You spoke to them yesterday but they refused to change their work. You phone the Advertising Standards Authority. You complain that their advert is untrue.

Homework

You phoned the Advertising Standards Authority, but the office was closed. Write the message you leave on the answerphone. Ask the authority to phone you back. Give your name and telephone number, and say what you want to talk about.

Lesson 6 My company is ...

1a Look and answer the questions.



Procter and Gamble



International Business
Machines



- 1 Have you ever heard of these companies?
- 2 What products or services do these companies provide?
- 3 Where are their products used?
- 4 Do you know anything about their activities?

1b Listen and answer the question.

Which companies are the speakers talking about?

1c Listen to the second speaker again and answer.

- 1 What is the company's turnover?
- 2 How many employees are there?
- 3 What is happening in the company at the moment?

2a Work in groups. Prepare to make a short presentation about a company to the class. Write notes.

Products/services
Main customers
Locations (factories, branches)
Size (number of employees/turnover)
Main strength
Current projects
Other information

2b Decide on the structure of your presentation.

The introduction
Ordering information
Checking understanding
Finishing

2c Give the presentation. Then answer the questions from your colleagues. Use the phrases in the cloud.

I'll begin with ... , I'd like to tell you about ... , Now I'll move on to ... , Are you with me? OK so far? Are there any questions? Is that clear? Thank you very much. Thank you for your attention.

Activity 3b, Lesson 5

Pupil B – Mrs Nazarova is an advertising Standards Authority employee. Copy and complete the form in 2c on page 76.

You receive a phone call from Mr Yarrulin. He has a complaint about the firm 'Navro'z'. There is a problem with their advert for business cards. Say you will look into the problem and that you will call back.

Then you telephone the company Navro'z and ask to speak to the director. Explain Mr Yarrulin's complaint. Ask the director what he will do to solve the problem.

Unit 7 Grammar

Grammar Exercise 1

Complete the sentences with 'I hope to' or 'I hope not to' and a suitable verb from the cloud.

e.g. I hope to get a 5 in English.

1 ... a 5 in English.

go find get have be study

2 ... America soon.

3 ... at university.

4 ... a good job.

5 ... poor.

6 ... unhappy.

7 ... a peaceful life.

8 ... honest and strong like my parents.

Grammar Exercise 2

1 Complete the sentences.

e.g. If I had a company I would sell plastic products.

1 If I had a company I (sell) plastic products.

2 If I had a company I (advertise) in the newspaper.

3 If I had a company I (use) 'buy one get one free' to promote my products.

4 If I had a company I (be) rich.

2 Write five things you would do if you were rich.

Grammar Exercise 3

Write these sentences in full, using the words given. Put the verbs into the correct tense.

e.g. If / I / not / see / the advert / I / not buy / this soap powder.

If I hadn't seen the advert, I wouldn't have bought this soap powder.

1 If / I / not / see / the advert / I / not buy / this soap powder.

2 If / you / bargain / in the bazaar / you / got / a better price.

3 If / the company / market / the new product more aggressively / it / be / more successful.

4 If / I / taste / the new tea myself / I / believe / it was so good.

5 If / I / study / harder / I / got / a better mark in the exam.

6 If / she / met / Sanjar earlier / she / married / him rather than Rustam.

7 If / you / take / my advice / you / wasted / your money on that CD.

8 If / Michael Jordan / agree / to advertise Nike / they / sell / so many trainers.

Grammar Exercise 4

Complete the following advertising slogans with one of the adjectives below. Put the adjective into the superlative form.

e.g. Buy a Daewoo Nexia – the safest car in Uzbekistan.

1 Buy a Daewoo Nexia – the (safe and reliable) car in Uzbekistan.

2 Watch Yoshlar Channel for the (entertaining and interesting) programmes.

3 Visit Samarkand to see Uzbekistan's (old and beautiful) buildings.

4 Drink milk – the (fresh and delicious) drink you can buy.

5 Travel by Metro – it's (clean and quick) way to get around Tashkent.

6 Support Manchester United – the (largest and successful) football club in Britain.

7 Wear Nike training shoes – they're (fashionable and comfortable) you can find.

8 Don't miss Yulduz Usmonova in concert – it's the (big and good) show in town.

UNIT 8 INDUSTRY AND SERVICES

Lesson 1 We've had the house painted

1a Look at the pictures. Describe the differences between them.

e.g. In the first picture in January the house looks old and dirty. But in the second picture in March it looks smart and clean.



JANUARY

MARCH

1b Look and say who you think painted the house and repaired the windows.

1c Read the speech bubbles and translate them.

2 Imagine you are the two women in the picture. Talk about the changes to the house. Ask and answer.

e.g. A: What have you had done?

B: We've had the windows painted.

A: Yes, they look beautiful. And what else have you had done?

 **3 Read and write the sentences.**

e.g. We have had our clothes washed.

- | | |
|--|---------------------------------------|
| 1 have, we, our, washed, had, clothes. | 4 watch, repaired, he, his, has, had. |
| 2 I, painted, have, portrait, had, my. | 5 taken, we, photos, have, our, had. |
| 3 has, she, her, shoes, repaired, had. | 6 You, have, hair, your, had, done. |

4 Your cousin is getting married. Your family is ready to go to the wedding. Work in pairs. Say what they have had done.

e.g. My mother's had her hair done.

- 1 mother/hair/do
- 2 father/shoes/clean
- 3 mother/nails/paint
- 4 father/suit/clean
- 5 father/shirt/iron
- 6 father/hair/cut

Remember:

What have you had done?
I've had the room painted.

Homework

1 Answer the question and complete the sentences.

What have they had done?

- | | |
|-------------------------|--------------------------|
| 1 Dan/a suit/make | 5 Alisher/photo/take |
| 2 They/house/redecorate | 6 My mother/shoes/repair |
| 3 I/tooth/fill | 7 My father/car/repair |
| 4 I/hair/colour | 8 We/TV/repair |

Lesson 2 At the hairdresser

1a Look at the picture and answer:

- 1 Where is it?
- 2 What is the girl having done?



1b Listen to the conversation and write when the appointment is.

(ring ring, ring ring)

- Receptionist: Good morning. Legends hairdressers. How can I help you?
 Lucy: Good morning. I'd like to make an appointment to have my hair cut.
 Receptionist: OK. When do you want to come? I'm afraid next week is completely booked. I can fit you in on Monday 12th March at 10.00 in the morning.
 Lucy: Monday is OK, but not in the morning, I'm afraid. Could I come in the afternoon?
 Receptionist: Yes, OK. What about 3 o'clock?
 Lucy: Yes, that's fine.
 Receptionist: Could I have your name, please?
 Lucy: Yes, my name's Whitfield.
 Receptionist: Could you spell that for me, please?
 Lucy: W-H-I-T-F-I-E-L-D.
 Receptionist: Thank you. So, Monday 12th at 3 o'clock.
 Lucy: Yes. Thanks very much. Goodbye.
 Receptionist: Thank you. Goodbye.

Appointments			
Monday 12 March		Tuesday 13 March	
9.00	Rick Croft	9.00	Alana Jones
10.00		10.00	
11.00	Mrs Cross	11.00	James
12.00	Mrs Carr	12.00	Mrs Lee
13.00	Lunch	13.00	Mr Dunn
14.00	Mr Price	14.00	Lunch
15.00		15.00	
16.00	Helen Bow	16.00	
17.00		17.00	

**1c Work in pairs. Pupil A use this page.
Pupil B use page 93.**

You are the hairdresser. Expect a phone call from a customer.

2a Find in the Wordlist and translate.

parting colour chart hairspray perm
blow dry a fringe

2b You don't like your hair. You wish it was different. Talk about your hair.

e.g. I wish I had long hair. I wish my hair wasn't short. I wish I didn't have dark hair.

- | | |
|--------------------------|----------------------------|
| 1 ... (have) long hair. | 5 ... not (be) straight. |
| 2 ... (have) fair hair. | 6 ... (be) beautiful. |
| 3 ... (have) curly hair. | 7 ... not (have) a fringe. |
| 4 ... not (be) curly. | 8 ... not (be) fair. |

2c You have had your hair done, but you don't like it. You tell your friend about it.

e.g. I wish I hadn't had my hair cut. I wish I had had it permed.

- | | |
|--------------------------------|------------------------------------|
| 1 not have my hair cut. | 4 not have my parting on the left. |
| 2 have my hair coloured. | 5 have my parting on the right. |
| 3 not have my hair blow dried. | 6 not have my fringe cut. |

2d Read and say what Lucy would like to do with her hair.

Hairdresser: Hello. Please come and sit down. Now, what would you like to have done?
Lucy: Hello. I'd like to have my hair cut and coloured.
Hairdresser: How do you want it cut – medium, short?
Lucy: No, not too short. I want to have my ears covered. And I like my fringe long.
Hairdresser: How do you usually have your hair? Do you have a parting?
Lucy: Yes, I have a parting about here on the right.
Hairdresser: OK, so not too short and what about the colour? Here's a colour chart.
Lucy: I want to have my hair coloured black.
Hairdresser: OK, let's get started.
(two hours later)
Hairdresser: OK. Any hairspray?
Lucy: No, no hairspray, thanks.
Hairdresser: OK. That's it. I hope you like it.
Lucy: Yes, it's great. It's just what I wanted. It makes me feel beautiful!
Hairdresser: Good – and you are beautiful!

Appointments

Tuesday

9.00 Ann Ford

10.00 Paul Bell

11.00 John Dee

12.00

13.00 Mr Kim

14.00 Mrs Smith

15.00 Jane Foy

16.00

3 Role play. Work in pairs. Take turns to be the hairdresser. Look at the price list and choose what you want to have done.

Price list	Appointments for the day	Costs for a day
wash £10	9.00 Mrs Smith: cut, wash	electricity £10
cut (women) £25	10.00 Mr Doff: cut & colour	towels £10
cut (men) £15	11.00 Mrs White: perm	cleaning £10
blow dry £10	12.00 Vicky Tee: cut, wash	rent £30
colour £45	13.00 Mrs Pit: wash, blow dry	shampoo, etc. £15
perm £60	14.00	equipment £5
new style £15	15.00	
	16.00	

4 Compare the prices of the different services. Use the phrases in the cloud.

e.g. The cost of a perm is greater than the cost of a wash and blow dry.

cheaper than more expensive than
greater than less than

- 1 The cost of a perm / a wash and blow dry.
- 2 The price of a hair cut for men / the price of a hair cut for women.
- 3 The cost of a wash / the cost of a hair cut.
- 4 A new style / a blow dry.

Homework

- 1 Read and find how much the hairdresser will earn for the day.
- 2 Read and say what the hairdresser's costs for a day are.
- 3 Answer the questions:
 - 1 Does the hairdresser make a profit?
 - 2 If so, how much?
 - 3 Can she make more profit? How?

Lesson 3 I've broken my heel

1a Look at Andrew. What should he have done before he went for an interview?

e.g. He should have his trousers ironed.



2a Look and say what is wrong with the shoes.

e.g. The heel is broken.



1b Translate your sentences in 1a.

2b Work in groups. Look at your own shoes and talk about them.

e.g. My shoes are clean and in good condition.

3 Work in pairs. Read and give advice.

e.g. A: There are a lot of dirty marks on my dress.

B: You should have it cleaned.

- 1 Our house is very old. (renovate)
- 2 My tape-recorder is broken. (repair)
- 3 My shoes are very dirty. (clean)
- 4 My hair is very long. (cut)
- 5 Our car makes a strange noise. (check by a mechanic)
- 6 The telephone doesn't work. (the line/check)
- 7 The tap doesn't turn off properly. (repair)
- 8 Something is wrong with my watch. (repair)

My The	shoes	is are	clean.
	boots		in good condition.
	sandals		broken.
	heel(s)		worn out.
	toe(s)	need	repairing.
	sole(s)		sticking. new soles.

2c Work in groups. Give yourself and your friends advice about your shoes.

e.g. I should have my shoes repaired. You should have your shoes cleaned.

4 Work in groups. Answer the questions.

- 1 Where do you usually have your shoes repaired?
- 2 Which usually needs repairing first, the heels or the soles of your shoes?
- 3 Will shoemakers repair your shoes while you wait?
- 4 Can you tell how someone walks from their shoes?
- 5 Why do people change their walking shoes for slippers when they come home?

Remember:

My shoes need repairing.
You should have the heels stuck.

Homework

Write a new sentence.

e.g. The tailor **has made** a new suit for Mansur.

Mansur **has had** a new suit **made**.


- 1 Her sons have beaten the carpets before the party.
Mother
- 2 They have repaired the tape-recorder for Robert.
Robert
- 3 The hairdresser has done Helen's hair.
Helen
- 4 The dentist has x-rayed my tooth.
I
- 5 They have already typed the papers for him.
He
- 6 A shoemaker has put on new soles for me.
I
- 7 She has cleaned her clothes at the dry cleaner.
She

Activity 3b, Lesson 5, Unit 7

Pupil C – The director of the firm Navro'z.

You receive a phone call from Mrs Nazarova of the Advertising Standards Authority. She tells you about a complaint. Say sorry, there was a mistake and the wrong paper was used. Offer to print new business cards for Mr Yarrulin today and say you will not make any more mistakes.

Lesson 4 Industry in Uzbekistan

 **1a Find the names of industries in the Wordlist and translate them. Which word does not make a n+n combination but makes an adj+n combination?**

e.g. energy industry (n+n)

mining and metallurgy energy manufacturing tourism agriculture telecommunications

 **1b Match the products and the manufacturing industry which makes them.**

- | | |
|---------------------------|--------------------------------|
| 1 clothes | a agro-chemical industry |
| 2 cars | b machine engineering industry |
| 3 cotton picking machines | c textile industry |
| 4 airplanes | d car manufacturing |
| 5 fertilizer | e aircraft industry |

 **1c Write the kinds of energy you know. Which of these kinds of energy is produced or found in Uzbekistan? Look at the text below very quickly and check your answer.**

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

reserves raw materials

 **2b Read the leaflet and match the paragraphs and the headings.**

- | | | |
|---------------------|-----------------------------|-------------------------|
| a Joint ventures | b Silk, cotton and textiles | c Mining and metallurgy |
| d The energy sector | e Agro-chemicals | |

1

Uzbekistan is the world's fourth cotton producer and the second largest cotton exporter. Only two countries in the world - the USA and Uzbekistan - have factories producing machinery for planting, growing and processing cotton. Uzbekistan is the only state in Central Asia with a silkworm breeding industry. Uzbekistan also has a strong textile manufacturing industry. The Tashkent and Andijan textile plants have won international prizes such as the 'Golden Globe' prize (awarded by Denmark) and 'The Golden Star' prize awarded by Holland to Tashkent garment manufacturers 'Qizil Tong' and 'Yulduz'.

2

Uzbekistan is the seventh largest gold producer. It also has large amounts of other metals such as copper, zinc and uranium. But the republic imports steel products from the CIS countries, mainly from Russia and Kazakhstan.

3

Uzbekistan has a modern energy sector with 19 hydro-electric power stations. Enough electricity is produced to satisfy the needs of the national economy and electricity is also exported to neighbouring states. Uzbekistan has large oil and gas reserves.

2c Find words in the text which mean:

- 1 'a good name'
- 2 to look for, to try to find
- 3 to increase

2d Say what industries there are in your place and in your region.

e.g. In Angren we have gold mining and ...

2e Find and write all the words in the text with the following roots. Translate them.

e.g. exporter
export produce import
manufacture grow

Homework

Answer the questions.

- 1 What are the main kinds of industry in Uzbekistan?
- 2 What do Uzbek industries produce?
- 3 What does Uzbekistan import and export?
- 4 How do Uzbekistan's products rate on the world market?
- 5 What helps the economic growth of the country?
- 6 Are there any joint ventures in Uzbekistan? If so, what are their names and what do they produce?
- 7 Is Uzbekistan interested in setting up more joint ventures? Why/why not?

4

The chemical industry is based mainly on its own raw materials. Uzbekistan exports nitrogen and phosphate fertilizers.

5

There are a lot of joint ventures in Uzbekistan such as 'UzBat' (tobacco industry), 'Uzdunrobita' (telecommunications) and 'Zaravshan-Newmont' (gold extraction). A car manufacturing plant has been built jointly with the South Korean firm 'DAEWOO' and produces a number of very popular models. Uzbekistan has a reputation for the quality of its manufacturing and services and this is reflected in the international prizes it has won and the number of joint ventures. Uzbekistan continues to seek partners for joint ventures in order to increase foreign investment in the country and so boost the economic growth of the country.

If you are interested in finding out more about the economy of Uzbekistan visit the official government website at <http://www.uzbekistan.org/genoverview.html>

Lesson 5 Industry in the UK and the USA

1 Copy and complete the table.

	The UK	The USA
What I know		
What I think (but I'm not sure)		
What I'd like to know		

2 Find in the Wordlist and translate.

occupy annually



3a Copy the information card into your exercise book.

Work in pairs. Pupil A read this page. Pupil B read the text on the last page of the unit (page 94).

As you read your text, complete the table.

Place	Industry
Glasgow and Newcastle	
Manchester	
Sheffield and Leeds	
Liverpool	
Grimsby	
London	
Birmingham	
Cambridge	
West of England, Northern Ireland and Scotland	
East and north-east coasts	

Industry in the UK

Britain is one of the most highly industrialised countries in the world: for every person employed in agriculture 12 are employed in industry. The original base of British industry was coal-mining, iron and steel, and textiles. Today the most productive sectors include high-tech industries, chemicals, finance and the service sectors, especially banking, insurance and tourism.

England is a steel producer for shipbuilding and car manufacture. Approximately 25 million tons of steel are produced annually. Sheffield and Leeds are important steel centres. Glasgow and Newcastle became great centres of engineering and shipbuilding. Liverpool is the centre of aerospace engineering, chemicals and car manufacture. Manchester is one of the world's centres for the manufacture of cotton. Manchester's industries also include aircraft, machinery, chemicals and electronics. Grimsby is Britain's most important fishing port.

3b Work in pairs. Ask, answer and complete.

e.g. Pupil A: What industries are there in Sheffield and Leeds?

Pupil B: They have steel industries.

66 4a Listen and say what US industries are mentioned in the advert.

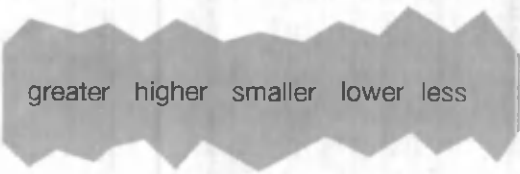
- | | | | |
|------------------|--------------|-------------------|-------------------|
| Machine-building | Light | Electronic | Fishing |
| Chemical | Shipbuilding | Silkworm breeding | Aircraft |
| Cotton cleaning | Food | Poultry-farming | Vegetable growing |
| Cattle-farming | Atomic | Film business | |

4b Check activity 1. Were you right? Did you find the answers to your questions?

Homework

	Uzbekistan	The UK	The USA
Location	Central Asia	Western Europe	North America
Area	447,400 sq km	242,534 sq km	9,500,000 sq km
Population	23,400,000	60,000,000	236,000,000
Main industries			
Capital	Tashkent	London	Washington

1 Compare Uzbekistan, the UK and the USA. Use the words in the cloud.



e.g. The population of Uzbekistan is lower than the population of the USA.

- 1 The population of the UK is ...
- 2 The area of the USA is ...
- 3 The area of Uzbekistan is ...
- 4 The population of the USA is ...

2 Read the newspaper report and write 5 questions.

'Obi Hayot': Better Drinking Water

A new program of centralised water supply in the countryside is being carried out in the republic. During the realisation of the previous program 7,400 kilometres of water supplies were built in rural areas. The new program calls for the construction of more than 9,500 kilometres. Its financing will be both from centralised sources, and from the farms themselves, and credits from banks and investors. Specialized organisations in the system of the Ministry of Agriculture are trying to improve the quality of drinking water. The joint-stock company 'Obi Hayot' has established direct contacts with companies in Germany, Japan and other states. Their aim is together to develop new technology for water supply. They promise that the new pipelines will improve the taste of the water they will supply too!

Lesson 6 Project

- 1 **Work in pairs. Read and say what business foreign companies could set up in your area.**

e.g. In Samarkand they could set up businesses for carpet production, silk production, leather, fur items, furniture manufacture, musical instrument manufacture, jewellery manufacture, plastic goods and marble products.

Basic guidelines for the development of small and medium enterprises for the production of consumer goods and other products in the Republic of Uzbekistan.

Types of activity	Resource potential	Location
carpet manufacture	raw wool, labour force	Kashkadarya, Djizzak, Andijan, Navoi, Samarkand, the Republic of Karakalpakstan
raw silk production	silk cocoons	Fergana, Bukhara, Andijan, Samarkand, Namangan
blankets, table cloths, men's shirts, children's and ladies' footwear	excess labour force	Andijan, Fergana, Tashkent, Navoi, Samarkand, Bukhara
preparation of leather	raw hide	Samarkand, Fergana, Bukhara, Tashkent, Namangan
preparation of furs	raw karakul pelts	Bukhara, Navoi, Samarkand, Djizzak, the Republic of Karakalpakstan
manufacture of musical instruments and furniture	local resources, historical skills	Tashkent, Djizzak, Bukhara, Samarkand, Fergana
gold embroidery, skull caps	local resources, historical skills	Bukhara, Kokand, Margilan, Kitab, Baysun
jewellery production	raw materials, labour force	Bukhara, Tashkent, Samarkand, Fergana, Khorezm
manufacture of plastic goods	chemical waste	Tashkent, Fergana, Navoi, Samarkand, Djizzak, the Republic of Karakalpakstan

2 Work in three groups. Organize a joint venture. Draw a poster to explain your joint venture to the class.

- 1 Decide on roles. Half of the group should be from Uzbekistan. The other half are representatives of a foreign company.
- 2 Decide what the joint venture will manufacture.
- 3 Agree on who will do what and make two lists. In the cloud are the things you should agree on. You can add more if you like.

buy materials, manufacturing, sales, design, training of partner staff, financing

Uzbek company/business	Foreign company/business

- 4 Agree on: How much each step will cost. Remember that in a joint venture each company is responsible for paying its own costs.
- 5 Imagine you have done the work and sold the goods (e.g. making teapots and selling them overseas and in Uzbekistan).
- 6 Add up the money and take away the costs from the money. What is left is the profit.
- 7 Agree on how to share the profit – 50/50 or 30/70?



Unit 8 Grammar

Grammar Exercise 1

Answer the questions.

bored happy frightened excited
beautiful glamorous good tired
energetic relaxed

e.g. It makes me feel happy when I go on holiday.

How do you feel when:

- you have to take an examination
- you walk through a forest at night
- you see an exciting film
- you get up in the morning
- you wear a new dress/jacket
- you have had your hair done
- you go on holiday
- you do homework

Grammar Exercise 2

Complete with the appropriate phrase: it's worth doing/it's not worth doing.

e.g. It's not worth being dishonest in advertising because people will complain.

- 1 ... dishonest in advertising because people will complain.
- 2 ... planning your advertising carefully so that it will be really effective.
- 3 ... advertising because it will increase your sales.
- 4 ... working hard because you can get a better job.
- 5 ... eating fast because you will probably get stomachache.
- 6 ... going to bed early because you will be fresh in the morning.
- 7 ... watching TV because there are some very good educational programmes.
- 8 ... staying up late to finish your homework because you will be sleepy the next day.
- 9 ... doing your homework in a rush because you will make mistakes.
- 10 ... being dishonest because in the end people usually find out.

Lesson 2 At the hairdresser

1c Pupil B: telephone the hairdresser and make an appointment.

Name: John Ducane

You want: hair/cut on Tuesday

You can't come in the afternoon.

Lesson 5 Industry in the UK and the USA

3a Copy the information card into your exercise book.

Work in pairs. Pupil B read this page.

As you read your text, complete the table.

Place	Industry
Glasgow and Newcastle Manchester Sheffield and Leeds Liverpool Grimsby London	
Birmingham Cambridge West of England, Northern Ireland and Scotland East and north-east coasts	

Industry in Britain

Britain is one of the most highly industrialised countries in the world: for every person employed in agriculture 12 are employed in industry. The original base of British industry was coal-mining, iron and steel and textiles. Today the most productive sectors include high-tech industries, chemicals, finance and the service sectors, especially banking, insurance and tourism.

Birmingham developed engineering, chemicals, electronics and car manufacture. Cambridge is famous for software engineering (making programs for computers) and bio-chemical and bio-genetic products. Cattle-farming is the speciality of the west of England, Northern Ireland and Scotland. Wheat and fruit are widely grown in the south-east of England. Near the east and north-east coast of England and Scotland there are vast reserves of oil and gas. The UK is a member of OPEC – the Oil Producers and Exporters Cartel.

GLOBALIZATION AND UZBEKISTAN

Lesson 1 Uzbekistan and the UN

1a Work in groups. Look at the text and answer the questions.

- 1 What does 'UN' stand for?
- 2 What is the UN?
- 3 What is the purpose of the UN?
- 4 What are the official languages of the UN?



1b Find in the Wordlist and translate.

preserve conflict ferocity the Balkans to provide a forum for

1c Read and check your answers to 1a.

People have dreamed of a peaceful and united world throughout history. The United Nations officially came into being at the end of the Second World War, in 1945, in order to achieve this dream. The primary purpose of the UN is to maintain peace and security throughout the world and to develop friendly relations among nations. Within this broad aim its agencies also try to assist with economic and social problems, and to promote human rights and freedoms.

Since 1945 there has not been another world war, but this does not mean that the UN has had nothing to do. There have been a number of small conflicts of terrible ferocity in places around the world such as Korea, Afghanistan, Vietnam, Iran and Iraq, the Gulf War in Kuwait and the conflicts in the Balkans. Such conflicts are great problems which can only be solved through international cooperation. The UN provides a forum for such international cooperation.

The only time that all member nations actually meet together is at the General Assembly. Here representatives from each of the 185 states which make up the UN meet to discuss the world's problems and how to solve them. There are two working languages at the UN: English and French, but five official languages are used for meetings: Chinese, French, Russian, Spanish and English. Arabic is also used as an official language in the General Assembly.

1d Work in pairs. Summarise the text in four sentences in your mother tongue.

- 1 The purpose of the UN
- 2 Why the UN is still needed
- 3 How often the UN meets
- 4 The official languages of the UN

2a Listen and say why it is important for Uzbekistan to be a member of the UN.

2b Listen and complete the notes.

Uzbekistan and the UN
1992 1993 1994 1997

Homework

Look in your school library or on the Internet or ask people you know and find out:


- 1 What these acronyms stand for
- 2 What these organizations are in your language

Remember:

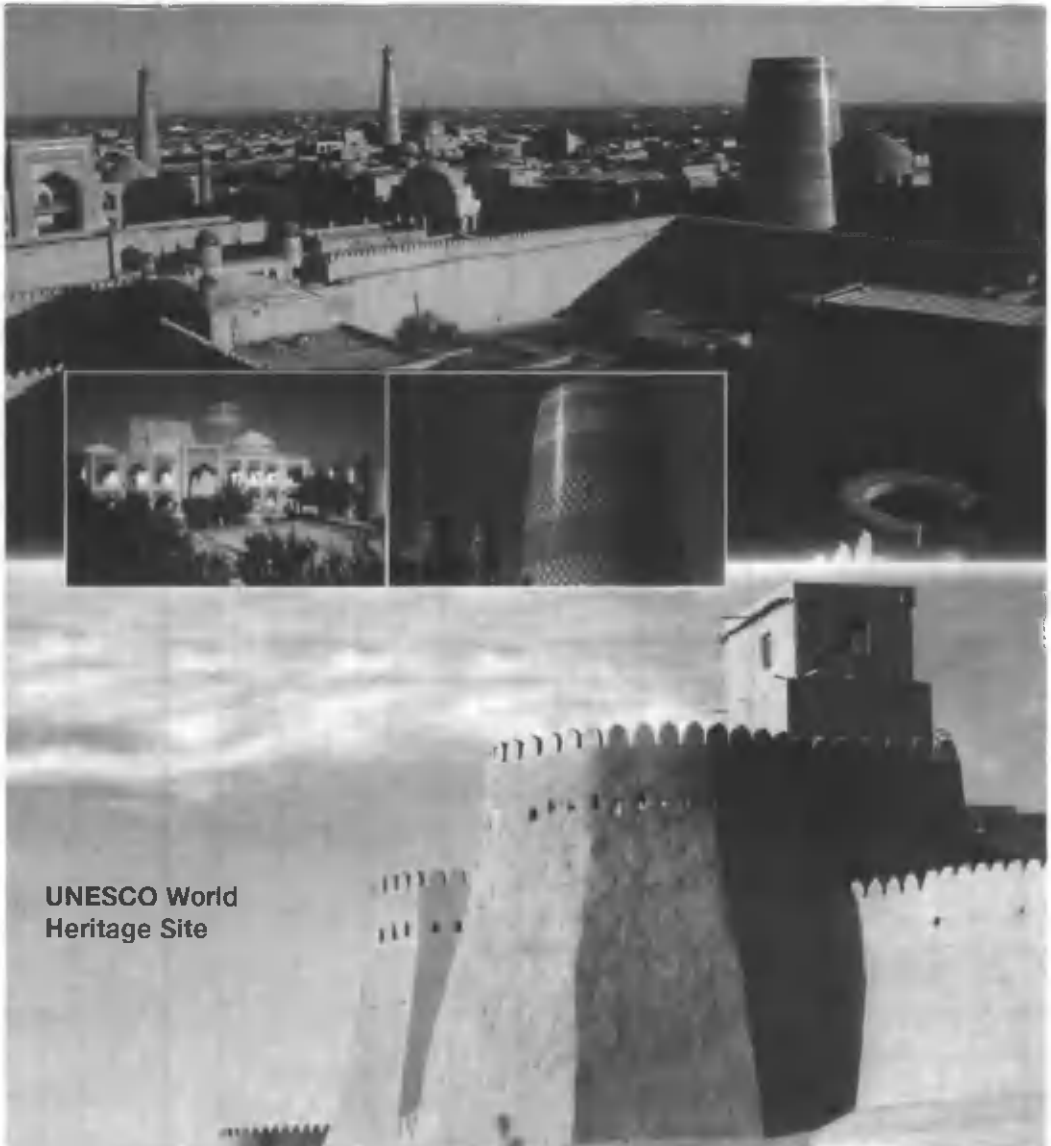
the UN, WHO, WWF
ECOSAN, UNICEF, UNESCO

- 3 What their work is
- 1 UNESCO 2 UNICEF
- 3 WHO 4 FAO

Lesson 2 UNESCO and UNICEF in Uzbekistan

-  1 Work in pairs, A and B. Pair A read the text on page 97. Pair B read the text on page 105. Copy and complete the table.

	UNESCO	UNICEF
Name of agency: When it was founded: Main areas of work: What the agency is doing in Uzbekistan:		



UNESCO is a specialized agency of the UN. Its full name is the United Nations Educational Scientific and Cultural Organization. Countries which belong to UNESCO agree to contribute to peace and security by cooperating in the areas of education, science and culture. About 160 nations are members of UNESCO and provide most of the agency's funds. UNESCO was founded in 1946 and has its headquarters in Paris.

UNESCO promotes and supports developments in science, culture and justice. It tries to increase respect for justice and law, human rights and fundamental freedoms for all people. The agency carries out programmes to promote these aims at the request of its members.

On October 29, 1993 Uzbekistan became a member of UNESCO. Soon UNESCO began to have programmes in Uzbekistan. In 1996 in Paris an international conference was held in honour of Amir Temur. It was called 'Science and culture in the age of Temur'. In 1995 at UNESCO's headquarters in Uzbekistan the 28th session passed a resolution to celebrate the 660th jubilee of Amir Temur's birth. In 2002 UNESCO organised a celebration of the 900th anniversary of the birth of A G'ijduvoni, the famous Uzbek poet and scientist, and in 2003 the 2,700th anniversary of the founding of the city of Shakhrisabz, Amir Temur's birthplace. You may know that UNESCO contributed funds for the restoration of Khiva and has officially listed Khiva as a World Heritage Site.

2 Make groups of four. Take turns to ask and answer. Complete the information in your tables.

3a Work in groups. Think about your place and your region. Copy and complete the table.

- 1 What problems and difficulties are there?
- 2 What things would you like to share with the world?
- 3 What could be done to improve the situation?
- 4 How could you/organisations in your place help?
- 5 What help could an organisation like UNICEF/UNESCO give?

environment education family
local government health
communications food culture
buildings ancient buildings and sites

Topic	Wants	Needs	Help
e.g. Education	We want to have a new school building	We need modern technology	We may help build a new school; we need help to buy modern equipment and training to maintain it

3b Present your ideas to the class.

Remember:

the first, second, third, fourth
28th, 600th, 2,000th

Homework

Translate the first two paragraphs of the text about UNESCO into your mother tongue.

Lesson 3 NGOs are organizations which ...

1a Work in pairs. Read and answer the questions.

- 1 What do the letters NGO stand for?
- 2 What NGOs do you know?
- 3 What are the Red Cross and the Red Crescent?
- 4 What do they do?



1b Find the words in the Wordlist and translate them.

obey statute natural disaster war battle wounded voluntary volunteer

1c Listen to the first part of the radio programme and check your answers to 1a.

1d Listen again and answer the question: How did the Red Cross and the Red Crescent begin?

2a Read the text and find:

- 1 The names of three NGOs working in Uzbekistan.
- 2 An example of how the Red Crescent cooperates with the Uzbekistan Government.
- 3 An example of the kind of international help the Red Crescent gives.
- 4 Examples of Red Crescent help with disasters in Uzbekistan.
- 5 Examples of Red Crescent programmes to promote healthy citizens.

There are many NGOs working in Uzbekistan. They work to improve all areas of life – health, education, promoting small businesses, and so on. Some NGOs working in Uzbekistan are the Healthy Generation, the Business Women's Association and the Red Crescent.

The Red Crescent was established in Uzbekistan on May 28, 1992. The organization holds a qurultoy or general assembly every five years. In 1995 the Uzbekistan branch of the Red Crescent became a member of ICRC (International Command of the Red Crescent). On June 5, 1998 the first qurultoy was held and the principles of the organization were approved. The members of this organization are from the 12 regions, the Republic of Karakalpakstan, and organizations in Tashkent City, the Railways of Uzbekistan, and the 215 city and district organizations of Uzbekistan.

The ICRC co-operates with the Government of Uzbekistan on a number of programmes. For example, together with the Ministry of Public Education and the local Red Crescent of Uzbekistan, an important and excellent textbook called 'The Individual and Society' has been developed for secondary schools in Uzbekistan. The book was approved for use in schools in 2000. In 1998 the Red Crescent gave important help in Shahimardon after the floods, and in 1999 they helped in Soh after the terrible fire, and also in 1999 they sent humanitarian help to Turkey after the devastating earthquake there. In Uzbekistan the Red Crescent and the ICRC are working to raise awareness about the problem of drugs, the effects of drugs and how to treat them. 23 seminars have been organized. The Red Crescent also works with young people. From September 11 to 17 in the year 2000 the Red Crescent organized a national youth camp with many interesting and educational programmes for young people in Uzbekistan.

2b Work in groups. What problems and difficulties are there in your place/region? Write three things the Red Crescent could do to help.

2c Work in groups. Say three things you could do to help the Red Crescent in Uzbekistan.

2d Claire is a Year 11 pupil. She supports the WWF. Read and say what you think about her activity.

"We have lots of organizations which try to help. There are NGOs like the WWF (Worldwide Fund for Nature) which try to protect animals and their environments, OXFAM which helps people in disasters and emergencies, and so on. I try to play my part. We have 'Flag Days' when we stand in the street and collect money from people. We have official badges so people can recognise us and we are licensed by the city authorities. People are generous. It usually takes me just four hours to collect £70. That's about \$105."

2e Say how long it takes you to do these things.

e.g. It takes me 20 minutes.

- 1 How long does it take you to walk a kilometre?
- 2 How long does it take you to wake up in the morning?
- 3 How long does it take you to fall asleep at night?

2f Work in pairs. Ask and answer about how long things take.

Remember:

It has been produced for **secondary schools**.
It was approved for **use** in secondary schools.
They organized a camp **for young people**.
It takes me ten minutes **to wake up** in the morning.

Homework

1 Find out what NGOs work in your area.

You can do this by: asking your parents, friends and teachers; asking your local newspaper; contacting the Red Crescent and asking about their programmes, searching on the Internet using a search engine and keywords such as NGO, Red Crescent, etc.

2 Write a letter to an NGO asking for help with a problem in your place/region.

Make sure you set out the letter correctly (see unit 1)

- explain the problem
- say what has been done already, if anything
- say clearly what you want the NGO to do
- say what you can do to help the NGO
- give an address where the NGO can contact you

Lesson 4 Multi-nationals

1a Look at the logos and say if the companies work in Uzbekistan.




- 1b Match the companies with the country they come from.
- 1c Add more companies which work in Uzbekistan but have their parent company in another country.
- 1d Say if the companies work in two countries or more than two countries.
- 1e What do we call companies that work in several countries?



- 2 You are interested in working for a multi-national. What do you want to know? Write your questions.
- 3a Listen to the interview with someone who works for a multi-national. Does the reporter ask the same questions as you have?

3b Listen again and complete the notes.

-  Good points about the company:
- Differences from local companies:
- Negative points about the company:

3c Say what kind of job you would like and what kind of place you would like to work in.

4a Read and say what happened and why in your mother tongue.

Be careful! Not all multi-nationals are good guys. Some multi-nationals have caused problems in the past. For example, there was the great baby milk scandal. In Europe, companies cannot promote dried milk for babies. In fact, every packet must carry a warning against giving the milk to babies. This is because a mother's own milk protects babies from diseases and has more food value than dried milk. But some companies wanted to sell their dried milk. They could not sell very much in Europe because of the regulations. So they sold it in Africa instead. Because people there did not know that it was not the best thing for babies, they bought it. It was not cheap, but they thought it was modern, good and convenient. But it was not good for babies and some babies died.

4b Work in groups. Discuss what happened and say what could be done to prevent such situations.

Homework

Read and translate the radio report.

Coca-Cola has opened its fifth bottling plant in Uzbekistan in the Bektemir area near Tashkent. The new plant, which will specialise in the production of carbonated soft drinks, is Coca-Cola's largest plant in Central Asia. Equipped with the latest technology, it has created more than 160 new jobs for highly skilled specialists. William Casey, President of Coca-Cola's Greater Europe Group said, 'We are convinced that Uzbekistan will continue to make progress in creating support for international investment and we are proud to play a role in the development of the Uzbekistan economy.'

Lesson 5 One world – in English?

1a Work in groups. Ask and answer.

- 1 Which language is the mother tongue of the most people in the world?
a Spanish b Russian c Mandarin Chinese d English e Arabic f Hindi/Urdu
- 2 Which language is spoken most as a foreign language?
a Spanish b Russian c Mandarin Chinese d English e Arabic f Hindi/Urdu

1b Read and check your answers to 1a.

Each year fewer people speak English as their mother tongue – but more people speak it as a second or foreign language. In 1950 nearly 9% of the world's population spoke English as their first language. By 2050 the proportion will have dropped to just over 5%. Chinese is spoken by more speakers than any other language and the numbers of speakers of Spanish, Hindi/Urdu and Arabic are increasing rapidly. During the next few years, English will become a language mainly spoken by bi-lingual and multi-lingual people. It is estimated that 75% of the world's mail is in English and 60% of the world's telephone calls.

2a Read and answer the question. Why are you learning English?

- a because I like it
- b because I think it is important for my future job
- c because it is a school requirement
- d because I think educated people should know a foreign language
- e so I can understand the words of songs
- f so I can travel to other countries
- g ... (write your own reason)

2b Work in groups. Ask and answer the question in 2a. Take notes and be ready to report about your group's reasons for learning English.

3 Work in groups. Ask and answer about your future professions. Then look at the table and say if you will need English for your work.

e.g.

A: What do you want to be, Latif?

B: I want to be a network support manager.

A: Will you need English?

B: Yes, I will. Most companies require their ICT staff to speak English because the training courses with companies like Microsoft are run in English and the original training manuals are in English. Of course, there are translations available in Russian, Spanish, Chinese and all the major languages, but you have to wait to get a translation.

Professions where English is the world language

Business and finance	Shipping	Organizations such as the UN, WWF, UNICEF,
Diplomacy	Tourism	UNESCO, WTO (World
International law	Multi-national companies	Trade Organization),
ICT and software engineering	Science and technology	etc.
Banking and insurance	Bio-sciences	
Aviation	Agro-chemicals	
	Medicine	

4a Work in groups. Write the ways you can continue to improve your English.

e.g. We can listen to the radio and TV. There is news in English on (name of TV channel) and we can get the BBC and Voice of America on the radio.

4b Present your ideas to the class. Add your ideas to the list on the blackboard as you speak.

Homework

Look through this book. Prepare a test for your class mates. Write 10 questions and give them to your teacher.

Unit 9 Grammar

Grammar Exercise 1

1 Read and translate the examples.

Has the postman been? Yes, I saw him come half an hour ago.

Is John still here? No, I saw him go an hour ago.

2 Complete the sentences.

- 1 Has the postman been? Yes, (see, come).
- 2 Have the children gone to school? Yes, (see, leave)
- 3 Has dad cleaned the car? Yes, (watch, do)
- 4 Has the telephone engineer repaired the line yet?
Yes, (watch, do)
- 5 Is it 10 o'clock yet? Yes, (hear, clock strike ten)
- 6 Is Tom still here? No, (see, go)
- 7 Has Tom done his homework? Yes, (watch, do)

Grammar Exercise 2

Read and answer the questions with 'it takes (me/you, etc.) ... to do ...'.

e.g. It takes me 15 minutes to eat my breakfast.

It takes me 10 minutes to make a cup of tea.

- 1 How long does it take you to eat your breakfast?
- 2 How long does it take to make a cup of tea?
- 3 How long does it take your family to prepare dinner?
- 4 How long does it take you to get to school?
- 5 How long does it take your family to go to the market?

- 6 How long does it take your friend to eat his/her lunch?
- 7 How long does it take you to do your homework?
- 8 How long does it take to get your hair cut?
- 9 How long does it take to read a book?
- 10 How long does it take to tell a joke?

Grammar Exercise 3

Rewrite the following sentences using the passive. You also need to decide whether or not the subject should be mentioned.

e.g.

International Women's Day is celebrated on March 8th each year.

- 1 People celebrate International Women's Day on March 8th each year.
- 2 In 2002 UNESCO organized a celebration in honour of A. G'ijduvoni.
- 3 Save the Children Fund (SCF) is distributing vitamin tablets in Karakalpakstan.
- 4 Engineers are constructing a new international terminal at Tashkent airport.
- 5 In Britain people do not elect their head of state.
- 6 UNESCO has listed Khiva as a World Heritage Site.
- 7 The Red Crescent in Uzbekistan has held many seminars to teach students about the dangers of drugs.
- 8 The Government is doing much to reduce unemployment.

Lesson 2 UNESCO and UNICEF in Uzbekistan

1 Work in pairs. Pair B read the text below. Copy and complete the table.

	UNESCO	UNICEF
Name of agency: When it was founded: Main areas of work: What the agency is doing in Uzbekistan:		

UNICEF is a specialized agency of the UN. Its full name is the United Nations Children's Fund. UNICEF works in more than 100 countries to improve conditions for children. The Fund is currently conducting programmes in about 150 countries in all continents to help protect children from disease and prepare them for healthy, productive adult lives. It was created in 1946 and has received the Nobel Prize for its work.

In Uzbekistan UNICEF is working with the government to improve four areas of health care: health and nutrition, water and environmental sanitation, education, and providing for the psychological and social needs of vulnerable children.

There are programmes to upgrade health care facilities (for example by providing them with disposable syringes for vaccinations as they are more hygienic) and to provide better nutrition (for example by distributing iodised salt for cooking).

In Khorezm and Karakalpakstan, two regions particularly badly affected by drought, there are programmes to repair desalination units, to provide chemicals to make water safe to drink, to provide water testing equipment so that scientists can monitor the quality of water provided and to provide hand pumps for pumping water.

In some areas the schools are not in good condition so UNICEF has programmes to help repair and equip the schools, and build new toilets to improve sanitation and health.

The fourth area that UNICEF is currently working in is to support children who have special problems, those with no family, and those with physical and mental problems.

Unit 1 Communications Progress Check

LISTENING

1 Listen to the phone call and write down the message. (25 marks)

READING

2 Read the following. Find three wrong sentences. Correct them. (18 marks, 6 for each correct sentence)

- A: Hello.
J: Hi. Ask Fiona to come to the telephone.
A: Wait for a minute. I'll get her.
F: Hello.
J: Hi, Fiona. I'm Jack.
F: Oh, hi, Jack. How are you?
J: Fine, thanks. I'm phoning to say that I might be half an hour late today.
F: OK. No problem. Thanks for calling. Bye.
J: Bye.

3 Read and choose the best title. (10 marks)

- 1 The history of one invention.
- 2 The man who invented the telephone.
- 3 Why people use the telephone.
- 4 Scottish inventors.

The inventor of the telephone, Alexander Bell, was born in Scotland. He studied at the Universities of Edinburgh and London and then moved to Canada. But he is world famous as an American scientist and inventor because he lived and worked in Boston for many years. He trained teachers for their future work in schools for people who couldn't hear. In 1876 he invented a machine which was called telephone, tele means distance and phone means sound. He also started the Bell Telephone Company.

GRAMMAR

4 Make questions and ask your teacher. Note down her/his answers. (10 marks, 2 for each correct question)

- 1 got/you/at home/have/a telephone?
- 2 do/use/often/the telephone/how/you?
- 3 on/you/who/to/the telephone/do/talk?
- 4 know/of/ the telephone/do/you/ school/number/our?
- 5 pay/much/people/using/how/the telephone/do/for ?

5 Report your teacher's answers. Write the reported sentences.

Begin like this:

My teacher said that s/he has/doesn't have ...

(25 marks, 5 for each correct sentence)

VOCABULARY

6 Choose the right word. (12 marks, 2 for each correct answer)

There was a time when Latin played the role of a(n) (1)... language. Then it lost its importance and scientists started to think about (2) ... a language that could be used for international (3) A number of languages were worked out, but probably the most widely (4) ...language is Esperanto. Several million people speak Esperanto, which is (5)... on various European languages. However, it has never become really (6) ... as an international language.

- 1 a official b traditional c international
- 2 a creating b copying c writing
- 3 a talks b conversation c communication
- 4 a sent b known c understood
- 5 a used b based c found
- 6 a popular b local c first

Total: 100 marks

Unit 2 The World of Work Progress Check

GRAMMAR (15 marks)

1 Fill in the gaps with the correct prepositions. Choose from the following:

at for in of with

1 My elder sister is really interested ... the problems of the environment.

2 Nobody advised him what to wear ... the interview and he put on his bright green jacket!

3 I would like to find a job ... perks.

4 She is really good ... paperwork – all her letters are always typed and filed neatly.

5 If you are fond ... animals you could study to be a vet.

VOCABULARY (15 marks)

2 Match. Careful, there are more words than definitions. Translate the words which have no definitions into your mother tongue.

1 ability

a holidays

2 advantage

b needing a lot of attention and work of mind or body

3 application

c working during a part of the regular working day

4 demanding

d something that may help one to be successful

5 part-time

e money paid by a company or organization to their workers

6 salary

f skills and knowledge that are needed to do something

7 smart

8 vacations

GRAMMAR (15 marks)

3 Each sentence has a mistake. Find it and correct it.

1 Nobody told me how to behave on the interview. (a grammar mistake)

2 If you're good at drawing, you could be architect. (a grammar mistake)

3 It is the secretarys duty to answer the phone. (a punctuation mistake)

4 She is respected for her efficiensy at work. (a spelling mistake)

5 I preffer to work slowly. (a spelling mistake)

WRITING (20 marks)

5 Write about your mother's (father's, uncle's, aunt's) work. Write

- what s/he does
- how long s/he works every day
- what personal qualities help her/him in her/his job
- if the salary is good or not
- if s/he has perks and what they are

SPEAKING (15 marks)

6 Read and answer the questions.

'Knowledge is power'.

Francis Bacon (1561-1626)

English philosopher and writer

1 Do you agree with Francis Bacon?

2 What (kind of?) knowledge would you need if you decided to be

a a doctor?

b a farmer?

c a stage director?

3 What job would you like to do when you grow up? What knowledge would you need?

PRONUNCIATION (20 marks)

4 Arrange words into three groups: words with 2 syllables, 3 syllables and 4 syllables. Mark the stress.

uniform profession ecologist mobile
application responsible wages interview
police development

Total: 100 marks

Unit 4 School and community Progress Check

LISTENING

1 Listen to the two advertisements and answer the questions. (15 marks, 3 for each correct answer)

- 1 Which advertisement is for professionals who want to learn English?
- 2 Which advertisement tells us about teaching in small groups?
- 3 What does ESP mean?
- 4 Who can join an ESP course?
- 5 What lessons does the second advert offer besides regular ones?

READING

2 Read the two texts and find the right place for the italicised phrases. (18 marks, 3 for each correct answer)

<i>to everyone's surprise</i>	<i>should not be given</i>
<i>have been discussed</i>	<i>no proof</i>
<i>a survival skill</i>	<i>for the real world</i>

1 How many hours of homework do you do every day? Do you like homework? Does it help you at school? Or is homework a waste of time?

These questions are at the heart of a debate in a town called Half Moon Bay in California. A member of the school council Herbert Redmond said he thought that schoolchildren (1) *have been discussed* homework. He said that there is (2) *a survival skill* that homework leads to better academic achievement. But (3) *no proof* many students at the Half Moon Bay school said they liked homework and thought homework was important for their education. One student, Jeanne Cory, said, "Homework is a way to practice at home what we learn in school".

2 'Traffic Rules', 'Who Can Drive a Car?' 'Advice About Cars'. These are a few topics which (4) *should not be given* in the school club recently. Teachers were surprised to learn that so many teenagers are interested

in driving and would like to have driving lessons at school. Teenagers are sure such lessons will prepare them (5) *to everyone's surprise*. They think that driving is (6) *for the real world*. However not all teachers agree that that it is necessary to have driving lessons at school. A member of the school club Ra'no Baratova proposed having a debate on the motion 'Schools must have driving lessons'. The debate is scheduled for December 5.

3 Read again and write True, False or Don't Know. (15 marks, 3 for each correct answer)

- 1 A debate was held in an American school.
- 2 Herbert Redmond is not sure that homework can help us become better students.
- 3 Fifty per cent of students at the Half Moon Bay school think that homework is important.
- 4 The school club will have a debate about the importance of traffic rules.
- 5 Ra'no Baratova's friends will take part in the debate.

PRONUNCIATION

4 Write the words in two groups: the words with 2 syllables and the words with 1 syllable. Mark the stress.

(16 marks, 2 for each correct word)

Expel maintain discipline permission
truant finance government citizen

WRITING (20 marks, 5 for each good sentence)

5 Write what you would do if you were a teacher and one of your pupils

- 1 was always late for your lessons
- 2 forgot to do his/her homework
- 3 bullied little kids
- 4 said that your subject is not interesting for him/her

Continued

SPEAKING (16 marks, 8 for each good answer)

6 Talk about how

- good behaviour can be encouraged
- bad behaviour can be punished

Here are some ideas: letters to parents, school radio and newspaper, teacher-parent meetings. What else?

Total: 100 marks

Unit 5 Government and political structure

Progress Check

LISTENING (20 marks; 4 for each)

1 Listen and complete the notes.

Joining requirements:

Name of organizer:

Committees:

Day club meets:

Activities:

READING

2 Read and complete the notes. (24 marks)

India is separated from the rest of Asia by the Himalaya mountains so that India forms a subcontinent. India is the largest democracy in the world, and the country with the second largest population in the world (after China). It covers an area of 3,287,590 sq km. India is a multi-party democracy. The Lok Sabha (Lower House) is directly elected. All adult Indians have the right to vote. The Raihya Sabha (Upper House) is indirectly elected by the state assemblies. Beyond Delhi, the capital, there are 25 states and seven union territories, each governed by a parliament and cabinet. The President is Head of State, and the Prime Minister is Head of the Government.

Country and capital city	State Structure	Head of State	Head of the Government	Name of Upper and Lower Houses	How the country is divided up for administration
1	2	3	4	5	6

GRAMMAR (10 marks)

3 Write 'a', 'the' or nothing as appropriate.

Bombay is (1) centre of India's film industry, which is (2) world's biggest producer of feature films. (3) Indian films are exported to over 100 countries. (4) stars of what is known as 'Bollywood', India's Hollywood, live in (5) rich Malabar Hills neighbourhood.

4 Complete the sentences with the correct form of the adjective. (9 marks)

- Sumalak is made from ... wheat. (sprout)
- Japan is famous for its ... cherry trees. (flower)
- Metro Goldwyn Mayer films begin with a ... lion. (roar)

5 Write about two of your responsibilities. (10 marks)

TRANSLATE (20 marks)

6 The Indian flag has three wide stripes. The top one is orange, the second one is white and the bottom one is quite a dark green. In the centre of the white stripe there is a wheel.

VOCABULARY

7 Complete the sentences with an appropriate word. (7 marks)

- The ... of the flag is blue.
- The emblem of Uzbekistan has an ... star on it.
- It also has a ... sun on it.
- The emblem of our club ... / ... a large 'T' for 'Theatre'.
- The constitution of Uzbekistan ... / ... in 1992.
- Queen Elizabeth II is the fortieth ... since 1066.
- The ... of Uzbekistan is the soum.

Total: 100 marks

Unit 7 Advertising and marketing Progress Check

LISTENING (15 marks)

1 Listen to the advert and answer the questions.

- 1 What does Uzbekistan-England-Russia JV Khiva produce?
- 2 How many tons of medical cotton wool does it produce?
- 3 How are the JV's prices set?
- 4 How can the cotton wool be purchased?
- 5 What institutions is JV supplying with its cotton wool?

READING (20 marks)

2 Read the advert and write True or False.

Welcome to Uzbekistan Airways' Business Class.

According to statistics, about 90 per cent of all passengers who use business class once, continue to use it. This is right because paying more for business class gives passengers additional services and comfort.

Passengers flying on Uzbekistan Airways' Business Class are offered:

- a comfortable cabin, and soft seats with a lot of space between the rows, making it possible to work or relax during the flight
- extra space for coats and hand luggage
- European and Uzbek dishes
- a wide selection of newspapers and magazines
- a wide selection of drinks
- helpful multi-lingual cabin crew

- 1 Paying more for business class gives passengers extra comfort.
- 2 If you use business class once, you'll never use it again.
- 3 You have to hold your hand luggage during the flight.
- 4 You can work and relax during the flight.

- 5 The cabin crew can speak different languages.

GRAMMAR

3 Read the answers and write the questions. (10 marks)

e.g. UzDaewoo produces cars.

What does UzDaewoo produce?

- 1 Companies develop a successful new promotion.

1 *What?*

- 2 Companies use coupons, samples, money back, competitions etc. to win customers.

2 *What?*

- 3 Shell company invented the 'Make Money' promotion.

3 *What?*

- 4 Yes, advertisers want us to be interested.

4 *Do?*

- 5 Too much repetition can result in consumer tiredness.

5 *What?*

4 Write 5 sentences about the reasons for buying or not buying products. (15 marks)

e.g. If the price hadn't been cheap I wouldn't have bought the product.

WRITING

5 Describe one promotion technique used to win customers.

Write 5 sentences. (20 marks)

SPEAKING (20 marks)

6 Talk about companies. Say 5 sentences about:

- name
- product
- price
- placement
- promotion technique

Total: 100 marks

Unit 8 Industry and services Progress Check

LISTENING

1 Listen to the radio report and write what it is about. (20 marks)

2 Read and listen to the report again and write down the missing words. (18 marks)

Coca-Cola has opened its fifth bottling—
—1— in Uzbekistan. The new
plant, which will specialize in the —2—
— of carbonated soft drinks, is Coca-
Cola's largest plant in Central Asia.
Equipped with the latest —3— , it
has created more than 160 new —4—
for highly skilled —5— . William
Casey, President of Coca-Cola's Greater
Europe Group said: "We are convinced
that Uzbekistan will continue to make —
-6— in creating —7— for
international —8— and we are
proud to play a role in the —9— of
the Uzbekistan economy".

READING

3 Read the article and write 5 questions. (20 marks)

The most important industrial development in Britain in the past 20 years or so has been the growth of the offshore oil and gas industries, as well as the wide application of new microelectronic technologies in industry and commerce. Although expanding service industries, like finance and tourism, now represent about 65 percent of Britain's national output, manufacturing still plays a vital role in the economy. Britain takes a leading part in high technology industries like chemicals, aerospace and electronics where British companies are among the world's biggest and most successful.

GRAMMAR

4 Write 5 sentences about what you have had done at each of these places. (20 marks)

- 1 tailor's
e.g. I had my black suit made at the tailor's.
- 2 dentist's
- 3 dry-cleaner's
- 4 hairdresser's
- 5 photographer's
- 6 shoemaker's

VOCABULARY AND WRITING

5 Spelling dictation. (10 marks)

6 Make new words with suffixes -er, -tion from produce, import, invest, manufacture, fertilize and reflect. Translate them. (12 marks)

e.g. export – exporter
product – production

Total: 100 marks

GRAMMATIK MA'LUMOTLAR

1 Bog'langan ergash gaplar (aniqlamaydigan bog'lovchili ergash gaplar):

who/when/which/where/that

7-sinfda bog'langan ergash gaplar haqida so'z yuritilgan edi. Unda **who, which**, va boshqa so'roq so'zlar bilan boshlanadigan ergash gaplar ko'pincha odamlar va narsalarni yoki so'zlovchi qaysi (yoki qanday) kishi yoki narsani nazarda tutayotganligini aniqlashda ishlatilgan edi. Bunday gaplarda bosh gap va ergash gap o'rtasida vergul ishlatilmaydi.

*m-n. The girl **who** is coming along the street is from my class.*

'*who is coming along the street*' bu yerda '*The girl*' ni aniqlab kelayapti. Shuning uchun u aniqlovchili bog'langan ergash gap deyiladi. Bu erda '*who*' ni tushirib qoldirib bo'lmaydi, agarda u tushirib qoldirilsa unda qaysi qiz haqida gapirilyotganligini bilib bo'lmaydi.

Bog'langan ergash gaplar biror shaxs yoki narsa haqida qo'shimcha ma'lumot berishda ham ishlatiladi. Ular aniqlamaydigan bog'lovchili ergash gaplar deyiladi. Bunday holatda bosh gap va bog'langan ergash gaplar vergul bilan ajratiladi.

*m-n. Scotland has its own education system, **which** is different.*

Bu yerda '**which** is different' qo'shimcha ma'lumot beradi. U aniqlamaydigan bog'lovchili ergash gapdir, chunki u '*education system*' ni aniqlashda kerak emas. '*which is different*' ni gapdan tushirib qoldirsa ham bo'ladi.

Odamlar haqida so'z ketsa, aniqlamaydigan bog'lovchili ergash gapda *who* bog'lovchisi ishlatiladi.

*m-n. I heard the new speaker, **who** was boring.*

Vaqt haqida gap ketganda esa *when* bog'lovchisi ishlatiladi.

*m-n. The war began in 1941, **when** my father was born.*

Where bog'lovchisi joy haqida gapirilganda qo'llaniladi.

*m-n. Last summer we went to Samarkand, **where** my parents live.*

Which esa narsalar haqida gap ketganda ishlatiladi.

*m-n. In some areas there are middle schools instead of junior schools, **which** take pupils from 9 to 12 years old.*

Which butun gapga murojaat qilganda ham ishlatiladi.

*m-n. I couldn't speak to him, **which** I wanted to do all the time.*

2 So'z yasash: suffiks -ist

'-ist' suffiksi ish-harakatni bajaruvchi shaxsni anglatishda ishlatiladi. Ko'pincha '-ist' otlarga qo'shiladi.

m-n.

biology – biologist, economy – economist, sociology-sociologist, ecology – ecologist, hair style - stylist

3 So'z yasash: ot+ot = sifat

Ba'zida sifatlar ot+ot birikmalaridan yasaladi. Ular narsalarning qandayligini aniqlab keladi.

m-n

left-hand street, right-wing party, part-time job, va boshqalar.

4 Payt ergash gaplar

Ba'zida biror voqeadan oldin yoki keyin sodir bo'ladigan voqealarni aytish uchun payt ergash gaplarda *before* va *after* dan foydalaniladi.

m-n. *Before you go away, I want to tell you something.*

After you arrived, I immediately phoned my colleagues.

Agarda bosh gap va payt ergash gaplarning egasi bir xil bo'lsa, payt ergash gapdagi ega ba'zida tushib qoladi va *before* va *after* dan keyin fe'ning *-ing* shakli (sifatdosh) ishlatiladi.

m-n. *After finishing my classes, I go home by bus.*

Before going to bed, I watch TV, etc.

5 When va if

When ni ishlatgan shaxs biror narsa sodir bo'lishiga ishonchi komil bo'ladi.

If ni ishlatgan shaxs esa biror narsaning sodir bo'lishi yoki bo'lmasligiga ishonchi komil bo'lmaydi.

Taqqoslang:

m-n. *When everybody is here, we'll begin the dinner.*

If he comes, he may stay with us.

Takrorlanib turuvchi voqea va hodisalar haqida gapirilganda *when* ham *if* ham ma'no jihatdan bir oz farq qilgan holda bir sharoitda ishlatilishi mumkin.

m-n. *When/if a pupil has lines, s/he must write 50 sentences.*

When/if a pupil breaks the rules, he or she is/will be punished.

6 Have something done

Biz *'have something done'* ni biror shaxsga qandaydir ishni qildirirayotganimizni aytish uchun ishlatamiz. Bu iboraning tuzilishi quyidagichadir :

have + to'ldiruvchi+ o'tgan zamon sifatdoshi. (O'tgan zamon sifatdoshi fe'llariga 124 betga qarang)

have	to'ldiruvchi	o'tgan zamon sifatdoshi
m-n. <i>I had</i>	<i>myhair</i>	<i>cut .</i>

Yuqoridagi misol *I didn't cut my hair myself, somebody cut it for me.* degan ma'noni beradi. Bu ibora har qanday zamonda va modal fe'llardan keyin ishlatilishi mumkin.

Quyidagi boshqa misollarga qarang :

m-n. *I'm having my door painted.*

I've just had my phone repaired.

I'll have my house built next year, etc.

I must have the car cleaned.

Have ning o'rniga *get* ham ishlatilishi mumkin. Ma'no o'zgarmay qoladi.

m-n. *She had her hair coloured. = She got her hair coloured.*

7 Need doing

Ba'zida egaga nisbatan biror narsa qilinishi kerakligini aytishda *need doing* iborasi ishlatiladi.

m-n. This room needs cleaning.

Bu yerda *gap room has to be cleaned by somebody* ma'nosini beradi. Misollarga qarang :

Your hair needs cutting.

This house looks very old. It needs painting, va boshqalar.

8 Shart ergash gaplar

8-sinf darsligida *if* li shart ergash gaplar haqida so'z yuritilgan edi. 9-sinfda ham bu mavzu davom ettiriladi. Shart ergash gaplarning boshqa ma'nolarda ishlatilishiga o'tishdan oldin *if* li shart ergash gaplarni takrorlashni va shu bilan birga ularga yangi tushunchalarni kiritishni lozim deb topdik.

8.1 *If* li shart ergash gaplar

Ingliz tilida turli xil shart ergash gaplar mavjud. Ular sodir bo'lishi mumkin bo'lgan holatlarni va ularning natijasi nima bo'lishi mumkinligini ifodalab keladi.

Shart ergash 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 gaplar, gaplarni tugallash va gaplarga ma'no berish uchun ishlatiladi.

8.1 a) Umuman olganda rost va tez-tez sodir bo'lib turadigan narsalarni aytish uchun bosh gapda ham ergash gapda ham hozirgi zamon ishlatiladi.

m-n. If you heat ice, it melts.

If it is a holiday, pupils don't usually go to school.

Bosh gapda modal fe'llar ishlatilishi mumkin.

m-n. If it is hot, you can go swimming.

If it you join our school, you must wear a uniform.

8.1 b) Shart ergash gapda hozirgi zamon ishlatilganda, bosh gapda tez-tez buyruq gaplar ham ishlatilib turiladi.

m-n. If you want to join our club, send us information about yourself.

If he comes, phone me immediately.

Bosh gapda modal fe'llar ham ishlatilishi mumkin.

m-n. If you want to join our club, you should send information about yourself.

If he comes, you must phone me immediately.

8.1 c) Biror narsaning kelgusida sodir bo'lish ehtimoli borligi to'g'risida gapirilayotganda, shart ergash gapda hozirgi zamon, bosh gapda esa kelasi zamon ishlatiladi.

m-n. If I come late, I'll let you know.

We will go for a walk, if the weather is good tomorrow.

Bosh gapda modal fe'llar ham ishlatilishi mumkin.

m-n. If you want a good car, I can find one for you.

We can go for a walk, if the weather is good tomorrow.

8.1 d) Sodir bo'lmaydigan narsalar haqida qapirilayotgan bo'lsa, shart ergash gapda oddiy o'tgan zamon, bosh gapda esa *would+infinitive* ishlatiladi.

*m-n. If I **had** a lot of money, I'd **buy** my family a new house.*

*We **would work** harder, if you **paid** us more.*

Bosh gapda *would* ning o'rniga *might* yoki *could* modal fe'llari ishlatilishi mumkin.

*m-n. If I **had** a lot of money, I **could/might** buy my family a new house.*

*We **could/might** work harder, if you **paid** us more.*

Shu ma'noda *if* dan so'ng *was* ning o'rniga *were* ishlatiladi.

*m-n. 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.*

8.2 if li shart ergash gaplarning o'tgan zamonni ifodalashda ishlatilishi

O'tgan zamonda sodir bo'lishi mumkin bo'lgan-u, lekin amalga oshmagan ish-harakatlarni aytish uchun ergash gaplarda tugallangan o'tgan zamon ishlatiladi. Bosh gapda esa *would have + o'tgan zamon sifatdoshi* ishlatiladi.

*m-n. If you **had come** earlier, we **would have had** lunch together.*

*You **wouldn't have worried** so much if Alex **had phoned** you at once.*

Bu yerda ham bosh gapda *would* ning o'rniga *might* yoki *could* modal fe'llari ishlatilishi mumkin.

*m-n. If you **had come** earlier, we **might/could** have had lunch together.*

*You **mightn't** have worried so much if Alex **had phoned** you once.*

8.3 Shart ergash gaplarda aralash zamonlar

Ba'zida bosh va ergash gaplarda zamonlar aralashib kelishi mumkin. O'tgan zamon ish-harakatining natijasi hozirgi zamonda ko'rinadi. Ular ko'p hollarda quyidagicha tuzilishda kuzatilishi mumkin.

Shart ergash gap

if +tugallangan o'tgan zamon,

bosh gap

would/might/could + hozirgi zamon

*m-n. If you **had brought** the book yesterday, I **wouldn't be** so disappointed now.*

*If he **hadn't had** problems last week, he **might be talking** to us now.*

8.4 Shart ergash gap: wish

Wish ning ma'nosi *to want* dir.

m-n. I wish to see you tomorrow.

I wish you a Happy Navro'z.

Ba'zida *wish* shart ergash gaplarda ishlatiladi. Lekin bu gaplarda u *to want* ma'nosini bermaydi. U afsus ma'nosini beradi va amalga oshmaydigan holatlarda ishlatiladi.

Zamonlar *if li shart ergash* gaplardagidek bo'ladi.

Kelgusida sodir bo'lmaydigan ish-harakatlar uchun:

*m-n. I **wish I had** a car. (= I don't have a car and I regret this.)*

*I **wish it didn't** rain. (= It like to rain and I don't like it.)*

*I **wish I'd known** Carol. (= I'm sorry that it didn't happen), va boshqalar.*

9 So'z yasash: *fe'l + ing = sifat*

Fe'llarga *-ing* qo'shish orqali sifatlar yasalishi mumkin.

m-n. flower + ing = flowering

shine + ing = shining

spread + ing = spreading, va boshqalar.

10 So'z yasash: *tele-* old qo'shimchasi

'*tele -*' old qo'shimchasi Grekchadan olingan bo'lib, uzoq degan ma'noni anglatadi. U otlar oldidan ishlatiladi va boshqa ot yasaydi.

m-n. tele + communication = telecommunication

tele + phone = telephone

tele + gram = telegram, etc.

11 Umumiy so'roq gaplarga beriladigan qisqa javoblar

Ba'zida umumiy so'roq gaplarga *I think so, I hope so, I expect so.* kabi qisqa javoblar berilishi kuzatiladi. Ular so'ralgan fikrni qaytarmaslik maqsadida ishlatiladi. Bunda so butun gapning o'rnini egallaydi.

m-n. - Do you think it will rain? - I think so.

- Will we win the competition? - I hope so.

- Is 'Braveheart' still on? - I expect so.

Agar savolga javob bo'lishsiz bo'lsa, qisqa javob *I hope not.* yoki *I'm afraid not.* bo'ladi.

Bu yerda *not* butun gapning o'rnini egallaydi.

m-n. -Do you think John will be at the party? - I hope not.

- Are you going with us? - I'm afraid not. I have some other things to do.

12 So'z yasash: *-er* va *-or* suffikslari

Bu suffikslar ba'zi fe'llarga qo'shilib odamlarning mansabi va mutaxassisligini anglatuvchi otlarni yasab keladi.

m-n. teach + er = teacher

employ + er = employer

present + er = presenter, va boshqalar.

educate + or = educator

senate + or = senator

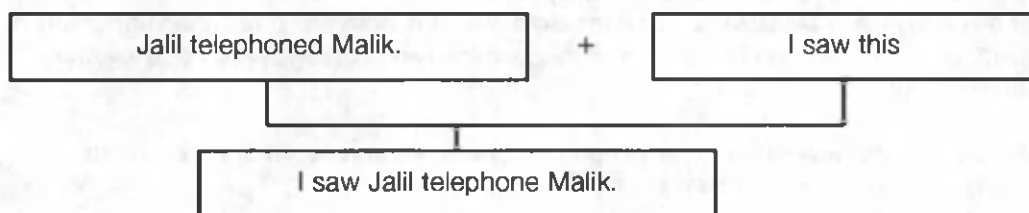
govern + or = governor, va boshqalar.

13 *See somebody do / See somebody doing* iboralari

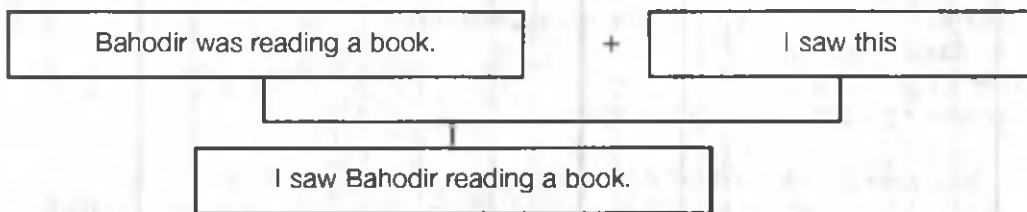
Bu iboralar deyarli o'tgan zamon voqea va hodisalarini tasvirlashda ishlatiladi.

See somebody do oddiy o'tgan zamon voqea va hodisalari uchun qo'llaniladi. *See somebody doing* ese o'tgan davomli zamon uchun qo'llaniladi. Ularni quyidagi misollar orqali taqqoslashingiz mumkin.

Oddiy o'tgan zamon:



O'tgan davomli zamon:



Yodda tuting: Bu iboralarda fe'l to siz ishlatiladi.

14 Iбора: *to be worth doing*

Worth ish-harakatni qilishga arziy-arzimasligi xususida gapirilganda ishlatiladi. Undan keyin keladigan fe'l *-ing* shaklida bo'ladi.

m-n. This museum is worth visiting.

15 Iбора: *It takes me ...*

Ba'zida *it + take (+shaxs) + vaqt + fe'l* iborasi biror narsa qilishga qancha vaqt sarflashimiz haqida gapirganimizda ishlatiladi.

m-n. It takes me 15 minutes to eat my breakfast.

It takes 10 minutes to make a cup of tea.

How long does it take you to eat your breakfast?

How long does it take to make a cup of tea?

Грамматический справочник

1 Придаточные предложения: *who/when/which/where/that*

В книге 7 мы уже говорили о придаточных предложениях, которые употребляются для определения или выделения людей или предметов. Мы называем их 'придаточные определительные предложения'. В английском языке эти придаточные не отделяются запятой.

e.g. The girl who is coming along the street is from my class.

В этом предложении 'who is coming along the street' относится к слову 'The girl' и определяет его. Поэтому мы называем его определительное придаточное предложение. Его нельзя убрать, т.к. будет неизвестно о какой девочке идет речь.

Придаточные предложения так же употребляются в случаях, когда дается дополнительная информация о человеке или предмете. Такие придаточные называются неопределенные и они отделяются от главного предложения запятой.

e.g. Scotland has its own educational system, which is different.
В этом случае придаточное предложение 'which is different' дает дополнительную информацию, она не определяет образовательную систему и это предложение можно убрать.

В неопределенных придаточных предложениях, если говорится о людях, то употребляется местоимение *who*.

e.g. I heard the new speaker, who was boring.

Мы употребляем *when*, когда говорим о времени.

e.g. The war began in 1941, when my father was born.

Where употребляется, когда определяется местоположение.

e.g. Last summer we went to Samarkand, where my parents live.

Мы употребляем *which*, когда говорим о предметах.

e.g. In some areas there are middle schools instead of junior schools, which take pupils from 9 to 12 years old.

Which может относиться и ко всему предложению.

e.g. I couldn't speak to him, which I wanted to do all the time.

2 Словообразование: суффикс *-ist*

Суффикс *-ist* используется для образования новых слов – профессий или то, чем человек занимается. В основном они образуются от существительных.

e.g. biology – biologist, economy – economist, sociology – sociologist, ecology – ecologist, hair style – stylist

3 Словообразование: *n+n=adjective*

Иногда прилагательные образуются путем соединения двух существительных для выделения какого-либо признака.

e.g. left-hand street, right-wing party, part-time job, etc.

4 Придаточные времени

Мы употребляем *before* и *after* в придаточных времени, когда одно действие идет до или после другого.

e.g. Before you go away, I want to tell you something/

After you arrived, I immediately phoned to my colleagues.

Если подлежащее в главном предложении и в придаточном одно и то же, то иногда мы можем не употреблять его, а использовать *-ing* форму глагола (participle I) после *before* и *after*.

e.g. After finishing my class, I go home by bus.

Before going to bed, I watch TV, etc.

5 *When* и *if*

When используется в том случае, если есть уверенность в том что событие произойдет в скором будущем

If используется если нет уверенности в том, что событие произойдет или нет.

Сравните:

e.g. When everybody is here, we'll begin the dinner.

If he comes, he may stay with us.

When и *if* могут использоваться в случае повторяющихся ситуаций или в ситуациях предсказывающих развитие событий.

e.g. When/if a pupil has lines, s/he must write 50 sentences.
When/If a pupil breaks the rules, he or she is/will be punished.

6 Have something done

Выражение *have something done* употребляется, когда мы говорим, что кто-то что-либо нам делает. Это выражение имеет структуру: **have+object+past participle** (смотрите таблицу Неправильных глаголов).

	have	object	past participle
e.g.	I have	my hair	cut.

В этом предложении говорится, что не сам, а кто-то постриг мне волосы. Эта структура используется со всеми временами и после модальных глаголов.

e.g. I'm *having my door painted*.

I've just *had my phone repaired*.

I'll *have my house built next year*.

I must *have the car cleaned*.

Иногда вместо *have* используется *get*, при этом значение предложения не меняется.

e.g. She *had* her hair coloured. = She *got* her hair coloured.

7 Need doing

Выражение *need doing* употребляется в значении *нужно что-то сделать с кем-либо или с чем-либо*.

e.g. This room *needs cleaning*.

Т.е. *комната должна быть кем-то убрана*.

e.g. Your hair *needs cutting*.

This house looks very old. It *needs painting*, etc.

8 Придаточные условия

В книге 8 мы говорили о придаточных условия с *if*. В книге 9 мы рассмотрим другие аспекты придаточных условия.

8.1 Придаточные условия с *if*

В английском языке существуют различные типы придаточных предложений. Они используются, когда мы говорим о ситуации, когда что-то может произойти и какой может быть результат. Придаточные условия состоят из двух частей: главного и придаточного с *if*. Это придаточное может стоять до и после главного.

8.1a) Когда мы говорим об общепризнанных вещах или о том, что часто случается, мы употребляем настоящее время и в главном и в придаточном предложении.

e.g. If you *heat* ice, it *melts*.

If it *is* a holiday, pupils don't usually go to school.

В главном предложении могут употребляться модальные глаголы.

e.g. If it is hot, you *can* go swimming.

If you join our school, you *must* wear a uniform.

8.1b) Когда придаточное предложение стоит в настоящем времени, то часто в главном предложении используется повелительное наклонение.

e.g. If you *want* to join our club, *send* information about yourself.

If he *comes*, you *may* phone me immediately.

Модальный глагол может употребляться так же и в главном предложении.

e.g. If you want to join our club, you *should* send information about yourself.

If he *comes*, you *must* phone me immediately.

8.1c) Когда мы говорим, что что-то может случиться в будущем, то в главном предложении мы употребляем будущее время, а в придаточном – настоящее.

e.g. If I *come* late, I'll let you know.

We *will* go for a walk, if the weather *is* good tomorrow.

Модальные глаголы так же употребляются в главном предложении.

e.g. If you want a good car, I *can* find one for you.

We *can* go for a walk, if the weather *is* good tomorrow.

8.1d) Если мы говорим о том, что могло бы случиться, то мы используем простое прошедшее время в придаточном предложении и структуру *would+infinitive* в главном предложении.

e.g. If I *had* a lot of money, I'd *buy* my family a new house.

We *would* work harder, if you *paid* us more.

В этом случае мы употребляем *were*, а не *was* после *if*.

e.g. 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.

8.2 Придаточные условия с *if* в прошедшем времени

Когда мы говорим о чем-то, что могло бы случиться в прошлом, но не случилось, мы употребляем Past Perfect (прошедшее совершенное время) в придаточных условия. В главном предложении употребляется структура *would have+Past Participle*

e.g. If you *had come* earlier, we *would have had* lunch together.

You *wouldn't have worried* so much if Alex *had phoned* you at once.

Вместо *would* в главном предложении может употребляться модальный глагол *might* или *could*.

e.g. If you *had come* earlier, we *might/could* have had lunch together.

You *mightn't* have worried so much if Alex *had phoned* you once.

8.3 Разные времена в придаточных условия

Иногда в придаточных условия употребляются разные времена в главном и придаточном предложении. Это когда действие в прошедшем имеет результат в настоящем. В основном они представлены в такой структуре:

Придаточных условия
if + Past Perfect

главное предложение
would/might/could + Present Tense

e.g. If you *had brought* the book yesterday, I *wouldn't be* so disappointed now.
If he *hadn't had* problems last week, he *might be talking* to us now.

8.4 Придаточные условия с *wish*

Wish имеет значение хотеть.

e.g. I *wish to see* you tomorrow.

I *wish you* Happy Navro'z.

Иногда *wish* употребляется в придаточных условия. Но значение его в этом случае меняется, оно приобретает оттенок сожаления, нереальности и невозможности чего-либо – хотел бы. Структура предложения с *wish* такая же как и с *if*.

e.g. I *wish I had* a car. (I don't have a car and I regret this.)

I *wish it didn't rain*. (It like to rain and I don't like it.)

I *wish I'd known* Carol. (I'm sorry that it didn't happen.), etc.

9 Образование прилагательных: глагол + *ing*

Прилагательные могут образовываться от глаголов при помощи окончания *-ing*.

e.g. flower- flowering, shine – shining, spread – spreading, etc.

10 Образование новых слов при помощи приставки *tele-*

Приставка *tele-* это греческое слово. Оно означает 'дистанция'. Приставка *tele-* стоит перед существительным и образует новое слово.

e.g. tele + communication = telecommunication

tele + phone = telephone

tele + radio = teleradio

tele + graph = telegraph, etc.

11 Краткие ответы на вопросы *Yes/No*

Если вы хотите ответить на вопрос отрицательно, то краткий ответ может быть *I hope not* или *I'm afraid not*. В этом случае *not* заменяет придаточное предложение.

e.g. –Do you think John will be at the party? – *I hope not*.

–Are you going with us? – *I'm afraid not*. I have some other things to do.

12 Образование слов при помощи суффиксов *-er* и *-or*

Путем прибавления суффиксов *-er* и *-or* к глаголам образуются новые слова означающие профессии или занятость людей.

e.g. teach – teacher, employ – employer, present – presenter, etc.

educate – educator, senate – senator, govern – governor, etc.

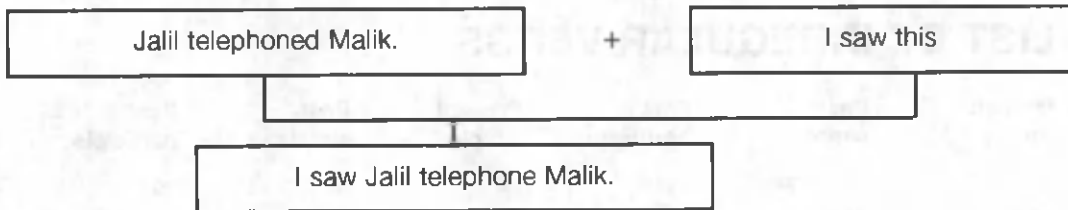
13 Выражения *see somebody do/see somebody doing*

Эти структуры употребляются в основном для описания действия в прошлом.

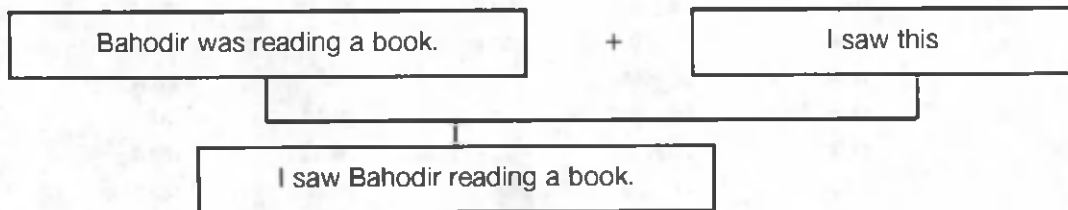
Выражение *see somebody do* описывает действие в простом прошедшем времени.

Выражение *see somebody doing* описывает действие в прошедшем продолженном времени. Вы можете сравнить их в данных примерах:

Past Simple:



Past continuous:



Note: Глагол с *to* в данной структуре не употребляется.

14 Выражение: *to be worth doing*

Если мы хотим показать значимость какого-либо действия тогда используется *worth*. После *worth* используется *-ing* форма глагола.

e.g. This museum *is worth visiting*.

15 Выражение: *It takes me ...*

Иногда используется выражение *it + take (+person) + time + infinitive* когда мы говорим о том сколько времени нам потребуется для того чтобы что-то сделать.

e.g. It takes me 15 minutes to eat my breakfast.

It takes 10 minutes to make a cup of tea.

How long does it take you to eat your breakfast?

How long does it take to make a cup of tea?

LIST OF IRREGULAR VERBS

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

WORDLIST

adj – adjective – sifat – прилагательное

adv – adverb – ravish – наречие

n – noun – ot – существительное

pl – plural – ko'plik son – множественное число

phr v – phrasal verb – jumlaviy fe'l – глагольная фраза

prep – preposition – predlog – предлог

v – verb – fe'l – глагол

English

Uzbek

Russian

A

abhor <i>v</i> [əb'hɔ:]	yomon ko'rmoq, nafratlanmoq	ненавидеть
ability <i>n</i> [ə'bɪlɪti]	qobiliyat	способность
academic lyceum <i>adj+n</i> [ækə'demɪk laɪ'si:əm]	akademik lisey	академический лицей
accept <i>v</i> [əksept]	qabul qilmoq	принимать
accept failure <i>v+n</i> [-'feɪljə]	muvaqqiyatsizlikni tan olmoq	признать неудачу
access <i>n</i> [əkkses]	kirish	доступ
according to <i>adv</i> [ə'kɔ:dɪŋtə]	...ga ko'ra	согласно ...
Accounting Administration <i>n+n</i> [ə'kauntɪŋ əd,mɪnɪ'streɪʃən]	buxgalteriya	бухгалтерия
achievement <i>n</i> [ətʃi:vmənt]	yutuq	достижение
acronym <i>n</i> [ækronɪm]	qisqartma so'z	аббревиатура
active <i>adj</i> [ˈæktɪv]	faol	активный
adopt <i>v</i> [ədɒpt]	qabul qilmoq	принимать
advanced <i>adj</i> [əd'vɑ:nst]	zamonaviy, taraqqiy etgan	продвинутый
advantage <i>n</i> [əd'vɑ:ntɪdʒ]	foйда	преимущество
advertising code <i>n+n</i> [əd'vɛtəɪzɪŋ 'kɔ:ɪd]	reklama nizomi	рекламный устав
affect <i>v</i> [ə'fekt]	ta'sir qilmoq	влиять
agency <i>n</i> ['eɪdʒənsi]	agentlik	агентство
ages 15 through 19 <i>phr</i> (=from 15 to 19 years old)	15 dan 19 yoshgacha	от 15 до 19 лет
aggressive <i>adj</i> [ə'ɡresɪv]	tajovuzkor	агрессивный
agriculture <i>n</i> [ˈægrɪ,kʌltʃə]	qishloq xo'jaligi	сельское хозяйство
agro-chemical industry <i>adj+n</i> [ˈægrəʊ,kemɪkəl 'ɪndəstri]	agrokimiyo sanoati	агрехимическая промышленность
aid <i>n</i> [eɪd]	vosita; yordam	средство; помощь
aim <i>v, n</i> [eɪm]	maqсад qilib qo'ymoq; maqсад	нацеливаться, стремиться; цель
aircraft industry <i>n+n</i> [ˈeəkrɑ:ft 'ɪndəstri]	samolyotsozlik	самолетостроение
airplane <i>n</i> ['eəpleɪn]	samolyot	самолет
alter <i>v</i> [ˈɔ:lteɪ]	o'zgartirmoq	изменять(ся)

alternative <i>adj</i> [ɔ:l'tɜ:nətv]	o'rini bosadigan, muqobil	альтернативный
ambulance <i>n</i> [æm'bju:ləns]	tez yordam	скорая помощь
amount <i>n</i> [ə'maunt]	hajm, miqdor	количество
Animal Care <i>n+n</i> [æ'nɪməl 'keə]	hayvonlarga g'amxo'rlik qilish	забота о животных
annually <i>adv</i> [æ'nju:əli]	har yili	ежегодно
answerphone <i>n</i> [ɑnsə'fəʊn]	avtomat javob beruvchi telefon	телефонный автоответчик
anthem <i>n</i> [ænθəm]	madhiya	гимн
antiwar <i>adj</i> [ænti'wɔ:]	urushga qarshi	антивоенный
apologise for <i>v+prep</i> [ə'pɒlədʒaɪzə] ...	uchun uzr so'ramoq	извиниться за
application <i>n</i> [æplɪ'keɪʃn]	ariza (ishga kirish uchun)	заявление
apply for <i>v+prep</i> [ə'plai:fə]	murojaat qilmoq	обращаться за
appoint <i>v</i> [ə'pɔɪnt]	tayinlamoq	назначать
appointment <i>n</i> [ə'pɔɪntmənt]	uchrashuv	встреча
approval <i>n</i> [ə'pru:vəl]	ma'qullash	одобрение
approximately <i>adv</i> [ə'prɒksɪmətli]	taxminan	приблизительно
argue <i>v</i> [ɑ:gju:]	bahslashmoq	спорить
as soon as possible <i>adv</i>	iloji boricha tezroq	как только возможно

B

atomic <i>adj</i> [ə'tɒmɪk]	atom	атомный
attack <i>v</i> [ə'tæk]	hujum qilmoq	нападать
attend <i>v</i> [ə'tend]	qatnamoq	посещать
attention <i>n</i> [ə'tenʃn]	dıqqat	внимание
attitude <i>n</i> [æ'tɪtju:d]	munosabat	отношение
authority <i>n</i> [ɔ:'θɒrəti]	hokimiyat, boshqarma	люди у власти, власть
available <i>adj</i> [ə'veɪləbl]	mavjud, bor	доступный, имеющийся
background <i>n</i> [ˈbækgraʊnd]	orqa fon	задний план, фон
the Balkans <i>n</i> [ðə'bɔ:l kænz]	Bolqon tog'lari	Балканские горы
ballot <i>n</i> [ˈbælət]	ovoz berish buluteni (saylovda)	избирательный бюллетень
banking <i>n</i> [ˈbæŋkɪŋ]	bank faoliyati	банковское дело
bank note <i>n+n</i> [ˈbæŋknəʊt]	pul, banknot (<i>qimmatii qog'oz</i>)	банкнота
base <i>n</i> [ˈbeɪs]	asos, zamin	основа
basis <i>n</i> [ˈbeɪsɪs]	asos	основа
battle <i>n</i> [ˈbætl]	jang	битва
be able to do smth <i>phr</i>	biror narsani qila olmoq	быть способным что-то сделать
be up to smb <i>phr</i>	kimgadir bog'liq bo'lmoq	быть чьим-то делом
Beauty Therapy <i>n+n</i> [ˈbju:tɪ θerəpi]	go'zallik terapiyasi	косметическая терапия
belief <i>n</i> [bɪ'li:f]	ishonch	вера
bell <i>n</i> [bel]	qo'ng'iroq	звонок
Bench Joinery <i>n+n</i> [ˈbentʃ ˈdʒɔɪnəri]	duradgorlik	столярное ремесло
blanket <i>n</i> [ˈblæŋkɪt]	adyol	одеяло
blow dry <i>v</i> [ˈbləʊ 'draɪ]	sochni fen bilan qurutmoq	сушить феном
boarding school <i>adj+n</i> [ˈbɔ:dɪŋ 'sku:l]	maktab-internat	школа-интернат
body <i>n</i> [ˈbɒdi]	organ	орган
book <i>v</i> [buk]	oldindan band qilib qo'yumoq; buyurtma bermoq	заказывать, забронировать

boost <i>v</i> [bu:st]	targ'ib qilmoq, ko'tarmoq	рекламировать, повышать
boot <i>n</i> [bu:t]	botinka	ботинок
boulevard <i>n</i> ['bu:ləvɑ:d]	xiyobon	бульвар
branch <i>n</i> [brɑ:ntʃ]	tarmoq, soha	отрасль
breeding <i>n</i> ['bri:dɪŋ]	yetishtirish	разведение
Brick Laying <i>n+n</i> [brɪk 'leɪŋ]	g'isht terish	кирпичная кладка
brief <i>adj</i> [bri:f]	qisqa	краткий
broad <i>adj</i> [brɔ:d]	keng	широкий
bully <i>v</i> ['buli]	do'q qilmoq, qo'rqitmoq	запугивать
business <i>n</i> ['biznəs]	tijorat, biznes	дело, бизнес
by air mail <i>prep+n+n</i> [baɪ'eəmeɪl]	avia pochta orqali	авиа почта

C

cabinet <i>n</i> ['kæbɪnət]	mahkama	кабинет
caller <i>n</i> ['kɔ:lə]	telefon qiluvchi	вызывающий (по телефону)
campus <i>n</i> ['kæmpəs]	maktab hududi	территория школы
candidate <i>n</i> ['kændɪdət]	nomzod	кандидат
Capitol Hill <i>n+n</i> ['kæpɪtəl 'hɪl]	Kapitol Minorasi	Капитолийский Холм
carpentry <i>n</i> ['kɑ:pəntri]	ustachilik (yog'och)	плотницкое ремесло
carpet <i>n</i> ['kɑ:pɪt]	gilam	ковер
carry out <i>phr v</i> ['kæriəut]	amalga oshirmoq, bajarmoq	выполнять
case <i>n</i> [keɪs]	holat	случай
cash <i>n</i> [kæʃ]	naqd pul	наличные деньги
cash a postal order <i>v+adj+n</i> ['kæʃə ,pəʊstl 'ɔ:də]	pochta tartibida naqd olmoq	получить почтовый перевод
castle <i>n</i> ['kɑ:sl]	qasr	замок
catholic <i>n</i> ['kæθlɪk]	katolik (xristian dinidagi oqim)	католик
cattle-farming <i>n+n</i> ['kætl ,fɑ:mɪŋ]	chorvachilik	животноводство
caucus <i>n</i> ['kɔ:kəs]	siyosatchilar	политики
cause <i>v</i> [kɔ:z]	sabab bo'lmoq	быть причиной
cell phone <i>n+n</i> ['selfəʊn]	uyali telefon	сотовый телефон
ceremony <i>n</i> ['serəməni]	tantana, marosim	церемония
certain <i>adj</i> ['sɜ:tn]	ma'lum	определенный
chairperson <i>n</i> ['tʃeəpɜ:sn]	rais (majlisda)	председатель
chat <i>n, v</i> [tʃæt]	suhbat; suhballashmoq	беседа; беседовать
chemical waste <i>adj+n</i> ['kemɪkl 'weɪst]	kimyoviy chiqindilar	химические отходы
chemicals <i>n</i> ['kemɪklz]	ximikatlar	химикаты
Child Development <i>n+n</i> ['tʃaɪld dɪ'veləpmənt]	Bola rivojlanishi	Развитие ребенка
childminder <i>n</i> ['tʃaɪldmaɪndə]	enaga, qarovchi	няня присматривающая за детьми пока родители находится на работе
claim <i>n, v</i> [kleɪm]	da'vo; da'vo qilmoq	требование, требовать
clear <i>adj</i> [kliə]	aniq	ясный, чистый
code of practice <i>n+n</i> ['kəʊdɔf'præktɪs]	faoliyat kodeksi	кодекс деятельности

co-ed <i>adj</i> [kəʊəd]	qiz va o'g'il bolalar bir sinfdagi o'qiydigan	совместное обучение мальчиков и девочек
college <i>n</i> ['kɒlɪdʒ]	kollej	колледж
colour <i>v</i> ['kʌlə]	bo'yamoq	раскрашивать
colour chart <i>n+n</i> [kʌlə ʃɑ:t]	ranglar katalogi	каталог цветов
committee <i>n</i> [kə'mɪti]	qo'mita	комитет
common law <i>adj+n</i> [kɒmən 'lɔ:]	umumiy huquq (hakamlar qarori va urf odatlardan kelib chiqqan Angliya qonunlari)	общее право (закон, установленный судом и народом в Англии)
communication <i>n</i> [kəmjʊ:nɪ'keɪʃn]	aloqa	связь
community <i>n</i> [kəmjʊ:nəti]	hamjamiyat	сообщество, община
complaint <i>n</i> [kəmpleɪnt]	shikoyat	жалоба
completely <i>adv</i> [kəm'pli:tli]	butunlay	полностью
comprehensive school <i>adj+n</i> [kɒmpri'hensɪv 'sku:l]	umumta'lim (jamoat) maktabi	общеобразовательная школа
concentrate <i>v</i> [kɒnsntreɪt]	fikrni bir joyga jamlash	концентрировать
conclusion <i>n</i> [kən'klu:ʒn]	xulosa	вывод
condition <i>n</i> [kən'dɪʃn]	holat, ahvol, shart-sharoit	состояние, условие
confederation <i>n</i> [kən'fedə'reɪʃn]	konfederatsiya, ittifoq	конфедерация, союз
conference <i>n</i> ['kɒnfərəns]	anjuman, konferensiya	конференция
confidence <i>n</i> ['kɒnfɪdəns]	ishonch	уверенность
conflict <i>n</i> ['kɒnflɪkt]	to'qnashuv, janjal	конфликт
Congress <i>n</i> ['kɒngres]	kongres	конгресс
Conservative Party <i>adj+n</i> [kən'sɜ:vətɪv 'pɑ:ti]	Konservativ partiya	Консервативная партия
constitution <i>n</i> [kɒnstɪ'tju:ʃn]	konstitutsiya	конституция
construction <i>n</i> [kən'strʌkʃn]	qurilish	строительство
consumer goods <i>n+n</i> [kən'sju:mə 'gudz]	xalq iste'mol mollari	товары народного потребления
contribute <i>v</i> ['kɒntrɪbjʊ:t]	hissa qo'shmoq	вносить вклад
convenient <i>adj</i> [kən'vi:niənt]	qulay	удобный
convention <i>n</i> [kən'venʃn]	konvensiya	конвенция
conversation <i>n</i> [kɒnvə'seɪʃn]	suhbat	беседа
convince <i>v</i> [kən'vɪns]	ishon(tir)moq	убеждать
cooperation <i>n</i> [kəʊ'ɒpə'reɪʃn]	hamkorlik	сотрудничество
copper (<i>mass n</i>) ['kɒpə]	mis	медь
corporation <i>n</i> [kɔ:pə'reɪʃn]	korporatsiya	корпорация
cotton clothes <i>n+n</i> [kɒtn 'kləʊz]	paxta chanoqlari	хлопковые коробочки
council <i>n</i> ['kaʊnsɪl]	kengash	совет
councillor <i>n</i> ['kaʊnsələ]	kengash a'zosi	член совета
country house <i>adj+n</i> [kʌntri 'hʌʊs]	dala hovli	сельский дом, коттедж
county <i>n</i> ['kaʊnti]	graflik	графство
couple <i>n</i> ['kʌpl]	juft	пара
coupon <i>n</i> ['ku:pɒn]	kupon, talon	купон, талон
court <i>n</i> [kɔ:t]	sud	суд
creatively <i>adv</i> [kri:'eɪtɪvli]	ijodiy	творчески
credit <i>n</i> ['kredit]	kredit, qarz	кредит

crescent <i>n</i> ['kresnt]	yarim oy	полумесяц
crown <i>n</i> [kraun]	toj	корона
currency <i>n</i> ['karənsi]	valyuta	валюта
cycle <i>n</i> ['saɪkl]	sikl, davr	цикл

D

deaf <i>adj</i> [def]	kar	глухой
deal with <i>phr v</i> ['di:lwið]	mashg'ul bo'lmoq, shug'ullanmoq	иметь дело с чем-либо
decent <i>adj</i> ['di:snt]	tartibli, kamtarin	скромный
defense <i>n</i> [dɪ'fens]	himoya, mudofaa	защита
defense department <i>n+n</i> [dɪ'fens dɪ'pɑ:tmənt]	mudofaa bo'limi	отдел обороны
demanding <i>adj</i> [dɪ'mɑ:ndɪŋ]	ko'p kuch talab qiladigan	требующий много усилий
democracy <i>n</i> [dɪ'mokrəsi]	demokratiya	демократия
democratic <i>adj</i> [deməkrætɪk]	demokratik	демократический
Denmark <i>n</i> ['denmɑ:k]	Daniya	Дания
deputy <i>n</i> ['depjəti]	1. deputat; 2. o'rinbosar	1. депутат; 2. заместитель
description <i>n</i> [dɪ'skrɪpʃn]	bayon, tasvir	описание
desire <i>n</i> [dɪ'zaɪə]	xohish	желание
destruction <i>n</i> [dɪ'strʌkʃn]	buzilish, vayrongarchilik	разрушение
detain <i>v</i> [dɪ'teɪn]	ushlab qolmoq, ketishga ruxsat bermaslik	задерживать, удерживать
devastating <i>adj</i> [devəsteɪtɪŋ]	vayron qiluvchi	опустошительный
develop <i>v</i> [dɪ'veləp]	rivojiantirmoq	развивать, разрабатывать
diet <i>n</i> ['daɪət]	parhez	диета
3 Dimensional Studies <i>adj+n</i> [θri: daɪ'menʃnəl 'stʌdiz]	uch o'lchovlik haqidagi fan	наука о трех измерениях
diplomacy <i>n</i> [dɪ'pləʊməsi]	diplomatiya	дипломатия
disadvantage <i>n</i> [dɪsəd'vɑ:ntɪdʒ]	zarar	невыгода
disaster <i>n</i> [dɪ'zɑ:stə]	ofat, kulfat	бедствие
discipline <i>n, v</i> ['dɪsəplɪn]	intizom; jazolamoq	дисциплина; наказывать
discount <i>n</i> [dɪ'skaunt]	chegirma	скидка
dishonest <i>adj</i> [dɪs'ɒnɪst]	vijdonsiz	нечестный
distance <i>n</i> ['dɪstəns]	masofa	расстояние
district <i>n</i> ['dɪstrɪkt]	tuman; okrug (AQSHda)	район; округ (сша)
drug <i>n</i> [drʌg]	narkotik moddalar	наркотик
dry cleaner <i>adj+n</i> [draɪ 'kli:nə]	kiyimlarni kimyoviy usulda tozalaydigan joy	химчистка
dynasty <i>n</i> ['dɪnəsti]	sulola	династия

E

earn <i>v</i> [ɜ:n]	topmoq (ishlab)	заработать
earthquake <i>n</i> ['ɜ:θkwɛɪk]	yer qimirlash	землетрясение
ecology <i>n</i> ['i:kələdʒi]	ekologiya	экология
education <i>n</i> [edʒu'keɪʃn]	ta'lim	образование

efficiency <i>n</i> [ɪfɪʃnsi]	samaradorlik	эффективность
eight-pointed star <i>adj+n</i> [eɪt ˈpɔɪntɪd ˈstɑː]	sakkiz qirrali yulduz	восьмиконечная звезда
elect <i>v</i> [ɪˈlekt]	saylamoq	избирать
election <i>n</i> [ɪˈleɪʃn]	saylov	выборы
electoral system <i>adj+n</i> [ɪˌlektərəl ˈsɪstəm]	saylov tizimi	избирательная система
Electrical Installation <i>adj+n</i> [ɪˈlektʀɪkl ˌɪnstəˈleɪʃn]	elektrik jihozlarni oʻrnatish	электропроводка
Electronic Products <i>adj+n</i> [ɪˌlekˈtrɒnɪk ˈprɒdʌkts]	elektron mahsulotlar	электронная продукция
elementary school <i>adj+n</i> [elɪˈmentri ˈsku:l]	boshlangʻich maktab	начальная школа
e-mail (electronic mail) <i>adj+n</i> [iːˈmeɪl]	elektron pochta	электронная почта
emblem <i>n</i> [ˈembləm]	ramz, belgi, gerb	эмблема, герб
emergency <i>n</i> [ɪˈmɜːdʒənsi]	favqulotda hodisa	авария, экстренный случай
emphasize <i>v</i> (=emphasise) [ˈemfəsaɪz]	urgʻu bermoq	подчеркивать
employee <i>n</i> [ɪmˈplɔɪiː]	xodim, xizmatchi	работник, служащий
employer <i>n</i> [ɪmˈplɔɪə]	ish beruvchi	работодатель
encourage <i>v</i> [ɪnˈkʌrɪdʒ]	ilhomlantirmoq	вдохновлять
energetic <i>adj</i> [enəˈdʒetɪk]	gʻayratli	энергичный
engineering <i>n</i> [ˌendʒɪˈnɪərɪŋ]	texnika, muhandislik ishlari	техника, инженерное дело
enterprise <i>n</i> [ˈentəpraɪz]	korxonona	предприятие
envelope <i>n</i> [ˈenvələʊp]	konvert	конверт
equality <i>n</i> [ɪˈkwɒləti]	tenglik	равенство
escalation <i>n</i> [ˌeskəˈleɪʃn]	zoʻrayish, keskinlashish	рост, обострение
establish <i>v</i> [ɪˈstæblɪʃ]	oʻrnatmoq	устанавливать
evaluation <i>n</i> [ɪˌvæljuˈeɪʃn]	baholash	оценка
evidence <i>n</i> [ˈeɪvɪdəns]	guvohlik	свидетельство
excellent <i>adj</i> [ˈeksələnt]	ajoyib, aʻlo	отличный
excess <i>adj</i> [ɪkˈses]	ortiqcha	лишний
exchange <i>v</i> [ɪksʃeɪndʒ]	almashmoq	обмениваться
exclude <i>v</i> [ɪkˈskluːd]	chiqarib tashlamoq	исключать
executive <i>adj</i> [ɪgˈzɛkjətɪv]	ijroiyy	исполнительный
expel <i>v</i> [ɪkˈspel]	haydamoq, quvib yubormoq	выгонять
experience <i>v</i> [ɪkˈspɪəriəns]	amalda sinab koʻrmoq	испытывать
exporter <i>n</i> [ˌeksˈpɔːtə]	eksport qiluvchi	экспортер
express telegram <i>adj+n</i> [ɪksˈspres ˈtelɪgræm]	shoshilinch telegramma	срочная телеграмма
expression <i>n</i> [ɪkˈspreʃn]	ibora	выражение
extra <i>adj</i> [ˈekstrə]	qoʻshimcha	дополнительный
extraction <i>n</i> [ɪkˈstrækʃn]	ajratib olish, qazib olish	добыча
extra-curricular <i>adj</i> [ˌekstrə kəˈrɪkjələ]	oʻquv rejasidan tashqari	сверх учебного плана

F

facility <i>n</i> [fə'si:li:ti]	qulaylik, sharoit	удобство
fair <i>adj</i> [feə]	adolatli	справедливый
fax <i>n</i> [fæks]	faks (xat)	факс (письмо)
fax machine <i>n+n</i> [fæks mə'fi:n]	faks (apparat)	факс (аппарат)
federal <i>adj</i> [fedərəl]	federal	федеральный
feedback <i>n</i> [fi:dbæk]	biror narsa to'g'risidagi fikr	обратная связь
ferocity <i>n</i> [fə'rɒsəti]	shafqatsizlik	жестокость
fertilizer <i>n</i> [fɜ:tilaizə]	o'g'it	удобрение
fight <i>v</i> [fait]	kurashmoq	бороться
figure out <i>phr v</i> [fi'gʊərəut]	1. hisoblamoq; 2. hal qilmoq	1. вычислять; 2. постигать
finance <i>n</i> [faɪnəns]	moliya	финансы
financial <i>adj</i> [faɪ'nænʃl]	moliyaviy	финансовый
fire brigade <i>n+n</i> [faɪə brɪ'geɪd]	o't o'chiruvchilar komandasi	пожарная команда
fix <i>v</i> [fiks]	o'rnatmoq	устанавливать
flexi-time job <i>adj+n</i> [fleksɪ taɪm 'dʒɒb]	o'zgaruvchan jadvalli ish	работа с гибким графиком
flood <i>n</i> [flʌd]	suv bosish	наводнение
flowering valley <i>adj+n</i> [flaʊəɪŋ 'væli]	gullayotgan vodiya	цветущая долина
fluently <i>adv</i> [flu:əntli]	ravon	свободно
Food Technology <i>n+n</i> [fu:d tek'nɒlədʒi]	osiq-ovqat texnologiyasi	технология пищи
footwear (<i>mass n</i>) [fʊtweə]	oyoq kiyim	обувь
Forestry <i>n</i> [fɔ:ɪstri]	o'rmonchilik	лесоводство
forum for <i>n+prep</i> [fɔ:ɾəm fə]	... uchun forum (yig'ilish)	форум для ...
frame <i>n</i> [freɪm]	rom	рамка
free <i>adj</i> [fri:]	bepul, tekin; bo'sh; erkin	бесплатный; свободный
fringe <i>n</i> [frɪndʒ]	kokil (peshonaga tushib turuvchi soch)	челка
full-time job <i>adj+n</i> [ful taɪm 'dʒɒb]	to'liq stavkadagi ish	работа на полную ставку
fundamental <i>adj</i> [fʌndə'mentl]	tubdan	фундаментальный
funds <i>n</i> [fʌndz]	jamg'arma	фонды

G

gain <i>v</i> [geɪn]	orttirmoq, olmoq	приобретать
garland <i>n</i> [gɑ:lənd]	gulchambar	гирлянда
garment <i>n</i> [gɑ:mənt]	kiyim-kechak	предмет одежды
General Assembly <i>adj+n</i> [dʒenrəl ə'sembli]	Bosh Assambleya	Генеральная Ассамблея
generalize <i>v</i> [dʒenrəlaɪz]	umumlashtirmoq	обобщать
gentleness <i>n</i> [dʒentlnəs]	xushmuomalalik; saxiylik	доброта
get paid <i>v</i> [get 'peɪd]	to'lanmoq	получать оплату
globalization <i>n</i> [glɒbəlaɪ'zeɪʃn]	jahon miqyosiga chiqish	глобализация
glorious <i>adj</i> [glɔ:riəs]	shavkatli, ulug'	славный
govern <i>v</i> [gʌvɪn]	hukmronlik qilmoq, boshqarmoq	управлять
government <i>n</i> [gʌvənmənt]	hukumat	правительство
gracious <i>adj</i> [greɪʃəs]	marhamatii, oqko'ngil	добрый

grade <i>n</i> (=year) [greɪd]	sinf	класс
graduation <i>n</i> [ˌɡrædʒu'eɪʃn]	bitirish	окончание, выпуск
grammar school <i>n+n</i> [ˌɡræmə 'sku:l] iqtidorli bolalar maktabi (<i>Br</i>)		средняя школа для одаренных детей (<i>Br</i>)
Graphic Design <i>n+n</i> [ˌɡræfɪk dɪ'zain]	grafik dezayni	графический дизайн
Graphic Products <i>n+n</i>	tasviriyy mahsulotlar	изобразительная продукция
[ˌɡræfɪk 'prɒdʌkts]		
greeting <i>n</i> [ˌɡri:tɪŋ]	salomlashuv	поздравление
guardian <i>n</i> [ˌɡɑ:dɪən]	vasiy	опекун
guideline <i>n</i> [ˌɡaɪdlaɪn]	yo'llanma	направление
Gulf War <i>n+n</i> [ˌɡʌlf 'wɔ:]	Ko'rfaz urushi	Война в персидском заливе
gun <i>n</i> [ɡʌn]	miltiq, qurol	ружье, пистолет

H

hairdresser <i>n</i> [ˈhɛədresə]	sartarosh	парикмахер
hairspray <i>n</i> [ˈhɛəsprɛɪ]	soch laki	лак для волос
handle <i>v</i> [ˈhændl]	yengmoq; hal qilmoq	справляться
happiness <i>n</i> [ˈhæpɪnəs]	baxt	счастье
hatred <i>n</i> [ˈheɪtrɪd]	nafrat	ненависть
head <i>n</i> [hed]	rais, boshliq	председатель
headquarters <i>n</i> [ˌhed'kwɔ:təz]	qarorgoh	штаб квартиры
heel <i>n</i> [hi:d]	poshna	каблук
heritage <i>n</i> [ˈherɪtɪdʒ]	me'ros	наследие
hide <i>n</i> [haɪd]	teri	кожа, шкура
hierarchical <i>adj</i> [ˌhaɪə'rɑ:kɪkəl]	iyarxik	иерархический
high school <i>adj+n</i> [ˌhaɪ 'sku:l]	yuqori maktab (<i>Am</i>)	высшая школа (<i>Am</i>)
high-heeled <i>adj</i> [ˈhaɪhi:ld]	baland poshnali	на высоком каблуке
high-tech industry <i>n+n</i>	yuqori texnologiya sanoati	производство высоких технологий (электроника)
[ˈhaɪtek 'ɪndəstri]		
hold on <i>phr v</i> [ˈhəʊldɒn]	to'xtab turmoq	ждать
Holland <i>n</i> [ˈhɒlənd]	Gollandiya	Голландия
honest <i>adj</i> [ˈɒnɪst]	viydonli	честный
House of Commons <i>n+n</i>	umum (quyi) palatasi	палата общин
[ˌhaʊsəf 'kɒmənz]		
House of Lords <i>n+n</i> [ˌhaʊsəf 'lɔ:dz]	lordlar palatasi	палата лордов
human rights <i>n+n</i> [ˌhju:mən 'raɪts]	inson huquqlari	права человека
humanitarian <i>adj</i> [ˌhju:mənɪ'teəriən]	insonparvarlik	гуманитарный
Humanities <i>n</i> (<i>pl Humanities</i>)	gumanitar fanlar	гуманитарные предметы
[ˌhju:mənətɪz]		
hydro-electric power station <i>adj+n+n</i>	gidroelektrostansiya	гидроэлектростанция
[ˌhaɪdrəʊ'lektɪk 'paʊə 'steɪʃn]		

idea <i>n</i> [aɪ'dɪə]	g'oya, fikr	идея, мысль
identity badge <i>n+n</i> [aɪdenti'ti bædʒ]	guvohnoma	удостоверение личности
immediately <i>adv</i> [ɪ'mi:diətli]	zudlik bilan, birdaniga	немедленно

import <i>v</i> [ɪm'pɔ:t]	import qilmoq	импортировать
in order to <i>phr</i> [ɪn'ɔ:dətə]	... (biror narsa qilish) uchun	чтобы
increase <i>v</i> [ɪn'kri:s]	kengaytirmoq	увеличивать
independently <i>adv</i> [ɪndɪ'pendəntli]	mustaqil ravishda	самостоятельно
individual <i>n</i> [ɪndɪ'vɪdʒuəl]	shaxs	индивид
indoors <i>adv</i> [ɪn'dɔ:z]	ichkarida	внутри
industrialised <i>adj</i> [ɪn'dʌstrɪəlaɪzd]	sanoatlashgan	промышленный
industry <i>n</i> [ɪndəstri]	sanoat	промышленность
infant school <i>n+n</i> [ɪnfənt 'sku:l]	boshlang'ich maktab (5-7 yosh) (<i>Br</i>)	начальная школа (возраст: 5-7) (<i>Br</i>)
informative <i>adv</i> [ɪn'fɔ:mətɪv]	axborot beradigan	информативный
In-Service <i>adj</i> [ɪn'sɜ:vɪs]	malaka oshirish tizimi	система усовершенствования
instead <i>adv</i> [ɪn'sted]	... o'rniga	вместо
insurance <i>n</i> [ɪn'ʃʊərəns]	sug'urta	страхование
intelligently <i>adv</i> [ɪntelɪdʒəntli]	aql bilan, donolik bilan	умно
interference <i>n</i> [ɪntə'fɪərəns]	aralashish	вмешательство
internal <i>adj</i> [ɪn'tɜ:nl]	ichki	внутренний
investment <i>n</i> [ɪn'vestmənt]	investitsiya	инвестиция
involve <i>v</i> [ɪn'vɒlv]	aralashmoq	вовлекать
issue <i>n</i> [ɪ'ʃu:; 'ɪʃu:]	masala	вопрос

J

jewellery <i>n</i> ['dʒu:əlɪ]	zargarlik buyumlari	ювелирные изделия
joint venture <i>adj+n</i> [dʒɔɪnt'ventʃə]	qo'shma korxon	совместное предприятие
joint-stock company <i>adj+n+n</i> [dʒɔɪnstɒk 'kʌmpəni]	qo'shma hissadorlik kompaniyasi	совместная акционерная компания
jubilee <i>n</i> ['dʒu:bɪli:]	yubeliy	юбилей
judge <i>n</i> [dʒʌdʒ]	hakam	судья
judicial <i>adj</i> [dʒu'dɪʃl]	yuridik	юридический
junior school <i>n+n</i> [dʒu:nɪə 'sku:l]	boshlang'ich maktab (8-11 yosh) (<i>Br</i>)	начальная школа (возраст: 8-11) (<i>Br</i>)
justice <i>n</i> ['dʒʌstɪs]	adolat	справедливость

K

karakul pelt <i>n+n</i> [kʌrəkul 'pelt]	qorako'l teri	каракулевая шкурка
keep working <i>v+n</i> ['ki:p 'wɜ:kɪŋ]	ishlashni davom ettirmoq	продолжать работать
kindergarten <i>n</i> ['kɪndəgɑ:tɪn]	bolalar bog'chasi	детский сад
king <i>n</i> [kɪŋ]	qiro	король
Kuwait <i>n</i> [ku'weɪt]	Quvayt	Кувейт

L

Labor Day <i>n+n</i> ['leɪbə 'deɪ]	mehnat kuni	день труда
labour force <i>n+n</i> ['leɪbə 'fɔ:s]	ishchi kuchi	рабочая сила
laptop computer <i>n+n</i> ['læptɒp kəm'pjju:tə]	qo'lda ko'tarib yuradigan kompyuter	портативный компьютер
large-scale <i>adj</i> ['lɑ:dʒsketl]	keng ko'lamdagi	широкомасштабный

law <i>n</i> [lɔ:]	qonun	закон
leader <i>n</i> [li:də]	yo'lboshchi, yetakchi	лидер
learning <i>n</i> [lɜ:nɪŋ]	o'qish, o'rganish	учеба, изучение
leave <i>v</i> [li:v]	1. ketmoq; 2. qoldirmoq	1. уезжать, уходить; 2. оставлять
left-wing <i>adj</i> [left'wɪŋ]	so'l (chap) qanot	левое крыло
legislative <i>adj</i> [ledʒɪslətɪv]	qonun chiqaruvchi	законодательный
level <i>n</i> ['levl]	daraja, bosqich	уровень, этап
Liberal Democrats <i>adj+n</i> [lɪbərəl 'deməkræts]	liberal demokratlar	либерал демократы
license <i>v</i> ['laɪns]	ruxsat bermoq	разрешать
local post office <i>adj+n+n</i> [lɔ:kəl 'pəʊst ,ofɪs]	mahalliy aloqa (pochta) bo'limi	местное почтовое отделение
logically <i>adv</i> [lɒdʒɪkli]	mantiqan	логически
look forward to <i>phr v</i> [lʊk fɔ:wədətə]	intizorlik bilan kutmoq	ждать с нетерпением
lorry <i>n</i> ['lɔ:ri]	yuk mashinasi	грузовик

M

machine engineering industry <i>n+adj+n</i> [məʃi:n ,endʒɪnɪərɪŋ ɪndəstri]	mashinasozlik sanoati	машиностроение
main post office <i>adj+n+n</i> [meɪn 'pəʊst ,ofɪs]	bosh aloqa (pochta) bo'limi	главпочтамт
maintain <i>v</i> [meɪntɪn]	1. saqlamoq; 2. davom ettirmoq; 3. ta'mirlamoq	1. сохранять; 2. продолжать; 3. делать ремонт
maintenance <i>n</i> [meɪntənəns]	ta'mirlash, xizmat ko'rsatish	ремонт, обслуживание
make a decision <i>v+n</i> [meɪkə dɪsɪʒn]	qaror qilmoq	решать
make an appointment <i>v+n</i> [meɪkən ə'pɔɪntmənt]	uchrashuv belgilamoq	назначить встречу
make reference to <i>phr</i> [meɪk 'refrənstə]	qayd qilmoq, eslatib o'tmoq	ссылаться
manifesto <i>n</i> [mænɪ'festəʊ]	manifest	манифест
manner <i>n</i> ['mænə]	xulq-atvor	манера
manual <i>n</i> [mænjuəl]	qo'llanma	пособие
manufacturing <i>n</i> [mænɪ'fækʃənɪŋ]	ishlab chiqarish	производство
marble (<i>mass n</i>) ['mɑ:bl]	mamar	мрамор
marketing <i>n</i> ['mɑ:kɪtɪŋ]	marketing, bozorni o'rganish	маркетинг
Media Studies <i>n+n</i> [mi:diə 'stʌdɪz]	ommaviy axborot vositalarini o'rganish darslari	уроки о средствах массовой информации
message <i>n</i> ['mesɪdʒ]	xat, xabar	записка, сообщение
metallurgy <i>n</i> [me'tælədʒɪ]	metallurgiya	металлургия
middle school <i>adj+n</i> [mɪdl 'sku:l]	o'rta maktab (<i>Am</i>)	средняя школа (<i>Am</i>)
minimal <i>adj</i> ['mɪnɪməl]	eng kam	минимальный
mining <i>n</i> ['maɪnɪŋ]	kon sanoati	горная промышленность
minister <i>n</i> ['mɪnɪstə]	vazir	министр
mobile phone <i>adj+n</i> ['məʊbaɪl 'fəʊn]	mobil telefon	мобильный телефон
monarch <i>n</i> ['mɒnək]	monarx	монарх

monarchy <i>n</i> ['monəki]	monarxiya	монархия
moral <i>adj</i> ['mɒrəl]	axloqiy	моральный
movement <i>n</i> ['mu:vmənt]	harakat	движение
multi-lingual society <i>adj+n</i> [ˌmʌlti ˈlɪŋɡwəl sə'saɪəti]	ko'p tilli jamiyat	многоязычное общество
multi-national <i>adj</i> [ˌmʌlti ˈnæʃnəl]	ko'p mamlakatlarda ishlaydigan katta kompaniya	крупная компания, работающая во многих странах

N

natural disaster <i>adj+n</i> [ˌnætʃrəl dɪ'zɑːstə]	tabiiy ofat	стихийное бедствие
needs <i>n</i> ['niːdz]	ehtiyoj	нужды
network <i>n</i> ['netwɜ:k]	tarmoq	сеть
nitrogen (<i>mass n</i>) [ˈnaɪtrədʒən]	azot (<i>o'g'it</i>)	азот
noble <i>adj</i> ['nəʊbl]	sharafli, oliyanob	благородный
note down <i>phr v</i> ['nəʊtdaʊn]	qayd qilib qo'ymoq	записать
nuclear free zone <i>n+adj+n</i> [ˌnjuːklɪə ˈfriː ˈzəʊn]	atomdan holi zona	свободная ядерная зона
nursery <i>n</i> ['nɜːsəri]	bolalar bog'chasi (<i>Br</i>)	детский сад (<i>Br</i>)

O

obey <i>v</i> [əˈbeɪ]	quloq solmoq, bo'ysinmoq	слушаться
occupy <i>v</i> [ˈɒkjupaɪ]	egallamoq	занимать, оккупировать
Office Applications <i>n+n</i> [ˈɒfɪs ˌæplɪˈkeɪʃnz]	idora hujjatlari bilan ishlash	работа с офисными документами
oil (<i>mass n</i>) [ɔɪl]	neft	нефть
open-minded <i>adj</i> [ˌəʊpən ˈmaɪndɪd]	ochiq ko'ngil	непредубежденный
opportunity <i>n</i> [ˌɒpə'tjuːnəti]	imkoniyat	возможность
ordinary <i>adj</i> [ˈɔːdnəri]	oddiy	обыкновенный
original <i>adj</i> [əˈrɪdʒənəl]	asl	оригинальный
outdoors <i>adv</i> [ˌaʊtˈdɔːz]	tashqarida	снаружи
outlook <i>n</i> [ˈaʊtlʊk]	ko'rinish	вид/генеральное направление
overcome <i>v</i> [ˌəʊvəˈkʌm]	yengmoq	преодолевать

P

paid <i>adj</i> [peɪd]	to'lanadigan	оплаченный
palace <i>n</i> [ˈpæləs]	saroy	дворец
parcel form <i>n+n</i> [ˈpɑːsl ˈfɔːm]	posilka blanki	бланк для посылки
Parenting Day <i>n+n</i> [ˈpeərəntɪŋ ˈdeɪ]	ota-onalar kuni	день родителей
parliament <i>n</i> [ˈpɑːləmənt]	parlament	парламент
parting <i>n</i> [ˈpɑːtɪŋ]	sochni ochish (yonga, o'rtadan)	делать пробор
partner <i>n</i> [ˈpɑːtnə]	hamkor, sherik	партнер
part-time job <i>adj+n</i> [pɑːtˈtaɪm ˈdʒɒb]	yarim stavkadagi ish	работа на полставки
party <i>n</i> [ˈpɑːti]	partiya	партия
patience <i>n</i> [ˈpeɪʃns]	sabr, toqat	терпение
per kilo <i>prəp+n</i> [pəˈkiːləʊ]	har bir kilosi uchun	за килограмм

percentage <i>n</i> [pə'sentɪdʒ]	foiz	процент
period <i>n</i> [ˈpɪəriəd]	dars	период; урок
perk <i>n</i> [pɜ:k]	qo'shimcha tushum (daromad)	приработок, добавочный доход
perm <i>n</i> [pɜ:m]	sochni kimyoviy usulda jingalak qilish	химическая завивка
permit <i>v</i> [pə'mɪt]	ruxsat bermoq	разрешать
persuade <i>v</i> [pə'sweɪd]	ko'ndirmoq, ishontirmoq	убеждать
phosphate (<i>mass n</i>) [ˈfɒsfet]	fosfat (o'g'it)	фосфат
photocopier <i>n</i> [ˈfəʊtəʊkopiə]	nusxa oluvchi mashina	копировальная машина
pipeline <i>n</i> [ˈpaɪplajn]	quvur liniyasi	трубопровод
pistol <i>n</i> [ˈpɪstl]	pistolet	пистолет
placement <i>n</i> [ˈpleɪsmənt]	mahsulotni etkazib berish	доставка товара
plant <i>n</i> [plɑ:nt]	zavod	завод
point <i>n</i> [pɔɪnt]	1. nuqta; 2. punkt	1. точка; 2. пункт
policy <i>n</i> [ˈpɒləsi]	siyosat	политика
political <i>adj</i> [pəˈlɪtɪkl]	siyosiy	политический
position <i>n</i> [pəˈzɪʃn]	tutgan o'rin; mansab	позиция
post box <i>n+n</i> [ˈpəʊst bɒks]	pochta qutisi	почтовый ящик
post office <i>n+n</i> [ˈpəʊst ɒfɪs]	pochta, aloqa bo'limi	почта, почтовое отделение
postcard <i>n</i> [ˈpəʊstkɑ:d]	ochiq xat, otkritka	открытка
potential <i>n</i> [pəˈtenʃl]	salohiyat	потенциал
poultry-farming <i>n+n</i> [ˈpəʊltri ˈfɑ:mɪŋ]	parrandachilik	птицеводство
powerful <i>adj</i> [ˈpaʊəfl]	qudratli	сильный, властный
practice <i>n</i> [ˈpræktɪs]	amaliyot	практика
prefer <i>v</i> [prɪˈfɜ:]	atzal ko'rmoq	предпочитать
preserve <i>v</i> [prɪˈzɜ:v]	saqlamoq, asramoq	сохранять, предохранять
pressure <i>n</i> [ˈpreʃə]	bosim	давление
primary school <i>adj+n</i> [ˌpraɪməri ˈsku:l]	boshlang'ich maktab (<i>Br</i>)	начальная школа (<i>Br</i>)
prime <i>adj</i> [praɪm]	bosh	главный
prince <i>n</i> [prɪns]	shahzoda	принц
princess <i>n</i> [prɪnˈses]	malika	принцесса
principal <i>n</i> [ˈprɪnsəpl]	direktor	директор
principle <i>n</i> [ˈprɪnsəpl]	qonun, qoida	принцип
private school <i>adj+n</i> [ˌpraɪvət ˈsku:l]	xususiy maktab (<i>Am</i>); davlat qaramog'idagi maktab (<i>Br</i>)	частная школа (<i>Am</i>); государственная школа (<i>Br</i>)
product <i>n</i> [ˈprɒdʌkt]	mahsulot	продукт
productively <i>adv</i> [ˌprɒdʌktɪvli]	samaradorlik bilan	продуктивно
profit <i>n</i> [ˈprɒfɪt]	foyda	прибыль
project <i>n</i> [ˈprɒdʒekt]	loyiha	проект
promote <i>v</i> [prəˈməʊt]	mavqeni ko'tarish	помогать, продвигать
promotion <i>n</i> [prəˈməʊʃn]	reklama, mavqeni oshirish	реклама, продвижение
property <i>n</i> [ˈprɒpəti]	mulk	имущество
proportional <i>adj</i> [prəˈpɔ:ʃən]	teng hajmli, mutanosib	пропорциональный
protect <i>v</i> [prəˈtekt]	himoya qilmoq	защищать
provide <i>v</i> [prəˈvaɪd]	ta'minlamoq	обеспечивать

public school <i>adj+n</i> [ˌpʌblɪk ˈsku:l]	xususiy maktab (<i>Br</i>)	частная школа (<i>Br</i>)
punish <i>v</i> [ˈpʌnɪʃ]	jazolamoq	наказывать

Q

quality <i>n</i> [ˈkwɒləti]	sifat	качество
quantity <i>n</i> [ˈkwɒntəti]	miqdor	количество
queen <i>n</i> [kwi:n]	qirolicha	королева

R

raise awareness <i>v+n</i> [reɪz əˈweənəs]	bilimni oshirmoq	развивать осознанное понимание
raw <i>adj</i> [rɔ:]	xom	сырой
raw materials <i>adj+n</i> [rɔ: məˈtɪəriəlz]	xom ashyo	сырье
reception <i>n</i> [riˈsepʃn]	qabulxona	приемное отделение
recipient <i>n</i> [riˈsɪpiənt]	qabul qiluvchi	получатель, приемник
Red Crescent <i>adj+n</i> [ˈred ˈkresnt]	Qizil Yarim Oy Jamiyati	Красный Полумесяц
Red Cross <i>adj+n</i> [ˈred ˈkrɒs]	Qizil Xoch Jamiyati	Красный Крест
referring to future contact <i>phr</i> [rɪˈfɜːrɪŋtə ˈfjuːtʃə kɒntækt]	kelgusidagi aloqa haqida aytib oʻtmoq	ссылаться на будущие контакты
reflect <i>v</i> [rɪˈflekt]	aks etmoq	отражать
refreshing drink <i>adj+n</i> [nɪˈrefrɪʃɪŋ drɪŋk]	salqin ichimlik	освежающий напиток
refuse <i>n</i> [ˈrefjuːz]	chiqit, axlat	отбросы, мусор
registered letter <i>adj+n</i> [ˌredʒɪstəd ˈleɪtə]	buyurtmali xat	заказное письмо
registration <i>n</i> [ˌredʒɪˈstreɪʃn]	roʻyxatga olish	регистрация
regular <i>adj</i> [ˈregjələ]	odatdagi, muntazam	регулярный
regulation <i>n</i> [ˌregjuˈleɪʃn]	tartib, qoida, intizom	правило, регулирование
reign <i>v</i> [reɪn]	hukmronlik qilmoq	господствовать
relation <i>n</i> [rɪˈleɪʃn]	aloqa	связь
religion <i>n</i> [rɪˈlɪdʒən]	din	религия
religious education <i>adj</i> [rɪˈlɪdʒəs ˌedʒuˈkeɪʃn]	diniy taʼlim	религиозное образование
remain <i>v</i> [rɪˈmeɪn]	qolmoq	оставить
renovate <i>v</i> [ˈrenəveɪt]	yangilamoq, qayta tiklamoq	восстанавливать
rent <i>n</i> [rent]	ijara	аренда
repair <i>n, v</i> [rɪˈpeə]	taʼmir; taʼmirlamoq	чинить
report <i>n</i> [rɪˈpɔ:t]	hisobot, raport	рапорт, отчет
represent <i>v</i> [reprɪzent]	1. ifoda etmoq; 2. vakil boʻlmoq	представлять
representative <i>n</i> [ˌreprɪzəntətɪv]	vakil	представитель
reputation <i>n</i> [ˌrepjuˈteɪʃn]	obroʻ	репутация
request <i>n, v</i> [rɪˈkwest]	iltimos; talab qilmoq	просьба; просить, требовать
requirement <i>n</i> [rɪˈkwaɪəmənt]	talab	требование
research <i>n</i> [rɪˈsɜ:tʃ]	tadqiqot	поиск, исследование
reserve <i>n</i> [rɪˈzɜ:v]	1. zahira; 2. qoʻriqxona	1. запас, резерв; 2. заповедник
residence <i>n</i> [ˈrezɪdəns]	qarorgoh	резиденция
resistant materials <i>adj+n</i> [rɪˈzɪstənt məˈtɪəriəlz]	chidamli materiallar	прочные материалы

resolution <i>n</i> [ˌrezəˈluːʃn]	qaror	резолюция
respond <i>v</i> [rɪˈspɒnd]	javob bermoq	ответить
responsibility <i>n</i> [rɪˌspɒnsəˈbɪləti]	javobgarlik	ответственность
restoration <i>n</i> [ˌrestəreɪʃn]	qayta tiklash	реставрация
retain <i>v</i> [rɪˈteɪn]	saqlab qolmoq	поддерживать, сохранять
revenge <i>n</i> [rɪˈvendʒ]	qasos	месть
right <i>n, adv, adj</i> [raɪt]	1. huquq; 2. o'ng; 3. to'g'ri	1. право; 2. правый; 3. правильно
right-wing <i>adj</i> [raɪtˈwɪŋ]	o'ng qanot	правое крыло
risk <i>n</i> [rɪsk]	qaltis ish	риск
routine <i>n</i> [ruːˈtiːn]	muayyan tartib	определенный режим
royal <i>adj</i> [ˈrɔɪəl]	shohona; oliy daraja	королевский
rule <i>n</i> [ruːl]	qonun, qoida	правило
run <i>v</i> [rʌn]	boshqarmoq	управлять

S

salary <i>n</i> [ˈsæləri]	maosh	зарплата
sales <i>n</i> [ˈseɪlz]	sotish	распродажа
sample <i>n</i> [ˈsɑːmpl]	namuna	образец
sandal <i>n</i> [ˈsændl]	sandal, bosonojka	босоножка
satisfy <i>v</i> [ˈsætɪsfai]	qoniqtirmoq	удовлетворять
scandal <i>n</i> [ˈskændl]	janjal	скандал
search engine <i>n+n</i> [ˈsɜːtʃ ˈendʒɪn]	qidiruv tizimi (internetda)	поисковая система (в интернете)
secondary school <i>adj+n</i> [ˌsekəndri ˈskuːl]	o'rtta maktab	средняя школа
sector <i>n</i> [ˈsektə]	soha	сектор
security <i>n</i> [srˈkjʊərəti]	xavfsizlik	охрана; безопасность
seed <i>n</i> [siːd]	urug'	семечко, косточка
self-governing <i>adj</i> [self ˈgʌvənɪŋ]	o'z-o'zini boshqarish	самоуправление
senate <i>n</i> [ˈsenət]	senat	сенат
senator <i>n</i> [ˈsenətə]	senator	сенатор
service <i>n</i> [ˈsɜːvɪs]	xizmat; xizmat ko'rsatish	обслуживание
set book <i>adj+n</i> [ˈset ˌbuk]	imtihonlarga tayyorlanish uchun qo'llanma	пособие для подготовки к экзаменам
sex <i>n</i> [seks]	jins	пол
share <i>v</i> [ʃeə]	bo'lishmoq, baham ko'rmoq	делиться
shield <i>n</i> [ʃiːld]	qalqon	щит
shift <i>n</i> [ʃɪft]	smena	смена
shipbuilding <i>n</i> [ˈʃɪpbɪldɪŋ]	kemasozlik	судостроение
shoemaker <i>n</i> [ˈʃuːmeɪkə]	poyafzal ustasi, etikdo'z	сапожник
sign <i>v</i> [saɪn]	imzo chekmoq	подписать
sign out <i>phr v</i> [ˈsaɪnaʊt]	ro'yxatdan chiqmoq	выписаться
signature <i>n</i> [ˈsɪgnətʃə]	imzo	подпись
silkworm <i>n</i> [ˈsɪlkwɜːm]	ipak qurti	шелкопряд
site <i>n</i> [saɪt]	joy	место

skill <i>n</i> [skɪl]	malaka	умение
slipper <i>n</i> ['slɪpə]	shippak	тапочек
smart <i>adj</i> [smɑ:t]	bashang	модный
sociable <i>adj</i> ['səʊjəbl]	hamsuhbat, dilkash	общительный
sociology <i>n</i> [ˌsəʊsi'ɒlədʒi]	sotsiologiya	социология
soft drink <i>adj+n</i> [ˌsɒft 'drɪŋk]	spirtsiz ichimlik	безалкогольный напиток
software <i>n</i> ['sɒftweə]	dastur (<i>kompyuter uchun</i>)	программа (компьютер)
sole <i>n</i> [səʊl]	tufli tagligi	подметка
solidify <i>v</i> [sə'lɪdɪfaɪ]	mustahkamlamoq	твердеть, застывать
sovereign <i>adj</i> ['sɒvrɪn]	suveren	суверенный
specialized <i>adj</i> (=specialised)	ixtisoslashtirilgan	специализированный
['speʃəlaɪzd]		
spreading wings <i>adj+n</i>	yoyilgan qanotlar	распростертые крылья
[ˌspredɪŋ 'wɪŋz]		
stain <i>n</i> [steɪn]	dog'	пятно
stamp <i>n</i> [stæmp]	marka	марка
standard <i>n</i> ['stændəd]	standard, andoza	стандарт
starting point <i>adj+n</i> ['stɑ:tɪŋ pɔɪnt]	boshlanish nuqtasi	начальная точка
state <i>n</i> ['steɪt]	shtat	штат
statement <i>n</i> ['steɪtmənt]	axborot, xabar	утверждение
statute law <i>n+n</i> ['stætju:t 'lɔ:]	parlament tomonidan qabul qilingan qonun	закон, принятый парламентом
	1. qonun chiqarish ishi;	1. законодательный акт;
	2. nizom	2. устав
statute <i>n</i> ['stætju:t]	po'lat	сталь
	yelimlamoq, yopishtirmoq	приклеивать
steel (<i>mass n</i>) [sti:l]	kuchli tomon	сильная сторона
stick <i>v</i> [stɪk]	qattiqqo'l	строгий
strength <i>n</i> ['streŋθ]	yo'l-yo'l	полоса
strict <i>adj</i> [strikt]	tuzilma	структура
stripe <i>n</i> [straɪp]	quyoshdan himoya qiluvchi ko'zoynak	солнцезащитные очки
structure <i>n</i> ['strʌktʃə]	ustun	превосходный
sunglasses <i>n</i> (<i>pl sunglasses</i>)	ta'minot; qo'llab-quvvatlash	поддержка
['sʌŋglɑ:sɪz]	oily	верховный
superior <i>adj</i> [su:'piəriə]	familiya	фамилия
support <i>n</i> [sə'pɔ:t]		
supreme <i>adj</i> [su:'pri:m]		
surname <i>n</i> ['sɜ:nɛɪm]		

T

table cloth <i>n+n</i> [ˈteɪbəlklɒθ]	dasturxon	скатерть
tailor <i>n</i> [ˈteɪlə]	tikuvchi	портной
technique <i>n</i> [tek'ni:k]	usul	прием, техника
telecommunication <i>n</i>	telekommunikatsiya	телекоммуникация
[ˌtelɪkəmjʊ:nɪ'keɪʃn]		
telegram form <i>n+n</i> [ˌtelɪgræm fɔ:m]	telegramma blanki	телеграфный бланк
telephone box <i>n+n</i> [ˌtelɪfəʊn bɒks]	telefon budkasi	телефонная будка
telephone directory <i>n+n</i>	telefon kitobi	телефонная книга
[ˌtelɪfəʊn daɪrektəri]		

term <i>n</i> [tɜ:m]	1. muddat; 2. semester	1. срок; 2. семестер
terrorism <i>n</i> [ˈterərizəm]	terrorizm	терроризм
textile industry <i>n+n</i> [ˈtekstail ˈɪndəstri]	to'qimachilik sanoati	текстильная промышленность
Textile Technology <i>n+n</i> [ˈtekstail tek'nɒlədʒi]	to'qimachilik texnologiyasi	текстильная технология
thank goodness <i>phr</i> [θæŋk ˈɡʊdnəs]	xudoga shukur	слава богу
Thanksgiving Holiday <i>n+n</i> [θæŋks'ɡɪvɪŋ ˈhɒlədeɪ]	minnatdorchilik bayrami	праздник благодарения
theory <i>n</i> [ˈθɪəri]	nazariya	теория
thirst <i>n</i> [θɜ:st]	chanqoq	жажда
throne <i>n</i> [θrəʊn]	taxt	tron
tiredness <i>n</i> [ˈtaɪədnes]	charchoq	усталость
toe <i>n</i> [təʊ]	oyoq uchi; tufli uchi	палец на ноге; носок башмака
token <i>n</i> [ˈtəʊkən]	ramz, belgi	знак
tolerate <i>v</i> [ˈtɒləreɪt]	1. chidamoq; 2. yo'l qo'ymoq,	1. терпеть; 2. допускать,
	ruxsat bermoq	дозволять
top set <i>adj+n</i> [ˌtɒp ˈset]	kuchli sinf	сильный класс
touch <i>v</i> [tʌtʃ]	tegmoq, turtmoq	прикасаться
tourism <i>n</i> [ˈtuərizəm]	sayyohlik	туризм
trade union <i>n+n</i> [ˌtreɪd ˈju:niən]	kasaba uyushmasi	профсоюз
trader <i>n</i> [ˈtreɪdə]	savdogar	торговец
transmit <i>v</i> [trænzˈmɪt]	uzatmoq, olib bermoq	транслировать
treat <i>v</i> [tri:t]	muomalada bo'lmoq	обращаться
truant <i>v</i> [ˈtru:ənt]	qochib yurmoq (maktabdan)	прогуливать
truck <i>n</i> [trʌk]	yuk mashinasi	грузовик
turnover <i>n</i> [ˈtɜ:nəʊvə]	aylanma mablag'	оборотные средства
Tutorial <i>n</i> [tju:'tɔ:riəl]	konsultatsiya	консультация

U

UN <i>n</i> (=United Nations) [ju:'en]	BMT (Birlashgan Millatlar Tashkiloti)	ООН (Организация Объединенный Наций)
unacceptable <i>adj</i> [ˌʌnək'septəbl]	qabul qilib bo'lmaydigan	неприемлемый
unfair <i>adj</i> [ˌʌn'feə]	adolatsiz	несправедливый
unfortunately <i>adv</i> [ˌʌnfɔ:tʃənətli]	afsuski	к несчастью
unicorn <i>n</i> [ˈju:nɪkɔ:n]	bir shoxli hayvon	единорог
uranium (<i>mass n</i>) [jʊ'reɪniəm]	uran	уран

V

vacation <i>n</i> [və'keɪʃn]	ta'til	отдых
value <i>n</i> [ˈvælju:]	qadr, qimmat; qadriyat	ценность
versus <i>prep</i> [ˈvɜ:səs]	... ga qarshi	против
victorious <i>adj</i> [vɪk'tɔ:riəs]	g'olib	победный
vocational <i>adj</i> [vəʊ'keɪʃənəl]	kasbiy	профессиональный
voluntary <i>adj</i> [ˈvɒləntəri]	ixtiyoriy	добровольный
volunteer <i>n</i> [ˌvɒləntiə]	ko'ngilli	волонтер
vote <i>v</i> [vəʊt]	ovoz bermoq	голосовать

voter *n* ['vəʊtə]

ovoz beruvchi

избиратель

W

wage *n* [weɪdʒ]

vaqtbay (soat, kun) ish haqi

оплата по времени (час, день)

warning *n* ['wɔːnɪŋ]

ogohlantirish

предупреждение

weakness *n* ['wiːknəs]

kuchsiz (zaif) tomon

слабости

weigh *v* [wei]

chamalab ko'rmoq, tortmoq

взвесить

weight *n* [weit]

og'irlik, yuk

вес

welfare *n* ['welfeə]

boylik

благосостояние

wheat ears *n+n* [wi:t 'tɜːz]

bo'g'doy boshog'lari

колосья пшеницы

wholesaler *n* ['həʊlseɪlə]

ulgurji savdo qiluvchi

оптовик

withdraw (*an advert*) *v* [wɪð'drɔː]

olib tashlamoq, qaytib olmoq

изымать, брать назад

witty *adj* ['wɪti]

aqlli, dono

остроумный

world community *n+n*

jahon hamjamiyati

мировое сообщество

[wɜːld kəmjuːnəti]

worn out *phr v* [wɔːn'ɔʊt]

eskirmoq

износиться

worthwhile *adj* [wɜːθwaɪl]

arziguli

стоящий

wounded *adj* ['wuːndɪd]

yaralangan

раненый

wrong number *adj+n* [rɒŋ 'nʌmbə] noto'g'ri raqam

неправильный номер

Z

zinc (*mass n*) [zɪŋk]

ruh

цинк

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